

Las Positas College
Curriculum Committee Meeting

12/02/2024

5.0 Second Reading/Voting Packet

5.1 New Courses

Course Outline of Record - Effective Term: **Fall 2025**

APWX 94 Apprenticeship Work Experience

DANC 5A Dance Composition Fundamentals/Beginning

GDDM 10 3D Modeling and Animation

GDDM 12 2D Animation

NESL 260 Introduction to Achievement in Community College for ESL Students

NESL 261 Achievement in Community College for ESL Students 1

NESL 262 Achievement in Community College for ESL Students 2

NESL 263 Achievement in Community College for ESL Students 3

NMUS 245 Chamber Choir for Older Adults

NMUS 246 Vocal Jazz Ensemble for Older Adults

Enrollment Limitations - Effective Term: Fall 2025

APWX 94 Apprenticeship Work Experience

NMUS 245 Chamber Choir for Older Adults

NMUS 246 Vocal Jazz Ensemble for Older Adults

Distance Education - Effective Term: **Fall 2025**

APWX 94 Apprenticeship Work Experience

GDDM 10 3D Modeling and Animation

GDDM 12 2D Animation

NMUS 245 Chamber Choir for Older Adults

NMUS 246 Vocal Jazz Ensemble for Older Adults

CSU Transfer - Effective Term: Fall 2025

DANC 5A Dance Composition Fundamentals/Beginning

GDDM 10 3D Modeling and Animation

GDDM 12 2D Animation

Associate Degree GE - Effective Term: Fall 2025

DANC 5A Dance Composition Fundamentals/Beginning – Area 7



LAS POSITAS

COLLEGE

Course Outline for Apprenticeship Work Experience 94 Apprenticeship Work Experience

Effective: Fall 2025

Catalog Description:

APWX 94 - Apprenticeship Work Experience

1.00 - 14.00 Units

May be repeated time(s)

College supervised on-the-job training. Apprenticeship work experience in an occupation related to student's apprenticeship program. Cooperative effort of the work supervisor, student, Joint Apprenticeship Training Council (JATC) or Program Sponsor, and instructor to achieve work-based learning objectives. Student must be enrolled in an apprenticeship program. Each Unit of Credit requires 54 hours of work experience. Students can earn 1 to 14 units per semester.

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards.

Course Grading: Pass/No Pass

Work Experience Hours 54 - 756

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

Unlimited for students enrolled in an Apprenticeship

Course Objectives:

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

- A. Assess progress on learning objectives established with the instructor, supervisor, and student at the beginning of the school term
- B. Apply and refine skills learned in the classroom at the work site
- C. Evaluate workplace performance and assess work skills in preparation for employment or advancement in a career
- D. Relate work experience to apprenticeship courses

- E. Identify career opportunities, job requirements, employer expectations, and promotional requirements in an occupational setting

Course Content:

1. Instructor, student, and work site supervisor will:
 1. Determine activities related to the apprenticeship training program and the required professional trade skills
 2. Determine learning opportunities
 3. Determine experiences to broaden knowledge of the job and profession
2. The semester will include college/JATC:
 1. Conduct consultations
 2. Provide feedback on student's progress
 3. Evaluate student's performance and make recommendations to student

Methods of Instruction:

1. On-the-job, supervised work experience - supervised by apprenticeship sponsor
2. Individual consultation with students
3. Individual consultation with employer

Typical Assignments

- A. Other:
 1. Development of learning objectives for apprenticeship
 2. Self-assessment of performance
 3. Development of action plans for performance

Methods of Evaluating Student Progress

- A. Class Performance
 1. Semester long
- B. Individual consultation with students
 1. Instructor's appraisal of student's performance using industry standards - Minimum once per semester
- C. Individual consultation with employer
 1. Supervisor's and instructor's evaluations of student's performance on objectives using industry standards - Minimum once per semester

Student Learning Outcomes

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

- A. Demonstrate competencies for effective and competitive workforce performance in the apprenticeship program.
- B. Describe professional work skills in the workplace.

Textbooks (Typical):

Other Learning Materials:

1. All materials will be provided by the Apprenticeship Program Sponsor..

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet connection..



Las Positas College

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DE for APWX 94 Apprenticeship Work Experience

DE Proposal

Delivery Methods

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

Rationale for DE

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

DE will ensure flexibility and access for all students.

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.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Other:**

Frequency: Visits to student worksite - at least twice 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: At least once per semester

Student-Content Interaction

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

Frequency: At least once per semester

- **Other:**

Frequency: Journal and final report - once per semester



LAS POSITAS

COLLEGE

Course Outline for Dance 5A Dance Composition Fundamentals/Beginning Effective: Fall 2025

Catalog Description:

DANC 5A - Dance Composition Fundamentals/Beginning 1.00 Units

An introduction to the art of making dances for choreographers working in any style of dance, this course is open to students who have little or no dance training.

Course Grading: Optional

Lab Hours	54
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Inside of Class Hours	54
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Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and demonstrate the elements of dance: Body, Action, Space, Time and Energy
- B. Discuss and evaluate the elements of dance used in designing and presenting dance compositions
- C. Construct dance compositions using the elements of dance

Course Content:

1. Movement improvisation
2. Explorations of Body
 1. Body parts, isolation, initiation of body part
 2. Whole body
 3. Body connectivity
3. Motion/Action

1. Axial (in place)
2. Locomoter (moves through space)
3. Effort Actions
 1. Press
 2. Wring
 3. Slash
 4. Punch
 5. Flick
 6. Dab
 7. Glide
 8. Float
4. Space
 1. Design of Body- Shape
 2. Direction
 1. Forward
 2. Backward
 3. Upward
 4. Downward
 5. Sideward
 6. Diagonally
 3. Pathway
 4. Relationships
 1. In front
 2. Behind
 3. Over
 4. Under
 5. Near
 6. Far
 5. Focus
 1. Inward
 2. Outward
 3. Direct
 4. Indirect
 6. Plane
 1. Sagital
 2. Vertical
 3. Horizontal
5. Time
 1. Duration
 2. Speed
 3. Beat
 4. Tempo
 5. Accent
 6. Metric Rhythms- 2/4, 4/4, 3/4 patterns
 7. Rhapsodic Rhythms

1. Breath
 2. Wind
 3. Water
6. Energy
1. Qualities of Movement
 1. Sustainment
 2. Suspension
 3. Swinging
 4. Swaying
 5. Collapsive
 6. Vibratory
 7. Percussive
 2. Degrees of Energy
 1. Strong/weak
 2. Heavy/light
 3. Boundflow/freeflow
 3. Tension
 4. Attack

Methods of Instruction:

1. Student Presentations - Students will choreograph and present 4 studies through the semester. Studies will focus on: the elements of dance; choreographic problem solving; choreographing on another body; choreographing on more than one body.
2. Classroom Activity - Improvisation and choreography exercises
3. Demonstration - dance movements through demonstration, slides, and film
4. Discussion - Class discussion on choreographic intent, movement creation and exploration
5. Audio-visual Activity - Short videos provided by the professor will be on Canvas or viewed in class for discussion pertaining to the choreographic process and different perspectives of choreographers
6. Improvisations

Typical Assignments

- A. Laboratory:
Provide insightful feedback and response to choreographic studies
- B. Project:
Set a movement study on a peer
- C. Other:
Perform group improvisations
- D. Project:
Create and perform a dance study using an assigned element of dance

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. Daily
- B. Class Work
 - 1. Daily
- C. Class Performance
 - 1. last day of class
- D. Exams/Tests
 - 1. Showing every six weeks
- E. Group Projects
 - 1. Daily
- F. Individual consultation with students
 - 1. Individual meetings 2 times through the semester

Student Learning Outcomes

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

- A. Construct dance compositions communicating a specific idea at an introductory level.
- B. Construct dance compositions with a defined structure at an introductory level.
- C. Construct engaging and original dance compositions.

Textbooks (Typical):

Textbook:

- 1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd, 2023.
- 2. Jenny Roche, Stephanie Burrige *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Students are to provide their own dance apparel and footwear.



LAS POSITAS

C O L L E G E

Course Outline for Graphic Design & Digital Media 10 3D Modeling and Animation

Effective: Fall 2025

Catalog Description:

GDDM 10 - 3D Modeling and Animation

3.00 Units

Use 3D computer software to create scenes, objects, and characters and animate them while applying traditional animation principles. Focus will be on how to create believable movement and storytelling as well as learning workflow from planning to final animation.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Multimedia

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use 3D modeling software to create original artwork for animation.
- B. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
- C. Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
- D. Incorporate elements of storytelling and character development into a scene.
- E. Explain 3D workflow, and how to take a shot from design to final render.

- F. Discuss the importance of 3D modeling and animation as a medium in historical and contemporary practices

Course Content:

Lab:

1. During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques.
2. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models.
3. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts.
4. Students should ask questions if there is anything they are unclear on or that they need repeated.
5. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique.
6. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.

Lecture:

1. Production Pipeline and Preproduction
 1. Story telling and visual story telling
 2. Breakdown: Story, segment, sequence, scene, and shot
 3. Storyboards: Role, elements, and function
 4. Camera
 5. Types of shots
 6. Production Process and checklist
2. Foundations to 3D Modeling
 1. Coordinates, measurements, dimensions
 2. Cartesian and polar coordinate systems
 3. Points, lines and polygons
 4. Polygons and polylines,
 5. Tris, quads, and n-gons
 6. Mesh
 7. Transformations (global and local)
3. Modeling
 1. Modeling with Primitives
 2. Polygonal Modeling
 3. Pologonal Mesh (extrude, bevel, bridge)
 4. Box Modeling
 5. Hiarchy
 6. Deformations
 1. Bend, twist, squash, stretch, taper

7. Shaded and wireframe views
4. Advanced Modeling
 1. Curved lines
 1. Open and closed curves
 2. Simple and nonsimple curves
 3. Splines
 4. Bezier curves
 5. B-splines
 6. NURBs
 2. Sweeping Tehcniques
 1. Lathe, loft
 2. Subdivision modeling, subdivision surfaces
 3. Organic vs hard surface modeling
5. Animation
 1. History and innovations in animation
 2. Principles of animation
 1. Squash and Strech
 2. Anticipation
 3. Staging
 4. Straight-Ahead Action and Pose-to-Pose
 5. Follow-Through and overlapping Action
 6. Slow-in and Slow-out
 7. Arcs
 8. Secondary Action
 9. Timing
 10. Exaggeration
 11. Solid Drawing
 12. Appeal
 3. Character Design, Rigging, and Animation
 1. Rigging
 2. Forward and inverse kinematics
 3. Character design and posing (purpose and balance)
 1. Symmetry
 2. Silhouette
 3. Line of Action
 4. Surface Characteristics (color and material)
 5. Distance from camera, speed of movement
 6. Range of motion (facial expressions, gesticulations)
6. Lighting
 1. Properties of light: reflection, refraction, dispersion

2. Material classification based on light interaction
3. Basic color theory
4. Properties and types of CG lights
 1. Placement and orientation
 2. Omni light, spot light, directional light, linear light, area light volume light
5. Ambient light
6. Direct and indirect light
7. Using lighting to create emotion
7. Composing and rendering
 1. Elements of composition
 1. Perspective
 2. Form and volume
 3. Positive and negative space
 2. Rule of thirds
 3. Digital rendering
 4. Formats and rendered images
 5. Pixels, resolution and bit planes
 6. File formats
8. Adding Sound and music

Methods of Instruction:

1. Lecture - Instructor will explain core principles and concepts, show examples, and demonstrate how to apply the skills to students' own work.
2. Lab - During lab time students should spend time working on projects using the 3D modeling software. This could include creating new models, refining existing ones, or experimenting with different tools and techniques. Instructor will go over techniques again that are a little tricky, such as how to manipulate objects in object and edit mode and how to apply textures to models. Explore Resources: Utilize any available online tutorials, videos, or reference materials. This can help deepen understanding of complex concepts. Students should ask questions if there is anything they are unclear on or that they need repeated. Review: Students should take this time to review their own work and have the teacher give constructive criticism and feedback, they can also look to their fellow students to help and give critique. Collaborate: Work with classmates to share ideas, techniques, and feedback. Collaboration can lead to new insights and improvements in modeling skills.
3. Projects - Students will have multiple projects throughout the semester.
4. Student Presentations - Students will present their work to the class for feedback and critique.

Typical Assignments

- A. Project:
 1. Basic Object modeling
 1. Students should become familiar with navigating in the 3D software, preferably Maya or Blender.

2. Getting to understand both Object and edit modes and how to Rotate, Scale and Grab objects.
 3. They should understand how to apply tranforms to objects manipulated in object mode.
 4. In edit mode they should understand face, edge and vertex mode and how to use extrude to add geometry to the object.
 5. Once the students have a firm grasp of the basic tools, they can model some simple objects such as a chair or a table for their very first assignment/ exercise.
2. Organic Modeling
 1. Students should learn how to model a lowpoly/stylized character. This will be a more long form project as the students will be Texturing, rigging, and animating their character later on.
 2. Learn basic head modeling, keeping in mind edge flow.
 3. Model the torso and limbs knowing where to add edge loops where the model will bend and deform later in the project.
3. Hard Surface Object
 1. Once students a have a rudimentary understanding of working in 3D they may start on a project that is slightly more advanced than modeling basic objects.
 2. Students should understand the importance of good topology and edge flow using quads in their meshes and know the distinction between a quad a triangle and an n-gon.
 3. Students should learn about deformations inside of 3D such as how to add edge loops and supporting loops, how to subdivide and smooth their objects, how to use mirroring, how to create basic arrays and radial arrays, how to use booleans.
 4. Students can model a slightly more advanced object than in the previous assignment having the requirement that it be something hard surface such as a building, a computer, a car (although maybe too advanced), a power tool.
4. Texturing
 1. Students will now learn how to texture their character and hardsurface objects as well.
 2. They will begin by understanding the basic materials properties and later move on to learning about UV's.
 3. Students will UV unwrap their character and learn how to project their textures onto their character with a UV map.
 4. Students should aslo learn about Normal maps and how to bake a high detail normal map onto their character.
5. Rigging a Character
 1. Students should learn the basics of rigging
 2. With their character in a T-pose, students will learn how to create and apply an armature to their models.
 3. Students should also learn how to weight paint their model so that the model deforms nicely with the armature for animation
6. Basic animation
 1. Students can now learn the basics of animating their character
 2. Students should know the basics of how to create animation keyframes and understand timing and spacing

3. Students can create a basic animation loop such as a walk cycle
7. Lighting and Rendering/ Camera Setup
 1. Students can now learn how to set up a camera to create a nice composition and how to properly light their scene
 2. Students should understand how to create a Key, Fill, and backlight to their scene.
 3. Students should learn camera operations and movements, and how to manipulate settings such as aspect ratio and focal length
 4. Once students have a nice set up and lighting in their scene they can then create a short animation video.

Methods of Evaluating Student Progress

- A. Projects
 1. 5-8 student projects per semester
- B. Lab Activities
 1. Weekly
- C. Oral Presentation
 1. 5-8 presentations for student projects per semester

Student Learning Outcomes

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

- A. Use 3D modeling software to create original artwork for animation.
- B. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
- C. Apply traditional principles of animation (anticipation, follow through, squash & stretch, easing, timing) to produce a believable performance. Convey convincing weight, timing, and attitude in body mechanics in animation.
- D. Incorporate elements of storytelling and character development into a scene.
- E. Understand 3D workflow, and how to take a shot from design to final render.
- F. Understand the importance of 3D modeling and animation as a medium in historical and contemporary practices.

Textbooks (Typical):

Textbook:

1. Jason van Gumster *Blender All-in-One For Dummies*. 1 ed., For Dummies, 2024.
2. Kelly Murdock *Autodesk Maya 2023 Basics Guide*. 1 ed., SDC Publications, 2022.
3. 3Dtotal Publishing *Beginner's Guide to Creating Characters in Blender*. 1 ed., 3Dtotal Publishing, 2021.

Software:

1. Maya. Autodesk, (/e).
2. Blender. Blender Foundation, (/e).



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DE for GDDM 10 3D Modeling and Animation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

course is computer based and all lectures, demos, assignments can be completed by student with a decent computer setup. Being able to offer course online will be a more flexible student option, easier to schedule rooms, and will likely create increased enrollment.

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

Consulted with other instructors on feasibility of offering course online. Also many courses similar to this are sold online from for-profit institutions

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 5-8 major topics 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: 5-8 per semester, for each exercise and assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly, as part of lecture and demonstration

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: As needed
- **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: 5-8 major topics per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly, as part of lecture

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 5-8 major discussions per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 5-8 major discussions per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: students will present each of their projects (5-8 per semester)



LAS POSITAS
COLLEGE

Course Outline for Graphic Design & Digital Media 12

2D Animation

Effective: Fall 2025

Catalog Description:

GDDM 12 - 2D Animation

3.00 Units

Introduction to the basic elements of animation and representation. Students will learn to analyze and apply the principals of animation to their own projects using a variety of techniques including hand drawing and computer based animation for storytelling and effective communication. Students will be introduced to the basic elements of animation and representation, including understanding of mass, movement, and reaction to external forces.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Multimedia

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Understand the role of animation as a medium within both historical and contemporary art practices
- B. Create original animated artworks using a variety of methods
- C. Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal
- D. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing

- E. Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation; Collaborate with peers in the development and execution of animations

Course Content:

Lab:

1. Projects and Exercises based on each major lecture topic
 1. Slow in / Slow out
 2. Progressive Ball Bounce
 3. Brick Drop
 4. Sack Drop
 5. Paper Drop
 6. Basic walk cycle - no arms
 7. Basic walk cycle - adding arms
 8. Character walks/strides
 9. Double Bounce, Skips, Sneaks, Limps etc.
 10. Storyboarding

Lecture:

1. Animation
 1. Slow in / Slow out
 2. Progressive Ball Bounce
 3. Brick Drop
 4. Sack Drop
 5. Paper Drop
 6. Basic walk cycle - no arms
 7. Basic walk cycle - adding arms
 8. Character walks/strides
 9. Double Bounce, Skips, Sneaks, Limps etc.
 10. Storyboarding
2. Software & Hardware
 1. Camera operations
 2. Animating in Adobe Animate
 3. Animating in Toon Boom Harmony
 4. Adobe Photoshop tools for animation
 5. Procreate tools for animation

Methods of Instruction:

1. Lab - students will have projects and exercises to work on during lab time
2. Lecture - instructor will lecture on course content
3. Demonstration - instructor will demonstrate core tools and principals

4. Research - students will research and analyze based on topic given
5. Projects - students will work on projects to demonstrate principles covered in class

Typical Assignments

A. Project:

1. Students will design character(s) that will be part of their animation, including turnarounds, gesture sheets and expression sheets
2. Student will create a final animation for their project, incorporating environments, sound design, and editing.
3. Using various animation techniques (stop motion, flip book, hand drawn, computer based), create animations demonstrating principles of animation. Students may be asked to animate:
 1. Progressive Ball Bounce
 2. Brick Drop
 3. Sack Drop
 4. Paper Drop
 5. Basic walk cycle - no arms
 6. Basic walk cycle - adding arms
 7. Character walks/strides
 8. Double Bounce, Skips, Sneaks, Limps etc.
4. Student will create a storyboard for their project, define project and objectives, develop scripts, create sketches add annotations, camera movements, etc.

Methods of Evaluating Student Progress

A. Research Projects

1. 1-3 research projects based on history of animation

B. Projects

1. one major project for the semester, several (5-6) smaller projects throughout the semester, as well as other assigned exercises

C. Oral Presentation

1. one major project for the semester, several (5-6) smaller projects throughout the semester

D. Lab Activities

1. weekly

Student Learning Outcomes

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

- A. Develop related media skills relevant to animation such as camera operation, character/creature design, environmental layout, sound recording and editing, story boarding, script writing.
- B. Identify and incorporate principles of animation into their animation projects: Squash and stretch, Anticipation, Staging, Straight-ahead action and pose-to-pose, Follow through and overlapping action, Slow in and slow out, Arc, Secondary action, Timing, Exaggeration, Solid drawing, Appeal.
- C. Create original animated artworks using a variety of methods.
- D. Understand the role of animation as a medium within both historical and contemporary art practices.

- E. Critically analyze their own work, as well as examples of animation from the larger media culture; Refine their own work based on critical feedback and self-evaluation; Collaborate with peers in the development and execution of animations.

Textbooks (Typical):

Textbook:

1. John Blain *Blender 2D Animation: The Complete Guide to the Grease Pencil*. 1 ed., A K Peters/CRC Press, 2021.
2. Tony White *2D OR NOT 2D: How to draw animation, traditionally or digitally*. 1 ed., Animation Legacy Series, 2024.
3. Walt Stanchfield, Don Hahn *Drawn to Life: 20 Golden Years of Disney Master Classes*. 1 ed., Routledge, 2009.
4. Ollie Johnston, Frank Thomas *The Illusion of Life: Disney Animation.*, Disney Editions, 1995.
5. Richard Williams *The Animator's Survival Kit: A Manual of Methods, Principles and Formulas for Classical, Computer, Games, Stop Motion and Internet Animators.*, Farrar, Straus and Giroux, 2012.



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DE for GDDM 12 2D Animation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

All objectives can be met as a DE course and students often have their own computer set up and prefer to work with their own hardware/software configuration. Students will be required to have hardware/software configurations that are capable of completing all assignments.

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

Faculty have reviewed courses taught at other institutions and it has been offered as a DE course before. Many students prefer DE courses for various reasons, such as a long commute

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 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: For each exercise and project
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: As needed
- **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: Per major topic (6-8)
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 6-8 projects through out the semester



LAS POSITAS

COLLEGE

Course Outline for Noncredit English as a Second Language 260 Introduction to Achievement in Community College for ESL Students

Effective: Fall 2025

Catalog Description:

NESL 260 - Introduction to Achievement in Community College for ESL Students 3 Hours

Introduction to Achievement in Community College is designed to help ESL students identify which resources will help them succeed in ESL classes at LPC. This lab is especially helpful for new students before they begin ESL classes at LPC, and can also benefit continuing students.

Course Grading: Pass/No Pass

Total Noncredit Hours 3

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Analyze and respond to American academic college expectations and culture
- B. Access campus resources
- C. Utilize technology necessary for ESL classes

Course Content:

1. Distinguish different programs, services, and campus resources at LPC appropriate for ESL student needs
2. Assess academic expectations and what constitutes cheating in American classrooms
3. Compare classroom culture at American colleges with student experiences in other countries
4. Interpret teacher expectations and classroom goals
5. Articulate and set goals in English
6. Establish time management skills for ESL classes
7. Use technology as it pertains to ESL courses
8. Analyze strategies for student success in ESL classrooms and at home

Methods of Instruction:

1. Guest Lecturers - Campus experts present to students
2. Discussion - In pairs, and small and large groups
3. Individualized Instruction - Based on students' needs
4. Lab - Activities in pairs and groups

Typical Assignments

- A. Reading:
Read plagiarism article and discuss student responsibility
- B. Writing:
Create a daily planner based on your ESL classes
- C. Other:
Log into Canvas and zonemail

Methods of Evaluating Student Progress

- A. Class Participation
 1. for the entire session
- B. Lab Activities
 1. all activities for the entire session

Student Learning Outcomes

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

- A. Identify which resources will help them succeed in ESL classes at LPC.

Textbooks (Typical):

Other Learning Materials:

1. Instructor provided handouts.



LAS POSITAS

COLLEGE

Course Outline for Noncredit English as a Second Language 261 Achievement in Community College for ESL Students 1

Effective: Fall 2025

Catalog Description:

NESL 261 - Achievement in Community College for ESL Students 1 2 Hours

Achievement in Community College 1 for ESL Students is designed to help ESL students persist in LPC ESL classes.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Analyze personal needs connected to learning English at a community college
- B. Articulate needs in English to a classroom instructor

Course Content:

1. Articulate and set goals in English
2. Establish time management skills for ESL classes
3. Review and analyze vocabulary for classroom success strategies (for example, "growthmindset")
4. Build awareness of different learning styles and self-evaluate
5. Develop critical thinking strategies
6. Discuss diversity on campus and explore ways in which students can connect and find a sense of place
7. Practice mindfulness strategies
8. Develop communication strategies specific to interacting with instructors (for example, asking for help)

Methods of Instruction:

1. Demonstration - classroom success strategies
2. Lab - Activities in pairs and groups

3. Discussion - In pairs, and small and large groups

Typical Assignments

- A. Other:
Role playing to practice student-teacher communication
- B. Other:
Build vocabulary for different types of learning styles
- C. Reading:
Review and discuss a short article on growth mindset

Methods of Evaluating Student Progress

- A. Class Participation
 1. for the entire session
- B. Lab Activities
 1. all activities for the entire session

Student Learning Outcomes

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

- A. Identify their learning styles and self-advocate.

Textbooks (Typical):

Other Learning Materials:

1. Instructor provided handouts.



LAS POSITAS

COLLEGE

Course Outline for Noncredit English as a Second Language 262 Achievement in Community College for ESL Students 2

Effective: Fall 2025

Catalog Description:

NESL 262 - Achievement in Community College for ESL Students 2 2 Hours

Achievement in Community College for ESL Students 2 will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to understand major and degree options in order to create an education plan. Additionally, students will learn about campus clubs to support their personal interests and LPC and/or transfer goals.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Create a student education plan appropriate to student language ability and professional and/or academic experience
- B. Analyze different degrees and certificates appropriate to student language ability and professional and/or academic experience

Course Content:

1. Distinguish different degrees and certificates at LPC that are relevant for student's needs
2. Develop a Student Education Plan based on student needs
3. Build awareness of different LPC clubs that appeal to student's interests
4. Practice mindfulness and coping strategies

Methods of Instruction:

1. Discussion - In pairs and small and large groups

2. Guest Lecturers - Guest lecturers from the Counseling Department, Student Health Center or other campus services
3. Lab - In pairs and small groups
4. Individualized Instruction - Based on student's needs

Typical Assignments

A. Other:

1. Listen to presentation about majors and degrees available at LPC to analyze specific student needs and interests

B. Reading:

1. Read about a list of clubs available at LPC and discuss meaning and interest

Methods of Evaluating Student Progress

A. Class Participation

1. This occurs for the entire session.

B. Lab Activities

1. This occurs for the entire session.

Student Learning Outcomes

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

- A. Identify the various degrees and certificates offered at LPC and create a student education plan to help ensure student success and commitment.

Textbooks (Typical):

Other Learning Materials:

1. Instructor will provide handouts. .



LAS POSITAS

COLLEGE

Course Outline for Noncredit English as a Second Language 263 Achievement in Community College for ESL Students 3

Effective: Fall 2025

Catalog Description:

NESL 263 - Achievement in Community College for ESL Students 3 2 Hours

Achievement in Community College for ESL Students 3 will help students articulate short-term and long-term professional goals. Students will visit the Career Center to learn about student resources. Additionally, students will learn about current and future job opportunities that are relevant to their interests, experience, and future goals.

Course Grading: Pass/No Pass

Total Noncredit Hours 2

Discipline:

English as a Second Language (ESL)

Course Objectives:

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

- A. Establish short-term and long-term career goals
- B. Create a resume

Course Content:

1. Explore Career Center and analyze job opportunities appropriate for student's current language skills, abilities and experience.
2. Explore Career Center in order to learn about future job opportunities and their education requirements.
3. Build a resume.
4. Explore the Transfer Center.

Methods of Instruction:

1. Discussion - In pairs and small and large groups
2. Guest Lecturers - Campus experts present to students
3. Lab - In pairs and small groups

4. Individualized Instruction - This will be based on student's needs

Typical Assignments

A. Other:

1. Listen to lectures from campus experts

B. Writing:

1. Learn language and organizational structure for a resume
2. Set short-term and long-term professional goals

C. Reading:

1. Read and comprehend current local job postings

Methods of Evaluating Student Progress

A. Class Participation

1. This occurs for the entire session

B. Lab Activities

1. All activities occur for the entire session

Student Learning Outcomes

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

- A. Articulate professional goals.

Textbooks (Typical):

Other Learning Materials:

1. The instructor will provide handouts.



LAS POSITAS

COLLEGE

Course Outline for Noncredit Music 245 Chamber Choir for Older Adults

Effective: Fall 2025

Catalog Description:

NMUS 245 - Chamber Choir for Older Adults 54 Hours

This course is for the study, rehearsal, and public performance of choral literature for the older adult, with a continued emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Music

Course Objectives:

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

- A. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
- B. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.
- C. Study and perform advanced choral harmonies with excellent musicianship.
- D. Demonstrate successful ensemble methods, adhering to director's instructions.
- E. Demonstrate further improvement in performance ability in both solo and ensemble settings.
- F. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
- G. Display a refined ability to independently carry one's part and sing within an ensemble.
- H. Audition for solo opportunities when made available.
 - I. Memorize performance material when necessary.
 - J. Improve and maintain mental acuity through memorization and active learning.

Course Content:

1. Rhythm
 1. Precise reading and performance of intermediate to advanced rhythms
 2. Performing together as a section and ensemble
 3. Improving and maintaining finger dexterity and musculature
 4. Following the conductor as applicable
2. Intonation
 1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
 2. Precise reading and production of pitches
 3. Tuning pitches and harmonies as a section
 4. Tuning of pitches and harmonies as an ensemble
3. Articulation
 1. Accurate performance and reading of markings
 2. Following the conductor's gestures as applicable
 3. Blending with the ensemble
 4. Sharpening mental acuity
4. Expression
 1. Accurate performance of markings
 2. Follow the conductor's gestures as applicable
 3. Sharpening auditory skills
5. Blend and Balance
 1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
 1. Demonstrate musical preparedness in rehearsal and performances
 2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
7. Misc.
 8. Ensemble specific performance practices
 9. Period performance practices as applicable
 10. Improved solos as applicable
 11. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Exchanges with local High Schools, choral festivals like San Jose State Choral Festival or Sacramento Golden State Festival.
3. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
4. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
5. Lab - Weekly sectional rehearsals.
6. Critique - Student critique post concert.

7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of choral music. Weekly sectional rehearsals.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance

Typical Assignments

- A. Laboratory:
 1. Hold a sectional rehearsal with the singers of your section.
 2. Accurately perform the complex rhythms of "Time" by Jennifer Lucy Cook.
 3. Learn the German pronunciation for Brahms' "O Schöne Nacht"
 4. Memorize the bass part to "The Snow" by Edward Elgar.

Methods of Evaluating Student Progress

- A. Class Work
 1. Weekly
- B. Exams/Tests
 1. 2-3 per semester
- C. Home Work
 1. Daily practice
- D. Class Performance
 1. Weekly
- E. Final Public Performance
 1. 1-3 per semester
- F. Field Trips
 1. 1-3 per semester
- G. Class Participation
 1. Daily

Student Learning Outcomes

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

- A. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
- B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.
- C. Demonstrate successful ensemble methods, adhering to director's instructions.

Textbooks (Typical):

Textbook:

1. Donald Brinegar *APROARTE - A Nested Hierarchy of Expressive Singing*. 1st ed., GoshPa Press, 2023.

Other Learning Materials:

1. All sheet music is provided to students..

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..



LAS POSITAS
COLLEGE

Las Positas College

3000 Campus Hill Drive
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(925) 424-1000
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DE for NMUS 245 Chamber Choir for Older Adults

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussion and practice with my music colleagues, we agree that SLOs NMUS 245 can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

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

The decision was made after consulting faculty and students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
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: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1-3 per semester



LAS POSITAS

COLLEGE

Course Outline for Noncredit Music 246 Vocal Jazz Ensemble for Older Adults

Effective: Fall 2025

Catalog Description:

NMUS 246 - Vocal Jazz Ensemble for Older Adults 54 Hours

This course is for the study, rehearsal, and public performance of vocal jazz literature for the older adult, with an emphasis on the development of skills needed to perform within an ensemble. Different literature is studied each semester so that various technical, historical and artistic issues are addressed. Attendance at all scheduled performances is required. Audition required.

Enrollment Limitation: Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course .

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Memorize performance material when necessary.
- B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
- C. Perform as a jazz vocalist with a combo or big band.
- D. Audition for solo opportunities when made available.
- E. Display a refined ability to independently carry one's part and sing within an ensemble.
- F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.

- G. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
- H. Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.
 - I. Study and perform advanced harmonies with excellent musicianship.
- J. Demonstrate further improvement in performance ability in both solo and ensemble settings.
- K. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.
- L. Demonstrate successful ensemble methods, adhering to director's instructions.
- M. Improve and maintain mental acuity through memorization and active learning.

Course Content:

- 1. Rhythm
 - 1. Precise reading and performance of intermediate to advanced rhythms
 - 2. Performing together as a section and ensemble
 - 3. Improving and maintaining finger dexterity and musculature
 - 4. Following the conductor as applicable
- 2. Intonation
 - 1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles.
 - 2. Precise reading and production of pitches
 - 3. Tuning pitches and harmonies as a section
 - 4. Tuning of pitches and harmonies as an ensemble
- 3. Articulation
 - 1. Accurate performance and reading of markings
 - 2. Following the conductor's gestures as applicable
 - 3. Blending with the ensemble
 - 4. Sharpening mental acuity
- 4. Expression
 - 1. Accurate performance of markings
 - 2. Follow the conductor's gestures as applicable
 - 3. Sharpening auditory skills
- 5. Blend and Balance
 - 1. Appropriate tone, volume, and timbre as appropriate to section
- 6. Professional standard of conduct
 - 1. Demonstrate musical preparedness in rehearsal and performances
 - 2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation.
- 7. Misc.
 - 1. Ensemble specific performance practices
 - 2. Period performance practices as applicable
 - 3. Improved solos as applicable
 - 4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Critique - Students work with guest conductors and clinicians.
2. Field Trips - Local High Schools, Jazz Festivals like Cuesta College Vocal Jazz Festival or the California Jazz Championships,
3. Demonstration - Ability to sing with skill using blend, expression and other nuances. Public performances in concerts, festivals and competitions.
4. Lab - Weekly sectional rehearsals.
5. Critique - Student critique post concert.
6. Discussion - Analysis of performance recordings, self-evaluation of rehearsal techniques.
7. Guest Lecturers - The students work with Vocal Technique educators and other experts in the field of vocal jazz.
8. Group presentation
9. Ensemble rehearsal
10. Sectional rehearsal
11. Individual performance
12. Recordings 1. Performance in a recording session 2. Analysis a previously recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Typical Assignments

- A. Laboratory:
 1. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.
 2. Memorize the tenor solo in "Me and Julio Down by the Schoolyard" by Paul Simon, arranged by Darmon Meader.
 3. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.

Methods of Evaluating Student Progress

- A. Final Public Performance
 1. 1-3 per semester
- B. Class Work
 1. Weekly
- C. Home Work
 1. Daily practice
- D. Class Performance
 1. Weekly
- E. Field Trips
 1. 1-3 per semester
- F. Class Participation
 1. Daily
- G. Exams/Tests
 1. 2-4 per semester
- H. The evaluation is based on a students individual growth and progress throughout the term.

Student Learning Outcomes

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

- A. Perform solo improvisation using appropriate syllables and articulations.
- B. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
- C. Demonstrate understanding of the performance sound system, including safe set-up, take-down, and operation.
- D. Demonstrate overall musicianship and ability to carry one's part singing within an ensemble.

Textbooks (Typical):

Textbook:

1. Bermejo, Mili *Jazz Vocal Improvisation: An Instrumental Approach*. 1st Edition ed., Berklee Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Repertoire appropriate to ensemble will be provided by instructor from school collection..



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DE for NMUS 246 Vocal Jazz Ensemble for Older Adults

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussion and practice with my music colleagues, we agree that SLOs NMUS 246 can be easily met in a hybrid modality. In-person rehearsals will be supplemented with online resources such as part track recordings, reference recordings and performance videos that students require to prepare in self-study.

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

The decision was made after consulting faculty and students.

Accessibility all materials must be accessible to students with disabilities

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- Alt-text/ tags for images.
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- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

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Frequency: weekly
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Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 Announcements per month.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1-3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
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: 1-3 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1-3 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1-3 per semester

5.2 Course Modifications

Course Outline of Record - Effective Term: **Fall 2025**

AJ 54 Investigative Report Writing
AJ 64 Police Patrol Operations
ANTR 1 Biological Anthropology
ANTR 1L Biological Anthropology Laboratory
ANTR 2 Introduction to Archaeology
ANTR 3 Cultural Anthropology
ANTR 4 Language and Culture
ANTR 7 Native American Cultures of North America
ANTR 12 Magic/Religion/Witchcraft/Healing
ANTR 13 Introduction to Forensic Anthropology
ANTR 29A Independent Study, Cultural Anthropology
ANTR 29B Independent Study, Biological Anthropology
ANTR 29C Independent Study, Archaeology/Prehistory
ANTR 29D Independent Study, Linguistic Anthropology
ARHS 1 Introduction to Art History
ARHS 2 Art of the Ancient Americas
ARHS 3 Arts of Africa, Oceania, and Indigenous North Americas
ARHS 4 Western Art History - Ancient to Medieval
ARHS 6 Museum & Gallery Techniques
ARHS 7 Modern Art History
ARHS 8 Asian Art History
BIO 20 Contemporary Human Biology
BUSN 20 International Business
BUSN 45 Entrepreneurship
CIS 79 Medical Office Procedures
CMST 3 Group Communication
CMST 4 Introduction to Communication Studies
CMST 10 Interpersonal Communication
CMST 11 Intercultural Communication
CMST 46 Argumentation and Debate

CNT 55 Windows Server Installation, Storage, and Compute
CNT 56 Networking with Windows Server
CNT 8001 Cisco CCNA1/3 Introduction to Networks (ITN)
CNT 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
DANC 2A Jazz Dance Fundamentals/Beginning
DANC 2B Jazz Dance Beginning/Intermediate
DANC 3A Ballet Fundamentals/Beginning
DANC 6A Choreography for the Stage Fundamentals/Beginning
DANC 6B Choreography for the Stage Beginning/Intermediate
ECE 10 Introduction to Education
ECE 95 Work Experience
EMS 10 Paramedic Theory 1
EMS 11 Paramedic Theory 2
EMS 12 Paramedic Laboratory 1
EMS 13 Paramedic Laboratory 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
ENG 12B Craft of Writing Fiction: Intermediate
ENG 12C Craft of Writing Fiction: Advanced
ENG 20 Studies in Shakespeare
ENG 29 Independent Study, English
ENG 32 U.S. Women's Literature
ENG 35 Modern American Literature
ENG 41 Modern World Literature
ENG 42 Literature of the African Diaspora in America
ENG 44 Literature of the American West
ENG 45 Studies in Fiction
ENG 110 Craft of the Sentence

ENG 115 Personalized Coaching for Academic Reading and Writing
ENGR 1 Introduction to Engineering
ENGR 23 Engineering Graphics
ENGR 26 Computational Methods for Engineers and Scientists
ETHS 1 Introduction to Ethnic Studies
ETHS 20 Introduction to Asian American Studies
ETHS 40 Introduction to Native American Studies
EVST 5 Energy and Sustainability
FREN 1A Beginning French
GDDM 45A Digital Painting I
GDDM 45B Digital Painting II
GDDM 57 Branding and Identity Design
GDDM 58 Adobe Photoshop II
HEA 11 Health and Social Justice
JAMS 1 Introduction to Mass Communications
JAMS 2 Introduction to Media
JAMS 3 Introduction to Public Relations
JAMS 11 Introduction to Reporting and Newswriting
JAMS 21A Express College Newspaper A
JAMS 21B Express College Newspaper B
JAMS 22 Express Editorial Board
JAMS 24A Naked Magazine: College Magazine A
JAMS 24BA Naked Magazine: College Magazine B
JAMS 23 Digital Storytelling
KIN 5 Sports Management
KIN 16 The Successful Student Athlete
KIN 29A Independent Study, Intercollegiate Athletics
KIN 29K Independent Study, Kinesiology
KIN 29P Independent Study, Physical Education
KIN 38A Pre-Season Intercollegiate Men's Soccer
KIN 38B Intercollegiate Men's Soccer
KIN 38C Post Season Intercollegiate Men's Soccer
KIN 48A Pre-Season Intercollegiate Women's Soccer
KIN 48B Intercollegiate Women's Soccer

MATH 100C Concurrent Support for SLAM Mathematics
MATH 101C Concurrent Support for BSTEM Mathematics
MKTG 50 Introduction to Marketing
MUS 11 Commercial Music Combo
MUS 19 Music Composition
MUS 34 Music in Film
MUS 41 Instrumental Chamber Music
MUS 44 Concert Choir
MUS 45 Chamber Choir
MUS 46 Vocal Jazz Ensemble
NBUS 200 Communication in the Workplace
NENG 210 Craft of the Sentence
NENG 215 Personalized Coaching for Academic Reading and Writing
NMAT 200C Concurrent Support for SLAM Mathematics
NMAT 201C Concurrent Support for BSTEM Mathematics
NMAT 265 Math Jam for BSTEM & Calculus I Preparation
NNTR 201 Introduction to Nutrition Science
NTRN 1 Introduction to Nutrition Science
PCN 5 Introduction to Social Work and Human Services
PCN 35 Drugs, Health, and Society
PHIL 1 God, Nature, Human Nature
PHIL 4 Introduction to Philosophy: Knowledge
PHIL 6 Introduction to Logic
PHIL 8 Logic and Argumentation
PHTO 51B Individual Projects B
PHTO 60 Intermediate Black and White Photography
PHTO 64A Artificial Light Photography
PHTO 66 Digital Imaging
PHTO 67 History of Photography
PSYC 4 Brain, Mind, and Behavior
SOC 6 Social Problems
SOC 11 Sociology of Gender
SOC 29 Independent Study, Sociology
SPAN 1A Beginning Spanish

SPAN 1B Elementary Spanish
SPAN 2A Intermediate Spanish I
SPAN 2B Intermediate Spanish II
THEA 1A Theory/Practice of Acting I
THEA 4 Modern American Theater
THEA 10 Introduction to Dramatic Arts
THEA 39A Musical Theater Workshop - Beginning
THEA 39B Musical Theater Workshop - Intermediate
THEA 39C Musical Theater Workshop – Advanced
THEA 53 Script Analysis
WRKX 94 Occupational Work Experience/Internship
WRKX 95 General Work Experience

Enrollment Limitations - Effective Term: Fall 2025

EMS 10 Paramedic Theory 1
EMS 11 Paramedic Theory 2
EMS 12 Paramedic Laboratory 1
EMS 13 Paramedic Laboratory 2
EMS 16 Paramedic Clinical Internship
EMS 20 Emergency Medical Technician
ENG 12C Craft of Writing Fiction: Advanced
GDDM 57 Branding and Identity Design
MATH 101C Concurrent Support for BSTEM Mathematics
NMAT 201C Concurrent Support for BSTEM Mathematics

Distance Education (DE) - Effective Term: Spring 2025

AJ 64 Police Patrol Operations
ANTR 1 Biological Anthropology
ANTR 2 Introduction to Archaeology
ANTR 3 Cultural Anthropology
ANTR 12 Magic/Religion/Witchcraft/Healing
ANTR 13 Introduction to Forensic Anthropology
CMST 3 Group Communication

CMST 4 Introduction to Communication Studies
CMST 10 Interpersonal Communication
CMST 11 Intercultural Communication
CMST 46 Argumentation and Debate
CNT 56 Networking with Windows Serve
CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation
v7.0 (ENSA)
DANC 2A Jazz Dance Fundamentals/Beginning
DANC 2B Jazz Dance Beginning/Intermediate
DANC 3A Ballet Fundamentals/Beginning
EMS 16 Paramedic Clinical Internship
EMS 17 Paramedic Field Internship
ENG 20 Studies in Shakespeare
ENG 44 Literature of the American West
ENG 45 Studies in Fiction
ENGR 26 Computational Methods for Engineers and Scientists
GDDM 45B Digital Painting II
KIN 5 Sports Management
KIN 16 The Successful Student Athlete
KIN 38A Pre-Season Intercollegiate Men's Soccer
KIN 48A Pre-Season Intercollegiate Women's Soccer
MATH 100C Concurrent Support for SLAM Mathematics
MATH 101C Concurrent Support for BSTEM Mathematics
MUS 34 Music in Film
MUS 41 Instrumental Chamber Music
MUS 44 Concert Choir
MUS 46 Vocal Jazz Ensemble
NMAT 200C Concurrent Support for SLAM Mathematics
NMAT 201C Concurrent Support for BSTEM Mathematics
PHTO 51B Individual Projects B
PHTO 60 Intermediate Black and White Photography
PHTO 64A Artificial Light Photography
PHTO 66 Digital Imaging
PHTO 67 History of Photography

SOC 6 Social Problems
SOC 11 Sociology of Gender
SPAN 1A Beginning Spanish
SPAN 1B Elementary Spanish
SPAN 2A Intermediate Spanish
SPAN 2B Intermediate Spanish II
THEA 4 Modern American Theater
THEA 39A Musical Theater Workshop - Beginning
THEA 39B Musical Theater Workshop - Intermediate
THEA 39C Musical Theater Workshop – Advanced

Credit for Prior Learning - Effective Term: Spring 2025

AJ 54 Investigative Report Writing
AJ 64 Police Patrol Operations
CNT 55 Windows Server Installation, Storage, and Compute
CNT 56 Networking with Windows Server
CNT 8001 Cisco CCNA1/3 Introduction to Networks (ITN)
CNT 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation
v7.0 (ENSA)
EMS 10 Paramedic Theory 1
EMS 11 Paramedic Theory 2
EMS 12 Paramedic Laboratory 1
EMS 13 Paramedic Laboratory 2
EMS 16 Paramedic Clinical Internship
EMS 17 Paramedic Field Internship
EMS 20 Emergency Medical Technician
EMS 30 Emergency Medical Responder
EMS 70 CPR for Healthcare Providers
JAMS 23 Digital Storytelling
MUS 19 Music Composition
SPAN 1A Beginning Spanish
SPAN 1B Elementary Spanish



LAS POSITAS

COLLEGE

Course 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.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Administration of Justice

Number of Times Course May Be Taken for Credit:

1

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

Typical 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.

Methods of Evaluating Student Progress

A. Quizzes

1. Periodic spelling quizzes 2-4 during the semester

B. Class Participation

1. Giving testimony at a moot trial once

C. Home Work

1. Take home investigation reports 10 graded reports during the semester

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.

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)..



Course 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.

Course Grading: Letter Grade Only

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

Discipline:

Administration of Justice

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify 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 -

Typical 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

Methods of Evaluating Student Progress

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

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.

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.



LAS POSITAS

COLLEGE

Course Outline for Anthropology 1 Biological Anthropology Effective: Fall 2025

Catalog Description:

ANTR 1 - Biological Anthropology 3.00 Units

This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and their application to the human species. Issues and topics will include, but are not limited to, genetics, evolutionary theory, human variation and biocultural adaptations, comparative primate anatomy and behavior, and the fossil evidence for human evolution. The scientific method serves as the foundation of the course.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Describe the scientific process as a methodology for understanding the natural world.
- Define the scope of anthropology and discuss the role of biological anthropology within the discipline.
- Identify the main contributors to the development of evolutionary theory.
- Explain the basic principles of Mendelian, molecular and population genetics.
- Evaluate how the forces of evolution produce genetic and phenotypic change over time.
- Demonstrate an understanding of classification, morphology and behavior of living primates.
- Summarize methods used in interpreting the fossil record, including dating techniques.

- H. Recognize the major groups of hominin fossils and describe alternate phylogenies for human evolution.
 - I. Identify the biological and cultural factors responsible for human variation.
 - J. Deconstruct the biological concept of race.

Course Content:

1. Nature of scientific inquiry and the scientific method
2. Anthropological perspective
3. History and development of biological evolutionary thought
4. Molecular, Mendelian and population genetics
5. Mechanisms of evolution
6. Comparative primate taxonomy, anatomy and behavior
7. The nature of the fossil record including dating techniques
8. Fossil and genetic evidence of human evolution
9. Biocultural adaptations and modern human variation
10. Deconstructing the biological concept of "race"

Methods of Instruction:

1. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
2. Classroom Activity - Practice completing Punnett square exercises for discrete, co-dominant, and sex-linked traits.
3. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
4. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
5. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
6. Textbook reading assignments; additional Internet and/or print assignments

Typical Assignments

A. Writing:

1. Explain and use examples Charles Darwin's theory of natural selection using relevant concepts including fitness and selective pressure.

B. Reading:

1. Read " Racism, Not Race: Answers to Frequently Asked Questions " by Alan Goodman and Joseph L. Graves (2022) and summarize the argument against using "race" as a biological category.
2. Read the textbook chapter on Mendelian genetics; using a Punnett Square diagram, map out the results of a union between two carriers for a recessive trait. What percentage of offspring would we expect not to show the recessive trait?

Methods of Evaluating Student Progress

A. Exams/Tests

1. One to two midterms and final exam

B. Quizzes

1. Periodic testing based upon textbook chapter content.

C. Home Work

1. Weekly readings and/or critical analysis of audio/visual content.

D. Papers

1. Periodic short reflective essays.

Student Learning Outcomes

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

- A. Deconstruct the biological concept of "race."
- B. Describe and identify fossil hominid species.
- C. Explain how natural selection works.

Textbooks (Typical):

OER:

1. Beth Shook, Lara Braff, Katie Nelson, Kelsie Aguilera *Explorations: An Open Invitation to Biological Anthropology*. 2 /e, Creative Commons Attribution-NonCommercial 4.0 International License, 2023. <https://explorations.americananthro.org/>.

Textbook:

1. Craig Stanford, John S. Allen, Susan C. Anton *Biological Anthropology: The Natural History of Humankind*. 5 ed., Pearson, 2024.
2. Clark Spencer Larsen *Essentials of Biological Anthropology*. 6 ed., W.W. Norton, 2025.

Other Learning Materials:

1. This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format..



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DE for ANTR 1 Biological Anthropology

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.

As a social science course, all assignments and discussions can be handled equally as effectively online, as they can in a face-to-face setting. Students may benefit, however, from occasional face-to-face lectures and hands-on interaction with teaching materials.

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

As Program Coordinator, I conferred with our adjunct Instructor of Record for the course who teach the various types of modalities; DE, hybrid, and in-person instruction. There is consensus and agreement to offer this course in a Distance Education mode.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Every two weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Every two weeks.
- **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: Every two weeks.

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: Every two weeks.
- **Wikis:** *Students will use wikis to work collaboratively.*
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: Every two weeks.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Every two weeks.



LAS POSITAS

COLLEGE

Course Outline for Anthropology 12 Magic/Religion/Witchcraft/Healing Effective: Fall 2025

Catalog Description:

ANTR 12 - Magic/Religion/Witchcraft/Healing 3.00 Units

Cross-cultural perspectives on spirituality, religious practice, myth, ancestor beliefs, witchcraft and the variety of religious rituals and practitioners found in the cultures of the world. Examination of the cosmologies of different cultures through the anthropological perspective. Emphasis is placed on how knowledge of the religious practices and beliefs of others can help us to understand the multicultural world in which we live. Comparison of the ways in which diverse cultures confront the large and fundamental questions of existence: those dealing with the meaning life, birth and death, and with the relationship of humans to each other and to their universe.

Prerequisite: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe and understand the methodologies of social and cultural anthropology
- B. Describe and understand the anthropological approach to the study of religion
- C. Describe and apply some of the various theories that have been posited to explain religion from an anthropological perspective
- D. Objectively study cultural issues such as religion through comparison and contrast

- E. Use compare and contrast to demonstrate a broad knowledge of indigenous cultures, religious beliefs and practices
- F. Discuss the complex relationship between religious ideology, cultural practice, and social institutions
- G. Explain the difference between folklore, mythology, legend, and ritual, and describe the relationships between them
- H. Compare and contrast the various types of religious practitioners such as shamans, priests, prophets, witches and sorcerers
 - I. Discuss the role of ancestors, ghosts, and souls in a variety of small religions
 - J. Discuss the use of religion and ritual in medical and healing contexts
- K. Describe universal patterns of spiritual belief
- L. Describe and explain the phenomenon of religious revitalization
- M. Discuss the human search for transcendence through ritual, spiritual journey, prayer, and trance
- N. Display familiarity with a variety of non-Western myths, legends, and religious practices

Course Content:

1. The four-field, holistic approach of anthropology
2. The culture concept
3. Historical overview of the field, its scope, aims, methods, and relationship with other disciplines of scientific inquiry
4. Theoretical approaches to the anthropological study of religion
 1. Unilineal evolutionary
 2. Historical materialist
 3. Structural/sociological
 4. Psychoanalytic
 5. Functionalist
 6. Cultural materialist
 7. Symbolic
5. Ritual and symbolic behavior
 1. Theoretical approaches to ritual
 2. Rites of passage
 3. Selected case studies, for example:
 1. Horace Miner, "Body Ritual Among the Nacirema"
 2. Daniel Gordon, "Female Circumcision in Egypt and Sudan: A Controversial Rite of Passage"
 4. William K. Powers, "The Sweat Lodge: Inside"
6. Folklore
 1. Legend and myth
 2. Theoretical approaches to the study of myth
 3. Selected case studies, for example:
 1. Lee M. Hollander, The Poetic Edda
 2. Wendy Doniger O'Flaherty, The Rig Veda
 3. W. D. Westervelt, Hawaiian Legends of Ghosts and Ghost-Gods
7. Religious practitioners
 1. Shamans and priests

2. Prophets
3. Selected case studies, for example:
 1. Margery Wolf, "The Woman Who Didn't Become a Shaman"
 2. William Howells, "The Shaman: A Siberian Spiritualist"
 3. Michael Barkhun, "Reflections After Waco: Millennialists and the State"
8. Occult practices
 1. Witchcraft
 2. Sorcery
 3. Divination
 4. Magic
 5. Concepts of good and evil
 6. Selected case studies, for example:
 1. E. E. Evans- Pritchard, "Consulting the Poison Oracle Among the Azande"
 2. George Gmelch, "Baseball Magic"
 3. Claude Levi-Strauss, "The Sorcerer and His Magic"
9. Ghosts, souls and ancestors
 1. Spirits and animism
 2. Death and the deceased
 3. Selected case studies, for example:
 1. J. H. M. Beattie, "The Ghost Cult in Bunyoro"
 2. Rachel Attituq Qitsualik, "Anirniq: An Inuit 'Ghost' Story"
 3. Allen Haney et al., "Spontaneous Memorialization: Violent Death and Emerging Mourning Ritual"
10. The human search for transcendence
 1. Prayer
 2. Trance
 3. Vision quest
 4. Body modification
 5. The religious use of drugs
 6. Selected case studies, for example:
 1. Michael Harner, "The Sound of Rushing Water"
 2. Napoleon A. Chagnon, "My Adventure with Ebene: A 'Religious Experience'"
 3. Fred W. Voget, The Shoshoni-Crow Sun Dance
11. Religion and healing
 1. Ethnomedicine
 2. Selected case studies, for example:
 1. Arthur C. Lehmann, "Eyes of the Ngangas: Ethnomedicine and Power in Central African Republic"
 2. L. A. Rebhun, "Swallowing Frogs: Anger and Illness in Northeast Brazil"
 3. Wayland D. Hand, "Folk Medical Magic and Symbolism in the West"
12. Old and new religions
 1. Cargo cults
 2. Revitalization movements
 3. New religious movements
 4. Selected case studies, for example:

1. Alice Beck Keyhoe, *The Ghost Dance: Ethnohistory and Revitalization*
2. John R. Hall, "Apocalypse at Jonestown"
3. Barry Chavannes, "The Rastafari Abroad"

Methods of Instruction:

1. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
2. Audio-visual Activity - Presentation of audio-visual materials
3. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
4. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
5. Textbook reading assignments; additional Internet based and/or print assignments

Typical Assignments

A. Research:

1. Choose a religion that is not your own to study during the course of the term. You must introduce yourself to the community of practitioners and obtain their permission to write a term paper about them and their religion. You must attend meetings and conduct in-person interviews in order to collect the ethnographic data upon which you will base your final paper.

B. Other:

1. Discussions

1. What is the difference between a cult and a religion? What are some of the superstitions practiced by your own family and friends? Where do you think they came from? Why do you think they persist?

C. Reading:

1. Read chapters two and three of Raymond Scupin's *Religion and Culture: An Anthropological Focus* and evaluate the following questions: Describe the rationalist, unilineal perspective that E.B. Tylor applied to his study of religion. What are some of the flaws of this approach? Describe the approach that symbolic anthropology takes toward the study of religion. What has Clifford Geertz contributed to this style of inquiry?
2. Read selections from Lee M. Hollander's translation of *The Poetic Edda* and evaluate the following questions: Compare and contrast the "Lay of Thrym" and the "Lay of Fafnir"; into which categories of folklore do they fall? Why? How are the stories similar? How do they differ? What do the Eddic lays tell us about Viking culture? How accurately do you think they represent the times in which they were written (circa 800 - 1200 AD)?

Methods of Evaluating Student Progress

A. Exams/Tests

1. Two comprehensive exams.

B. Quizzes

1. Periodic testing based upon textbook chapter content.

C. Papers

1. Periodic short reflective essays.

D. Home Work

1. Weekly readings and/or critical analysis of audio/visual content.

Student Learning Outcomes

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

- A. describe the role and responsibility of religious specialists.
- B. identify the components of various religious rituals.
- C. interpret symbolic cultural practices through various anthropological and theoretical perspectives.

Textbooks (Typical):

OER:

1. Brian Pierson and Et al. *Beliefs: An Open Invitation to Anthropology of Magic, Witchcraft and Religion*. 1st /e, Academic Senate for California Community Colleges (ASCCC), 2020. .

Textbook:

1. Rebecca Stein, Philip Stein *The Anthropology of Religion, Magic, and Witchcraft*. 5th ed., Routledge, 2025.
2. Peter Metcalf *The Anthropology of Religion*. 1st ed., Routledge, 2023.
3. Morton Klass, Maxine Weisgrau *Across The Boundaries Of Belief: Contemporary Issues In The Anthropology Of Religion*. 1st ed., Routledge, 2019.



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DE for ANTR 12 Magic/Religion/Witchcraft/Healing

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.

As a social science course, all assignments and discussions can be handled equally as effectively online, as they can in a face-to-face setting. Students may benefit, however, from occasional face-to-face lectures, discussions, and group work.

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

1) The benefit of offering this ANTR 12 DE course will allow:

- A. Our students to have an option of on-campus or in the DE format.
- B. An extra section of this course when on campus classes have become too full.
- C. If this course has not been filling to capacity on campus; frequently an online version will fill.
- D. Additional students will come to LPC for this specific DE course.
- E. The same quality education in ANTR 12, with more flexibility for students.

2) The addition of DE courses has been discussed previously. Recently during an Anthropology meeting, two courses were identified as significant to the growth of the department. This is one of those two courses.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Every 2 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: Every 2 weeks
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Every 2 weeks

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Every 2 weeks
- **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: Every 2 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: Two to three times a semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Every 2 to 3 weeks.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: Once a semester.

- **Written papers:** *Papers will be written on various topics.*

Frequency: Once a semester

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

Frequency: Every 2 weeks.

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

Frequency: Every 1 to 2 weeks.



LAS POSITAS

C O L L E G E

Course Outline for Anthropology 13 Introduction to Forensic Anthropology

Effective: Fall 2025

Catalog Description:

ANTR 13 - Introduction to Forensic Anthropology

3.00 Units

Introductory course in the application of biological anthropology and archaeology to the medico-legal process with an emphasis on the identification of human skeletal remains. Emphasis upon the ethical treatment and legal framework of human remains both past and present. Includes basic human osteology and odontology, assessment of age at time of death, sex, ancestry, trauma analysis, pathology, and general physical characteristics including height and weight based upon minimal skeletal remains. Estimation of time since death, decomposition, surface/sub-surface recovery, crime scene analysis, animal scavenging, and identification procedures.

Prerequisite: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Distinguish human from non-human skeletal remains
- B. Identify aspects of crime scene investigation imperative to analysis by forensic anthropologists and pathologists
- C. Assist forensic scientists in both laboratory and field settings
- D. Determine the sex of a human skeleton

- E. Estimate the ancestry of a human skeleton
- F. Estimate age at death for a human skeleton
- G. Deduce the source of skeletal trauma
- H. Differentiate between methods used to establish time since death for a set of human remains

Course Content:

- 1. Introduction to forensic anthropology
 - 1. Historical background and methodology
 - 1. Data gathering and analysis
- 2. Basics of human osteology and odontology
 - 1. Overview of the human skeleton
 - 1. Cranial and postcranial skeleton
 - 2. Bone anatomy and growth
 - 3. Human dentition
 - 4. Human and non-human skeletal distinctions
 - 1. Morphological differences
 - 2. State of preservation
- 3. Recovery scene
 - 1. Locating remains
 - 2. Site preparation and mapping
 - 3. Preliminary excavation
 - 4. Marking remains
 - 5. Evidentiary chain of custody
- 4. Time since death
 - 1. Estimating TSD of surface finds
 - 2. Estimating TSD of buried remains
 - 3. Effects of scavenging
 - 4. Using local flora and fauna and entomology to estimate TSD
 - 5. Decomposition of associated materials
- 5. Forensic anthropology laboratory
 - 1. Preparation of remains
 - 2. Reconstruction
 - 3. Inventorying of remains
- 6. Determining ancestry
 - 1. Cranial skeleton
 - 2. Postcranial skeleton
- 7. Determining sex
 - 1. Pelvis
 - 2. Skull
 - 3. Various bones
 - 4. Subadults
- 8. Age at death
 - 1. Subadults
 - 2. Adults

9. Determination of height
 1. Basics
 2. Full Skeleton
 3. Partial skeleton
 4. Adjustments
 1. Age
 2. Shrinkage
10. Death and trauma
 1. Cause of death
 2. Bone trauma basics
 3. Characteristics of force
 1. Direction of force
 2. Speed of force
 3. Focus of force
 4. Types of trauma
 1. Blunt force
 2. Sharp force
 3. Projectile
 4. Miscellaneous
 5. Timing of injury
 1. Antemortem
 2. Perimortem
 3. Postmortem
11. Projectile trauma
 1. Basics of ammunitions and firearms
 2. Basics of bullet travel
 3. Effects of bullets on bone
 4. Bullet wound analysis
 5. Pellet wound analysis
 6. Miscellaneous projectiles
12. Blunt trauma
 1. Types of instruments
 2. Effects of blunt instruments on skeleton
 3. Wound analysis
13. Sharp and miscellaneous trauma
 1. Sharp instruments
 1. Effects
 2. Wound analysis
 2. Strangulation
 3. Chemical trauma
14. Antemortem skeletal conditions
 1. Pathologies
 2. Anomalies
 3. Occupational stress markers
 4. Postmortem changes to bone

1. Dismemberments
 1. Basics of saws and saw damage
 2. Analysis of saw marks
 2. Animal scavenging
 1. Carnivores
 2. Rodents
 3. Fire damage
 4. Weathering
 5. Burial damage
 6. Water damage
 7. Miscellaneous damage
15. Identification
1. Facial reconstruction
 2. Determining handedness
 3. Body weight
 4. Antemortem identification
 1. Radiography
 2. Photographic superimposition
 3. Forensic odontology
 4. Miscellaneous techniques
16. Legal Framework
1. Ethics
 2. Final report
 3. Courtroom testimony
17. Careers
1. Law Enforcement
 2. Military Post-conflict Recovery
 3. Medical examiners & Forensic Bureaus
 4. Humanitarian & International NGOs
 5. United Nations and Truth Commissions
18. Sociological Contexts
1. Missing persons and homelessness
 2. Border crossings
 3. Organized violence
 4. Historical and contemporary genocide
 5. Archaeology

Methods of Instruction:

1. Lab - In-class activities that utilize skeletal casts to teach skeletal element identification, siding, and bone features. This also includes other related exercises for describing trauma, sex determination, and age.
2. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
3. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.

4. Field Trips - Outside the classroom activities, such as an on-campus survey exercise designed to practice evidence search techniques to locate objects and other items in a natural setting.

Typical Assignments

A. Project:

1. You are the first responder to a report of a body in a field. Utilizing SOAP (Subjective and Objective information, Assessment of findings, and Plan of action), survey, map and evaluate the scene, noting position of body and associated materials, weather, type of area (park, farm, etc.), and associated injuries to the body. Develop your plan of action for forensic evidence collection and site preservation.

B. Laboratory:

1. Identify the primary areas of the postcranial skeleton most useful in determining age at time of death. Make observations of epiphyseal closure of specific skeletal areas and determine the age of a skeleton.
2. Describe the impact of a ballistic type trauma, measure its size and shape, than determine the entry and exit points with a discussion of possible caliber sizes.

C. Reading:

1. Read a section of a case study on the 1994 genocide in Rwanda, focus on the legal parameters and humanitarian legal precedents that was employed to convict perpetrators. Answer the questions of how the intellectual authors were convicted differently in contrast to more common lower status individuals.

Methods of Evaluating Student Progress

A. Exams/Tests

1. One to two midterms and final exam.

B. Projects

1. End of term.

C. Quizzes

1. Periodic testing based upon textbook chapter content.

D. Field Trips

1. Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations.

E. Lab Activities

1. Periodic lab activities focused on skeletal analysis.

F. Periodic practicum exams focused on skeletal identification.

Student Learning Outcomes

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

- A. Describe the legal and ethical framework of forensic anthropology.
- B. Analyze human bones for identification of sex, ancestry, age, trauma and stature.

Textbooks (Typical):

OER:

1. Jason M. Organ and Jessica N. Byram *Explorations: Appendix A*. 2 /e, American Anthropological Association, 2023. <https://explorations.americananthro.org/>.
2. Neumann, Georg and Et. al. *Introduction to Human Osteology*, Grand Valley State University, 2012. <https://oercommons.org/courses/introduction-to-human-osteology>.

Textbook:

1. Steven H. Byers *Introduction to Forensic Anthropology*. 6 ed., Routledge, 2023.
2. Myriam Nafte *Flesh and Bone: An Introduction to Forensic Anthropology*. 4th ed., Carolina Academic Press, 2023.
3. Robert W. Mann *The Bone Book: A Photographic Lab Manual for Identifying and Siding Human Bones*. 1st ed., Charles C Thomas Pub Ltd, 2017.

Other Learning Materials:

1. A hard copy of the textbook is available on Reserve Reading..

Other Materials Required of Students

Other Materials Required of Students:

1. None.



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DE for ANTR 13 Introduction to Forensic Anthropology

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.

Anthropology currently offers the core of its courses in a DE format, the inclusion of ANTR 13 as DE would significantly broaden opportunities for students to complete their GE: B3 and IGETC: 5C transfer requirements. This is one of our high demand courses and by offering it in a DE format, it would provide another significant avenue for our students to complete their academic goals. Other colleges currently offer this course in a fully DE format and could be a candidate for inclusion to the OEI network.

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

As the result of the recent on-line transition experience, instructors teaching this course recognized the significant amount of materials available that would allow this course to be taught in a traditional distance education mode. We currently have faculty with extensive experience in DE and OEI standards who are willing to create the course and submit it to be reviewed. Our Dean is supportive of our efforts to move forward in seeking approval of this course.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Every 2 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: Every 2 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Every 2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Every 2 weeks.

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: Every 2 weeks.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Every 2 to 3 weeks.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 to 3 times a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Once a semester

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

Frequency: Quizzes will parallel the textbook, approximately every 2 weeks. A midterm and final exam scheduled once a semester.

- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

Frequency: Prior to each exam twice the semester.

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

Frequency: every 1 to 2 weeks.

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

Frequency: Once a semester.



LAS POSITAS

C O L L E G E

Course Outline for Anthropology 1L Biological Anthropology Laboratory Effective: Fall 2025

Catalog Description:

ANTR 1L - Biological Anthropology Laboratory 1.00 Units

This laboratory course is offered as a supplement to Introduction to Biological Anthropology either taken concurrently or in a subsequent term. Laboratory exercises are designed to introduce students to the scientific method and explore genetics, human variation, human and non-human primate anatomy and behavior, the primate/hominin fossil record and other resources to investigate processes that affect human evolution.

Recommended Course Preparation: Eligibility for ENGL C1000, **Prerequisite:** ANTR 1 with a minimum grade of C , may be taken concurrently

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply the scientific method.
- B. Identify the outcomes of evolutionary processes.
- C. Describe structure and function of DNA and RNA.
- D. Demonstrate how human traits are inherited.
- E. Identify anatomical and behavioral features of non-human primates.
- F. Compare the morphology of primates and early hominins.
- G. Describe the biological and behavioral adaptations of the genus Homo.

- H. Identify defining features of anatomically modern humans.

Course Content:

Content

1. Identifying and implementing the scientific method
2. Describing the mechanisms of natural selection & results of human variation
3. Illustrating cellular genetics and protein synthesis
4. Demonstrating Mendelian inheritance with discrete, codominance, and sex-linked traits.
5. Applying Hardy Weinberg equilibrium to recognize microevolution.
6. Practice human skeletal anatomy with the appendicular skeleton
7. Practice human skeletal anatomy with the axial skeleton
8. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature.
9. Define taxonomy and functional complexes with comparative anatomy
10. Classify and compare non-human primates
11. Calculate limb ratios to determine primate locomotion patterns
12. Categorize and contrast bipedal early hominins
13. Compare and evaluate early members of the genus homo
14. Asses differences among archaic and modern homo
15. Develop cross cultural perspectives to address global climate change using the MIT - En roads climate simulator.

Methods of Instruction:

1. Demonstration - Demonstrate laboratory methodology using quantitative and qualitative techniques, the proper use of measuring equipment, and rubrics for data collection.
2. Lecture - Instructor provides a brief clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources that will prepare students to complete an in-class lab assignment.
3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials.
4. Lab - Hands-on application of an exercise crafted to explore a specific learning outcome; it may include data collection, testing, identifying skeletal markers, comparing bone structures, evaluating functional bone features, and/or assessing outcomes.
5. Classroom Activity - Perform a coordinated laboratory exercise where the class as a whole moves through the material in unison.
6. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs to present lab results, conclusions, and findings.

Typical Assignments

A. Other:

1. Field Trip

1. Individually organized field trips to local zoos for primate behavioral observations. Students would observe multiple primate species and write a summary. This would include the common and the scientific name for the species, characteristics that

define its suborder, infraorder, and superfamily designation. What kind of habitat does the species geographically reside? What is the primate's body size, mode of locomotion? How many individuals were observed? What are their ages and sexes? Are they sexually dimorphic? Describe the behaviors you observe. Information is summarized using a primate observation chart.

B. Laboratory:

1. Make a Punnett square to help you answer the following questions: Assume that you are heterozygous for a specific trait. If you have children with another heterozygote, what are their possible genotypes? What are their possible phenotypes? Use the letters R and r to represent the dominant and recessive allele. What are the possible genotypes and phenotypes for your children?
2. Osteological analysis: Use the dental eruption chart to determine the age of these individuals (chart and photos or models of crania provided).
3. Examine a number of mammal skeletons and determine what characteristics would you use to decide whether an individual was a primate or not? Features would include presence or absence of forward-facing eyes, opposable thumbs, cranial size, relatively size of olfactory bulbs, and mammary glands.
4. Apply basic osteological techniques to identify the bone groups and main skeletal elements. Assess and separate each element in their anatomical position. Demonstrate bio-archaeology and forensic anthropology technics to determine sex and stature by measuring long bone lengths and using regression formulas.
5. Using the artifact reproductions evaluate and assess lithic technology to determine thier use, function, and cultural adaptation. In what specific ways do Oldowan tools differ from Acheulian tools? What could Acheulian tools do that Oldowan tools could not?

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Midterm and Final Practicum Examinations
- B. Quizzes
 1. At instructor's discretion.
- C. Research Projects
 1. Once a semester.
- D. Papers
 1. Once to two times a semester.
- E. Field Trips
 1. Once a semester.
- F. Lab Activities
 1. Every 1 to 2 weeks.

Student Learning Outcomes

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

- A. Practice and apply understandings of the scientific method in a laboratory setting.
- B. Critically analyze and interpret biological anthropological data to illustrate evolutionary trends.

- C. Apply anthropological principles for solving human problems on the local, regional and world scales.

Textbooks (Typical):

OER:

1. Beth Shook, Lara Braff, Katie Nelson, Kelsie Aguilera *Explorations Biological Anthropology Lab Manual*. 1/e, American Anthropological Association, 2019. .

Textbook:

1. Elizabeth Soluri, Sabrina Agarwal *Laboratory manual and workbook for biological anthropology: Engaging with human evolution*. 2 ed., W.W. Norton & Company, 2019.
2. S Walker-Pacheco *Exploring physical anthropology: A lab manual and workbook*. 4 ed., Morton Publishing Company, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. computer/Internet access at home or ability to access the LPC on-campus facilities.



LAS POSITAS

COLLEGE

Course Outline for Anthropology 2 Introduction to Archaeology

Effective: Fall 2025

Catalog Description:

ANTR 2 - Introduction to Archaeology 3.00 Units

This course is an introduction to the study of concepts, theories, data and models of anthropological archaeology that contribute to our knowledge of the human past. The course includes a discussion of the nature of scientific inquiry; the history and interdisciplinary nature of archaeological research; dating techniques; methods of survey, excavation, analysis, and interpretation; cultural resource management; professional ethics; and selected cultural sequences.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Identify the various archaeological theories, methods, and techniques used to investigate the human past.
- Demonstrate an understanding of the nature of scientific inquiry and its application in archaeological research.
- Articulate the goals, and the legal, operational, equitable, and ethical framework of cultural resource management and heritage preservation.

- D. Describe community-based archaeology practices with emphasis upon multi-cultural perspectives, inclusion systems, collaborative processes, and democratizing knowledge production.
- E. Illustrate the use of archaeological methods with reference to cultural sequences.
- F. Discuss the relationship between anthropology and archaeology.

Course Content:

1. Types of archaeological data
2. Archaeological theory and models and their relationship to data
3. History and nature of archaeological research
4. Dating techniques
5. Methods of survey
6. Excavation methods
7. Archaeological analysis and interpretation
8. Cultural resource/heritage management
9. Cultural sequences
10. Archaeological ethics and community relations

Methods of Instruction:

1. Field Trips - Occasional visits to field sites and/or conducting outdoor field activities at on-campus locations.
2. Lecture - Instructor provides a clearly understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
3. Projects - Group and/or individual research based projects, for example a case study based poster project.
4. Written Exercises - Case study and journal reviews.
5. Audio-visual Activity - Presentation of audio-visual materials
6. Student Presentations - Students present their individual or collaborative work to their peers via a discussion board, class presentation, or other type of forum.
7. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs
8. Classroom Activity - Guided exercises in methods and/or the application of concepts such as: making a harris matrix, identifying site seasonality from artifact distributions, creating artifact typologies from common household items, ethical debates, and learning lithic analysis by flintknapping.
9. Research - Activities that may include library, internet, and database searches. These may include bibliography and literature reviews type requirements.

Typical Assignments

A. Project:

1. Create a digital poster project based on a case study that has a thesis statement, supportive information, list of sources, and a conclusion statement.
2. Conduct an experimental archaeology activity that demonstrates a conceptual understanding of a specific cultural process, for example the production of a stone tool, a crafting of a ceramic vase, or the processing of a medicinal native plant.

B. Reading:

1. Read a Cultural Resource Management site report from Central California, and identify whether it is a Phase I, II, or III project.
 2. Read a peer reviewed article on community archaeology and describe how inclusionary practices were implemented.
- C. Writing:
1. Write a response to the National Parks Service's dispositional report on The Ancient One, commonly referred as Kennewick Man.
 2. Write a review of a journal article addressing a how it describes specific cultural periods, such as a paleolithic site, neolithic, or medieval.
 3. Write an essay that describes Classic Maya civilization and the factors that led to its collapse.

Methods of Evaluating Student Progress

- A. Exams/Tests
1. At midterm and end of semester.
- B. Papers
1. Periodic aligned with Student Learning Outcomes
- C. Projects
1. At midterm and/or end of semester.
- D. Home Work
1. Weekly readings and/or critical analysis of audio/visual content.
- E. Quizzes
1. Periodic, coinciding with textbook chapters.
- F. Field Trips
1. Periodic, aligned with sections on field methodology
- G. Class Work
1. Periodic, aligned with thematic content.

Student Learning Outcomes

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

- A. Apply the methods, tools, and technical skills of archaeological research.
- B. Describe the legal/ethical framework for archaeology.
- C. Use theory to interpret archaeological data.

Textbooks (Typical):

OER:

1. Amanda Wolcott Paskey, AnnMarie Beasley Cisneros *Digging into Archaeology*. 1 /e, Creative Commons Attribution-Noncommercial 4.0 International License, 2020. .

Textbook:

1. Craig N. Cipolla, Oliver J. T. Harris, Rachel Crellin *Archaeology for Today and Tomorrow*. 1 ed., Taylor & Francis, 2023.
2. Michael Chazan *World Prehistory and Archaeology: Pathways Through Time*. 5 ed., Routledge, 2021.
3. Paul Bahn, Colin Renfrew *Archaeology: Theories, Methods, and Practice*. 9 ed., Thames and Hudson, 2024.

4. Brian Fagan, Nadia Durrani *People of the Earth: An Introduction to World Prehistory*. 16 ed., Routledge, 2023.

Other Learning Materials:

1. This course uses an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format..



LAS POSITAS
COLLEGE

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DE for ANTR 2 Introduction to Archaeology

DE Proposal

Delivery Methods

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

Rationale for DE

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

This course is commonly offered in a DE format at other community colleges and has been offered here at Las Positas as DE in the past. As a social science course, all assignments and discussions can be handled equally as effectively on-line, as they can in a face-to-face setting. One of our goals is to create a completely on-line program that will offer more flexibility for our students. Students may benefit, however, from occasional face-to-face lectures, group work, and hands-on interaction with teaching materials.

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

As coordinator for our program, I conferred with our part-time Instructors of Record for the course. As mentioned previously we have offered this course as DE in the past and one of our adjunct instructor's course is approved for the Online Education Initiative (OEI).

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Every two weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Every two weeks.

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: 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
- **Wikis:** *Students will use wikis to work collaboratively.*
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: Every two weeks.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once.
- **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: Every two weeks.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Every two weeks.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Once
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Once
- **Other:**
Frequency: Once



Course Outline for Anthropology 29A Independent Study, Cultural Anthropology

Effective: Fall 2025

Catalog Description:

ANTR 29A - Independent Study, Cultural Anthropology 0.50 - 2.00 Units

Students choose a topic to research within the field of cultural anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Design a project in cultural anthropology to broaden knowledge and/or expand the academic skill set.
- B. Conduct independent social science research.
- C. Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in cultural anthropology courses.
2. Determine a methodology for conducting independent social science research.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.
2. Directed Study - The instructor will provide guidance for research.
3. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
4. Independent Study
5. Research - The student will conduct independent academic research and/or social science fieldwork.
6. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
7. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.

Typical Assignments

A. Other:

1. Reading Assignments
 1. Conduct a review of literature on the topic of your research.
 2. Read the work of Pierre Bourdieu, for example, in order to place your research in theoretical context.
2. Writing Assignments
 1. Prepare an annotated bibliography of recent books published about the topic of your research.
 2. Create a written outline to follow as a guide for your research and/or your final project.
 3. Write a final paper or create a blog/website to present your research findings.
3. Field Work
 1. Conduct in-person one-on-one interviews with members of the cultural group you are studying.
 2. Observe and record the unique words, rituals, foods, attitudes, and/or behaviors of the cultural group you are studying.

Methods of Evaluating Student Progress

- A. Research Projects
 - 1.
- B. Portfolios
 - 1.
- C. Oral Presentation
 - 1.
- D. Papers
 - 1.
- E. Projects
 - 1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .



Course Outline for Anthropology 29B Independent Study, Biological Anthropology Effective: Fall 2025

Catalog Description:

ANTR 29B - Independent Study, Biological Anthropology 0.50 - 2.00 Units

Students choose a topic to research within the field of biological anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Design a project in biological anthropology to broaden knowledge and/or expand the academic skill set.
- B. Conduct independent social science research.
- C. Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

1. Develop skills and/or knowledge that reinforces or expands upon concepts discussed in biological anthropology courses.
2. Determine a methodology for conducting independent research in biological anthropology.
3. Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Independent Study
2. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
3. Directed Study - The instructor will provide guidance for research.
4. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
5. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
6. Research - The student will conduct independent academic research and/or social science fieldwork.
7. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:

1. Reading Assignments
 1. Conduct a review of literature on the topic of your research.
 2. Read a peer-reviewed article in order to place your research in theoretical context.
2. Writing Assignments
 1. Prepare an annotated bibliography of recent books published about the topic of your research.
 2. Create a written outline to follow as a guide for your research and/or your final project.
 3. Write a final paper or create a blog/website to present your research findings.
3. Field Work
 1. Conduct in-person one-on-one interviews with members of the group you are studying.
 2. Observe and record the behaviors and practices of the group you are studying.

Methods of Evaluating Student Progress

A. Projects

1.

B. Research Projects

1.

C. Portfolios

1.

D. Papers

1.

E. Oral Presentation

1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .



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Course Outline for Anthropology 29C Independent Study, Archaeology/Prehistory Effective: Fall 2025

Catalog Description:

ANTR 29C - Independent Study, Archaeology/Prehistory 0.50 - 2.00 Units

Students choose a topic to research in the field of archaeology or human prehistory and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Design, execute, or participate in a research project in archaeology or human prehistory.
- Conduct independent social science research.
- Produce a final product which explains, examines, or demonstrates knowledge or skills independently acquired.

Course Content:

- Develop skills and/or knowledge that reinforces or expands upon concepts discussed in archaeology and/or prehistory courses.
- Determine a methodology for conducting independent research in archaeology and/or prehistory.
- Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Field Trips - The student may visit sites relevant to research and/or the acquisition of skills.
2. Independent Study
3. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
4. Directed Study - The instructor will provide guidance for research.
5. Work Experience - The student may perform archaeological fieldwork.
6. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
7. Research - The student will conduct independent academic research and/or social science fieldwork.
8. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
9. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:

1. Reading Assignments
 1. Conduct a review of literature on the topic of your research.
 2. Read a peer-reviewed article in order to place your research in theoretical context.
2. Writing Assignments
 1. Prepare an annotated bibliography of recent books published about the topic of your research.
 2. Create a written outline to follow as a guide for your research and/or your final project.
 3. Write a final paper or create a blog/website to present your research findings.
3. Field Work
 1. Participate in an academic or professional archaeological excavation.
 2. Catalog and/or preserve remains, artifacts, and/or fossils in a laboratory or museum setting.

Methods of Evaluating Student Progress

- A. Research Projects
 - 1.
- B. Portfolios
 - 1.
- C. Papers
 - 1.
- D. Oral Presentation
 - 1.
- E. Projects
 - 1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .



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C O L L E G E

Course Outline for Anthropology 29D Independent Study, Linguistic Anthropology Effective: Fall 2025

Catalog Description:

ANTR 29D - Independent Study, Linguistic Anthropology 0.50 - 2.00 Units

Students choose a topic to research within the field of linguistic anthropology and, with the guidance of the instructor, produce a final product to deliver the results of their findings.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Design a project in linguistic anthropology to broaden knowledge and/or expand their academic skill set.
- Conduct independent social science research.
- Produce a final product which explains, examines, or demonstrates knowledge independently acquired.

Course Content:

- Develop skills and/or knowledge that reinforces or expands upon concepts discussed in linguistic anthropology courses.
- Determine a methodology for conducting independent research in linguistic anthropology.
- Communicate the results of independent research findings in a final project, paper, or presentation.

Methods of Instruction:

1. Independent Study
2. Discussion - The student and instructor will meet regularly to discuss the process and progress of independent student research.
3. Directed Study - The instructor will provide guidance for research.
4. Student Presentations - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
5. Projects - The student will complete a project, presentation, or paper to demonstrate knowledge acquired through independent research.
6. Research - The student will conduct independent academic research and/or social science fieldwork.
7. Individualized Instruction - The instructor will provide one-on-one mentoring to assist students to design and complete independent research.

Typical Assignments

A. Other:

1. Reading Assignments
 1. Conduct a review of literature on the topic of your research.
 2. Read a peer-reviewed article in order to place your research in theoretical context.
2. Writing Assignments
 1. Prepare an annotated bibliography of recent books published about the topic of your research.
 2. Create a written outline to follow as a guide for your research and/or your final project.
 3. Write a final paper or create a blog/website to present your research findings.
3. Field Work
 1. Conduct in-person one-on-one interviews with members of the group you are studying.
 2. Observe and record the linguistic behaviors of the group you are studying.

Methods of Evaluating Student Progress

- A. Research Projects
 - 1.
- B. Portfolios
 - 1.
- C. Papers
 - 1.
- D. Oral Presentation
 - 1.
- E. Projects
 - 1.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Other Learning Materials:

1. .



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Course Outline for Anthropology 3 Cultural Anthropology

Effective: Fall 2025

Catalog Description:

ANTR 3 - Cultural Anthropology 3.00 Units

This course explores how anthropologists study and compare human cultures. Cultural anthropologists seek to understand the broad arc of human experience focusing on a set of central issues: how people around the world make their living (subsistence patterns); how they organize themselves socially, politically and economically; how they communicate; how they relate to each other through family and kinship ties; what they believe about the world (belief systems); how they express themselves creatively (expressive culture); how they make distinctions among themselves such as through applying gender, racial and ethnic identity labels; how they have shaped and been shaped by social inequalities such as colonialism; and how they navigate culture change and processes of globalization that affect us all. Ethnographic case studies highlight these similarities and differences, and introduce students to how anthropologists do their work, employ professional anthropological research ethics and apply their perspectives and skills to understand humans around the globe.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Define the scope of anthropology and discuss the role of cultural anthropology within the discipline.

- B. Recognize the methods, theories and perspectives used to study and understand human cultures.
- C. Explain the importance of the ethnographic method in the study of culture.
- D. Employ the relativist perspective while discussing cultural variation.
- E. Demonstrate an understanding of anthropological concepts including ethnicity, gender, political organization, economic systems, kinship, rituals and belief systems.
- F. Explain the interconnectedness of the economic, political and sociocultural forces of globalization amongst diverse cultural groups.
- G. Analyze and evaluate the ethical issues anthropologists encounter, and professional ethical obligations that must be met in the study of and application in cultural groups different from their own.

Course Content:

- 1. Anthropological theories, methods and perspectives
- 2. Anthropological study of human cultures in comparative perspective
- 3. Subsistence patterns
- 4. Social, political and economic organizations
- 5. Language and communication
- 6. Family and kinship
- 7. Belief systems
- 8. Art and expressive culture
- 9. Ethnicity and race
- 10. Gender and sexuality
- 11. Social inequality and colonialism
- 12. Globalization and culture change
- 13. Professional ethics
- 14. Applied anthropology

Methods of Instruction:

- 1. Lecture - Instructor provides a clearly relatable and understood presentation incorporating digital, written, audio, video, and/or tactile teaching resources.
- 2. Research - Presentation of published, academic, or professional research that includes methods, data, and/or conclusions.
- 3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
- 4. Discussion - Facilitate relevant thematically guided peer-to-peer and/or class dialogs.
- 5. Textbook reading assignments; additional Internet and/or print assignments

Typical Assignments

- A. Writing:
 - 1. Write a 2–3-page essay focused on Cultural Change and Adaptation: Investigate how cultures adapt to changing environments, technologies, or socio-political systems. This could include the impact of globalization, colonialism, or modernization on indigenous cultures.
 - 2. Write a 2–3-page essay focused on Cultural Heritage and Preservation: Investigate efforts to preserve cultural heritage, including museums, cultural festivals, or indigenous rights movements aimed at protecting ancestral lands and traditions.

3. Write a 2–3-page essay focused on Ethnicity and Identity: Explore how ethnicity is constructed and experienced in different cultural contexts, including issues of race relations, ethnic conflict, or identity politics

B. Reading:

1. Read the textbook chapter on communication and answer the following questions: What are the key characteristics of human verbal language? What makes it different from other forms of animal communication?
2. Read the textbook chapter on Language and explain the two different models presented in the text that seek to describe the relationship between language and thought (the Sapir-Whorf hypothesis and sociolinguistics). Use one of these models to explain the differences observed between men's speech and women's speech.

C. Research:

1. Choose a culture to study during the course of the term. Since culture is a group phenomenon, you must find a group of people who share substantially large things in common (ethnicity, nationality, religion) with whom you will have face-to-face access. Your fieldwork will consist of interviews, both one-on-one and in groups, and participant observation; your goal is to write a 10-page mini-ethnography about this culture by the end of the term.

Methods of Evaluating Student Progress

A. Exams/Tests

1. At midterm and end of semester.

B. Quizzes

1. Periodic, coinciding with textbook chapters.

C. Research Projects

1. At mid or end of term.

D. Papers

1. Periodic, aligned with Student Learning Outcomes

E. Home Work

1. Periodic, coinciding with textbook chapters.

Student Learning Outcomes

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

- A. Apply anthropological principles of holism, ethnocentrism, and cultural relativism, to solve human problems on the local, regional and world scales.
- B. Recognize forms of discrimination, both explicit and implicit, incidental and institutionalized, and gain cultural competence in approaching, understanding and solving such inequities.
- C. Appreciate and be sensitive to the cultural diversity of the world through a variety of ethnographic studies and cross-cultural explorations.

Textbooks (Typical):

OER:

1. Brown, Nina, et al., editors. *Perspectives: An Open Invitation to Cultural Anthropology*. 2nd /e, American Anthropological Association, 2020. <https://perspectives.americananthro.org/#chapters>.

Textbook:

1. Serena Nanda *Cultural Anthropology*. 13th ed., Pearson, 2023.
2. Robert L. Welsch, Luis A. Vivanco *Cultural Anthropology: Asking Questions About Humanity*. 3rd ed., Oxford University Press, 2020.
3. Kenneth J. Guest *Essentials of Cultural Anthropology: A Toolkit for a Global Age*. 4th ed., W. W. Norton & Company, 2023.

Other Learning Materials:

1. All sections use an Open Educational Resource (OER) textbook that requires no cost to the student if used in a digital format.



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DE for ANTR 3 Cultural Anthropology

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.

As a social science course, all assignments and discussions can be handled equally as effectively online, as they can in a face-to-face setting. Students may benefit, however, from occasional face-to-face lectures, discussions, and group work.

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

As Program Lead, I conferred with the usual Instructors of Record for the course who teach both in-person and online.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Every two weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Every two weeks.

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: Every two weeks.
- **Wikis:** *Students will use wikis to work collaboratively.*
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: Every two weeks.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Every two weeks.



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Course Outline for Anthropology 4 Language and Culture

Effective: Fall 2025

Catalog Description:

ANTR 4 - Language and Culture 3.00 Units

This introductory course serves as a foundation for understanding language from an anthropological perspective, addressing such core questions as how, what, when, where, why and with whom we communicate. This course surveys three core areas in linguistic anthropology--structural linguistics: phonetics, phonology, morphology and syntax, as well as the biocultural basis of language; historical linguistics: origins and evolution/change, dialects, and language families; and sociocultural linguistics: language acquisition in cultural context, emphasizing the relationship between language and culture, and issues of language conservation and loss.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Explain the anthropological approach to language and communication.
- Analyze and exemplify how language and culture are acquired and interrelated.
- Identify the structural properties of language.
- Analyze non-verbal communication cross-culturally.
- Describe the biocultural origins and development of language through time.

- F. Describe the ways in which beliefs about languages and speakers have social consequences.
- G. Describe factors and consequences of language change (such as loss) over time.

Course Content:

1. Characteristics (definitions) of human language
2. Structural linguistics (phonetics, phonology, morphology and syntax)
3. Nonverbal communication
4. Biological basis of language
5. Historical linguistics (language change/evolution over time, language families)
6. Sociocultural linguistics (the relationships among language, identity, and power including language variation)
7. Language acquisition and socialization
8. Language conservation and loss

Methods of Instruction:

1. Research - Students document speech interactions to identify different types of linguistical phenomenon, for example how certain language choices show power disparity among different speakers.
2. Discussion - Class and group discussions that are thematically appropriate with specific learning objectives.
3. Audio-visual Activity - Presentation of thematically appropriate audio-visual materials
4. Projects - Group and/or individual research projects.
5. Lecture - Presentation of background information and explication of reading assignments.
6. Classroom Activity - Directed group activities using text passages to identify of specific language patterns, such as phonetics, phonology, morphology and syntax.
7. Demonstration - Demonstration of socio-cultural linguistics using case examples that emphasize the relationship between language and culture. Examples may include the pronunciations, syntax, and other linguistical constructs.
8. Research - Research project
9. Textbook reading assignments; additional reader or handouts will be assigned

Typical Assignments

A. Reading:

1. Read the chapter on "Societal segmentation and linguistic variation" in Bonvillain's Language, Culture, and Communication.

B. Writing:

1. Read the textbook chapter on "Language in action" and write an essay that describes how the ethnography of communication was a new approach to understanding meaning in its cultural context.
2. Explain the seven basic areas of research in an ethnography of speaking as suggested by Dell Hymes.
 1. Choose one of the areas and give an example from your own experiences.
3. Describe an example of code switching you do much of the time; what social setting triggers it?

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. One to two midterms and final exam
- B. Quizzes
 - 1. Periodic testing based upon textbook chapter content.
- C. Research Projects
 - 1. Semester ending cap stone for larger length projects or periodic for shorter research based exercises.
- D. Papers
 - 1. Periodic short reflective essays.
- E. Home Work
 - 1. Weekly readings and/or critical analysis of audio/visual content.

Student Learning Outcomes

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

- A. Explain how the relationship between language and culture has social consequences.
- B. Explain the anthropological approach to language and communication.
- C. Identify the structural properties of language.

Textbooks (Typical):

OER:

- 1. Anderson, Catherine and Et al. *Essentials of Linguistics* . 2nd edition /e, Pressbooks, 2023.
<https://ecampusontario.pressbooks.pub/essentialsoflinguistics2/>.

Textbook:

- 1. Harriet Joseph Ottenheimer, Judith M.S. Pine *The Anthropology of Language: An Introduction to Linguistic Anthropology*. 4 ed., Wadsworth, 2018.
- 2. Laura M. Ahearn *Living Language: An Introduction to Linguistic Anthropology*. 3 ed., Wiley-Blackwell, 2021.
- 3. Nancy Bonvillain *A New Companion to Linguistic Anthropology*. 1 ed., Wiley-Blackwell, 2023.



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Course Outline for Anthropology 7 Native American Cultures of North America

Effective: Fall 2025

Catalog Description:

ANTR 7 - Native American Cultures of North America 3.00 Units

Survey of ways of life of traditional North American Indian cultures in different geographical areas throughout North America prior to European contact and continuing today. Topics include prehistory of Native American cultures, cultural change in response to European contact, current Native American socio-economic conditions, recent legislation including NAGPRA, social movements and cultural renewal.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Anthropology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Identify the various archaeological theories, methods, and techniques used to investigate the human past.
- Recognize the methods, theories and perspectives used to study and understand human cultures, and explain the importance of the ethnographic method in the study of culture.
- Describe the elements that constitute the archaeological record of Native Americans.
- Describe the Native American traditional cultures found in the various geographical regions of North America.

- E. Explain anthropological concepts including language and communication, economic systems, political organization, marriage and kinship, gender, and ethnicity, and religion.
- F. Discuss the social and political problems resulting from culture contact and acculturation and the relationship that exists between the U.S. government and Native Indian societies
- G. Demonstrate fluency in the legal frameworks that exist between Native and non-native political entities.
- H. Identify differences between traditional Native American cultures and Euro- American culture.
 - I. Compare native non-native land management practices, concepts of cultural heritage, and cultural resource management.
 - J. Assess the continuities and current issues among Native Americans within tribal groups and cross-tribally from an anthropological perspective.

Course Content:

- 1. Introduction to the field of anthropology with emphasis on sociocultural anthropology and archaeology
- 2. Archaeology as
 - 1. multi-disciplinary
 - 2. Application of the scientific method
 - 3. Methodology and data collection
 - 4. Environmental legal precedents, Human Rights Law, and NAGPRA
 - 5. Theoretical frameworks and paradigms
- 3. Anthropological perspective explained
 - 1. Concept of cultural relativism as opposed to ethnocentrism
 - 2. Holism and systems approach
 - 3. Etic vs. emic perspectives
 - 4. Ethnology and ethnography
- 4. History of anthropology and archaeology in relation to Native Americans
- 5. Concept and characteristics of culture
- 6. Culture areas of North America
- 7. Cultural aspects of Native Americans, including:
 - 1. Social organization
 - 2. Belief systems
 - 1. Mythology
 - 2. Religion
 - 3. Value systems
 - 3. Economics
 - 4. Technology
 - 5. Art
- 8. Acculturation and culture contact
 - 1. Culture crisis and shock
 - 2. Effects of contact and culture systems
 - 3. Incidental vs. forced acculturation
- 9. Relationship with the federal government
 - 1. Peace treaties
 - 2. Economic, political, sociological, religious, health, and educational problems

10. Relationship with broader indigenous movements and global institutions

Methods of Instruction:

1. Lecture - Assigned materials will be contextualized.
2. Discussion - Students will have opportunities for class discussions.
3. Audio-visual Activity - Videos may be shown.
4. Supplemental material online and on reserve in the LPC Library.

Typical Assignments

A. Reading:

1. Textbook and supplementary reading assignments
 1. Discussion of contemporary Native American issues from Native American perspectives
 2. Brief response paper on the issues around sovereignty based on a case study.

B. Other:

1. Class presentations of case examples organized around course themes
 1. Legal case reviews, either contemporary and/or historical
2. Participate in a local Native American event leading to a self-reflective essay about the experience.
3. Interview a member of a local Native American group that results in a contextualized oral history.
4. Volunteer with a local Native American group and produce a self-reflective essay about the experience.
5. Comparisons of cultural resource management plans from various groups.

C. Research:

1. Research projects/papers based on lecture and discussion topics
 1. Compare and contrast the experience of two geographically separate Native American groups experienced contact and colonialism
 2. Compare and contrast the Canadian versus United States governments relationship with Native American Nations.
2. Research projects/papers based on videos
 1. Video analysis: discuss portrayal of Native Americans in past and present media context
3. Research projects/papers based on library and/or website investigations
 1. Compare/contrast two specific Native American traditional cultures in terms of social structure, environment and ideology

Methods of Evaluating Student Progress

A. Papers

1. One term paper.

B. Home Work

1. Weekly.

C. Exams/Tests

1. Midterm and Final exams.

Student Learning Outcomes

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

- A. Define the current social, economic, education and political issues and goals of contemporary tribes.
- B. Explain the psychological and anthropological concepts behind prejudice, discrimination, and racism.
- C. Develop research skills with special emphasis on interdisciplinary studies.

Textbooks (Typical):

Textbook:

1. Mark Q. Sutton *Introduction to Native North America*. 6th ed., Routledge Press, 2022.
2. Susan Lobo, Steve Talbot, Traci Morris Carlston *Native American Voices*. 3rd ed., Routledge, 2016.
3. Katrina Phillips *Staging Indigeneity: Salvage Tourism and the Performance of Native American History*. 1st ed., The University of North Carolina Press, 2021.
4. Damon B Akins, William J Bauer Jr. *We Are the Land: A History of Native California*. 1st ed., University of California Press, 2021.
5. Claudio Saunt *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. 1st ed., W.W. Norton & Company, 2021.
6. David Wallace Adams *Education for Extinction: American Indians and the Boarding School Experience, 1875–1928*. 1st ed., University Press of Kansas, 2020.



LAS POSITAS

C O L L E G E

Course Outline for Art History 1 Introduction to Art History

Effective: Fall 2025

Catalog Description:

ARHS 1 - Introduction to Art History 3.00 Units

Architecture, sculpture, painting, photography and design in relation to human inventiveness in providing for material and aesthetic needs. This course provides a general introduction to art that offers a look at works of art through the study of theory, terminology, themes, design principles, media, techniques, with an introduction to the visual arts across time and diverse cultures.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Evaluate and critique works of art and architecture based on formal elements and principles of design and employing appropriate art historical terminology
- Analyze, evaluate, and distinguish materials and techniques used for creating art and architecture
- Differentiate art historical methodologies
- Identify, analyze, and discuss the functions of art and architecture and the roles of artists in diverse cultures

Course Content:

1. Defining Art: Functions
2. Visual Elements of Art
3. Principles of Design
4. Media and Techniques
5. Methodologies of Art History and Art Criticism
6. Overview of Art History from a global perspective

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Discussion - small group and class discussions
3. Audio-visual Activity - Slides, PowerPoint, and videos
4. Field Trips - A museum and a gallery visit with an appropriate exhibition
5. Classroom Activity - group workshops and discussions
6. Projects - course artistic projects
7. Research - research projects on art historical topics

Typical Assignments

A. Writing:

1. Discuss the impact on the environment from such works as Smithson's Spiral Jetty or Christo's Running Fence.
2. What are the advantages and disadvantages of painting with synthetic media as opposed to the more traditional oil paints?
3. Compare and contrast the expressive possibilities of drawing with metalpoint and with charcoal.
4. Explain why you think the authorship of a work of art is important to the viewer's appreciation of that work. Refer in your discussion specifically to The Polish Rider, which may or may not have been painted by Rembrandt himself.
5. Explain the major differences between the Postmodern style of architecture that emerged in the 1980's and the International style prevalent in the 1960's and 1970's.

B. Project:

1. Critique in detail one work you find personally the most interesting (include overlay). Make a comparison with another artist of another style or period (include overlay). Make sure your comparison relates by theme (war, love, fantasy, etc.), meaning (iconography or representation/abstract), or subject (landscape/landscape, portrait/portrait, still life/still life, etc.) Discuss how both images are the same, and how they are different in regards to the following: line, shape, mass, light, value, color (hues and chroma), texture, pattern, space, time and motion, theme, meaning, subject, and all the principles of design.
2. Explain the various ways in which art is present in your daily life, and consider how you might live more actively with that art.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3 essay exams

- B. Quizzes
 - 1. weekly
- C. Projects
 - 1. course art project
- D. Home Work
 - 1. weekly

Student Learning Outcomes

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

- A. Demonstrate critical and creative thinking by applying interdisciplinary approaches to the interpretation of artwork.
- B. Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work.
- C. Identify themes of art within a chosen art work across a broad range of cultures and time periods.

Textbooks (Typical):

Textbook:

1. Fred Kleiner *Gardner's Art through the Ages: A Global History*. 16 ed., Cengage Learning, 2019.
2. Debra J. DeWitte *Gateways to Art: Understanding the Visual Arts*. 4 ed., Thames and Hudson, 2021.
3. Mark Getlein *Living with Art*. 13 ed., McGraw Hill, 2023.



LAS POSITAS

COLLEGE

Course Outline for Art History 2

Art of the Ancient Americas

Effective: Fall 2025

Catalog Description:

ARHS 2 - Art of the Ancient Americas

3.00 Units

Survey of visual culture within the historical context of select ancient civilizations in Mexico, Central American, and South America up to European contact.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Summarize the cultural heritage of Mesoamerica and South America
- B. Develop his or her own perceptual awareness
- C. Develop a basic geographic awareness of the subject area, i.e. Lowlands and Highland plateau
- D. Introduce theoretical concepts interrelating cultural development and geography
- E. Present stylistic concepts and the awareness of basic differences that develop on a regional and chronological basis
- F. Develop the vocabulary for general art terminology and a more specific ability in the subject area
- G. Convey ideas of low and high relief and freestanding sculpture as well as the qualities of composition and interpretation
- H. Identify painted decoration of all types based on color, line, shape, and tone
- I. Explain the significance of the architecture of the regions

Course Content:

1. Identification by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:
 1. Mesoamerica:
 2. Olmec
 3. Cultures of Middle to Late Formative
 4. West Mexico
 5. Teotihuacan
 6. Zapotec
 7. Classic Maya
 8. Classic Veracruz
 9. Toltec
 10. Aztec
 11. Spanish Contact:
 12. South America
 13. Pre-Ceramic Period
 14. Chavin
 15. Paracas
 16. Nasca
 17. Moche
 18. Tiwanaku
 19. Wari
 20. Chimu
 21. Inca
 22. European Contact

Methods of Instruction:

1. Lecture - lectures on art historical topics
2. Lecture - Lecture with slides, PowerPoint and videos
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Discussion - Large and small group discussions
5. Research - art historical research projects

Typical Assignments

- A. Writing:
 1. Assigning writing activities, which may include short descriptions, paragraphs and compositions in order to help students compare and contrast, analyze and/or illustrate their observations on topics covered.
 2. Creating a study guide from the written materials, lectures, and videos.

Methods of Evaluating Student Progress

- A. Research Projects

1. 1 per semester
- B. Papers
 1. 1 per semester.
- C. Class Participation
 1. Daily.
- D. Class Work
 1. Daily or weekly.
- E. Exams/Tests
 1. 3 essay exams per semester

Student Learning Outcomes

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

- A. Analyze artwork of the Ancient Americas using art historical methodology.
- B. Identify and evaluate art historical styles, movements, and concepts in the art of the Ancient Americas.
- C. Recognize the relationship between art and its geographic, cultural, and historical context.

Textbooks (Typical):

Textbook:

1. John Scott *Latin American Art: Ancient to Modern.*, University Press of Florida, 2020.
2. Michael D. Coe *The Maya.*, Thames and Hudson, 2022.
3. Rebecca R. Stone *Art of the Andes.*, Thames and Hudson, 2012.
4. Miller, Mary Ellen, *The Art of Mesoamerica: From Olmec to Aztec.* 5th ed., Thames & Hudson, 2019.



LAS POSITAS

COLLEGE

Course Outline for Art History 3 Arts of Africa, Oceania, and Indigenous North Americas

Effective: Spring 2025

Catalog Description:

ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas 3.00 Units

This course is an introduction to the visual arts produced by selected people of Africa, Oceania, and the Americas from the prehistoric to contemporary periods. The topics covered in the course are representative of the art and architecture produced by groups from Africa, Oceania and the Americas emphasizing how art is representative of the cultural, religious, social, or political orientation of each region.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Name specific works and specific styles of African, Oceanic, and the Americas, and identify their important characteristics
- B. Analyze the formal elements and techniques of individual works of art in different media
- C. Define the various styles of the tradition in art from Africa, Oceania, and the Americas, and demonstrate the ability to compare and contrast stylistic aspects and trends
- D. Evaluate works of art in relation to the sociological, religious, historical, and the cultural context in which they were created
- E. Identify individual works of art and architecture by the artists (if known) various communities in which they were created

- F. Memorize the terminology in order to identify differing cultural ideologies, trends, and techniques in art
- G. Critically analyze the concepts that define art from Africa, Oceania, and the Americas and demonstrate the ability to discuss these concepts contextually

Course Content:

1. Introduction to Art History
2. African Art
 1. Introduction to African Art
 2. Ancient Niolithic Cultures
 3. Nigerian Art
 1. Benin, Yoruba and Ibo Art
 4. Art of West Africa
 1. Dogon, Bamana, Senufo, Buale, Asante
 5. Art of Central Africa
 1. Fang, Bamum, Kuba
 6. Contemporary African Art
3. Art of Oceania
 1. Introduction to Oceanic Art
 2. Melanesia
 3. Polynesia
 1. Hawaii: Fiji, Tonga, Samoa
 4. Australian Aboriginal and New Guinea Art
 5. Contemporary art of Oceania
4. Native American Art
 1. Introduction to Native North American Art
 2. Woodlands
 3. Southwest, Plains, Far West
 4. Northwest Coast, Artic and Subarctic
 5. Contemporary and Modern Native American Art

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - Lecture with slides, PowerPoint, and videos
3. Lecture - Discussion
4. Research - art historical research projects
5. Discussion - Class and small group discussions

Typical Assignments

- A. Research:
 1. Choose at least 2 cultures related to Africa and The African Diaspora which have not been discussed in the course, and discuss the cultural values and the arts of the peoples from the following options: Themes to choose from: Divine Kingship, Ancestor Worship, Masks and

Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The report should be 3-4 pages not including the bibliography.

2. Each student in their group will present a 7-8 minute summary of their research project in order to provide a cross cultural collective overview of one of the following themes: Divine Kingship, Ancestor Worship, Masks and Masquerades, Life Cycle Events, Personal Adornment, or Contemporary African art. The presentation should include visual images and provide a critical analysis of the research topic.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 2 essay exams per semester
- B. Research Projects
 1. art history research project
- C. Projects
 1. group projects
- D. Class Work
 1. daily
- E. Home Work
 1. weekly

Student Learning Outcomes

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

- A. Analyze terminology used in art history and criticism
- B. Recognize and describe the influence that materials and techniques have on the creative process
- C. Examine the effect cultural context has on artistic production

Textbooks (Typical):

Textbook:

1. Sidney Littlefield Kasfir *Contemporary African Art*. Revised ed., Thames & Hudson, 2020.
2. Jaune Quick-to-See Smith, Joy Harjo, Shana Bushyhead Condill *The Land Carries Our Ancestors: Contemporary Art by Native Americans*. 1st ed., Princeton University Press, 2023.
3. Janet Catherine Berlo, Ruth B Phillips *Native North American Art*. 2 ed., Oxford University Press, 2015.
4. John Gillow *African Textiles: Color and Creativity Across a Continent*. 1 ed., Thames and Hudson, 2016.
5. Fred S Kleiner *Gardner's Art through the Ages: A Concise Global History*. 4th ed., Cengage, 2016.
6. Suzanne Preston Blier *The History of African Art*. 1st ed., Thames & Hudson, 2023.



Course Outline for Art History 4 Western Art History - Ancient to Medieval Effective: Fall 2025

Catalog Description:

ARHS 4 - Western Art History - Ancient to Medieval 3.00 Units

History of Western art from prehistoric times through Egyptian, Mesopotamian, Aegean, Greek, Etruscan, Roman, Early Christian, Byzantine, Medieval, Romanesque, and Gothic civilizations.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values
- B. Identify, examine, and assess representative works of art and architecture from prehistory through the medieval period employing appropriate art historical terminology
- C. Analyze, discuss, and differentiate the roles of art, architecture, and the artist from prehistory through the medieval period

Course Content:

1. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists and art of the following time periods:

1. Prehistoric
 1. Paleolithic
 2. Mesolithic
 3. Neolithic
2. Egyptian
 1. Old Kingdom
 2. Middle Kingdom
 3. New Kingdom
3. Mesopotamian
 1. Sumerian
 2. Akkadian
 3. Babylonian
 4. Assyrian
 5. Persian
4. Aegean
 1. Minoan
 2. Mycenaean
 3. Cycladic
5. Greek
 1. Geometric
 2. Archaic
 3. Severe Style
 4. Age of Pericles/Classical
 5. 4th Century Classical
 6. Hellenistic
6. Etruscan
7. Roman
 1. The republic
 2. The empire
8. Early Christian
9. Byzantine
10. Medieval
 1. Carolingian
 2. Ottonian
11. Romanesque
12. Gothic

Methods of Instruction:

1. Lecture - Lectures with slides, PowerPoint and videos
2. Field Trips - A museum or a gallery visit with an appropriate exhibition
3. Discussion - Large and small group discussions
4. Research - art historical research projects

Typical Assignments

A. Project:

1. Compare and contrast the development of the female figure in Greek sculpture as seen in the Peplos Kore, Nike Fastening her Sandal, The Nike of Samothrace, and The Lady of Auxerre. Pay particular attention to the amount of motion given to these figures, the degree of realism, and the means used by the sculptors to achieve these effects. How do these figures reflect the changing styles and concerns from the Archaic throughout the Hellenistic periods?
2. Define the following architectural terms then cite examples of them in your textbook (give page and photo #). Altar Blind Arcade Compound Pier Portal Ambulatory Buttress Jamb Radiating Chapels Amphitheater Campanile Narthex Tracery Apse Choir Pendentive Tympanum Basilica Clerestory Pilgrimage Choir Vaults

B. Writing:

1. Writing or Discussion

1. Discuss the social and economic changes that took place in human development from the Paleolithic period through the Neolithic period and the ways in which art was affected by these changes.
2. How is the Art of Akhenaten both typical and atypical of Egyptian Art?
3. Roman architecture was both inventive and derivative. How are Roman temples related to both Greek and Etruscan designs? How is the Roman Temple a unique Roman invention in architecture?
4. How was an increased awareness of divergent cultures achieved in the Middle Ages?

2. Quizzes

1. Short written responses to check for understanding on topics of discussion.

Methods of Evaluating Student Progress

A. Quizzes

1. weekly

B. Research Projects

1. art history research projects

C. Class Participation

1. daily

D. Class Work

1. daily

E. Home Work

1. weekly

F. Exams/Tests

1. 3 essay exams

Student Learning Outcomes

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

- A. Analyze the religious, cultural, economic and political issues of the ancient Western world and their relationship to artistic and architectural production.

- B. Articulate connections between artistic movements and historical events in the Western world from pre-history through the Gothic period.
- C. Identify ancient Western art movements, artists, and technical processes.

Textbooks (Typical):

Textbook:

1. Fred S Kleiner *Gardner's Art through the Ages: The Western Perspective, Volume I*. 16th ed., Cengage Learning, 2019.
2. Jean Robertson *The History of Art: A Global View: Prehistory to 1500 (Volume 1)*., Thames and Hudson, 2021.
3. Anne D'Alleva *Methods and Theories of Art History*. 8th ed., Laurence King Publishing, 2021.



Course Outline for Art History 6 Museum & Gallery Techniques

Effective: Fall 2025

Catalog Description:

ARHS 6 - Museum & Gallery Techniques

3.00 Units

An examination of the methodology and technique of displaying visual art within a museum/gallery space. Opportunities to meet artists from the Bay Area and beyond, learn the meaning behind their artwork, and gain hands-on practice in a range of activities covering the presentation, handling, and security of original artwork in the LPC Center for the Arts Gallery.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Exhibit expected behavioral protocols in museum/art gallery settings
- B. Analyze artists' statements about themselves and their work and other materials relevant to a specific exhibition
- C. Discuss with others the content and meaning in the work of exhibited artists
- D. Demonstrate basic framing, hanging, and lighting techniques for gallery exhibitions

Course Content:

Lab:

1. preparing exhibition materials
2. creating exhibition models
3. installing and de-installing gallery exhibitions

Lecture:

1. Reading, understanding, interpreting, and conveying artists' statements about themselves and their work and other materials relevant to specific exhibitions
2. Methods and techniques of conveying content and meaning in the works of exhibiting artists
3. Basic techniques in framing, hanging, and lighting works of art
4. Practices and appropriate methods of exhibition security and maintenance

Methods of Instruction:

1. Lecture - Lectures on museum and gallery studies topics
2. Guest Lecturers - Local artists and gallery owners
3. Demonstration - Proper artwork handling, hanging, and curatorial techniques
4. Field Trips - Gallery tours and museum exhibitions
5. Projects - gallery exhibition projects

Typical Assignments

A. Reading:

1. Identify a specific artist's motivation, artistic process, and hopes and expectations for the viewers.
2. Select a specific work by an artist and write an informative and educational "talk" about the artist and his/her work that you could offer to gallery visitors.

B. Laboratory:

1. Survey of a museum
 1. List the name of the museum, the type of museum, the types of collections in the museum, the mission of the museum, the architecture of the building, the museum experience (the flow, presentation, lighting, etc.).
2. Survey of an exhibition
 1. List the title of the exhibition, the objects in the exhibition, the presentation techniques, the sequence and flow of the exhibit, the lighting, labels, etc, publications associated with the exhibit, and your experience of the exhibition.
3. Participate in the hanging of a Las Positas College art exhibit.
4. Greet and inform gallery visitors about the art currently on display.

Methods of Evaluating Student Progress

A. Lab Activities

1. successful completion of lab assignments such as creating gallery models, exhibit plans, and written materials at the instructor's discretion.

B. Projects

1. Gallery exhibition projects at the instructor's discretion.

Student Learning Outcomes

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

- A. Create written exhibition proposals.
- B. Evaluate ethical debates within the museum and gallery field.
- C. Identify the history of the contemporary art world.
- D. Install an art exhibition.

Textbooks (Typical):

Textbook:

1. Rhiannon Mason *Museum and Gallery Studies: The Basics*. 1st ed., Routledge, 2017.
2. Barry Lord, Maria Piacente *The Manual of Museum Exhibitions*. 3rd ed., Altamira Press, 2022.
3. Mark Walhimer *Designing Museum Experiences*, Rowman & Littlefield Publishers, 2021.



Course Outline for Art History 7 Modern Art History

Effective: Fall 2025

Catalog Description:

ARHS 7 - Modern Art History 3.00 Units

Presents an overview of the art movements, artists and issues of Modernism to Contemporary art. This includes art from the mid-nineteenth century, through the twentieth century and contemporary art. Incorporates the social, political, and aesthetic context of the time.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify common themes and purposes that underlie the art and architecture of the Modern and Post-Modern eras
- B. Distinguish the various styles developed during these times
- C. Analyze formal elements in a work of art and architecture, and explain how they function
- D. Identify techniques and materials used to create various art forms
- E. Relate modern culture and history to the various styles of Modern art and architecture

Course Content:

1. Identification of artists by style and subject, social, political and economic issues, and how these impacted artists, art, and architecture of the following time periods:
 1. Classicism and Romanticism
 2. Realism, Impressionism, Post-Impressionism, Symbolism
 3. Art Nouveau, Fauvism, Cubism, Non-Objectivity
 4. Expressionism, Dada, Surrealism, Regionalism
 5. American Modernism, including WPA and Abstract Expressionism
 6. Minimalism, Pop Art, Feminist Art
 7. Conceptual Art, Happenings, Earthworks, Installation, Site-specific art, Video
 8. Post-Modernism, Neo-Expressionism
 9. Globalization

Methods of Instruction:

1. Discussion - Large and small group discussions
2. Lecture - Lecture with slides, PowerPoint, and videos
3. Field Trips - A museum and a gallery visit with an appropriate exhibition
4. Research - art history research projects

Typical Assignments

A. Writing:

1. Homework is designed to create class discussion on the topics of Modern and Contemporary Art History. Sample Assignments might include compare and contrast various art movements and historical developments, relevant to political happenings of their respective eras.

B. Reading:

1. Assigned readings from the text.
 1. Identify major art movements, pivotal artists, artworks, crafts, and architecture.
 2. Distinguish and analyze Modern and Contemporary art movements and styles in the social, political and historical context of the time.
 3. Describe representative works of art and architecture utilizing art history terminology.
 4. Recognize major non-western aesthetic influences on western art. Evaluate how western cultures represent and appropriate non-western art and culture.

C. Other:

1. Discuss dominant themes and trends found in contemporary art.
2. Discuss the globalization of contemporary art, its causes and effects.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3 essay exams

B. Quizzes

1. One to four.

C. Research Projects

1. 1-2 written essays.

D. Papers

1. One research project or paper.
- E. Field Trips
 1. At least one.
- F. Class Participation
 1. Daily.
- G. Home Work
 1. Weekly.

Student Learning Outcomes

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

- A. Analyze formal elements and principles of art.
- B. Distinguish between various styles developed during these historical eras.
- C. Identify common ideas that envelope Modern and Contemporary art.
- D. Understand techniques and media used in art making processes.
- E. Relate relevant culture and history to the various styles of Modern and Contemporary art.

Textbooks (Typical):

Textbook:

1. Simon Morley *Modern Painting: A Concise History.*, Thames and Hudson, 2023.
2. David Cateforis *Modern Art: A Global Survey from the Mid-Nineteenth Century to the Present.*, Oxford University Press, 2023.
3. H H Arnason, Elizabeth C Mansfield *History of Modern Art* . 7th ed., Pearson, 2012.



LAS POSITAS

COLLEGE

Course Outline for Art History 8

Asian Art History

Effective: Fall 2025

Catalog Description:

ARHS 8 - Asian Art History

3.00 Units

This course surveys the arts of India, China, Korea, and Japan. The architecture, painting, sculpture, and other arts are examined within their religious and social contexts.

Course Grading: Optional

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

Discipline:

Art History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze terminology used in art history and criticism
- B. Analyze the formal structure of a work of art
- C. Recognize and describe the influence that materials and techniques have on the creative process
- D. Recognize and describe the importance of the arts as a key to understanding the various Asian cultures
- E. Compare and contrast the style of works of art from different Asian cultures
- F. Compare and contrast aesthetic systems from different Asian cultures
- G. Examine the effect cultural context has on artistic production
- H. Examine the historical significance of the major artistic periods in the visual arts of Asia

Course Content:

1. This course covers art and architecture of the following periods:

1. Indus Valley
2. Early Buddhist and Hindu art in India and Southeast Asia
3. Later Indian art, including Mughal
4. Neolithic through early Imperial China
5. Northern Wei through Tang Dynasties
6. Later China through contemporary
7. Korea
8. Archaeological Japan through Heian
9. Later Japan through contemporary

Methods of Instruction:

1. Field Trips - A museum and a gallery visit with an appropriate exhibition
2. Lecture - art history lectures
3. Classroom Activity - In class discussion
4. Lecture - Lecture with slides, PowerPoint, and videos
5. Research - art history research projects

Typical Assignments

A. Reading:

1. Read the chapter on Buddhism and prepare to discuss in class how the visual language and context of the Chaitya Hall and its evolution.
2. Read the Chapter on Literature, Calligraphy, and Painting in the text and prepare to discuss the visual language and context of the hand scroll, The Tale of Genji from the Heian Period.

B. Writing:

1. Write a comparison of the Chinese Mawangdui Funerary Banner of Xin Zhui and the 10th century of the Tibetan Thangka of Hayagriva.
2. Write an essay explaining the visual language, meaning and function of the Great Stupa at Sanchi, Madhya Pradesh, India.

C. Research:

1. Research the development of Chinese paper and be prepared to discuss the steps of production and materials involved in the process.
2. Research the development of Buddhist imagery during the Kushan Dynasty and be prepared to discuss how images of the Buddha appear in Gandhara.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 3 essay exams per semester.

B. Research Projects

1. 1 per semester.

C. Class Participation

1. Every class

D. Home Work

1. Every class

Student Learning Outcomes

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

- A. Analyze the religious, cultural, economic and political issues of Asian societies and their relationship to artistic and architectural production.
- B. Articulate connections between artistic movements and historical events in Asian history.
- C. Identify the art movements, artists, and technical processes of different Asian cultures.

Textbooks (Typical):

Textbook:

1. Partha Mitter *20th Century Indian Art: Modern, Post-Independence, Contemporary.*, Thames and Hudson, 2022.
2. Youngna Kim *Korean Art Since 1945: Challenges and Changes.*, Brill Academic Pub, 2024.
3. Dorinda Neave, Lara C.W. Blanchard, Marika Sardar *Asian Art.* 1st ed., Pearson, 2014.



LAS POSITAS

C O L L E G E

Course Outline for Biological Sciences 20 Contemporary Human Biology

Effective: Fall 2025

Catalog Description:

BIO 20 - Contemporary Human Biology 3.00 Units

A study of the Human organism, beginning at the cellular level, emphasizing organ systems, and also including topics of genetics and biotechnology.

Course Grading: Letter Grade Only

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

Discipline:

Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Identify and describe the physical structure of cells, tissue types and organ systems, and review their functions
- Develop an understanding of the homeostatic mechanisms maintaining the human body and recognize common pathological conditions caused by homeostatic failure
- Appreciate the integration and coordination between the different body systems
- Define organic molecules and recognize the four major groups of organic molecules found in humans
- Discuss the basic principles of cellular metabolism and apply these concepts to human physiology on multiple levels

Course Content:

1. The origin and nature of life
 1. Properties of life
 2. Chemistry of life: inorganic and organic
 3. Basic unit of life: cells
 4. Cellular functions: metabolism, growth, reproduction
2. Structural organization, function and homeostatic mechanisms of the human body
 1. Muscle system
 2. Skeletal system
 3. Nervous and sensory systems
 4. Cardiovascular system
 5. Endocrine system
 6. Immunity
 7. Respiration system
 8. Urinary system
 9. Digestion and nutrition
 10. Reproductive system
3. Failure of homeostasis
 1. Cancer
 2. Infectious diseases
 3. Lifestyle associated diseases
 4. Common Pathologies

Methods of Instruction:

1. Classroom Activity -
2. Field Trips -
3. Research -
4. Written Exercises -
5. Lecture - Lecture includes examples of people and patients with diverse socioeconomic, racial, gender and age backgrounds. For some pathologies we examine why they are more prevalent in certain populations and not others.
6. World Wide Web sites
7. Discussions and group activities related to Bioethical issues
8. Lectures (includes PowerPoint images, handouts and traditional blackboard)
9. Video clips

Typical Assignments

A. Reading:

1. Reading assignments from textbook

B. Project:

1. Students work in groups to analyze a Case Study and respond to prompts

C. Writing:

1. Demonstrate comprehension of a given topic by responding to a prompt from the instructor

2. Use of appropriate sources identified by instructor

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Two per semester
- B. Quizzes
 1. 5 per semester
- C. Group Projects
 1. 1 per semester

Student Learning Outcomes

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

- A. Describe and relate the physical structure of the cells, tissues types and organ systems to their function.
- B. Explain the concept of homeostasis and how the different body systems maintain homeostasis, and be able to relate homeostatic failure to some common pathological conditions.

Textbooks (Typical):

Textbook:

1. Heather Murdock *Fundamentals of Human Biology and Health*. 5 ed., Congella, 2023.
2. Michael Johnson, Suzanne Long *Human Biology: Concepts and Current Issues*. 9 ed., Pearson, 2021.
3. Sylvia Mader, Michael Windelspecht *Human Biology*. 17 ed., McGraw-Hill, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. For a web based course, frequent access to a computer with an Internet connection.



Course Outline for Business 20 International Business Effective: Fall 2025

Catalog Description:

BUSN 20 - International Business **3.00 Units**

Exploration of major factors involved in international entrepreneurship. Includes an overview of economic, historical, technological, legal, environmental, and educational implications on entrepreneurship. Analyzes cultural differences, issues and trends, which influence entrepreneurship and business decision-making. Discuss options for emerging markets; international marketing; manufacturing, physical distribution, and foreign investment options are explored along with State and federal resources available to facilitate importing and exporting.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C, BUSN 40 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Business

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the dynamics of globalization
- B. Identify the reasons why companies go abroad, problems, risks encountered, and the incentives for doing so;
- C. Analyze cultural practices which, impact business transactions
- D. Analyze the financial impact, both home and abroad, of international trade;

- E. Detail procedures and documentation necessary to import and/or export a product;
- F. Discuss the complexities of the balance of trade in the movement of goods and services across national borders;
- G. Demonstrate the functional management aspects of a multinational operation and its possible effects on the home and host nations;

Course Content:

1. Globalization
 1. Opportunity
 2. Technology
2. Country Differences
 1. National differences in political economy
 2. Differences in culture
 3. Ethnocentric vs. geocentric orientation
 4. Ethics in International Business
3. Cross-Border Trade and Investment
 1. European Economic Community
 2. Multi-Country Trade Blocs
 3. Regional Trade Integrations
4. Global Investment Environment
 1. International trade theories
 2. Investment Strategies
 3. Foreign direct investment
 4. Regional Economic Integration
5. The Global Monetary System
 1. Foreign exchange market
 2. International monetary system
 3. Global capital market
 4. Documentation; transfer payments; letters of credit; governmental regulation; exchange rates; insurance
6. The Strategy and Structure of International Business
 1. Strategies for international entrepreneurship
 2. Growth and structure of multinational companies
 3. Entry strategy and strategic alliances
7. Business Operations
 1. Exporting, importing, and counter trading
 2. Global manufacturing and materials management
 3. Production, Outsourcing, and Logistics
 4. Global human resource management
 5. Financial management in an international business
 6. State and federal importing and exporting assistance

Methods of Instruction:

1. Guest Lecturers - State and Federal agency representatives; entrepreneurs active in global business
2. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard
3. Small Group Discussion
4. Case studies
5. Research group assignments on current events, best practices and foundation concepts
6. Videos with handouts followed by group analysis and discussion

Typical Assignments

A. Other:

1. Review current events in international business publications (i.e., Wall Street Journal, Fortune, USA Today, San Francisco Business Times, LA Times, and New York Times). Identify important issues, analyze, and discuss in class.
2. Read and discussion chapter content on various aspects of international business; Summarize major points and apply to a specific industry.
3. Research selected group topic and collectively develop group data submitted in a research paper at the conclusion of the course.

Methods of Evaluating Student Progress

A. Research Projects

1. Culminating team project

B. Oral Presentation

1. Final class presentation on team project

C. Group Projects

1. Final group research project

D. Class Participation

1. discussions

E. Class Work

1. in class assignments from discussion and text

F. Home Work

1. assignments pertaining to chapter content

G. Exams/Tests

1. 1 exam every 4-5 chapters

Student Learning Outcomes

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

- A. Compare and contrast the financial implications of international trade.
- B. Describe procedures and documentation necessary to import a product from a foreign country.

Textbooks (Typical):

Textbook:

1. M. A. Carpenter, S. P. Dunung *International Business: Opportunities & Challenges in a Flat World*. 3rd ed., Flatworld, 2018.
2. Mike Peng *Global Business*. 4th ed., South-Western Cengage Learning, 2017.
3. John D Daniels, Lee H Radebaugh, Daniel P Sullivan *International Business: Environment and Operations* . 16th ed., Prentice Hall, 2017.
4. McGraw-Hill *International Business: Competing in the Global Marketplace*. 12th ed., McGraw-Hill, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer and Internet access.
2. Access to business publications, such as the Wall Street Journal, Fortune.
3. Access to trade publications in the students' interest areas.



LAS POSITAS

COLLEGE

Course Outline for Business 45 Entrepreneurship Effective: Fall 2025

Catalog Description:

BUSN 45 - Entrepreneurship 3.00 Units

This course is designed for students who are interested in starting an entrepreneurial venture or new business. This course will cover the process of successfully launching, managing and growing their idea, emphasizing opportunity recognition and feasibility analysis. A practical study of the creation and essential skills required to start and grow an entrepreneur venture. It will also cover important topics such as developing a competitive advantage, protecting intellectual property and obtaining venture capital financing.

Course Grading: Optional

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

Discipline:

Business

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the entrepreneur life and the skills, motivation, and aptitude required for being a happy, passionate, and successful entrepreneur
- B. Describe why creativity and innovation are such an integral part of entrepreneurship
- C. Evaluate ethical situations facing entrepreneurship to the U.S. and global economies
- D. Identify methods for recognizing business opportunities
- E. Analyze various business opportunity for attractiveness and feasibility
- F. Identify and explore sources of financing
- G. Evaluate growth strategies

H. Create a lean business model

- I. Describe the advantages of copyright and patent law in a business application

Course Content:

1. Identify and evaluate personal interests, characteristics and talents, and overall readiness to undertake an entrepreneurial venture.
 1. Risk tolerance
 2. Self-direction and motivation
 3. Impact on personal life
 4. Examine profiles of a diverse set of famous entrepreneurs
 5. Evaluate one's own motivation for becoming an entrepreneur
 6. Discuss the advantages and disadvantages of entrepreneurship as a career choice
2. Describe sources of start-up capital.
 1. Personal savings
 2. Partners, family, and friends
 3. Credit cards
 4. Bank loans
 5. Government programs
 6. Venture capital/Angels/private investors
 7. Vendor/supplier financing
 8. Crowdfunding
3. Ethical issues.
 1. Social responsibility
 2. Consumerism
 3. Employee relations and diversity
 4. Environmental protection and conservation
 5. Community relations
 6. Personal ethics
 7. Current trends
4. Brainstorming new business ideas.
 1. Opportunity Analysis
 2. Feasibility Analysis
 3. Business idea creation and screening
 4. Primary and secondary market research
 5. Sources of business advice for entrepreneurs
5. Fundamental legal principles.
 1. Confidential information
 2. Copyright
 3. Patents
 4. Designs
 5. Trademarks
6. Entrepreneurship and Business Opportunities.
 1. Preparation
 2. Lean business model creation

3. New business idea "elevator pitch"
4. Action plans

Methods of Instruction:

1. Lecture - Provide verbal description of thematic topic with clear examples either hypothetically constructed or based upon real life scenarios.
2. Classroom Activity - Case study analysis
3. Guest Lecturers - Guest speaker lectures through zoom, in-person, or pre-recorded. The sharing of professional experience by specialist at all stages of career levels.
4. Projects - Create a business plan
5. Student Presentations - Presentation of business plan or elevator pitch
6. Discussion - Online and in-person discussions depending on modality
7. Audio-visual Activity - Use various forms of film, video, and other digital resources to convey fundamental concepts.

Typical Assignments

A. Other:

1. Instructors will utilize a variety of assignments designed to meet the objectives of the course, to enhance the students' varied strengths and to minimize learning weaknesses in students
2. Discuss creativity and innovation and how it will impact the changing business environment
3. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. Examples include:
 1. Students are expected to review sources of idea generation for business opportunities.
 2. Group Presentations - students may select from a provided list of topics and present to the class using PowerPoint, video and/or other multimedia.
 3. Reading - Current business article about how an entrepreneur started his/her business.
 4. Writing - prepare a journal or research paper.
4. Case Studies
 1. Determine the missteps of entrepreneurs and highlight what action created success.

B. Project:

1. Lean business model and executable action plan

Methods of Evaluating Student Progress

A. Class Work

1. 10 per semester

B. Exams/Tests

1. 2 per semester

C. Quizzes

1. 4 per semester

D. Oral Presentation

1. 2 per semester

E. Projects

1. 1 per semester

- F. Simulation
 - 1. 1 per semester
- G. Class Participation
 - 1. 15 per semester

Student Learning Outcomes

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

- A. Explain why creativity and innovation are integral parts of entrepreneurship.
- B. Assess their readiness/ability/aptitude for entrepreneurship.
- C. Create a lean business model.
- D. Describe attributes required for being an entrepreneur.

Textbooks (Typical):

Textbook:

- 1. Laura Portolese, Jaclyn Krause, and Julie R. Bonner *Entrepreneurship*. 2 ed., Flatworld , 2020.
- 2. Prentice Hall *Entrepreneurship: Successfully Launching New Ventures*. 6 ed., Prentice Hall, 2019.
- 3. Steve Mariotti *Entrepreneurship: Starting and Operating a Small Business*. 5 ed., Prentice Hall, 2020.
- 4. Justin Longenecker *Small Business Management, Launching and Growing Entrepreneurial Ventures*. 19 ed., Cengage Learning, 2020.
- 5. Norman Scarborough *Essentials of Entrepreneurship and Small Business Management*. 9 ed., Prentice Hall, 2020.

Other Learning Materials:

- 1. The textbooks have been selected to represent a variety of voices, backgrounds, and experiences..

Other Materials Required of Students

Other Materials Required of Students:

- 1. Computer and printer access.
- 2. Internet access.
- 3. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review).
- 4. Access to recording equipment (i.e. smartphone).



Course Outline for Computer Information Systems 79 Medical Office Procedures

Effective: Fall 2025

Catalog Description:

CIS 79 - Medical Office Procedures 3.00 Units

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

Recommended Course Preparation: CIS 88A with a minimum grade of C

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Computer Information Systems

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe the meaning of the professional role of an employee;
- B. Describe the importance of effective interaction with patients;
- C. Evaluate patient interactions and formulate appropriate responses that adhere to patient privacy regulations and medical ethics;
- D. Explain and demonstrate professional business communications techniques;

- E. Describe the process for scheduling patient appointments;
- F. Describe the usage and operation of basic business equipment including fax, photocopy and postage metering;
- G. Analyze tasks and determine the appropriate tool (software/hardware) to accomplish the task in the most efficient manner;
- H. Explain the fundamentals of financial recordkeeping, retention and storage; and
- I. Explain basic medical records management rules including HIPPA regulations for confidentiality of medical records.

Course Content:

Lab:

Lecture:

1. Overview of course materials and how class will be conducted
2. Introduction to the medical office
 1. The role of the employee
 2. The language of medicine, medical specialties, subspecialties, and dental specialties
 3. Medical ethics
 4. Medical law
 5. Technical/Non-Technical skills and qualities for success
3. Patient Relations
 1. Interacting with the patients
 2. Interpersonal communications
 3. Managing patient activities
 4. Handling emergencies
4. Telecommunications
 1. Identifying and using proper voice and language
 2. Taking messages
 3. Being discreet and courteous
 4. Using the telephone directory
 5. Using answering services and answering devices
5. Scheduling Appointments
 1. Maintaining the appointment system
 2. Preparing a daily list of appointments
 3. Scheduling patients for other medical units
 4. Follow-up appointments
6. Overview of basic office equipment
 1. Fax, copier, postage meter, computers and Internet access
 2. Changing technology
 3. Purposes and application
7. Computerizing the Medical Office
 1. Medical Software Applications
 2. List and Reports

3. Inventories
4. Correspondence using word processing software
5. Using the Internet for research and correspondence
8. Professional Activities
 1. Managing travel
 2. Postal and delivery services
9. Learning how to be the efficient professional
 1. Learn why this is important
 2. Tips of efficiency and effectiveness
 3. Time management and priority setting
10. Managing Medical Records
 1. Methods of keeping records
 2. Creating a medical record
 3. Problem-oriented and source-oriented medical records
 4. File management
 5. Compliance with HIPPA regulations concerning confidentiality of medical records
 6. Rules of filing
11. Financial Management
 1. Account management
 2. Billing and collections
 3. Health insurance coding
 4. Basic Recordkeeping
 1. Expense Reports
 2. Petty Cash
 3. Deposits

Methods of Instruction:

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

Typical Assignments

A. Other:

1. Reading
 1. Study the chapter on interacting with patients. Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.

2. Study the chapter on medical office correspondence. Prepare a fax message. State that Dr. William Lennart will arrive in Dr. Marisol Chile's office at 10:00 am on March 9 for consultation regarding infant Jon Verex's brain surgery. Ask for a confirmation by fax that D. Chile will be available.
2. Problem-solving
 1. Create a dialogue with an elderly patient who has asked you to explain advance directives and their purpose. Print your dialogue.
 2. Develop an ethical situation in which a medical assistant might become involved, and role-play the scene with another class member.
 3. As a medical office receptionist, you will have many competing demands on your time. Review the following and determine your priority in each situation. Develop a brief explanation of how you would handle each situation.
 1. A ringing phone or an arriving patient?
 2. A patient with a question or a patient ready to pay a bill?
 3. Retrieving a file for a doctor or updating a computer record?
 4. A messy waiting room or a late report?

Methods of Evaluating Student Progress

A. Quizzes

1.

B. Projects

1.

C. Lab Activities

1.

Student Learning Outcomes

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

- A. Upon completion of CIS 79, students will be able to show a mastery of medical office principles and procedures to include the importance of medical ethics in application of professional office behavior, telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, banking, payroll, expense reports, petty cash, billing, recordkeeping, postal services, health insurance, coding, and utilizing the Internet for online financial services and resources.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

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



LAS POSITAS

C O L L E G E

Course Outline for Communication Studies 10 Interpersonal Communication

Effective: Fall 2025

Catalog Description:

CMST 10 - Interpersonal Communication 3.00 Units

Exploration, discussion, and evaluation of the principles of the verbal and non-verbal communication process in relationships. Study of theory and research findings and their application to communication in interpersonal relationships in personal and professional contexts.

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify the essential elements of the interpersonal communication event;
- B. Describe, define, discuss and explain the basic communication process;
- C. Describe ways that communication creates, develops, and changes personal identities including variables such as culture, gender, ethnicity, and race; explain the effect of communication on personal identities;
- D. Describe the effects of communication on interpersonal relationships and social and cultural realities;
- E. Analyze and discuss breakdowns of the interpersonal communication event;
- F. Demonstrate ethical interpersonal communication founded on communication theory and research including critical listening and other individual skills and competencies for successful interpersonal communication;

- G. Diagnose conflict in interpersonal relationships and demonstrate appropriate conflict management strategies.

Course Content:

1. Theories and principles of interpersonal communication
2. Verbal and nonverbal communication
 1. Description and explanation of verbal communication
 1. The verbal level: words and meanings
 2. The interpersonal level: language and relationships
 3. The societal level: language and communication systems
 2. Description and explanation of non-verbal communication
 1. Characteristics of non-verbal communication
 2. Differences between verbal and non-verbal communication
 3. Types of non-verbal communication
 1. Eye contact
 2. Gestures
 3. Face and eyes
 4. Body orientation
3. Interpersonal communication in various contexts
 1. Personal
 2. Professional
4. Ethical interpersonal communication
 1. Honesty
 2. Ramifications of dishonest communication
5. Description and explanation of the self concept
 1. How the self concept develops
 2. Characteristics of the self concept
 3. Impression management in communication
 1. The perceived self
 2. The presenting self
 3. The desired self
6. Description and explanation of the perception process
 1. Effects on perception
 2. Effects on personal identities
 3. The accuracy and inaccuracy of perception
 4. Perception checking to prevent misunderstandings
7. Description and explanation of the act and impact of listening in communication
 1. Non-listening behaviors and reasons for non-listening
 2. Ways to improve listening skills
8. Description and explanation of small group dynamics in communication
 1. Roles, action and behaviors of small group participants
 2. Group think
9. Conflict management in interpersonal communication
 1. The nature of conflict

2. Personal conflict styles
 3. Conflict in relational systems
 4. Variables in conflict style
 5. Methods of conflict resolution
 6. Win-win conflict resolution
10. Description and explanation of relational development
 1. Interpersonal attraction
 2. Developmental stages in intimate relationships
 3. Self-disclosure in relationships
 4. Alternatives to self-disclosure
 11. Description and explanation of the role of emotions in interpersonal communication
 1. What emotions are
 2. Types of emotions
 3. Influences on emotional expression
 4. Guidelines for expressing emotions
 5. Managing difficult emotions

Methods of Instruction:

1. Student Presentations - Group and/or individual speech.
2. Discussion - Facilitate whole class discussion.
3. Lecture - Instructor delivery of course content.
4. Classroom Activity - In class group activities.
5. Projects - Group presentation.
6. Simulations - Role-playing situations
7. Written Exercises - Journal and/or written papers.

Typical Assignments

A. Writing:

1. Paper:

1. Consider a recent conflict you have had with someone. Determine whether it was a pseudo, simple, or ego conflict. Describe the strategies you used to manage the conflict. Discuss the other strategies you could have used to help manage the disagreement.
2. How do the strategies for escalating and maintaining a relationship relate to the indirect and direct strategies used for terminating a relationship? What research supports your ideas?

2. Journal:

1. Monitor and then jot down notes about your own self-talk during a conversation with another person. What competing thoughts and ideas occurred to you while you were conversing with your partner? What did you do to refocus on the message?

B. Project:

1. Speech:

1. Go through your personal music library and identify a selection that best symbolizes you. Your selection may be based upon either the lyrics or the music. Bring your selection to class and play it for your classmates. Tell why this music symbolizes you (presenting, perceived, or desired self). Discuss with classmates how today's music provides a glimpse of our culture and a vehicle for self-expression.
2. Group assignment:
 1. Working with a group of your classmates, develop your own model of interpersonal communication. Include all of the components that are necessary to describe how communication between people works. Share your model with the class, describing the decisions your group made in developing it. Illustrate your model with a conversation between two people, pointing out how elements of the conversation relate to the model.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. one midterm and one final exam
- B. Papers
 1. One completed journal and/or a minimum of 3 papers.
- C. Oral Presentation
 1. minimum of one
- D. Group Projects
 1. Minimum of one
- E. Class Participation
 1. Weekly class activities

Student Learning Outcomes

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

- A. Identify and demonstrate necessary skills for application of interpersonal communication competence.
- B. Identify and demonstrate necessary skills of comprehension of interpersonal communication competence.

Textbooks (Typical):

OER:

1. Teresa Fisher *Fundamentals of Interpersonal Communication.*, CUNY Bronx Community College, 2021. .
2. Jason S. Wrench, Narissra M. Punyanunt-Carter, and Katherine S Thweatt *Interpersonal Communication: A Mindful Approach to Relationships.*, Milne Open Textbooks, 2023. .

Textbook:

1. Steven McCornack & Kelly Morrison *Reflect & Relate.* 6th ed., Macmillan Learning, 2022.
2. Joseph A. DeVito *The Interpersonal Communication Book.* 16th ed., Pearson, 2022.
3. Ronald Adler, Russell F. Proctor *Looking Out/Looking In.* 16th ed., Cengage, 2023.
4. Steven A. Beebe, Susan J. Beebe, Mark V. Redmond *Interpersonal Communication: Relating to Others.* 9th ed., Pearson, 2020.



Las Positas College

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DE for CMST 10 Interpersonal Communication

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 work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

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

1. This course should be offered to be in line with what most other campuses are doing. We would like to be current and offer this class so more students have a chance to take it.
2. We came to this conclusion in a department meeting.

Accessibility all materials must be accessible to students with disabilities

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

- Modifying assignment time limits for students with accommodations.

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will email students weekly and respond promptly to students.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Grading rubrics will be defined and completed for every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least one per module.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When requested by a student.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: When requested by a student.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: When requested by a student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: When requested by a student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students are free to communicate through email if they want.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: At least one per module.

- **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 one group project that requires students to communicate with each other.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students to meet for the group project as many times as needed to complete the assignment.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: At least one per module.
- **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 one group project.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes for each chapter or a midterm and a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lecture material will be posted for every module.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Videos will be included on module pages. No minimum.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least one per semester.



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Course Outline for Communication Studies 11 Intercultural Communication

Effective: Fall 2025

Catalog Description:

CMST 11 - Intercultural Communication 3.00 Units

Introduction to intercultural communication in domestic and/or global contexts. Influence of cultures, languages, and social patterns on how members of groups relate among themselves and with members of different ethnic and cultural groups. Theory, knowledge, appreciation, practical application and comparison of effective communication among diverse groups of people from different domestic and international cultures.

Course Grading: Letter Grade Only

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe the basic communication process;
- B. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity;
- C. Identify the components of culture and communication and their interrelationship;
- D. Explain how culture influences verbal and nonverbal communication;
- E. Identify and explain the social and psychological variables of culture and its expression;
- F. Discuss the diverse ways of thinking, perceptions and interpretations;
- G. Compare and contrast intercultural communication strategies in various contexts;

- H. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism;
- I. Identify elements of common ground among diverse cultures;
- J. Recognize and assess different communication and cultural patterns and their synergetic affects on each other.

Course Content:

1. Components of communication
 1. Language
 2. Nonverbal codes
 3. Perception
 4. Competencies
2. Theories and principles of intercultural communication
3. Components of culture
 1. Worldview
 2. Core values/beliefs
 3. Norms and roles
 4. Assimilation and enculturation
 5. Ethics and morals
4. Cultural similarities and differences in American/Western and non-Western contexts
 1. Gender (culturally variable)
 2. Asian-American (non-Western based)
 3. American-Latino/a (non-Western based, with Western influences)
 4. African-American (Western Based)
5. Historical and cultural influences on distinct communication styles
 1. Gender historical influences
 2. Asian-American historical influences
 3. American Latino/a historical influences
 4. African-American historical influences
6. Political, economic, and social interdependence between Western and non-Western cultures
7. Intracultural communication
 1. Co-cultures
 2. Assimilation and segregation
8. Intercultural communication
 1. Verbal and nonverbal communication
 2. Intercultural communication competence skills
9. Barriers to intercultural communication
 1. Ethnocentrism
 2. Stereotyping
 3. Prejudice
 4. Discrimination
 5. Power
 6. Culture shock
 7. Racism

10. Social and psychological variables
 1. High context/low context
 2. Individualism/collectivism
 3. Power distance
 4. The relationship between humans and nature
 5. Similarities and differences in communication patterns

Methods of Instruction:

1. Student Presentations - Group and/or individual speech.
2. Projects - Group presentation.
3. Discussion - Facilitate whole class discussion.
4. Classroom Activity - In Class group activities
5. Simulations - Role-playing situations
6. Lecture - Instructor delivery of course content.
7. Audio-visual Activity - Instructional videos
8. Written Exercises - Journal and/or written papers.

Typical Assignments

A. Writing:

1. Analysis Paper:

1. Write an analysis of conflict and conflict resolution using the mass media (TV, film, etc.) as a source. Choose a specific conflict and discuss its various stages according to conflict resolution theories we have been studying.

B. Project:

1. Individual Project:

1. Research a subculture different from your own and find out its main values, language base, nonverbal communication examples, values, and background. How is your own culture similar or dissimilar? Present the subculture as an oral presentation for the class.

C. Writing:

1. Interview/Paper:

1. Review scholarly literature regarding the student's ethnic history. Then compare and contrast that history with a family member's version of history. Relate this to issues of identity.

Methods of Evaluating Student Progress

A. Exams/Tests

1. one midterm and one final exam

B. Research Projects

1. minimum of one

C. Oral Presentation

1. minimum of one

D. Group Projects

1. minimum of one

E. Class Participation

1. weekly class activities

Student Learning Outcomes

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

- A. Demonstrate an ability to effectively communicate in a culture other than their own.

Textbooks (Typical):

OER:

1. Shannon Ahrndt *Intercultural Communication.*, Open Educational Resources Collection, 2020. <https://irl.umsl.edu/oer/24/>.
2. Karen Krumrey *Intercultural Communication for the Community College.* 2nd /e, Open Oregon Educational Resources, 2022. <https://open.umn.edu/opentextbooks/textbooks/1271>.

Textbook:

1. Fred E. Jandt *An Introduction to Intercultural Communication: Identities in a Global Community* . 9th ed., Sage Publishing, 2017.
2. Martin S. Remland *Intercultural Communication: A Peacebuilding Perspective.* 2nd ed., Waveland Press, Inc., 2024.
3. Martin, Judith N, and Thomas K Nakayama, *Experiencing Intercultural Communication: An Introduction.* . 7th ed., McGraw-Hill, 2021.
4. Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy *Communication Between Cultures.* 9th ed., Cengage, 2017.
5. Myron W. Lusting, Jolene Koester, Rona Halualani *Intercultural Competence: Interpersonal Communication.* 8th ed., Pearson, 2021.



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DE for CMST 11 Intercultural Communication

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 work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

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

1. This course should be offered to be in line with what most other campuses are doing. We would like to be current and offer this class so more students have a chance to take it.
2. We came to this conclusion in a department meeting.

Accessibility all materials must be accessible to students with disabilities

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

- Modifying assignment time limits for students with accommodations.

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will email students weekly and respond promptly to students.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Grading rubrics will be defined and completed for every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least one per module.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When requested by a student.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: When requested by a student.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: When requested by a student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: When requested by a student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students are free to communicate through email if they want.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: At least one per module.

- **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 one group project that requires students to communicate with each other.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students to meet for the group project as many times as needed to complete the assignment.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: At least one per module.
- **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 one group project.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes for each chapter or a midterm and a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lecture material will be posted for every module.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Videos will be included on module pages. No minimum.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least one per semester.



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Course Outline for Communication Studies 3 Group Communication

Effective: Fall 2025

Catalog Description:

CMST 3 - Group Communication 3.00 Units

Principles of communication in a variety of group contexts. Theory, application, and evaluation of group communication processes, including norms, roles, problem solving, conflict management, decision making, and leadership. Includes participation in simulation exercises and group activities.

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Exhibit effective problem-solving communication skills;
- B. Demonstrate successful conflict-management strategies;
- C. Engage in sound reasoning to reach a well-reasoned decision;
- D. Identify communication skills that contribute to effective leadership;
- E. Demonstrate the ability to discover, critically evaluate, and accurately report information;
- F. Describe how technology affects group communication;
- G. Work effectively in a task-oriented group.

Course Content:

1. Introduction to communication
 1. Communication model
 2. Ethical speaking
2. Defining of group communication
 1. Identify the different types of groups and group activities
 2. Identify the structure of a group
3. Identify management of group meetings
 1. Time conflicts
 2. Assigning/assuming roles
4. Explain norms and roles
 1. Task roles
 2. Duties within roles
5. Building and maintaining relationships
 1. Communicate competently in groups
 2. Building relationships
 1. Group climate
 2. Cohesiveness
 3. Group diversity
6. Oral presentation in groups
7. Providing and receiving feedback about both the content and forms of communication
 1. Written
 2. Oral
8. Organizing, evaluating, and reporting information
9. Persuasion and group communication
10. Effective listening skills
11. Problem solving skills
12. Managing conflict
 1. Types of conflict
 2. Styles of managing conflict
13. Decision making
 1. Assessing situations
 2. Implementing decisions
14. Leaders and leadership
 1. Leadership styles
 2. Leadership traits
15. Context, audience, and purpose of small-group communication
 1. Dyads
 2. Small and large groups
 3. Public settings
 4. Group dynamics

Methods of Instruction:

1. Lecture - Instructor delivery of course content.
2. Discussion - Group discussion

3. Simulations - Simulations of group situations
4. Student Presentations - Students will present based off small group work.
5. Classroom Activity - In class group activities.
6. Written Exercises - Written assignments including a group portfolio and a conceptual application paper.

Typical Assignments

A. Writing:

1. Written assignments (Artifacts):

1. Identify a concept discussed in the class or in the text and illustrate how it explains or is relevant to some situation in the "real world."

2. Portfolio to accompany group presentation:

1. The group portfolio is intended to represent the insights, experiences, research, and reflections your group has gained over the course of the semester. The portfolio will consist of a group charter (the group's mission and goals), an annotated bibliography, a detailed written research paper, the group's materials (such as agendas, observation notes, meeting minutes, and feedback session notes), and a group assessment analyzing the attainment of the group's goals.

3. Reflection Paper:

1. Reflect on the progress over the semester. Specifically, discuss the evaluation of the student's membership in the group assignment.

B. Project:

1. Major group project:

1. The group presentation is intended to put into practice the skills learned throughout the course. Students can choose either task oriented or problem-solution oriented groups to participate in. Students will complete the group project and perform an oral presentation detailing the group experience.

Methods of Evaluating Student Progress

A. Home Work

1. four to six

B. Group Projects

1. one major group project

C. Class Participation

1. weekly activities

D. Exams/Tests

1. one midterm and one final exam

E. Portfolios

1. one

F. Oral Presentation

1. one major group presentation

Student Learning Outcomes

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

- A. Effectively communicate in a group performance to complete a task or goal.

Textbooks (Typical):

OER:

1. Trudy Radtke *Small Group Communication.*, College of the Canyons, 2019. .
2. Jasmine R. Linabary *Small Group Communication: Forming & Sustaining Teams.*, Jasmine R. Linabary, 2021. .

Textbook:

1. Randy Fujishin *Creating Effective Groups: The Art of Small Group Communication.* 4th ed., Rowman & Littlefield Publishers, 2023.
2. Steven A. Beebe, John T. Masterson *Communicating in Small Groups: Principles and Practice.* 13th ed., Pearson, 2024.
3. Dan J. Rothwell *In Mixed Company: Communicating in Small Groups.* 11th ed., Oxford University Press, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Three ring binder (1- 1 ½") to be used for the group portfolio (1 per group) .



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DE for CMST 3 Group Communication

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

The work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

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

1. This course should be offered to be in line with what most other campuses are doing. We would like to be current and offer this class so more students have a chance to take it.
2. We came to this conclusion in a department meeting.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will email students weekly and respond promptly to students.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Grading rubrics will be defined and completed for every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least one per module.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When requested by a student.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: When requested by a student.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: When requested by a student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: When requested by a student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students are free to communicate through email if they want.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: At least one per module.
- **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 one group project that requires students to communicate with each other.
- **Blogs:** *Students will use blogs to discuss topics in the course.*

Frequency: Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is: Please post to the blog potential topics you will use for your assignment.

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

Frequency: As additions are made to the group discussion board, students will use the class chatroom to discuss their group project in real-time.

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

Frequency: Students to meet for the group project as many times as needed to complete the assignment.

Student-Content Interaction

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

Frequency: At least one per module.

- **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 one group project.

- **Written papers:** *Papers will be written on various topics.*

Frequency: At least one per semester.

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

Frequency: At least one per semester.

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

Frequency: Chapter quizzes for each chapter or a midterm and a final exam.

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

Frequency: Written lecture material will be posted for every module.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Videos will be included on module pages. No minimum.

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

Frequency: At least 1 group project.



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Course Outline for Communication Studies 4 Introduction to Communication Studies

Effective: Fall 2025

Catalog Description:

CMST 4 - Introduction to Communication Studies 3.00 Units

Introduction to the breadth of the communication discipline with a focus on the foundations of interpersonal communication, small group communication, and public speaking. Examination and practice of basic human communication principles and theories to develop critical thinking and communication competencies in a variety of contexts.

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify similarities and differences between the fields of Interpersonal Communication, Small Group Communication, and Public Speaking;
- B. Demonstrate, at an introductory level, interpersonal concepts of perception, self-concept, nonverbal communication, verbal communication, listening and conflict management;
- C. Participate in small group activities to demonstrate a basic understanding of leadership communication, problem solving, role orientation, and conflict management strategies to achieve group goals;
- D. Research, organize, and deliver an effective public address.

Course Content:

1. Principles of human communication
2. Ethics and communication
3. Listening skills in a variety of contexts
4. Interpersonal communication in various contexts
 1. Personal
 2. Professional
 3. Intercultural
 4. Computer mediated
 5. Family interactions
5. Role of communication in perception of self and personal identity
6. Small group communication
 1. Leadership
 2. Decision making
 3. Conflict management
7. Elements of effective public speaking
 1. Situational analysis
 2. Ethics and diversity
 3. Audience
 4. Occasion
 5. Purpose
 6. Topic selection
 7. Research
 8. Evidence evaluation
 9. Organization
 10. Presentation skills
 11. Evaluation of communication effectiveness

Methods of Instruction:

1. Student Presentations - Students will give individual and group speeches.
2. Lecture - Instructor delivery of course content.
3. Discussion - Group discussions in class and outside of class.
4. Projects - Group Presentation
5. Classroom Activity - In-class group activities.
6. Critique - Critiques of speeches

Typical Assignments

A. Project:

1. Oral Presentation:

1. Find a video clip of an interpersonal conflict from a film and give a report showing verbal and nonverbal elements and the possible different outcomes if conflict had been managed according to effective conflict management strategies.
2. Informative or Persuasion speech presentation.

2. Group presentation:

1. Decide on a service project for your group and record tasks, leadership, and implementation of your project. Make a two minute video public service announcement of your project to present to the class.

B. Writing:

1. Paper:

1. Record a verbal conversation or take screen shots of a text message dialogue you've had with a friend or family member and analyze it according to human communication principles. Write a 2 - 3 page analysis.
2. Journal interactions that reflect and relate to specific concepts from Interpersonal and small group communication concepts and theories taught in class.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Chapter quizzes and/or a midterm and final exam.

B. Oral Presentation

1. minimum of two in front of a live audience

C. Group Projects

1. minimum of one

D. Class Participation

1. weekly class activities

Student Learning Outcomes

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

- A. Deliver a speech with effective organization, content, and delivery.
- B. Effectively communicate in group performance to complete a task or goal.
- C. Identify and illustrate necessary skills for application of interpersonal communication competence.

Textbooks (Typical):

OER:

1. Scott T. Paynton & Laura K. Hahn *Introduction to Communication.*, LibreTexts, 2024. .
2. Anonymous *Communication in the Real World: An Introduction to Communication Studies.*, LibreTexts, 2024. .

Textbook:

1. Steve Duck, David T. McMahan *Communication in Everyday Life: The Basic Course Edition with Public Speaking.* 3rd ed., Sage Publications, 2020.
2. Julia T. Wood *Communication Mosaics: An Introduction to the Field of Communication.* 8th ed., Cengage, 2017.
3. Steven A. Beebe, Susan J. Beebe, Diana K. Ivy *Communication: Principles for a Lifetime.* 8th ed., Pearson, 2022.
4. Ronald B. Adler, George Rodman, Athena du Pre *Understanding Human Communication.* 15th ed., Oxford University Press, 2023.



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DE for CMST 4 Introduction to Communication Studies

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

The lessons and work for this course can be accomplished in a distance education model. Students can meet virtually to accomplish group work at a mutually agreed upon time.

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

1. This course should be offered to be in line with what most other campuses are doing. We would like to be current and offer this class so more students have a chance to take it.
2. We came to this conclusion in a department meeting.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will email students weekly and respond promptly to students.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Grading rubrics will be defined and completed for every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least one per module.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When requested by a student.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: When requested by a student.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: When requested by a student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: When requested by a student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students are free to communicate through email if they want.
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Frequency: At least one per module.
- **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 one group project that requires students to communicate with each other.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: At least one peer critique from the assigned speech performance.

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

Frequency: Students to meet for the group project as many times as needed to complete the assignment.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: At least one per module.
- **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 one group project.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes for each chapter or a midterm and a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lecture material will be posted for every module.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Videos will be included on module pages. No minimum.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least 2 per semester.



LAS POSITAS

COLLEGE

Course Outline for Communication Studies 46 Argumentation and Debate

Effective: Fall 2025

Catalog Description:

CMST 46 - Argumentation and Debate

3.00 Units

Methods of critical inquiry and advocacy of contemporary moral, political, economic, and philosophical issues in a diverse multicultural and democratic society. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments in public discourse to a live audience. Analysis, presentation, and evaluation of oral and written arguments.

Course Grading: Optional

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

Discipline:

Communication Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Debate in a public setting using ethical communication including truthfulness, accuracy, honesty, and reason
- B. demonstrating rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility
- C. Discuss the theoretical foundations of rhetoric and the Aristotelian proofs of ethos, pathos, and logos.
- D. Describe the reasoning process and implement skills in utilizing various methods of reasoning;
- E. Employ effective research skills;
- F. Conceptualizing and effectively use compelling arguments in support of a guiding thesis and organizational pattern appropriate for the audience, occasion, and across a variety of contexts and

debate types

- G. Critically evaluate and use sound reasoning and evidence from credible, accurate and relevant sources in debates;
- H. Classify the different components of the argumentation process and recognize how the parts interact and react to one another;
 - I. Recognize, create, define and analyze propositions;
 - J. Analyze, advocate, and criticize ideas, especially through the process of debate;
 - K. Recognize fallacies of reasoning and argue ethically;
 - L. Practice the use of critical thinking skills in oral debates through a variety of well-prepared, faculty supervised, faculty-evaluated debates delivered to a live audience (one to many);
- M. Apply effective delivery skills in debate settings (language use, non-verbal presentation, vocal delivery);
- N. Listening critically to provide constructive criticism to peers
- O. Apply rhetorical principles to analyze historical and contemporary debates

Course Content:

- 1. Examination of the nature of argumentation
 - 1. Historical development of argumentation
 - 2. The usefulness of argumentation
 - 3. The limitations of argumentation
 - 4. Ethical standards in argumentation
 - 1. Rhetorical sensitivity
 - 2. Diversity in debate opponent and audience
 - 3. Honesty, truthfulness, accuracy and reason
- 2. Methods of critical inquiry and reasoning
 - 1. Presumption
 - 2. Burden of proof
 - 3. The prima facie case
 - 4. The model of an argument
 - 1. Claims
 - 2. Grounds
 - 3. Warrants
 - 4. Backing
 - 5. Qualifiers
 - 6. Rebuttals
- 3. Classification of propositions
 - 1. Propositions of fact
 - 2. Propositions of value
 - 3. Propositions of policy
- 4. Advocacy and argumentation techniques
 - 1. Audience analysis
 - 2. Critical Listening
 - 3. Language choice and style
 - 4. Delivery techniques
 - 5. Building credibility with an audience

5. Research skills, analysis, and evaluation of evidence and sources
 1. The discovery of evidence
 2. Research techniques
 3. Types of evidence
 4. Tests of evidence
6. Reasoning in argumentation
 1. Argument from cause
 2. Argument from sign
 3. Argument from generalization
 4. Argument from parallel case
 5. Argument from analogy
 6. Argument from authority
7. Logical fallacies and ethical arguments
 1. Fallacies in reasoning
 2. Fallacies in research
 3. Fallacies of appeal
 4. Fallacies in language
8. Advocacy and argumentation techniques
 1. Audience analysis
 2. Language choice and style
 3. Delivery techniques
 1. Verbal delivery
 2. Nonverbal delivery
 3. Language usage
 4. Building credibility with an audience
 1. Aristotelian proofs of ethos, pathos, and logos
9. Critical analysis of discourse
10. Instruction of different debate formats
 1. International Public debate
 2. Parliamentary debate
 3. Lincoln-Douglas debate
11. Analysis, presentation, and evaluation of oral and written arguments
 1. Effectiveness of organization
 2. Effectiveness of delivery
 3. Effectiveness of argumentation

Methods of Instruction:

1. Classroom Activity - In-class group activities (peer-to-peer teaching)
2. Critique - Critique by faculty and students of classroom debates
3. Demonstration - Demonstrations of debates in person or on video
4. Discussion - Group discussions
5. Lecture - Instructor delivery of course content
6. Observation - Critique of live debates
7. Student Presentations - At least 3 oral presentation/debates

Typical Assignments

A. Project:

1. Lincoln-Douglas Debate: Students will research the assigned Lincoln-Douglas debate topic and debate with another student in the class. They will follow the format of this style of debate.
2. Debate:
 1. "_____ should be the next President of the United States of America." The entire class will have 45 minutes to debate this statement with speakers being allotted 3-minute speaking intervals. Come to class able to speak to either side of this statement and be prepared and able to react/respond to the debate as it develops around you.
3. Oral Presentation:
 1. Create and then present orally to the class a 5 - 7 minutes argumentative speech using a persuasive structure. Incorporate a minimum of five source citations.

B. Writing:

1. Proposition Paper:
 1. Write and submit a typed 7 - 9 page policy proposition advocating a change in the status quo. Address all three stock issues. Include all necessary definitional explanations to support your proposition and identify a clear weighing mechanism for audience acceptance. Incorporate a minimum of 10 source citations.

Methods of Evaluating Student Progress

A. Exams/Tests

1. one midterm and one final exam

B. Papers

1. minimum of one paper research paper including written preparation of debates

C. Oral Presentation

1. At least 3 oral presentation of varying types of individual and group debates

D. Class Participation

1. weekly class activities

E. Research Projects

1. At least 2 researched based oral presentations.

Student Learning Outcomes

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

- A. Critically analyze an argument.
- B. Develop and deliver an argument.

Textbooks (Typical):

OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.*, LibreTexts, 2024.
[https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_\(Mills\)](https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills)).

2. Craig DeLancey *A Concise Introduction to Logic*, SUNY Oswego, 2017.
<https://milnepublishing.geneseo.edu/concise-introduction-to-logic/>.
3. Jim Marteney *Arguing Using Critical Thinking*, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_\(Marteney\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Marteney)).

Textbook:

1. Fred D. White, Simone J. Billings *The Well-Crafted Argument*. 6th ed., Cengage, 2017.
2. Govier, Trudy, *A Practical Study of Argument*. 7th ed., Cengage, 2014.
3. Rottenbert, Annette, *The Structure of Argument*. 10th ed., Macmillan Learning, 2021.
4. Austin J. Freeley, David L. Steinberg *Argumentation and Debate*. 13th ed., Cengage, 2014.
5. James A. Herrick *Argumentation: Understanding and Shaping Arguments*. 7th ed., Strata Publishing Inc., 2023.



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DE for CMST 46 Argumentation and Debate

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 work needed to complete this course can be done virtually. Shared and mutually agreed upon times can be arranged for the students to complete the assigned work for the course. Additionally, the content can be addressed through Canvas pages.

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

1. This course should be offered to be in line with what most other campuses are doing. We would like to be current and offer this class so more students have a chance to take it.
2. We came to this conclusion in a department meeting.

Accessibility all materials must be accessible to students with disabilities

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

- Modifying assignment time limits for students with accommodations.

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will email students weekly and respond promptly to students.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At least one per module.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Grading rubrics will be defined and completed for every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least one per module.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: When requested by a student.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: When requested by a student.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: When requested by a student.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: When requested by a student.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students are free to communicate through email if they want.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: At least one per module.

- **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 one group debate that requires students to communicate with each other.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: At least one per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students to meet for the group debate as many times as needed to complete the assignment.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: At least one per module.
- **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 one group debate.
- **Written papers:** *Papers will be written on various topics.*
Frequency: At least one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Chapter quizzes for each chapter or a midterm and a final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lecture material will be posted for every module.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Videos will be included on module pages. No minimum.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: At least two per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least one speech and 2 debates.



Course Outline for Computer Networking Technology 55 Windows Server Installation, Storage, and Compute

Effective: Fall 2025

Catalog Description:

CNT 55 - Windows Server Installation, Storage, and Compute 3.00 Units

This course prepares students for the Microsoft's Examination AZ-800: Administering Windows Server Hybrid Core Infrastructure, which is the first of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. The certification qualifies its holder for a position as a network or computer systems administrator or as a computer network specialist. The topics include installation, storage, and compute features and functionality available in the current Windows Server, Nano Server, images for deployment, storage solutions, data deduplication, high availability, disaster recovery, storage spaces direct, and failover clustering solutions. Also covered: Hyper-V and containers..

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Install and Configure Servers, Local Storage, and File & Share Access
- B. Configure Print and Document Services
- C. Configure Servers for Remote Management
- D. Create and Configuring Virtual Machine Settings, Storage, and Virtual Networks
- E. Configure IPv4 and IPv6 Addressing

- F. Deploy and Configuring the DHCP and DNS Services
- G. Install Domain Controllers with Active Directory
- H. Create and Managing Active Directory Users, Groups and Organizational Units
 - I. Create Group Policy Objects, Security Policies, and Application Restriction Policies
- J. Configure Windows Firewall

Course Content:

Lab:

1. Install Windows Servers in Host and Compute Environments
 1. Install, upgrade, and migrate servers and workloads
 2. Install and configure Nano Server
 3. Create, manage, and maintain images for deployment
2. Implement Storage Solutions
 1. Configure disks and volumes
 2. Implement server storage
 3. Implement data deduplication
3. Implement Hyper-V
 1. Install and configure Hyper-V
 2. Configure virtual machine (VM) settings
 3. Configure Hyper-V storage
 4. Configure Hyper-V networking
4. Implement Windows Containers
 1. Deploy Windows containers
 2. Manage Windows containers
5. Implement High Availability
 1. Implement high availability and disaster recovery options in Hyper-V
 2. Implement failover clustering
 3. Implement Storage Spaces Direct
 4. Manage failover clustering
 5. Manage VM movement in clustered nodes
 6. Implement Network Load Balancing (NLB)
6. Maintain and Monitor Server Environments
 1. Maintain server installations
 2. Monitor server installations

Lecture:

1. Install Windows Servers in Host and Compute Environments
 1. Install, upgrade, and migrate servers and workloads
 1. Determine Windows Server installation requirements
 2. Determine appropriate Windows Server editions per workloads
 3. Install Windows Server
 4. Install Windows Server features and roles
 5. Install and configure Windows Server Core

6. Manage Windows Server Core installations using Windows PowerShell, command line, and remote management capabilities
 7. Implement Windows PowerShell Desired State Configuration (DSC) to install and maintain integrity of installed environments
 8. Perform upgrades and migrations of servers and core workloads from older Windows Servers to the current Windows Server
 9. Determine the appropriate activation model for server installation, such as Automatic Virtual Machine Activation (AVMA), Key Management Service (KMS), and Active Directory-based Activation
2. Install and configure Nano Server
 1. Determine appropriate usage scenarios and requirements for Nano Server
 2. Install Nano Server
 3. Implement Roles and Features on Nano Server
 4. Using Nano Server Image Builder, manage and configure Nano Server
 5. Manage Nano Server remotely using MMC, Windows PowerShell, and Server Management Tools
 3. Create, manage, and maintain images for deployment
 1. Plan for Windows Server virtualization
 2. Assess virtualization workloads using the Microsoft Assessment and Planning (MAP) Toolkit
 3. Determine considerations for deploying workloads into virtualized environments
 4. Update images with patches, hotfixes, last cumulative updates and drivers
 5. Install roles and features in offline images
 6. Manage and maintain Windows Server Core, Nano Server images, and VHDs using Windows PowerShell
2. Implement Storage Solutions
 1. Configure disks and volumes
 1. Configure sector sizes appropriate for various workloads
 2. Configure GUID partition table (GPT) disks
 3. Create VHD and VHDX files using Disk Management or Windows PowerShell
 4. Mount virtual hard disks
 5. Determine when to use NTFS and ReFS file systems
 6. Configure NFS and SMB shares using Server Manager
 7. Configure SMB share and session settings using Windows PowerShell
 8. Configure SMB server and SMB client configuration settings using Windows PowerShell
 9. Configure file and folder permissions
 2. Implement server storage
 1. Configure storage pools
 2. Implement simple, mirror, and parity storage layout options for disks or enclosures
 3. Expand storage pools
 4. Configure Tiered Storage
 5. Configure iSCSI target and initiator
 6. Configure iSNS
 7. Configure Datacenter Bridging (DCB)
 8. Configure Multi-Path IO (MPIO)

9. Determine usage scenarios for Storage Replica
 10. Implement Storage Replica for server-to-server, cluster-to-cluster, and stretch cluster scenarios
3. Implement data deduplication
 1. Implement and configure deduplication
 2. Determine appropriate usage scenarios for deduplication
 3. Monitor deduplication
 4. Implement a backup and restore solution with deduplication
3. Implement Hyper-V
 1. Install and configure Hyper-V
 1. Determine hardware and compatibility requirements for installing Hyper-V
 2. Install Hyper-V
 3. Install management tools
 4. Upgrade from existing versions of Hyper-V
 5. Delegate virtual machine management
 6. Perform remote management of Hyper-V hosts
 7. Using Windows PowerShell Direct
 8. Implement nested virtualization
 2. Configure virtual machine (VM) settings
 1. Add or remove memory in a running VM
 2. Configure dynamic memory
 3. Configure NonUniform Memory Access (NUMA) support
 4. Configure smart paging
 5. Configure Resource Metering
 6. Manage Integration Services
 7. Create and configure Generation 1 and 2 VMs and determine appropriate usage scenarios
 8. Implement enhanced session mode
 9. Create Linux and FreeBSD VMs
 10. Install and configure Linux Integration Services (LIS)
 11. Install and configure FreeBSD Integration Services (BIS)
 12. Implement Secure Boot for Windows and Linux environments
 13. Move and convert VMs from previous versions of Hyper-V to Windows Server Hyper-V
 14. Export and import VMs
 15. Implement Discrete Device Assignment (DDA), Troubleshoot VM configuration versions
 3. Configure Hyper-V storage
 1. Create VHDX files using Hyper-V Manager
 2. Create shared VHDX files
 3. Configure differencing disks
 4. Modify virtual hard disks
 5. Configure pass-through disks
 6. Resize a virtual hard disk
 7. Manage checkpoints
 8. Implement production checkpoints
 9. Implement a virtual Fibre Channel adapter

10. Configure storage Quality of Service (QoS)
4. Configure Hyper-V networking
 1. Add and remove virtual network interface cards (vNICs); configure Hyper-V virtual switches
 2. Optimize network performance
 3. Configure MAC addresses
 4. Configure network isolation
 5. Configure synthetic and legacy virtual network adapters
 6. Configure NIC teaming in VMs
 7. Configure virtual machine queue (VMQ)
 8. Enable Remote Direct Memory Access (RDMA) on network adapters bound to a Hyper-V virtual switch using Switch Embedded Teaming (SET)
 9. Configure Bandwidth Management
4. Implement Windows Containers
 1. Deploy Windows containers
 1. Determine installation requirements and appropriate scenarios for Windows Containers
 2. Install and configure Windows Server container host in physical or virtualized environments
 3. Install and configure Windows Server container host to Windows Server Core or Nano Server in a physical or virtualized environment
 4. Install Docker on Windows Server and Nano Server
 5. Configure Docker start-up options
 6. Install PowerShell for Docker
 7. Install a base container image
 8. Tag an image
 9. Remove a container
 10. Create Windows Server containers
 11. Create Hyper-V containers
 2. Manage Windows containers
 1. Manage Windows containers by using Docker CLI and PowerShell for Docker
 2. Manage container networking
 3. Manage container data volumes
 4. Manage Resource Control
 5. Create new container images using Dockerfile
 6. Manage container images using DockerHub repository for public and private scenarios
 7. Manage container images using Microsoft Azure
5. Implement High Availability
 1. Implement high availability and disaster recovery options in Hyper-V
 1. Implement Hyper-V Replica
 2. Implement Live Migration
 3. Including Shared Nothing Live Migration
 4. Configure CredSSP or Kerberos authentication protocol for Live Migration
 5. Implement storage migration
 2. Implement failover clustering
 1. Implement Workgroup, Single, and Multi Domain clusters

2. Configure quorum
 3. Configure cluster networking
 4. Restore single node or cluster configuration
 5. Configure cluster storage
 6. Implement Cluster-Aware Updating
 7. Implement Cluster Operating System Rolling Upgrade
 8. Configure and optimize cluster shared volumes (CSVs)
 9. Configure clusters without network names
 10. Implement Scale-Out File Server (SoFS)
 11. Determine different scenarios for the use of SoFS vs. File Server for general usez
 12. Determine usage scenarios for implementing guest clustering
 13. Implement a Clustered Storage Spaces solution using Shared SAS storage enclosures
 14. Implement Storage Replica
 15. Implement Cloud Witness
 16. Implement VM resiliency
 17. Implement shared VHDX as a storage solution for guest clusters
3. Implement Storage Spaces Direct
 1. Determine scenario requirements for implementing Storage Spaces Direct
 2. Enable Storage Spaces Direct using Windows PowerShell
 3. Implement a disaggregated Storage Spaces Direct scenario
 4. Implement a hyper-converged Storage Spaces Direct scenario
4. Manage failover clustering
 1. Configure role-specific settings, including continuously available shares
 2. Configure VM monitoring
 3. Configure failover and preference settings
 4. Implement stretch and site-aware failover clusters
 5. Enable and configure node fairness
5. Manage VM movement in clustered nodes
 1. Perform a live migration
 2. Perform a quick migration
 3. Perform a storage migration
 4. Import, export, and copy VMs
 5. Configure VM network health protection
 6. Configure drain on shutdown
6. Implement Network Load Balancing (NLB)
 1. Install NLB nodes
 2. Configure NLB prerequisites
 3. Configure affinity
 4. Configure port rules
 5. Configure cluster operation mode
 6. Upgrade an NLB cluster
6. Maintain and Monitor Server Environments
 1. Maintain server installations
 1. Implement Windows Server Update Services (WSUS) solutions
 2. Configure WSUS groups

3. Manage patch management in mixed environments
 4. Implement an antimalware solution with Windows Defender
 5. Integrate Windows Defender with WSUS and Windows Update
 6. Perform backup and restore operations using Windows Server Backup
 7. Determine backup strategies for different Windows Server roles and workloads, including Hyper-V Host, Hyper-V Guests, Active Directory, File Servers, and Web Servers using Windows Server native tools and solutions
2. Monitor server installations
 1. Monitor workloads using Performance Monitor, Server Manager, Event Viewer
 2. Configure Data Collector Sets
 3. Determine appropriate CPU, memory, disk, and networking counters for storage and compute workloads
 4. Configure alerts
 5. Monitor workloads using Resource Monitor

Methods of Instruction:

1. Simulations - CompTIA/Testout Lab Sims are used for applying concepts learned.
2. Lab - Simulation software is used for applying concepts learned.

Typical Assignments

- A. Reading:
 1. Discuss Microsoft's Active Directory Services in relation to other industry standard network models for managing users and resources.
- B. Writing:
 1. Choose one of the topics from a list of Internet technologies and write a one-page technical discussion of the subject
- C. Project:
 1. Create an Active Directory Forest. Populate to the Organization Unit level with users and computers from the class.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 7-15 per term
- B. Simulation
 1. 10-20 per term
- C. Home Work
 1. 8-16 per term

Student Learning Outcomes

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

- A. Install, configure, secure, and troubleshoot Windows server in a domain environment.

Textbooks (Typical):

Textbook:

1. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide*. 1st ed., Sybex, 2023.
2. Testout *Hybrid Server Pro: Core.*, CompTIA, 2024.
3. Greg Tomsho *Microsoft Exam AZ-800: Guide to Administering Windows Server Hybrid Core Infrastructure*. 1st ed., Cengage, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access to Virtual Labs..



Course Outline for Computer Networking Technology 56 Networking with Windows Server

Effective: Fall 2025

Catalog Description:

CNT 56 - Networking with Windows Server

3.00 Units

This course prepares students for the Microsoft's Exam AZ-801: Configuring Windows Server Hybrid Advanced Services, which is the second of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. Through many hands-on labs, students will install and configure DNS, DHCP, IPAM, VPN and RADIUS. Also covered: managing DFS and branch cache solutions, and implementing Software Defined Networking (SDN) solutions such as Hyper-V Network Virtualization (HNV) and Network Controller, Implement Network Connectivity and Remote Access Solutions, Implement Core and Distributed Network Solutions.

Recommended Course Preparation: CNT 55 with a minimum grade of C

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Install and configure DNS servers
- B. Install and configure DHCP
- C. Implement and Maintain IP Address Management (IPAM)

- D. Implement Network Address Translation (NAT); configure routing
- E. Implement Network Policy Server (NPS)
- F. Implement IPv4 and IPv6 addressing
- G. Implement Distributed File System (DFS) and Branch Office solutions
- H. Implement high performance network solutions
 - I. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

Course Content:

Lab:

- 1. Implement Domain Name System (DNS)
 - 1. Install and configure DNS servers
 - 2. Create and configure DNS zones and records
- 2. Implement DHCP and IPAM
 - 1. Install and configure DHCP
 - 2. Manage and maintain DHCP
 - 3. Implement and Maintain IP Address Management (IPAM)
- 3. Implement Network Connectivity and Remote Access Solutions
 - 1. Implement network connectivity solutions
 - 2. Implement virtual private network (VPN) and DirectAccess solutions
 - 3. Implement Network Policy Server (NPS)
- 4. Implement Core and Distributed Network Solutions
 - 1. Implement IPv4 and IPv6 addressing
 - 2. Implement Distributed File System (DFS) and Branch Office solutions
- 5. Implement an Advanced Network Infrastructure
 - 1. Implement high performance network solutions
 - 2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

Lecture:

- 1. Implement Domain Name System (DNS)
 - 1. Install and configure DNS servers
 - 1. Determine DNS installation requirements
 - 2. Determine supported DNS deployment scenarios on Nano Server
 - 3. Install DNS
 - 4. Configure forwarders
 - 5. Configure Root Hints
 - 6. Configure delegation
 - 7. Implement DNS policies
 - 8. Configure DNS Server settings using Windows PowerShell
 - 9. Configure Domain Name System Security Extensions (DNSSEC)
 - 10. Configure DNS Socket Pool
 - 11. Configure cache locking
 - 12. Enable Response Rate Limiting
 - 13. Configure DNS-based Authentication of Named Entities (DANE)
 - 14. Configure DNS logging

15. Configure delegated administration
16. Configure recursion settings
17. Implement DNS performance tuning
18. Configure global settings
2. Create and configure DNS zones and records
 1. Create primary zones
 2. Configure Active Directory primary zones
 3. Create and configure secondary zones
 4. Create and configure stub zones
 5. Configure a GlobalNames zone; analyze zone-level statistics
 6. Create and configure DNS Resource Records (RR), including A, AAAA, PTR, SOA, NS, SRV, CNAME, and MX records
 7. Configure zone scavenging
 8. Configure record options, including Time To Live (TTL) and weight
 9. Configure round robin
 10. Configure secure dynamic updates
 11. Configure unknown record support
 12. Use DNS audit events and analytical (query) events for auditing and troubleshooting
 13. Configure Zone Scopes
 14. Configure records in Zone Scopes
 15. Configure policies for zone
2. Implement DHCP and IPAM
 1. Install and configure DHCP
 1. Install and configure DHCP servers
 2. Authorize a DHCP server
 3. Create and configure scopes
 4. Create and configure superscopes and multicast scopes
 5. Configure a DHCP reservation
 6. Configure DHCP options
 7. Configure DNS options from within DHCP
 8. Configure policies
 9. Configure client and server for PXE boot
 10. Configure DHCP Relay Agent
 11. Implement IPv6 addressing using DHCPv6
 12. Perform export and import of a DHCP server
 13. Perform DHCP server migration
 2. Manage and maintain DHCP
 1. Configure a lease period
 2. Back up and restore the DHCP database
 3. Configure high availability using DHCP failover
 4. Configure DHCP name protection
 5. Troubleshoot DHCP
 3. Implement and Maintain IP Address Management (IPAM)
 1. Provision IPAM manually or by using Group Policy
 2. Configure server discovery

3. Create and manage IP blocks and ranges
 4. Monitor utilization of IP address space
 5. Migrate existing workloads to IPAM
 6. Configure IPAM database storage using SQL Server
 7. Determine scenarios for using IPAM with System Center Virtual Machine Manager for physical and virtual IP address space management
 8. Manage DHCP server properties using IPAM
 9. Configure DHCP scopes and options
 10. Configure DHCP policies and failover
 11. Manage DNS server properties using IPAM
 12. Manage DNS zones and records
 13. Manage DNS and DHCP servers in multiple Active Directory forests
 14. Delegate administration for DNS and DHCP using role-based access control (RBAC)
 15. Audit the changes performed on the DNS and DHCP servers
 16. Audit the IPAM address usage trail
 17. Audit DHCP lease events and user logon events
3. Implement Network Connectivity and Remote Access Solutions
 1. Implement network connectivity solutions
 1. Implement Network Address Translation (NAT)
 2. Configure routing
 2. Implement virtual private network (VPN) and DirectAccess solutions
 1. Implement remote access and site-to-site (S2S) VPN solutions using remote access gateway
 2. Configure different VPN protocol options
 3. Configure authentication options
 4. Configure VPN reconnect
 5. Create and configure connection profiles
 6. Determine when to use remote access VPN and site-to-site VPN and configure appropriate protocols
 7. Install and configure DirectAccess
 8. Implement server requirements
 9. Implement client configuration
 10. Troubleshoot DirectAccess
 3. Implement Network Policy Server (NPS)
 1. Configure a RADIUS server including RADIUS proxy
 2. Configure RADIUS clients
 3. Configure NPS templates
 4. Configure RADIUS accounting
 5. Configure certificates
 6. Configure Connection Request Policies
 7. Configure network policies for VPN and wireless and wired clients
 8. Import and export NPS policie
 4. Implement Core and Distributed Network Solutions
 1. Implement IPv4 and IPv6 addressing
 1. Configure IPv4 addresses and options

2. Determine and configure appropriate IPv6 addresses
3. Configure IPv4 or IPv6 subnetting
4. Implement IPv6 stateless addressing
5. Configure interoperability between IPv4 and IPv6 by using ISATAP, 6to4, and Teredo scenarios
6. Configure Border Gateway Protocol (BGP)\
7. Configure IPv4 and IPv6 routing
2. Implement Distributed File System (DFS) and Branch Office solutions
 1. Install and configure DFS namespaces
 2. Configure DFS replication targets
 3. Configure replication scheduling
 4. Configure Remote Differential Compression (RDC) settings
 5. Configure staging
 6. Configure fault tolerance
 7. Clone a Distributed File System Replication (DFSR) database
 8. Recover DFSR databases
 9. Optimize DFS Replication
 10. Install and configure BranchCache
 11. Implement distributed and hosted cache modes
 12. Implement BranchCache for web, file, and application servers
 13. Troubleshoot BranchCache
5. Implement an Advanced Network Infrastructure
 1. Implement high performance network solutions
 1. Implement NIC Teaming or the Switch Embedded Teaming (SET) solution and identify when to use each
 2. Enable and configure Receive Side Scaling (RSS)
 3. Enable and configure network Quality of Service (QoS) with Data Center Bridging (DCB)
 4. Enable and configure SMB Direct on Remote Direct Memory Access (RDMA) enabled network adapters
 5. Configure SMB Multichannel
 6. Enable and configure virtual Receive Side Scaling (vRSS) on a Virtual Machine Queue (VMQ) capable network adapter
 7. Enable and configure Virtual Machine Multi-Queue (VMMQ)
 8. Enable and configure Single-Root I/O Virtualization (SR-IOV) on a supported network adapter
 2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)
 1. Determine deployment scenarios and network requirements for deploying SDN
 2. Determine requirements and scenarios for implementing Hyper-V Network Virtualization (HNV) using Network Virtualization Generic Route Encapsulation (NVGRE) encapsulation or Virtual Extensible LAN (VXLAN) encapsulation
 3. Determine scenarios for implementation of Software Load Balancer (SLB) for North-South and East-West load balancing
 4. Determine implementation scenarios for various types of Windows Server Gateways, including L3, GRE, and S2S, and their use

5. Determine requirements and scenarios for Datacenter firewall policies and network security groups

Methods of Instruction:

1. Lab - Simulation software is used to practice concepts learned.
2. Simulations - Lab Sims simulation software is used.

Typical Assignments

A. Reading:

1. Discuss Microsoft's DNS and how it integrates into Active Directory for unified functions.

B. Writing:

1. Explain in one page how you would set up Group Policies to allow only certain groups of users to get access to "CurrentProjects" folder.

C. Project:

1. Backup the DNS, DHCP, and Active Directory to an external devices, and explain how you would restrict access and protect these databases.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 7-15 per term

B. Simulation

1. 10-20 per term

C. Home Work

1. 8-16 per term

Student Learning Outcomes

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

- A. Install, configure, secure, and troubleshoot IP Services in a Windows server domain environment.

Textbooks (Typical):

Textbook:

1. Chris Gill *Configuring Windows Server Hybrid Advanced Services Exam Ref AZ-801*. 1st ed., O'Reilly, 2023.
2. Testout *Hybrid Server Pro: Advanced.*, CompTIA, 2024.
3. William Panek *MCA Windows Server Hybrid Administrator Complete Study Guide*. 1st ed., Sybex, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet Access to Virtual Labs..



Las Positas College

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DE for CNT 56 Networking with Windows Server

DE Proposal

Delivery Methods

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

Rationale for DE

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

New learning methods are now available online 24/7. They include text materials, video demonstrations, interactive labs with realistic simulations, and adaptive quizzes that engage students with various learning styles. Distant learners who may not otherwise attend our campus because of the inconvenient commutes, or conflicting schedules would readily consider enrolling in a DE class. The nearby residents who prefer to attend in person also benefit by having access to their course materials when not attending class.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Formatting and coding to make tables accessible for screen readers.

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Students have convenient 24/7 access to the instructor by using the free email account given to them by Las Positas College at the time of enrollment. They may also use BlackBoard Email and discussion board for direct interaction with each other.

Student-Student Interaction

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

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

Student-Content Interaction

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

Frequency: Weekly quizzes are posted on the District Course System to which students have access 24/7 during the semester.

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

Frequency: Using the web based presentation tools, students will be shown demonstrations of the setup, configuration and administration of specific Windows Server features (ex: DFS, VPN, NAP, Active Directory) and also allow them to make changes to these features using the same web collaboration tools. Students shall be graded based on their participation in the demonstrations and their abilities to understand the topics of Windows Server Administration.

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

Frequency: Students will subscribe to Internet sites that provide content-rich simulations, hands-on labs and study guides related to the course outline.

Requisite Skills:

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

A. CNT 55

1. Install and Configure Servers, Local Storage, and File & Share Access
2. Configure Print and Document Services
3. Configure Servers for Remote Management
4. Create and Configuring Virtual Machine Settings, Storage, and Virtual Networks
5. Configure IPv4 and IPv6 Addressing
6. Deploy and Configuring the DHCP and DNS Services
7. Install Domain Controllers with Active Directory
8. Create and Managing Active Directory Users, Groups and Organizational Units



LAS POSITAS
COLLEGE

Course Outline for Computer Networking Technology 8001 Cisco CCNA1/3 Introduction to Networks (ITN)

Effective: Fall 2025

Catalog Description:

CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)

3.00 Units

This is course 1 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include advances in modern network technologies; Protocols and Models: how network protocols enable devices to access local and remote network resources; Physical Layer: how physical layer protocols, services, and network media support communications across networks; Data Link Layer: how media access control in the data link layer supports communication across networks; Ethernet Switching: how Ethernet operates in a switched network; Network Layer: how routers use network layer protocols and services to enable end-to-end connectivity; Address Resolution: Protocol (ARP) and Neighbor Discovery (ND) enable communication on a local area network; Transport Layer & Application Layer: Explain the operation of layers protocols in providing support to end-user applications. The hands-on labs include implementation of initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices; Basic Switch and Device Configuration; Calculation of numbers between decimal and binary systems; IPv4 Addressing: IPv4 subnetting scheme to segment a network; Implementing an IPv6 addressing scheme; ICMP and various tools to test network connectivity; Network Security Fundamentals: Configure switches and routers with device hardening features to enhance security; Build a Small Network: Implement a network design for a small network to include a router, a switch, and end devices.

Recommended Course Preparation: CIS 50 with a minimum grade of C

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

- A. Describe and differentiate the devices and services used to support communications in data networks and the Internet;
- B. Describe the role of protocol layers in data networks;
- C. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments;
- D. Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks;
- E. Explain fundamental Ethernet concepts such as media, services, and operations;
- F. Build a simple Ethernet network using routers and switches;
- G. Compose Cisco command-line interface (CLI) commands to perform basic router and switch configurations;
- H. Experiment with common network utilities to verify small network operations and analyze data traffic.
 - I. Configure switch security to mitigate LAN attacks
 - J. Implement a Wireless LAN using a wireless router and wireless LAN controller

Course Content:

Lab:

Navigate the IOS

Configure Initial Switch Settings

Implement Basic Connectivity

Investigate the TCP-IP and OSI Models in Action

Explore a Network

Connect a Wired and Wireless LAN

Identify MAC and IP Addresses

Examine the ARP Table

Identify MAC and IP Addresses

Examine the ARP Table

Configure Layer 3 Switches

Explor Internetworking Devices

Configure Initial Router Settings

Connect a Router to a LAN

Troubleshoot Default Gateway Issues

Investigate Unicast, Broadcast, and Multicast Traffic

Configure IPv6 Addressing

Explore of TCP and UDP

Verify IPv4 and IPv6 Addressing

Ping and Trace to Test the Path

Troubleshoot IPv4 and IPv6 Addressing

Investigate Unicast, Broadcast, and Mufticast Traffic

Design and Implement a VLSM Addressing Scheme

Configure IPv6 Addressing

Implement a Subnetted IPv6 Addressing Scheme

Explore TCP and UDP Communications

Implement a Subnetted IPv6 Addressing Scheme

Web and Email

DNS and DHCP

Configure Secure Passwords and SSH

Back Up Configuration Files

Test Connectivity with Traceroute

Use Show Commands

Configure a Linksys Router

Configure an Integrated Router

Lecture:

1. Networking Today

1. Explain the advances in modern network technologies.

1. Networks Affect Our Lives
2. Network Components
3. Network Representations and Topologies
4. Common Types of Networks
5. Internet Connections
6. Reliable Network
7. Interaction
8. Network Security
9. The IT Professional

2. Basic Switch and Device Configuration

1. Implement initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices.

1. Cisco IOS Access
2. IOS Navigation
3. The Command Structure
4. Basic Device Configuration
5. Save Configurations
6. Ports and Addresses
7. Configure IP Addressing
8. Connectivity

3. Protocols and Models

1. Explain how network protocols enable devices to access local and remote network resources.

1. The Rules
2. Protocols
3. Standards Organizations
4. Reference Models
5. Data Encapsulation
6. Data Access

4. Physical Layer

1. Explain how physical layer protocols, services, and network media support communications across data networks.
 1. Purpose of the Physical Layer
 2. Physical Layer Characteristics
 3. Copper Cabling
 4. UTP Cabling
 5. Fiber-Optic Cabling
 6. Wireless Media

5. Number Systems

1. Binary and Hexadecimal
 1. Binary Number System
 2. Hexadecimal Number System

6. Data Link Layer

1. Explain how media access control in the data link layer supports communication across networks.
 1. Purpose of the Data Link Layer
 2. Topologies
 3. Data Link Frame

7. Ethernet Switching

1. Explain how Ethernet operates in a switched network.
 1. Ethernet Frame
 2. The MAC Address Table
 3. Switch Speeds and Forwarding Methods

8. Network Layer

Explain how routers use network layer protocols and services to enable end-to-end connectivity.

1. Network Layer Characteristics
2. IPv4 Packet
3. IPv6 Packet
4. How a Host Routes
5. Router Routing Tables Explain the function of fields in the routing table of a router.

9. Address Resolution

Explain how ARP and ND enable communication on a local area network.

1. MAC and IP
2. ARP
3. Neighbor Discovery

10. Basic Router Configuration

Implement initial settings on a router and end devices.

1. Configure Initial Router Settings
2. Configure Interfaces
3. Configure the Default Gateway

11. IPv4 Addressing

Calculate an IPv4 subnetting scheme to efficiently segment your network.

1. IPv4 Address Structure
2. IPv4 Unicast, Broadcast, and Multicast

3. Types of IPv4 Addresses
 4. Subnet an IPv4 Network
 5. Subnet a /16 and /8 Prefix Calculate IPv4 subnets for a /16 and /8
 6. Variable Length Subnet Masking
 7. Structured Design
12. IPv6 Addressing
- Implement an IPv6 addressing scheme.
1. IPv4 Issues
 2. IPv6 Addressing
 3. Types of IPv6 Addresses
 4. IPv6 Unicast Addresses
 5. Dynamic IPv6 Unicast Addresses
13. ICMP
- Use various tools to test network connectivity.
1. ICMP Messages
Explain how ICMP is used to test network connectivity.
 2. Ping and Traceroute Testing
Use ping and traceroute utilities to test network connectivity.
14. Transport Layer
- Compare the operations of transport layer protocols in supporting end-to-end communication.
1. Transportation of Data
 2. TCP and UDP Overview
 3. TCP Communication Process
 4. Reliability and Flow Control
 5. UDP Communication
15. Application Layer
- Explain the operation of application layer protocols in providing support to end-user applications.
1. Application, Session, and Presentation
 2. Peer-to-Peer
 3. Web and Email Protocols
 4. IP Addressing Services
 5. File Sharing Services
16. Network Security Fundamentals
- Configure switches and routers with device hardening features to enhance security.
1. Security Threats and Vulnerabilities
 2. Network Attacks
 3. Network Attack Mitigation
 4. Device Security
17. Build a Small Network
- Implement a network design for a small network to include a router, a switch, and end devices.
1. Devices in a Small Network
 2. Small Network Applications and Protocols
 3. Scale to Larger Networks
 4. Verify Connectivity
 5. Show Commands

6. Host and IOS Commands
7. Troubleshooting Methodologies
8. Troubleshooting Scenarios

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

A. Laboratory:

1. Network addressing worksheet:
 1. Given a list of IP addresses and subnet masks, identify the network address, the broadcast address, and calculate the number of available host addresses.
2. Personal computer configuration lab:
 1. Configure IP address, subnet mask, gateway, and DNS on a personal computer without DHCP.
 2. Verify connectivity within the LAN and to the Internet with Ping and a web browser application.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. One weekly exam
- B. Quizzes
 1. One weekly quiz
- C. Simulation
 1. Using Packet Tracer
- D. Class Participation
 1. Class Participation
- E. Home Work
 1. Reading and Practice Exams
- F. Lab Activities
 1. Weekly hands-on labs

Student Learning Outcomes

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

- A. Build a simple Ethernet network using routers and switches.

Textbooks (Typical):

Textbook:

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Todd Lammler *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains a subscription to Cisco netcad.com at no cost to students..



LAS POSITAS

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Course Outline for Computer Networking Technology 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Effective: Fall 2025

Catalog Description:

CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) 3.00 Units

This is course 2 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include Switching: how Layer 2 switches forward data; how STP enables redundancy in a Layer 2 network; the operation of dynamic address allocation in IPv6 networks by using SLAAC and DHCPv6; how FHRPs provide default gateway services in a redundant network; how vulnerabilities compromise LAN security; how Wireless LANs enable network connectivity; how routers use information in packets to make forwarding decisions; and troubleshooting static and default route configurations. The hands-on labs include Basic Configuration of devices by using security best practices; Implementing VLANs and trunking in a switched network; Troubleshooting inter-VLAN routing on Layer 3 devices; Troubleshooting EtherChannel on switched links; Implementing DHCPv4 to operate across multiple LANs; Configuring switch security to mitigate LAN attacks; Implementing a WLAN using a wireless router and WLC; configuring and troubleshooting IPv4 and IPv6 floating static routes.

Recommended Course Preparation: CNT 8001 with a minimum grade of C

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Configure devices by using security best practices
- B. Explain how Layer 2 switches forward data
- C. Implement VLANs and trunking in a switched network
- D. Troubleshoot inter-VLAN routing on Layer 3 devices
- E. Explain how STP enables redundancy in a Layer 2 network
- F. Implement DHCPv4 to operate across multiple LANs
- G. Implement single-area OSPFv2 in both point-to-point and broadcast multiaccess networks
- H. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security
 - I. Implement NAT services on the edge router to provide IPv4 address scalability
 - J. Implement network management protocols to monitor the network
 - K. Explain the characteristics of scalable network architectures
 - L. Troubleshoot enterprise networks

Course Content:

Lab:

1. Compare 2960 and 3560 Switches
2. Configure VLANs, VTP, and DTP
3. Troubleshoot Inter-VLAN Routing
4. Troubleshoot VTP and DTP
5. Configure Layer 3 Switching and inter-VLAN Routing
6. Examine a Redundant Design
7. Configure PVST
8. Configure Rapid PVST
9. Configure EtherChannel
10. Troubleshoot EtherChannel
11. Troubleshoot HSRP
12. Investigate Convergence
13. Compare RIP and EIGRP Path Selection
14. Configure Basic EIGRP with IPv4
15. Investigate DUAL FSM
16. Configure Basic EIGRP with IPv6 Routing
17. Propagate a Default Route in EIGRP for IPv4 and IPv6
18. Troubleshoot EIGRP for IPv4
19. Configure OSPF in a Single Area
20. Configure Multiarea OSPF
21. Determine the DR and BDR
22. Propagate a Default Route in OSPFv2
23. Configure OSPF Advanced Features
24. Troubleshoot Single-Area OSPF
25. Troubleshoot Multiarea OSPF

Lecture:

1. Basic Device Configuration

1. Configure devices by using security best practices.
 1. Configure a Switch with Initial Settings
 2. Configure Switch Ports
 3. Secure Remote Access
 4. Configure Basic Router Settings
 5. Verify Directly Connected Networks
2. Switching Concepts
 1. Explain how Layer 2 switches forward data.
 1. Frame Forwarding
 2. Switching Domains
3. VLANs Implement VLANs and trunking in a switched network.
 1. Overview of VLANs
 2. VLANs in a Multi-Switched Environment
 3. VLAN Configuration
 4. VLAN Trunks
 5. Dynamic Trunking Protocol
4. Inter-VLAN Routing Troubleshoot inter-VLAN routing on Layer 3 devices.
 1. Inter-VLAN Routing Operation
 2. Configure Router-on-a-Stick Inter-VLAN Routing
 3. Inter-VLAN Routing using Multilayer Switches
 4. Inter-VLAN Configuration Issues
5. STP Explain how STP enables redundancy in a Layer 2 network.
 1. Purpose of STP
 2. STP Operations
 3. Evolution of STP
6. EtherChannel Troubleshoot EtherChannel on switched links.
 1. EtherChannel Operation
 2. Configure EtherChannel
 3. Verify and Troubleshoot EtherChannel
7. DHCPv4 Implement DHCPv4 to operate across multiple LANs.
 1. DHCPv4 Operation
 2. Configure DHCPv4 Server
 3. Configure DHCPv4 Client
8. SLAAC and DHCPv6 Concepts Explain the operation of dynamic address allocation in IPv6 networks.
 1. SLAAC and DHCPv6
 2. Configuring DHCPv6
9. FHRP Concepts

Explain how FHRPs provide default gateway services in a redundant network.

 1. First Hop Redundancy
10. LAN Security Concepts Explain how vulnerabilities compromise LAN security.
 1. Endpoint Security
 2. Access Control Explain how AAA and 802.1x are used to authenticate LAN endpoints and devices.
 3. Layer 2 Security Threats

Identify Layer 2 vulnerabilities.

4. MAC Address Table Attack Explain how a MAC address table attack compromises LAN security.
5. LAN Attacks Explain how LAN attacks compromises LAN security.
11. Switch Security Configuration Configure switch security to mitigate LAN attacks.
 1. Implement Port Security
 2. Mitigate VLAN Attacks
 3. Mitigate DHCP Attacks
 4. Mitigate ARP Attacks
 5. Mitigate STP Attacks
12. WLAN Concepts Explain how WLANs enable network connectivity.
 1. Introduction to Wireless
 2. Components of WLANs
 3. WLAN Operation
 4. CAPWAP Operation
 5. Channel Management
 6. WLAN Threats
 7. Secure WLANs Describe WLAN security mechanisms. Module Topic Objective
13. WLAN Configuration Implement a WLAN using a wireless router and WLC.
 1. Remote Site WLAN Configuration
 2. WLC Configuration
 3. Troubleshoot WLAN Issues
14. Routing Concepts Explain how routers use information in packets to make forwarding decisions.
 1. Features of a Router
 2. Forwarding Packets from Source to Destination
 3. Basic Router Settings
 4. IP Routing Table
 5. Dynamic and Static Routing
15. IP Static Routing Configure IPv4 and IPv6 floating static routes.
 1. Configure IP Static Routes
 2. Configure IP Default Static Routes
 3. Configure Floating Static Routes
 4. Configure Static Host Routes
16. Troubleshoot Static and Default Routes Explain how to troubleshoot static and default route configurations.
 1. Packet Processing with Static Routes
 2. Troubleshoot IPv4 Static and Default Route Configuration

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

- A. Laboratory:

1. Using two routers, two switches and two computers, configure VLAN20 and VLAN30 to send and receive Ethernet frames to the correct devices.
2. Using the DHCP4 and DHCP6 features on your router, demonstrate the correct issuance of IP addresses to different computers.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. One exam per week
- B. Quizzes
 1. One quiz per week
- C. Home Work
 1. Reading and viewing demos
- D. Lab Activities
 1. Hands-on Labs in class

Student Learning Outcomes

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

- A. Configure and set-up static routing.
- B. Implement VLAN and VLAN routing.

Textbooks (Typical):

Textbook:

1. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains such subscription to Cisco netcad.com..



Course Outline for Computer Networking Technology 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) Effective: Fall 2025

Catalog Description:

CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) 3.00 Units

This is course 3 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include the operation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; vulnerabilities, threats, and exploits and how they can be mitigated to enhance network security; ACLs operation as part of a network security policy; WAN access technologies used to satisfy business requirements; VPNs and IPsec and their use to secure site-to-site and remote access connectivity; networking devices implementing QoS; Network Design and characteristics of scalable network architectures; network automation enabled through RESTful APIs and configuration management tools; purpose and characteristics of network virtualization. The hands-on labs include the implementation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; IPv4 ACLs to filter traffic and secure administrative access; NAT services on the edge router to provide IPv4 address scalability; network management protocols to monitor the network; and Troubleshooting LANs and enterprise networks.

Course Grading: Optional

Lecture Hours	45
Lab Hours	27
Inside of Class Hours	72
Outside of Class Hours	90

Discipline:

Computer Service Technology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Configure and troubleshoot routers in a complex routed IPv4 or IPv6 network using single-area OSPFV2
- B. Manage Cisco IOS® Software licensing and configuration files
- C. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security.
- D. Explain how ACLs are used as part of a network security policy
- E. Implement IPv4 ACLs to filter traffic and secure administrative access.
- F. Implement NAT services on the edge router to provide IPv4 address scalability.
- G. Explain how WAN access technologies can be used to satisfy business requirements.
- H. Explain how networking devices implement QoS.

Course Content:

Lab:

1. Configure Numbered Standard IPv4 ACLs
2. Configure Named Standard IPv4 ACLs
3. Configure and Modify Standard IPv4 ACLs
4. Configure Extended IPv4 ACLs
5. Configure and Verify Extended IPv4 ACLs – Physical Mode
6. Investigate NAT Operations
7. Configure Static NAT
8. Configure Dynamic NAT
9. Configure PAT
10. Configure NAT for IPv4
11. Use CDP to Map a Network
12. Use LLDP to Map a Network
13. Configure and Verify NTP
14. Back Up Configuration Files
15. Use TFTP and Flash to Manage Configuration Files – Physical Mode
16. Research and Execute Password Recovery Procedures – Physical Mode
17. Use a TFTP Server to Upgrade a Cisco IOS Image
18. Configure CDP, LLDP, and NTP
19. Troubleshoot Enterprise Networks
20. Explore DNS Traffic
21. Configure NAT for IPv4
22. Research Broadband Internet Access Technologies
23. Research Network Monitoring Software
24. Use Tera Term to Manage Router Configuration Files
25. Use TFTP, Flash, and USB to Manage Configuration Files
26. Research Password Recovery Procedures
27. Configure CDP, LLDP, and NTP
28. Install Linux in a Virtual Machine and Explore the GUI

Lecture:

1. Single-Area OSPFv2 Concepts
 1. OSPF Features and Characteristics: Describe basic OSPF features and characteristics.
 2. OSPF Packets: Describe the OSPF packet types used in single-area OSPF.

3. OSPF Operation: Explain how single-area OSPF operates.
2. Single-Area OSPFv2 Configuration
 1. OSPF Router ID: Configure an OSPFv2 router ID.
 2. Point-to-Point OSPF Networks: Configure single-area OSPFv2 in a point-to-point network.
 3. Multiaccess OSPF Networks: Configure the OSPF interface priority to influence the DR/BDR election in a multiaccess network.
 4. Modify Single-Area OSPFv2: Implement modifications to change the operation of single-area OSPFv2.
 5. Default Route Propagation: Configure OSPF to propagate a default route.
 6. Verify Single-Area OSPFv2: Verify a single-area OSPFv2 implementation.
3. Network Security Concepts
 1. Current State of Cybersecurity: Describe the current state of cybersecurity and vectors of data loss.
 2. Threat Actors: Describe the threat actors who exploit networks.
 3. Threat Actor Tools: Describe tools used by threat actors to exploit networks.
 4. Malware: Describe malware types.
 5. Common Network Attacks: Describe common network attacks.
 6. IP Vulnerabilities and Threats: Explain how IP vulnerabilities are exploited by threat actors.
 7. TCP and UDP Vulnerabilities: Explain how TCP and UDP vulnerabilities are exploited by threat actors.
 8. IP Services: Explain how IP services are exploited by threat actors.
 9. Network Security Best Practices: Describe best practices for protecting a network.
 10. Cryptography: Describe common cryptographic processes used to protect data in transit.
4. ACL Concepts
 1. Purpose of ACLs: Explain how ACLs are used as part of a network security policy.
 2. Wildcard Masks in ACLs: Explain how ACLs use wildcard masks.
 3. Guidelines for ACL Creation: Explain how to create ACLs.
 4. Types of IPv4 ACLs: Compare standard and extended IPv4 ACLs.
5. ACLs for IPv4 Configuration
 1. Configure Standard IPv4 ACLs: Configure standard IPv4 ACLs to filter traffic to meet networking requirements.
 2. Modify IPv4 ACLs: Use sequence numbers to edit existing standard IPv4 ACLs.
 3. Secure VTY Ports with a Standard IPv4 ACL: Configure a standard ACL to secure vty access.
 4. Structure of an Extended IPv4 ACL: Explain the structure of an extended access control entry (ACE).
 5. Configure Extended IPv4 ACLs: Configure extended IPv4 ACLs to filter traffic according to networking requirements.
6. NAT for IPv4
 1. NAT Characteristics: Explain the purpose and function of NAT.
 2. Types of NAT: Explain the operation of different types of NAT.
 3. NAT Advantages: Describe the advantages and disadvantages of NAT.
 4. Configure Static NAT: Configure static NAT using the CLI.
 5. Configure Dynamic NAT: Configure dynamic NAT using the CLI.
 6. Configure PAT: Configure PAT using the CLI.
 7. NAT and IPv6: Describe NAT for IPv6.

7. WAN Concepts

1. Purpose of WANs: Explain the purpose of a WAN.
2. WAN Operations: Explain how WANs operate.
3. Private WAN Infrastructures Compare private WAN technologies.
4. Public WAN Infrastructure: Compare public WAN technologies.
5. Selecting WAN Services: Describe the appropriate WAN protocol and service for a specific network requirement.
6. Serial Communications: Explain the fundamentals of point-to-point serial communication across a WAN.
7. Broadband Connections Compare remote access broadband connection options for small to medium-sized businesses.

8. VPN and IPsec Concepts

1. VPN Technology: Describe benefits of VPN technology.
2. Types of VPNs: Describe different types of VPNs
3. IPsec: Explain how the IPsec framework is used to secure network traffic.

9. QoS Concepts

1. Network Transmission Quality: Explain how network transmission characteristics impact quality.
2. Traffic Characteristics: Describe minimum network requirements for voice, video, and data traffic.
3. Queuing Algorithms: Describe the queuing algorithms used by networking devices.
4. QoS Models: Describe the different QoS models.
5. QoS Implementation Techniques: Explain how QoS uses mechanisms to ensure transmission quality.

10. Network Management

1. Device Discovery with CDP: Use CDP to map a network topology.
2. Device Discovery with LLDP: Use CDP to map a network topology.
3. NTP: Implement NTP between an NTP client and NTP server.
4. SNMP Operation: Explain how SNMP operates.
5. Syslog Operation: Explain syslog operation.
6. Router and Switch File Maintenance: Use commands to back up and restore an IOS configuration file.
7. IOS Image Management: Perform an upgrade an IOS system image.

11. Network Design

1. Converged Networks: Explain how data, voice, and video are converged in a switched network.
2. Switched Networks: Describe a switched network in a small to medium-sized business.
3. Cisco Validated Designs: Describe hierarchical small business network designs.
4. Scalable Networks: Explain considerations for designing a scalable network.
5. Switch Hardware: Explain how switch hardware features support network requirements.
6. Router Hardware: Describe the types of routers available for small to-medium-sized business networks.

12. Network Troubleshooting

1. Network Documentation: Explain how network documentation is developed and used to troubleshoot network issues.
2. Troubleshooting Process: Describe the general troubleshooting process.

3. Isolate the Issue Using Layered Models: Compare troubleshooting methods that use a systematic, layered approach.
 4. Troubleshooting Tools: Describe different networking troubleshooting tools.
 5. Symptoms and Causes of Network Problems: Determine the symptoms and causes of network problems using a layered model.
 6. Troubleshooting IP Connectivity: Troubleshoot a network using the layered model.
13. Network Virtualization
1. Cloud Computing: Explain the importance of cloud computing.
 2. Virtualization: Explain the importance of virtualization.
 3. Virtual Network Infrastructure: Describe the virtualization of network devices and services.
 4. Software-Defined Networking: Describe software-defined networking.
 5. Controllers: Describe controllers used in network programming.
14. Network Automation
1. Automation Overview: Describe automation.
 2. Data Formats: Compare JSON, YAML, and XML data formats.
 3. APIs: Explain how APIs enable computer to computer communications.
 4. REST: Explain how REST enables computer to computer communications.
 5. Configuration Management: Compare the configuration management tools Puppet, Chef, Ansible, and SaltStack
 6. IBN and Cisco DNA Center: Explain how Cisco DNA center enables intent-based networking.

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Typical Assignments

- A. Laboratory:
1. Sing the CDP protocol. map a network topology showing nearby routers.
 2. Write a paragraph explaining the benefits and the operation of a VPN using IPsec protocol for secure connections. Include other required protocols.
 3. Set up a static NAT on a LAN and demonstrate the correct address translation of packets as the leave and enter the router.

Methods of Evaluating Student Progress

- A. Exams/Tests
1. One exam per week
- B. Quizzes
1. One quiz per week
- C. Lab Activities
1. Hands-on Labs in class

Student Learning Outcomes

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

- A. Demonstrate an understanding of how to design, secure, operate, and troubleshoot enterprise networks.
- B. Demonstrate an understanding of wide area network (WAN) technologies, quality of service (QoS) mechanisms, and software-defined networking (SDN) concepts.

Textbooks (Typical):

Textbook:

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.



LAS POSITAS
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DE for CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

DE Proposal

Delivery Methods

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

Rationale for DE

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

The decision to offer this course in a DE mode was made after collecting feedback from students.

Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Formatting and coding to make tables accessible for screen readers.

DE Course Interaction

Instructor-Student Interaction

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

course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will use Video / Audio webconferencing to interact with students in real-time, over the Internet and with an audio connection. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. A typical exam question is "Explain the difference between RIPv1 and RIPv2"



Course Outline for Dance 2A Jazz Dance Fundamentals/Beginning Effective: Fall 2025

Catalog Description:

DANC 2A - Jazz Dance Fundamentals/Beginning 1.00 Units

This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to perform a jazz dance at the introductory level by the end of the semester.

Course Grading: Optional

Lab Hours	54
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Inside of Class Hours	54
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Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate a specific style of jazz dance.
- B. Develop body connectivity, strength and agility through dance.
- C. Demonstrate the rhythm and musicality inherent to the dance form.
- D. Demonstrate a dance form and skill acquisition through performance.
- E. Illustrate an awareness and appreciation of the cultural, social and individual forces that contribute to this art form.
- F. Develop an ability to critically appreciate and evaluate concert dance.

Course Content:

1. Preparation for dancing

1. Warm-up exercises
2. Execution of rhythmic patterns
3. Stretch and strengthening exercises
2. Instructor choreographed Center, Floor and Across the Floor movements
 1. Jazz dance technique
 2. Movement combinations with rhythmic structure
 3. Execution to choreographed phrases
3. Execute and verbalize intricate rhythmic structure as it relates to the dance
4. Identify the history, geography and cultural forces that shaped this dance form
5. Analysis of costumes/instruments and accessories utilized in this dance form
6. Students will perform a jazz dance at end of semester

Methods of Instruction:

1. Demonstration - Demonstration and explanation for all exercises provided by the professor prior to executing each exercise - center, across the floor, and combination.
2. Observation
3. Discussion - Discussion is consistent in class on the reading topics at the beginning, and throughout class about placement and modifications.
4. Audio-visual Activity - Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
5. Classroom Activity - 1. Class warmup/ Center exercises Class begins with warmup, and Jazz specific center exercises - working rhythm, coordination, and isolations. 2. Across the floor Jazz technical elements across the floor - preparing the body for larger movements using space. 3. Combination Class will learn 3 different Jazz combinations through the semester. Each week the last portion of class is dedicated to learning choreography and executing technical elements within a Jazz combination.
6. Field Trips
7. Lab

Typical Assignments

- A. Laboratory:
 1. Oral presentation of influential figures in jazz dance.
 2. Execute dance movements with attention to rhythmic structure.
 3. Writing assignments critiquing and evaluating video and live concert dance
 4. Reading assignments of articles and essays on cultural and historical aspects of this dance form with critical analysis.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Every six weeks
- B. Class Participation
 1. Daily
- C. Class Work
 1. Daily

- D. Class Performance
 - 1. last day of class
- E. Quizzes
 - 1. weekly

Student Learning Outcomes

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

- A. Critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- B. Execute movement reflecting the desired timing and musicality at an introductory level.
- C. Perform dance technique specific to jazz dance at an introductory level.

Textbooks (Typical):

Textbook:

- 1. Jacqui Greene Haas *Dance Anatomy*. 3rd Edition ed., Human Kinetics, 2024.
- 2. Lindsay Guarino, Carlos R.A. Jones, Wendy Oliver *Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century.*, University Press of Florida, 2024.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Students are to provide their own dance apparel and footwear..



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DE for DANC 2A Jazz Dance Fundamentals/Beginning

DE Proposal

Delivery Methods

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

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- 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.
- Modifying assignment time limits for students with accommodations.

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: Every 4 weeks
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: weekly

Student-Student Interaction

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

Frequency: weekly

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

Frequency: Every 4 weeks

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

Frequency: weekly

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: Every 4 weeks

- **Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester

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

Frequency: weekly

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Bi-weekly

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

Frequency: 1 per semester



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Course Outline for Dance 2B Jazz Dance Beginning/Intermediate

Effective: Fall 2025

Catalog Description:

DANC 2B - Jazz Dance Beginning/Intermediate

1.00 Units

This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to choreograph and perform a jazz dance at the advanced beginning/intermediate level by the end of the semester.

Recommended Course Preparation: DANC 2A with a minimum grade of C

Course Grading: Optional

Lab Hours	54
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Inside of Class Hours	54
------------------------------	----

Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate a specific style of Jazz dance at the Beginning/Intermediate level
- B. Apply increased body connectivity, strength and agility at the beginning/intermediate jazz dance form.
- C. Demonstrate increased musicality inherent to jazz dance.
- D. Produce beginning/intermediate jazz dance skill acquisition.
- E. Assess the cultural, social and individual forces that contribute to jazz dance.
- F. Critique a video or live jazz dance performance.

Course Content:

1. Warm-up exercises

1. Execution of rhythmic patterns as indicative of a beginning/intermediate level
2. Stretch and strengthening exercises at a beginning/intermediate level
3. Instructor choreographed Center, Floor and Across the Floor movements relative to beginning/intermediate level
2. Beginning/Intermediate Jazz dance technique
 1. Movement combinations with rhythmic structure
 2. Execution to choreographed phrases
 3. Execute and verbalize intricate rhythmic structure as it relates to the beginning/intermediate dance
3. Assess the history, geography and cultural forces that shaped this dance form
4. Distinguish the costumes/instruments and accessories utilized in this dance form
5. Students will choreograph and perform a jazz dance at the beginning/intermediate level at end of semester

Methods of Instruction:

1. Demonstration - Professor will provide demonstration of all exercises/ across the floor/ combinations
2. Observation - Observation by other students and professor of combinations
3. Classroom Activity - Class begins with warmup and exercises center, then traveling across the floor, and finishes with learning a combination.
4. Student Presentations - Students will present 3 learned combinations through the semester and create their own dance to present to the class for the final
5. Discussion - Discussion in class will be based on choreographic process, observation of classwork, readings, anatomical placement, etc.
6. Audio-visual Activity - Video or presentations on dance history, dance anatomy, dance performance, or choreographic process

Typical Assignments

- A. Laboratory:
 1. Oral presentation of an influential figure in Jazz dance.
 2. Demonstrate correct technique while duplicating combinations choreographed by instructor
 3. Attendance to a live jazz dance concert or video and a written review assessing the choreographic form, intention and performance skills.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Every six weeks
- B. Class Participation
 1. Daily
- C. Class Work
 1. Daily
- D. Class Performance
 1. last day of class
- E. Quizzes

1. weekly

F. Papers

1. 1 per semester

Student Learning Outcomes

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

- A. Critique jazz dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- B. Execute movement reflecting the desired timing and musicality at an intermediate level.
- C. Perform dance technique specific to jazz dance at an intermediate level.

Textbooks (Typical):

Textbook:

1. Jacqui Greene Haas *Dance Anatomy*. Third ed., Human Kinetics, 2024.
2. Lindsay Guarino, Carlos R.A. Jones, Wendy Oliver *Rooted Jazz Dance: Africanist Aesthetics and Equity in the Twenty-First Century*. First ed., University Press of Florida, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear..



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DE for DANC 2B Jazz Dance Beginning/Intermediate

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. This course covers various movement forms with an emphasis on rhythm, style and proper techniques. Students will learn a variety of jazz phrases and will be expected to choreograph and perform a jazz dance at the advanced beginning/intermediate level by the end of the semester.

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 their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly
- **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 four in person meetings per semester for skills demonstration

Student-Student Interaction

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

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Every 6 weeks
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Once per semester
- **Other:**
Frequency: One presentation per semester
- **Other:**
Frequency: One in class performance

Requisite Skills:

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

A. DANC 2A

1. Demonstrate a specific style of jazz dance.
2. Develop body connectivity, strength and agility through dance.

3. Demonstrate the rhythm and musicality inherent to the dance form.
4. Demonstrate a dance form and skill acquisition through performance.
5. Illustrate an awareness and appreciation of the cultural, social and individual forces that contribute to this art form.
6. Develop an ability to critically appreciate and evaluate concert dance.



Course Outline for Dance 3A Ballet Fundamentals/Beginning

Effective: Fall 2025

Catalog Description:

DANC 3A - Ballet Fundamentals/Beginning

1.00 Units

Introduction to the fundamentals of ballet, including barre, center and across the floor technique. Proper body connectivity, alignment, strength and flexibility will be emphasized.

Course Grading: Optional

Lab Hours	54
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Inside of Class Hours	54
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Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate introductory ballet skills at the barre, center and across the floor
- B. Identify and perform beginning ballet terminology
- C. Apply increased body connectivity, proper alignment, strength and flexibility to perform ballet fundamentals.
- D. Interpret beginning ballet musicality
- E. Critically analyze a ballet performance
- F. Inspect the cultural forces and individuals that contributed to the origins of ballet

Course Content:

1. Barre work in preparation for centre work including: plies, tendus, degage, rond de jambe a terre, rond de jambe en l'air, frappe, fondu, battements and stretches

2. Centre floor work; connecting steps, adagio, pirouettes and petit allegro
3. Across the floor work including; Grand Allegro, port de bras and reverence
4. Peer and instructor evaluation of ballet technique
5. Introduction to influential figures in ballet

Methods of Instruction:

1. Demonstration -
2. Observation -
3. Discussion -
4. Audio-visual Activity - Short videos via canvas or in class based in Dance history, Dance Anatomy, proper movement technique, or choreographic process.
5. Lecture -
6. Classroom Activity - 1. Barre -Class begins with exercises at the barre (plies, tendues, degages, rond de jambe, etc.) 2. Center -Class moves center for exercises: Tendues, pirouettes, battements, Petit Allegro, Adagio) 3. Across the Floor - Class moves to combinations traveling across the floor 4. Variation -Class will work on a new variation every 4 weeks. Variations learned are classical choreography.
7. Lab -

Typical Assignments

- A. Laboratory:
1. Oral presentation of an influential figure in ballet
 2. Demonstrate adagio, petite allegro. grand allegro, and other ballet combinations choreographed by instructor.
 3. Attend a live dance concert and write a 1-2 page concert review.

Methods of Evaluating Student Progress

- A. Class Work
1. Daily
- B. Class Performance
1. last day of class
- C. Exams/Tests
1. Every six weeks, a formal technique assessment will be given
- D. Class Participation
1. Daily

Student Learning Outcomes

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

- A. Critique ballet performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- B. Execute movement reflecting the desired timing and musicality at an introductory level.
- C. Perform dance technique specific to ballet at an introductory level.

Textbooks (Typical):

Textbook:

1. Laurel Victoria Gray, Dana Tai Soon Burgess *Milestones in Dance History*, Routledge, 2022.
2. Jacqui Haas Greene *Dance Anatomy*. Third ed., Human Kinetics, 2024.
3. Jennifer Jackson *Ballet: The Essential Guide to Technique and Creative Practice*., The Crowood Press, 2021.

Other Materials Required of Students

Other Materials Required of Students:

1. Students are to provide their own dance apparel and footwear..



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DE for DANC 3A Ballet Fundamentals/Beginning

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussing with our Dean, we felt that there must be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Dance and Conservatory programs are not forced to suspend their engagement in Dance. After suspension of Dance classes for Fall 2020, further suspension could result in the elimination of the program. Introduction to the fundamentals of ballet, including barre, center and across the floor technique. Proper body connectivity, alignment, strength and flexibility will be emphasized.

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 their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly
- **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 four in person meetings per semester for skills demonstration

Student-Student Interaction

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

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
Frequency: One per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Every 6 weeks
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: One per semester
- **Other:**
Frequency: One presentation per semester
- **Other:**
Frequency: One in class performance



LAS POSITAS

COLLEGE

Course Outline for Dance 6A Choreography for the Stage Fundamentals/Beginning Effective: Fall 2025

Catalog Description:

DANC 6A - Choreography for the Stage Fundamentals/Beginning 2.00 Units

Exploration of choreographic principles along with stage presentation leading to a full-length concert. Participation in dance works either as a choreographer or performer. Minimal participation in technical and business aspects of production.

Recommended Course Preparation: DANC 7A with a minimum grade of C

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply basic choreographic principles in creating and performing artistic compositions;
- B. Participate in future dance performances with a greater knowledge of the process of dance concert preparation and production;
- C. Successfully perform in a dance piece and or/
- D. Successfully choreograph a dance piece.

Course Content:

1. Setting Dance Concert Framework
 1. Selection of choreographers

2. Placement of students in dance pieces
3. Choosing theme of concert
4. Assigning responsibilities for various production jobs
 1. Photography
 2. Costuming
 3. Props
 4. Program
2. Planning of Dances
 1. Music
 2. Genre/Style
 3. Group size
 4. Length
3. Incorporating choreographic principles of dance
 1. Use of space
 1. Direction
 2. Floor pattern
 3. Level
 4. Spatial Relationships
 5. Focus
 2. Use of time
 1. Beat
 2. Tempo
 3. Meter
 4. Accent
 5. Duration
 3. Energy
 1. Qualities of Movement
 2. Degrees of Energy
 3. Force, Weight, Flow
 4. Movement selection
 1. Improvisation
 2. Continuity
 3. Theme restatement
 4. Total movement vocabulary

Methods of Instruction:

1. Individualized Instruction - Instructor observation and critique of dancers' and choreographers' work
2. Lab - Guided exploration of choreographic principles working towards a completed work.
3. Critique - Examining compositions and giving meaningful feedback.
4. Audio-visual Activity - -Short videos provided on Canvas or in class on Choreographic process - video and feedback of students choreography projects
5. Lecture - Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.
6. Classroom Activity - Choreographic exercises and projects

Typical Assignments

A. Other:

1. Choreographer- create and analyze movement phrases or guided improvisations to instruct dancers in advance of rehearsal time.
2. Dancers- participation in select choreographic works. Consider, collect and practice given movement to become proficient.

Methods of Evaluating Student Progress

A. Projects

1. Every three weeks

B. Group Projects

1. Every three weeks

C. Class Participation

1. Daily

D. Class Performance

1. Every three weeks

E. Final Performance

1. towards end of semester

F. Final Public Performance

1. end of semester

G. Individual consultation with students

1. Biweekly

H. Class Work

1. Daily

Student Learning Outcomes

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

- A. Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- B. Identify appropriate music and costuming for a dance work.
- C. Interact in a professional manner with their choreographer.

Textbooks (Typical):

Textbook:

1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd., 2023.
2. Jenny Roche, Stephanie Burrige *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Dance shoes and proper dance attire..



Course Outline for Dance 6B Choreography for the Stage Beginning/Intermediate Effective: Fall 2025

Catalog Description:

DANC 6B - Choreography for the Stage Beginning/Intermediate 2.00 Units

Choreograph dance works specifically for a full length stage production. Involved participation in the technical, creative and business aspects of stage production.

Recommended Course Preparation: DANC 6A with a minimum grade of C, or DANC 7A with a minimum grade of C

Course Grading: Optional

Lab Hours	108
Inside of Class Hours	108

Discipline:

Dance

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply progressive aspects of choreographic principles in creating dance works
- B. Collaborate with technical, creative and musical production staff
- C. Successfully choreograph a dance work for stage production

Course Content:

1. Rehearsals
 1. Scheduling
 2. Blocking
 3. Polishing

4. Technical
5. Dress
2. Production Aspects
 1. Costumes
 2. Props and sets
 3. Lighting
 4. Special effects
 5. Make-up
 6. Sound
 7. Publicity
3. Performances
 1. Feedback
4. Evaluation, analysis and critique of the dance concert and production process
 1. Watching video tape of the concert
 2. Discussion of the concert as a whole and the individual works
 3. Written evaluations

Methods of Instruction:

1. Individualized Instruction - Instructor observation and critique of dancers' and choreographers' work
2. Lab - Guided exploration of choreographic principles working towards a completed work.
3. Critique - Examining compositions and giving meaningful feedback.
4. Audio-visual Activity - -Short videos provided on Canvas or in class on Choreographic process - video and feedback of students choreography projects
5. Lecture - Distinguishing and analyzing the elements of dance as observed in choreographic works of students and guest choreographers.
6. Classroom Activity - Choreographic exercises and projects

Typical Assignments

- A. Laboratory:
 1. As a choreographer the student will- create and analyze movement phrases or guided improvisations to instruct dancers in advance of rehearsal time.
 2. Take on an active role in the technical aspects of the stage production
 1. Select lighting options for their piece
 2. Design, collect or create costumes for their dance work
 3. Prepare and design publicity
 4. Choose and prepare music selections for their dance work
 3. As a dancer, the student will- participate in select choreographic works. Consider, collect and practice given movement to become proficient.

Methods of Evaluating Student Progress

- A. Projects
 1. Evaluation every 3 weeks
- B. Group Projects

1. Evaluation every 3 weeks
- C. Class Participation
 1. Participation every day
- D. Class Performance
 1. 3 times a semester
- E. Final Performance
 1. End of semester
- F. Final Public Performance
 1. End of semester

Student Learning Outcomes

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

- A. Create dance works for the stage.
- B. Critique dance performances in terms of the intent, success of the choreographer, technique of the dancers, and incorporation of the elements of dance.
- C. Incorporate design elements into a dance work, including music, costuming, and lighting.

Textbooks (Typical):

Textbook:

1. Miranda Tufnell, Chris Crickmay *Body Space Image: Notes Towards Improvisation and Performance*. Second ed., Triarchy Press Ltd, 2023.
2. Jenny Roche, Stephanie Burrige *Choreography: The Basics*. 1st ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Dance shoes and proper dance attire..



LAS POSITAS

COLLEGE

Course Outline for Early Care and Education 10 Introduction to Education

Effective: Fall 2025

Catalog Description:

ECE 10 - Introduction to Education 3.00 Units

This course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, TK through the 12th grade. Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, inequities in the field, actions to address inequities, contemporary education issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 54 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Articulate a personal philosophy of education with reference to major historical and contemporary learning theories and philosophies of education.
- B. Identify personal meanings related to teaching, reflecting upon why they want to become a teacher, examining personal characteristics, assumptions and beliefs, subject matter knowledge, experiences

- and goals which could affect their development as a teacher
- C. Identify the professional pathways, educational settings and funding sources for education
 - D. Demonstrate and discuss professional standards, ethics and professionalism in classroom and school visits
 - E. Articulate basic purposes and theories of public schooling and trace the history of its development
 - F. Recognize and describe individual and ecological differences among students that may impact classroom learning and identify strategies, accommodations, and school and community resources used to address these differences;
 - G. Identify the relationships, and multiple roles and functions, of teachers and other school personnel who work in a diverse public-school environment;
 - H. Identify the theoretical perspectives of the cultural contexts on learning
 - I. Discuss educational topics within a global context
 - J. Describe current theories in teaching key disciplines ie. Math, Science, Humanities, Social Sciences;
 - K. Compare and contrast historical theories on contemporary issues in education today
 - L. Describe principles of teaching methodologies including inquiry-based approach, information-based approach, use of technology and early intervention;
 - M. Identify effective approaches to discipline, guidance and classroom management;
 - N. Demonstrate skill in implementing established protocols for visiting schools and classrooms
 - O. Demonstrate skill in implementing observation protocols
 - P. Discuss California Academic Content, Performance Standards and Learning Guidelines
 - Q. Relate course content to a variety of education settings from Transitional kindergarten-12 through satisfactory completion of a minimum of 54 hours of approved fieldwork, including structured assignments, observations, and reflections.
 - R. Relate course content to real classrooms through satisfactory completion of a minimum of 54 hours of approved fieldwork including structured assignments, observations, and reflections
 - S. Recognize and describe examples of teaching events that implement some elements of the CSTP and TPEs
 - T. Observe the use of state adopted academic content and performance standards
 - U. Compare and contrast classroom environments
 - V. Recognize and describe individual differences among students and identify strategies and accommodations used to address these differences

Course Content:

Lab:

1. 54 hours of approved fieldwork in a variety of public educational settings, including: observations, structured assignments and reflections.
 1. Methods and ethics of conducting and reporting classroom observations
2. Relate course content to a variety of public school settings from Transitional Kindergarten-12th grade through satisfactory completion of a minimum of 54 hours of approved fieldwork that demonstrate the student's ability to:
 1. Recognize and describe examples of teaching events implement some elements of the CSTP and TPEs and the preschool learning foundations;
 2. Protocols for visiting schools and entering classrooms
 3. Recognize and describe examples of culturally and developmentally appropriate practices;

4. Observe the use of state adopted academic content and performance standards;
5. Compare and contrast classroom environments;
6. Compare and contrast teaching, discipline, and assessment strategies and their effectiveness;
7. Identify strategies used for family support and engagement.

Lecture:

1. The Five Educational Learning Theories
 1. Cognitivism
 2. Constructivism
 3. Humanism
 4. Connectivism
 5. Behaviorism
2. Steps to becoming a credentialed teacher
 1. Educational preparation
 2. Transfer options
 3. Examinations
 4. Field experience
 5. Credentialing programs
 6. Professional development
3. Concepts of the teaching profession
 1. Being a teacher
 1. Why do you want to teach?
 1. Examination of one's beliefs and assumptions about, and experiences with, teaching
 2. Necessary skills and personality dispositions for teaching
 3. Emotional resiliency for educators
 2. Professional pathways
 1. Preschool education through community college
 2. Education settings and funding sources
 3. Professional standards, ethics, and professionalism
 1. Overview of the California standards for the teaching profession
 4. Roles and functions of teachers and other school personnel, both in general and special education
 5. Support and resources for teachers
4. Articulate basic purposes and theoretical aspects of public schooling and trace the history of its development; Pre-K and K-12
 1. Overview of the history of American public education
 1. Historical perspectives in the role of education
 1. Preserve "American" culture
 2. Support the nation's workforce and economy
 3. Ensure national security
 4. Solve social problems
 5. Boost international competitiveness
 6. Create democratic citizens
 2. Overview of philosophies of education

1. Essentialism
 2. Perennialism
 3. Behaviorism
 4. Progressive education
 5. The role of families in education
 6. Social reconstructionism
5. Contemporary issues in the U.S. education system
 1. Funding and resources
 2. Teacher shortage areas
 1. Number of teachers needed nationally
 2. Special education
 3. Math
 4. Science
 3. The achievement gap
 4. Child trauma/ACES
 1. Types of trauma
 2. Impact on children's development and learning
 5. Culturally responsive education
 1. Engaging pedagogies
 2. Multicultural/anti-bias education
 3. Major theorists
 4. Freirean education
 5. Stereotype threat
 6. Bullying prevention
 1. LGBTQ safezone strategies
 2. Allied behaviors
 3. Addressing cyberbullying
 4. CA laws regarding LGBTQ inclusion in the curriculum
 7. Strengths-based approach
 1. Funds of knowledge
 2. Identifying and building on student strengths and abilities
 8. Diversity in CAI public education
 1. Inclusion & differentiated instruction
 2. Dual language learners
 3. Children in poverty
 4. Challenging behaviors
 9. Inclusion of children with different abilities and related laws
 1. Early intervention
 2. Inclusion
 3. IDEA
 10. Bilingual education and related laws
 1. Lau vs. Nichols, 1975
 2. Bilingual Education Act, 1968
 3. CA proposition 187, 1994
6. Overview of Teaching Strategies and Principles

1. Developmentally appropriate teaching
 1. Child development overview, ages 3 - adolescence
 2. Developmentally appropriate practices with school-age children
2. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
3. Basic strategies for accommodating diverse learning needs
 1. Anti-bias education strategies
 2. Inquiry-based approach
 3. Information-based approach
 4. Multiple intelligence theory
 5. Guided participation
 6. Universal Design
 7. Trauma-informed practices
7. Use of technology
 1. Adaptive technology
 2. Appropriate use of media and interactive technology in the classroom
8. Family engagement strategies
 1. Why family-school partnerships are important
 2. Strategies to engage families
 3. Two-way communication
9. Introduction to California Academic Content and Performance Standards
 1. What is standardized curriculum?
 2. The CA Preschool Learning Foundations & Frameworks
 3. Common Core
 1. Purpose and structure of Common Core
 2. Grade level standards
 4. Assessment Strategies
 1. Testing/High-stakes testing
 2. Observations
 3. Authentic/alternative assessment
 4. Addressing bias in assessments

Methods of Instruction:

1. Discussion - In small groups discuss the impact of high-stakes testing on teacher's relationships to children who may have learning disabilities
2. Lab - During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
3. Lecture - Lecture on the history of public education, with a specific focus on the role of progressive education and behaviorism on current classroom practices
4. Written Exercises - Write a research paper comparing two Educational Theories
5. Classroom Activity - After lecture and discussion on Educational Theory, create a classroom environment utilizing one of educational theories. Complete a role play of a parent-teacher conference about a child's progress in reading Using a case study of a 6-year-old whose primary language is

Spanish plan out a reading assignment that will support this specific child and the other children in the classroom

Typical Assignments

A. Project:

1. Prepare and debate with other students about the validity of one of the theories outline in class. Discuss the tenent of the theory as it relates to practice.

B. Laboratory:

1. After lecture and discussion on Educational Theory, create a classroom environment utilizing one of educational theories.
2. In small groups discuss the impact of high-stakes testing on teacher's relationships to children who may have learning disabilities
3. During lab this week identify 3 teaching strategies observed that connect to the CA standards for the teaching profession. What were the results of these observed strategies?
4. Lecture on the history of public education, with a specific focus on the role of progressive education and behaviorism on current classroom practices
5. Classroom activity – complete a role play of a parent-teacher conference about a child's progress in reading
6. Using a case study of a 6-year-old whose primary language is Spanish plan out a reading assignment that will support this specific child and the other children in the classroom

Methods of Evaluating Student Progress

A. Exams/Tests

1. 1 midterm and 1 final

B. Group Projects

1. 1 group presentation

C. Home Work

1. Several written assignments such as reflection papers, observations and reading summaries

D. Quizzes

1. 2 quizzes

E. Portfolios

1. End of semester portfolio

F. 54 hours of field experience

Student Learning Outcomes

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

- A. Articulate a personal philosophy of education.
- B. Explain the differences between historic and current education theories, issues, challenges, philosophies and settings.
- C. Describe the role of the early elementary school educator, including ethical conduct and professional pathways.
- D. Assess the quality in pre-K and elementary education related to environments, curriculum, and teaching strategies and serving diverse students.

- E. Compare and contrast CA Preschool Learning Foundations, CA learning standards and guidelines and CA teaching standards and performance expectations.

Textbooks (Typical):

Textbook:

1. Dale H. Schunk *Learning Theories: An Educational Perspective*. 8th ed., Pearson, INC, 2020.
2. Christine I Bennett *Comprehensive Multicultural Education: Theory and Practice*. 9th ed., Pearson, Inc., 2019.
3. Forrest W. Parkay *Becoming a Teacher*. 11 ed., Pearson, 2020.
4. Don Kauchak, Paul Eggen *Introduction to Teaching: Becoming a Professional*. 6th ed., Pearson, 2017.
5. David M. Sadker, Karen Zittleman *Teachers, Schools, and Society: A Brief Introduction to Education*. 8 ed., McGraw Hill, 2018.



LAS POSITAS

COLLEGE

Course Outline for Early Care and Education 95 Work Experience

Effective: Fall 2025

Catalog Description:

ECE 95 - Work Experience

1.00 - 3.00 Units

Cooperative effort between, student, supervisor and instructor to accomplish professional work objectives and broaden experiences. On-the-job work experience to build early childhood competencies.

Corequisite: ECE 96

Course Grading: Letter Grade Only

Work Experience Hours 54 - 162

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop learning objectives with the instructor and supervisor at the beginning of the school term.
- B. Demonstrate one or more new skills acquired as a result of the selected learning objectives.
- C. Demonstrate direct involvement in the classroom activities, of a program for young children.
- D. Use reflection for self-improvement.

Course Content:

1. Developing professional measurable objectives and the methods of evaluation
2. Planning for developmentally appropriate environments
3. Direct involvement in planning and implementing curriculum
4. Ethics and professionalism on the job
5. On-the-job demonstration of

1. Developmentally appropriate practices
2. Establishing relationships with all children, families, and staff
3. Communication skills
4. Enrichment of the children's environment
5. Work ethics

Methods of Instruction:

1. Work Experience - Placements will give the students opportunity to apply specific theory and skills and apply them in the work experience setting
2. Feedback that includes open-ended questions and comments to written reflections.
3. Role modeling by mentor placement or head teacher
4. ECD 96 group discussions.

Typical Assignments

- A. Other:
1. Completion of professional objectives agreed upon by instructor, student and site director by established deadline
 2. Students will be directed at the work site by the site supervisors. Individualized assignments may include involvement with:
 1. children
 2. program
 3. curriculum
 4. staff-relations
 5. classroom environment
 6. contact with parents
 3. Written journal reflections based on the classroom experiences.

Methods of Evaluating Student Progress

- A. Performance evaluation by classroom supervisor Midterm Final Student's self performance evaluation, once (final) Documentation of objectives completion. once (final) Documentation of number of hours completed at site Midterm Final

Student Learning Outcomes

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

- A. Complete and implement objectives that improves the child learning environment.
- B. Demonstrate developmentally appropriate practices in their work with young children.

Textbooks (Typical):

Textbook:

1. Carol Copple, Sue Bredekamp *Developmentally Appropriate Practice in Early Childhood Programs* . 3rd. ed., NAEYC, 2008.

2. Stephanie Feeney, Nancy Freeman *Ethics and the Early Childhood Educator: Using the NAEYC Code*. 3rd. ed., NAEYC, 2018.
3. California Department of Education and First 5 California *California Early Childhood Educator Competencies*. 1st ed., California Department of Education, 2012.
4. Valora Washington, Brenda Gadson *Guiding Principles for the New Early Childhood Professional*. 1st. ed., Teachers College Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Students must have a TB Test completed and show proof of MMR and dTAP vaccine for the first day of class..



LAS POSITAS

COLLEGE

Course Outline for Emergency Medical Services 10 Paramedic Theory 1

Effective: Fall 2025

Catalog Description:

EMS 10 - Paramedic Theory 1 6.00 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.

Prerequisite: EMS 62 with a minimum grade of C, BIO 50 with a minimum grade of C, EMS 20 with a minimum grade of C, **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..

Course Grading: Letter Grade Only

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- 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. Variations 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. 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.
2. Lecture - Instructor will start with a brief lecture of the important points of the lecture and review them with the students.
3. 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.
4. 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.
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. Written Exercises - Students will prepare essays and prehospital care reports as homework to show how they would treat a simulated patient.

Typical Assignments

- A. Other:
Give an oral presentation on a type of torso injury
- B. Reading:
Read Chapter 4 Medical, Ethical, Legal Issues
- C. Other:
View case scenarios of paramedics properly working together to manage an emergency incident
- D. Writing:
Prepare a 1 page patient care report on a trauma emergency

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Two Modular exams in Airway and Trauma
- B. Class Work
 - 1. Each class session
- C. Home Work
 - 1. Weekly
- D. Quizzes
 - 1. Weekly
- E. Oral Presentation
 - 1. Once
- F. Group Projects
 - 1. Once
- G. Class Participation
 - 1. Each class session

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.

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

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..



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Course Outline for Emergency Medical Services 11 Paramedic Theory 2

Effective: Fall 2025

Catalog Description:

EMS 11 - Paramedic Theory 2 6.00 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.

Prerequisite: EMS 10 with a minimum grade of C, EMS 12 with a minimum grade of P, **Corequisite:** EMS 13

Course Grading: Letter Grade Only

Lecture Hours	108
Inside of Class Hours	108
Outside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

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.

Typical Assignments

- A. Other:
Give oral presentations on the Nuchal cord case to the class and instructor.
- B. Writing:
Prepare a report on the simulated patient case involving nuchal cord presentation
- C. Writing:
Read Chapter 45 on Obstetrics

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Monthly
- B. Quizzes
 1. Weekly
- C. Oral Presentation
 1. Once a semester
- D. Group Projects
 1. Once a semester
- E. Class Participation
 1. Per class session
- F. Home Work
 1. Weekly

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.

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

Other Materials Required of Students:

1. Computer access with an internet connection.
2. Students must also purchase uniform shirt with program patches on sleeves..



Course Outline for Emergency Medical Services 12 Paramedic Laboratory 1

Effective: Fall 2025

Catalog Description:

EMS 12 - Paramedic Laboratory 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.

Corequisite: EMS 10

Course Grading: Pass/No Pass

Lab Hours	216
Inside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

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:

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/Orogstric 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

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

Typical Assignments

- A. Laboratory:
 1. Demonstrate the proper method of injecting a medication into an intramuscular site, Demonstrate the safe and proper technique for inserting an intravenous cannulation
- B. Writing:
 1. Write a Patient Care Report on scenario runned by student
- C. Reading:
 1. Read Chapter 11, Medication Administration

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Three times a semester
- B. Quizzes
 1. Weekly
- C. Class Participation
 1. Each class session
- D. Class Work
 1. Each class session
- E. Lab Activities
 1. Each class session
- F. Simulation
 1. Weekly

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.

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

Other Materials Required of Students:

1. Access to a computer with an internet connection.
2. Personal Protective Equipment including proper footwear, pants, and shirt. .



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Course Outline for Emergency Medical Services 13 Paramedic Laboratory 2

Effective: Fall 2025

Catalog Description:

EMS 13 - Paramedic Laboratory 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.

Corequisite: EMS 11

Course Grading: Pass/No Pass

Lab Hours	216
Inside of Class Hours	216

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- 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.

F. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.

Course Content:

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 patient scenarios
 2. Critical cardiac patient scenarios
 3. Critical respiratory patient scenarios

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

Typical 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.

Methods of Evaluating Student Progress

A. Simulation

1. Weekly

B. Class Participation

1. Each class session

C. Lab Activities

1. Each class session

D. Final Class Performance

1. Final Scenarios evaluation

E. Exams/Tests

1. Three times a semester

F. Quizzes

1. Weekly

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.

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

Other Materials Required of Students:

1. Access to a computer with an internet connection..
2. Personal protective equipment including proper footwear, pants, and shirt. .



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Course 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.

Prerequisite: EMS 11 with a minimum grade of C, EMS 13 with a minimum grade of C

Course Grading: Pass/No Pass

Work Experience Hours 162

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- 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

- 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.

Typical 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

Methods of Evaluating Student Progress

A. Oral Presentation

1. Each patient contact

B. Simulation

1. When needed

C. Individual consultation with employer

1. On each scheduled shift

- ### 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.

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.

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

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'..



Las Positas College

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DE for EMS 16 Paramedic Clinical Internship

DE Proposal

Delivery Methods

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

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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **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.

Requisite Skills:

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

A. EMS 11

1. 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
2. Integrate comprehensive knowledge of causes and pathophysiology into the management of cardiac arrest and peri-arrest states.
3. 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.
4. 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.
5. Consider operational roles and responsibilities to ensure safe patient, public, and personnel safety.

B. EMS 13

1. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of a patient
2. Formulate a field diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
3. Relate assessment findings to underlying pathological and physiological changes in the patient's condition.
4. Integrate and synthesize the multiple determinants of health and clinical care.
5. 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.
6. Communicate in a manner that is culturally sensitive and intended to improve the patient outcome.



LAS POSITAS

COLLEGE

Course 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.

Prerequisite: EMS 16 with a minimum grade of Pass

Course Grading: Pass/No Pass

Work Experience Hours 486

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

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.

Typical 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

Methods of Evaluating Student Progress

- A. Papers
 1. one written report
- B. Simulation
 1. at the paramedic field preceptor's discretion
- C. Home Work
 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.

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.

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

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.



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DE for EMS 17 Paramedic Field Internship

DE Proposal

Delivery Methods

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

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 FSDAP would also be used to ensure that the student was meeting desired mileposts and goals as they progress through their psychomotor skills.

Accessibility all materials must be accessible to students with disabilities

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

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

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

Requisite Skills:

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

A. EMS 16

1. Perform a comprehensive history and physical examination to identify factors affecting the health and health needs of an actual patient in the emergency department
2. Formulate a clinical diagnosis based on an analysis of comprehensive assessment findings, anatomy, physiology, pathophysiology, and epidemiology
3. Relate assessment findings to underlying pathological and physiological changes in the patient's condition
4. Perform health screening and referrals
5. Effectively communicate in a manner that is culturally sensitive and intended to improve the patient outcome
6. Identify and perform all psychomotor skills within the National EMS Scope of Practice Model and state scope of practice at the paramedic level
7. 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
8. Report and document assessment findings and interventions
9. Perform skills required by local scope of practice policy
10. Perform 8 hours of observation in the Labor/Delivery ward of a hospital
11. 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

12. Perform 160 hours of paramedic scope of practice care in a hospital emergency department under the supervision of a physician or nurse clinical preceptor



LAS POSITAS

COLLEGE

Course Outline for Emergency Medical Services 20 Emergency Medical Technician

Effective: Fall 2025

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.

Recommended Course Preparation: EMS 30 with a minimum grade of C.

Course Grading: Letter Grade Only

Lecture Hours	90
Lab Hours	108
Inside of Class Hours	198
Outside of Class Hours	180

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the 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 HIIPAA 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:

Lab:

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.

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.

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. Reading assignment in text and other sources
5. Written assignment on topic of prehospital care

Typical 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.

Methods of Evaluating Student Progress

A. Exams/Tests

1. At least one test/exam during the semester and a final written exam

B. Quizzes

1. Weekly

C. Final Class Performance

1. NREMT EMT Psychomotor Assessment

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.

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

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.



LAS POSITAS

C O L L E G E

Course 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.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- 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

- 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:

Lab:

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

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

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

Typical 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.

Methods of Evaluating Student Progress

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.

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.

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

Other Materials Required of Students:

1. CPR Pocket Mask with one way valve for prevention of disease transmission.



LAS POSITAS

C O L L E G E

Course 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.

Course Grading: Letter Grade Only

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

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

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.

Typical 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

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. At the discretion of the instructor
- B. Quizzes
 1. Weekly

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.

Textbooks (Typical):

Textbook:

1. Davi-Ellen 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

Other Materials Required of Students:

1. Scantron forms #2 Pencil.



LAS POSITAS

COLLEGE

Course Outline for Emergency Medical Services 70 CPR for Healthcare Providers

Effective: Fall 2025

Catalog Description:

EMS 70 - CPR for Healthcare Providers 0.50 Units

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.

Course Grading: Pass/No Pass

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

Discipline:

Emergency Medical Technologies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe 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

Typical 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

Methods of Evaluating Student Progress

- A. Exams/Tests
1. Summative multiple choice exam
- B. Class Participation
1. Practice skills in small groups
- C. Skills demonstration

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.

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

Other Materials Required of Students:

1. Pocket Mask.



LAS POSITAS

COLLEGE

Course Outline for English 110

Craft of the Sentence

Effective: Fall 2025

Catalog Description:

ENG 110 - Craft of the Sentence

2.00 Units

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.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

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.
- 4. Directed Study - Oversee research projects on published authors with the goal of characterizing an author's voice and stylistic use of sentences.

Typical 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.
 - 6. Write a brief research paper on linguistic prejudice and how it leads to discrimination in at least two of the following areas: education, hiring, home ownership, health care, the justice system.
 - 7. Compare and contrast the editing guidelines of two or more style guides such as MLA and CMS. Besides showing how they are similar and different, describe how at least two differences lead to different effects on the reader.
 - 8. Write a brief research paper on the use of sentence fragments in published fiction. The paper should reference at least three authors' use of fragments and how they affect the authors' writing.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. At least two per semester
- B. Oral Presentation
 - 1. One per semester
- C. Class Work
 - 1. Weekly workbook exercises
- D. Home Work
 - 1. Four hours of home work per week, in accordance with Carnegie unit guidelines. Among other things, this homework can include additional writing/workbook exercises, research projects, and application of class concepts to other writing the student is doing outside of the class.

Student Learning Outcomes

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

- A.

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.



LAS POSITAS

COLLEGE

Course Outline for English 115 Personalized Coaching for Academic Reading and Writing Effective: Fall 2025

Catalog Description:

ENG 115 - Personalized Coaching for Academic Reading and Writing 0.50 - 1.00 Units

This credit course provides whole group, small group, and individualized support with writing and reading assignments. Students meet regularly with an English 115 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. This course is intended to help students be successful in college-level credit coursework.

Prerequisite: ENGL C1000 , may be taken concurrently

Course Grading: Pass/No Pass

Lab Hours	27 - 54
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Inside of Class Hours	27 - 54
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Discipline:

English

Number of Times Course May Be Taken for Credit:

1

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 activities related to reading, critical thinking, writing, and research.
2. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course; if the 115 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
 1. 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 -

Typical 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

Methods of Evaluating Student Progress

- A. Class Participation
 1. every meeting
- B. Class Work
 1. every meeting
- C. Lab Activities
 1. once a week

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.

Textbooks (Typical):

Textbook:

1. Carol Dweck *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.



LAS POSITAS

COLLEGE

Course Outline for English 12B Craft of Writing Fiction: Intermediate Effective: Fall 2025

Catalog Description:

ENG 12B - Craft of Writing Fiction: Intermediate 3.00 Units

Practice in writing fiction at an intermediate level. Builds on the skills developed in English 12A by requiring the use of vivid description, specific detail, dynamic and rounded character development, consistent point of view, and logical plotting that avoids cliché. Focus on developing themes that create intellectual or emotional resonance. Expectation of sentence structure, grammar, and format accuracy. Develop internal and external sources for stories and novels; analysis and criticism of published short fiction and a book-length work; analysis and criticism of peer work and individual's own work. Requires submission for publication at the end of the semester.

Recommended Course Preparation: ENG 12A with a minimum grade of C and ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate and develop the skills of fiction writing at an intermediate level: frequent and vivid description of place and character using appropriate simile and metaphor, properly punctuated dialogue, rounded characterization, point of view consistency, logical plotting that avoids cliché, and theme that reflects the human experience and contains emotional or intellectual resonance;

- B. Demonstrate correct grammar, sentence structure, and format in the submitted pieces;
- C. Identify elements of craft within published fiction and the resulting effects of those elements on other elements of fiction and on the reader, such as the relationship between craft and emotional or intellectual resonance or the relationship between character faults and conflict in the plot.
- D. Identify source material for fiction
- E. Complete at least two short stories or novel excerpts of at least fifteen pages and revise them based on criticism from the instructor and the class;
- F. Locate markets in which to publish his or her fiction and submit to the Las Positas Literary Anthology (or a similar publication) following proper submission guidelines.

Course Content:

1. Controlled assignments to enable the student to approach mastery of specific elements of fiction
2. An analysis of short stories to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
3. An analysis of a full-length work to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
4. Lecture, discussion, and exercises related to identifying and developing sources for stories and novels;
5. Workshop of student fiction: The analysis and discussion of student writing by the class and instructor, and the rewriting of such work based on feedback
6. Submission of two stories or novel chapters of at least 2500 words and revisions of those pieces based on feedback.
7. Discussion of marketing and submitting fiction to magazines, contests, publishers, and agents.

Methods of Instruction:

1. Audio-visual Activity - Presentations of professional writers discussing topics like craft and the life of a writer; recordings of professional writers presenting their work.
2. Lecture - Presentation of forms, strategies and elements of fiction
3. Discussion - Discussion of student work by the class and instructor; study and discussion of professional work through close textual analysis
4. Written Exercises - Individual and group exercises practicing the elements of fiction
5. Written feedback about students' craft within their own fiction.

Typical Assignments

A. Reading:

1. Assigned readings will be from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

B. Writing:

1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.
2. Write a four-page beginning for a story based on a character during a war or colonial conflict.
3. Read the novel "*The Fault in Our Stars*," by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing.

4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd like them to improve.
5. Turn in an original story, or novel excerpt, of at least fifteen pages to be workshopped by the class.
 1. The story should be between fifteen and twenty pages (or a combination of stories equal to this amount), double-spaced, and the pages should be numbered.
 2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.
 3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Methods of Evaluating Student Progress

- A. Papers
 1. minimum two submission per semester
- B. Oral Presentation
 1. One presentation on an author or book
- C. Class Participation
 1. daily
- D. Class Work
 1. daily
- E. Home Work
 1. daily

Student Learning Outcomes

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

- A. Write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning.

Textbooks (Typical):

Textbook:

1. Janet Burroway, Elizabeth Stuckey-French, Ned Stuckey-French *Writing Fiction*. 10th ed., Pearson, 2019.
2. Gioia, Dana and R.S. Gynn, Ed., *The Art of the Short Story*, Longman., 2005.
3. Lauren Groff, ed., Pitlor, Heidi, ed. *The Best American Short Stories, 2024.*, Mariner Books, 2024.
4. Gardner, John, *The Art of Fiction: Notes on Craft for Young Writers.*, Vintage Books, 1991.
5. Lamott, Anne, *Bird by Bird: Some Instruction on Writing and Life.*, Anchor, 1995.
6. Hugh Howey, Ed., Adams, John Joseph, Ed. *The Best American Science Fiction and Fantasy, 2024.*, Mariner Books, 2024.
7. James McBride *The Heaven & Earth Grocery Store.*, Riverhead Books, 2023.



LAS POSITAS

COLLEGE

Course Outline for English 12C Craft of Writing Fiction: Advanced

Effective: Fall 2025

Catalog Description:

ENG 12C - Craft of Writing Fiction: Advanced 3.00 Units

Practice in writing fiction at an advanced level. Builds on the intermediate skills developed in English 12B by requiring a mastery of description, detail, character development, consistent point of view, and logical plotting that avoids cliché. Focus on achieving themes that create intellectual or emotional resonance. Expectation of sentence structure, grammar, and format accuracy. Develop internal and external sources for stories and novels; analysis and criticism of published short fiction and a presentation about the craft in a book-length work; analysis and criticism of peer work and individual's own work. Requires submission for publication at the end of the semester; analysis and criticism of peer work and individual's own work.

Recommended Course Preparation: ENG 12B with a minimum grade of C, ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate mastery of grammar, sentence structure, and format in submitted pieces;
- B. Demonstrate advanced skills in description, dialogue, characterization, point of view control, plotting, and theme;

- C. Identify subtle elements of craft within published fiction and the resulting effects of those elements, such as the relationship between craft and emotional or intellectual resonance;
- D. Complete at least two short stories or novel excerpts of at least 3500 words and revise them based on criticism from the instructor and the class;
- E. Submit fiction to Havik: The Las Positas College Journal of Arts & Literature, and three additional literary journals following proper submission guidelines.
- F. Research and present the craft of a selected author

Course Content:

1. Controlled assignments to enable the student to master specific elements of fiction and writing techniques
2. An analysis of short stories and a full-length work by professional writers to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
3. An analysis of a full-length work to study the craft of fiction, including the elements of fiction, genre, form, and necessary vocabulary for criticism and self-evaluation of work;
4. Student presentations about a single author's creative craft based on research;
5. Lecture, discussion, and exercises related to identifying and developing sources for stories;
6. Workshop of student fiction: The analysis and discussion of student writing by the class and instructor, and the rewriting of such work based on feedback
7. Discussion of marketing and submitting fiction to magazines, contests, publishers, and agents.

Methods of Instruction:

1. Audio-visual Activity - Presentations of professional writers discussing topics like craft and the life of a writer; recordings of professional writers presenting their work.
2. Lecture - Presentation of forms, strategies and elements of fiction; study and discussion of professional work through close textual analysis; individual and group exercises practicing the elements of fiction; discussion of student work by the class and instructor; written feedback about students' craft within their own fiction.

Typical Assignments

A. Reading:

1. Assigned readings will come from authors of a variety of backgrounds, including gender identity, race, sexuality, and socioeconomic status.

B. Writing:

1. Read "The Guest," by Albert Camus, and write a one page critique of the story, explaining what worked and didn't work for you, using the vocabulary of the elements of fiction.
2. Write a four-page beginning for a story based on a character during a war or colonial conflict.
3. Read "*The Fault in Our Stars*," by John Green. Write a two-page analysis of the craft used in the novel, using the vocabulary of the elements of fiction; include how you might apply that craft to your own writing. Present this and additional research about Green's technique to the class.
4. Using the elements of fiction as a guide, write a one-page critique of each peer story submitted; include one paragraph about what worked and one paragraph about what you'd

like them to improve.

5. Turn in an original story, or novel excerpt, of at least twenty pages to be workshopped by the class.
 1. The story should be double-spaced, and the pages should be numbered.
 2. If the piece is a novel excerpt and not the first chapter, please provide a one-page synopsis of the events preceding the piece you've submitted.
 3. After receiving feedback from the class, rewrite the piece as instructed by the teacher and your peers. Write a one-page summary of the suggestions made to you during the workshop and a summary of changes you chose to make.

Methods of Evaluating Student Progress

- A. Quizzes
 1. Weekly
- B. Research Projects
 1. One
- C. Portfolios
 1. One
- D. Papers
 1. Two
- E. Oral Presentation
 1. One
- F. Projects
 1. One
- G. Group Projects
 1. Weekly
- H. Class Participation
 1. Weekly
- I. Class Work
 1. Weekly
- J. Home Work
 1. Weekly
- K. Class Performance
 1. Weekly
- L. Final Class Performance
 1. One
- M. Exams/Tests
 1. One
- N. A research and presentation project on the craft of one published author is required for this course level

Student Learning Outcomes

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

- A. Upon completion of ENG 12C, the student should be able to demonstrate advanced skills in description, dialogue, characterization, point of view control, plotting, and theme
- B. Upon completion of ENG 12C, the student should be able to identify subtle elements of craft within published fiction and the resulting effects of those elements, such as the relationship between craft and emotional or intellectual resonance.

Textbooks (Typical):

Textbook:

1. George Saunders *A Swim in a Pond in the Rain.*, Random House, 2022.
2. Janet Burroway *Writing Fiction: A Guide to Narrative Craft.* 10th ed., Longman, 2019.
3. Gioia, Dana and R.S. Gynn, Ed., *The Art of the Short Story.*, Longman., 2005.
4. Gardner, John, *The Art of Fiction: Notes on Craft for Young Writers.*, Vintage Books, 1991.
5. Lamott, Anne, *Bird by Bird: Some Instruction on Writing and Life.*, Anchor, 1995.
6. Lauren Groff, Ed., Pitolor, Heidi, Ed. *The Best American Short Stories 2024.*, Houghton Mifflin Hourcourt, 2024.
7. Tommy Orange *There There.* paperback ed., Vintage, 2019.
8. Brody Jessica *Save the Cat! Writes a Novel: The Last Book on Novel Writing You'll Ever Need.* 1st ed., Ten Speed Press, 2018.



LAS POSITAS

C O L L E G E

Course Outline for English 20 Studies in Shakespeare

Effective: Fall 2025

Catalog Description:

ENG 20 - Studies in Shakespeare 3.00 Units

Readings of the sonnets and representative comedies, histories, tragedies, and romances of William Shakespeare, with attention to the early, middle, and late phases of his art and to the Age of Elizabeth.

Prerequisite: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Recognize the differences in approach, style, and technique in Shakespeare's early, middle and late plays
- B. Recognize the nature of Shakespearean comedies, histories, tragedies and romances and distinguish their differences
- C. Identify, summarize, and interpret Shakespearean blank verse
- D. Explain the most distinctive characteristics of Shakespeare's work in poetry and drama
- E. Describe the plays as stage representations in Elizabethan playhouses
- F. Describe the structural elements in Shakespeare's plays and explain how they operate within the framework of the Elizabethan view of the world

- G. Analyze modern productions of Shakespeare's plays and the ways they are informed by modern sensibilities
- H. Analyze and evaluate primary and secondary sources, as well as critical works related to Shakespeare's plays and poetry
- I. Recognize the human experiences expressed in Shakespeare's work and relate them to his or her own world
- J. Analyze how Shakespeare's use of literary techniques develops a theme

Course Content:

1. Representative sample of Shakespeare's histories, tragedies, comedies, and romances covering the early, middle and late phases of his career
2. Selected sonnets by Shakespeare
3. The Elizabethan playhouse and theatrical conventions of Shakespeare's time
4. Social and historical contexts of the Elizabethan world from which Shakespeare's works emerged
5. Modern perspectives and productions of Shakespeare's plays
6. Selected primary works which constituted Shakespeare's sources
7. Selected secondary works including critical analyses

Methods of Instruction:

1. Discussion - Class and group discussion
2. Lecture
3. Written Exercises - Written analysis of plays, sonnets and critical essays
4. Reading
5. Group work and activities
6. Oral presentations based on student research
7. Video and/or live productions of Shakespeare's works

Typical Assignments

A. Reading:

1. Read Act I and Act II of *A Midsummer Night's Dream*
2. Read Sonnet 18
3. Read Susan Snyder's critical essay "King Lear: A Modern Perspective"
4. Read the primary source "The History of Four-footed Beasts."
5. Assigned reading will include examination of sexuality and gender-focused criticisms of the works of Shakespeare.

B. Writing:

1. Written Analysis of Plays, Sonnets and Sources
 1. Read Sonnet 129 and make a reading log entry identifying the metaphors in the poem and discussing the impression they create.
 2. Write a short, critical essay analyzing the role of Julia in the live production of *The Two Gentlemen of Verona* contrasted with the BBC version.
 3. Write an analytical essay evaluating Iago's motivations in *Othello*.

C. Research:

1. Research and present to the class information about Elizabethan stage representations in Elizabethan playhouses and show how *Much Ado About Nothing* might be staged in an Elizabethan theater.
 2. Research and present to the class the history and use of the masque tradition in *The Tempest*.
 3. Research and present to the class the sources from which Shakespeare wrote *Henry IV, Part I*
- D. Other:
1. Video and/or Live Productions of Shakespeare's plays
 1. Watch Trevor Nunn's 1996 production of *Twelfth Night*
 2. Attend Shakespeare on Tour's production of *Julius Caesar* at the LPC theatre.
 3. Watch Kenneth Branagh's 1993 version of *Much Ado About Nothing* and compare/contrast its settings and mood with the Joss Whedon's, 2012, version of *Much Ado About Nothing*.

Methods of Evaluating Student Progress

- A. Quizzes
 1. monthly
- B. Research Projects
 1. one per semester
- C. Papers
 1. 3 short papers
- D. Oral Presentation
 1. one per semester
- E. Field Trips
 1. one per semester
- F. Group Projects
 1. one per semester
- G. Class Work
 1. most class sessions
- H. Class Participation
 1. most class sessions
- I. Home Work
 1. due most class sessions
- J. Class Performance
 1. at least one per semester

Student Learning Outcomes

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

- A. Analyze an author's use of literary techniques to develop a theme.
- B. Identify, analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in Shakespeare's plays and sonnets.
- C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Ian Smith *Black Shakespeare: Reading and Misreading Race* ., Cambridge University Press, 2022.
2. Ayanna Thompson, ed. *The Cambridge Companion to Shakespeare and Race*., Cambridge University Press, 2021.
3. Valerie Traub *The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race*., Oxford UP, 2018.
4. David Young *The King's a Beggar: A Study of Shakespeare's Epilogues*. 1 ed., Archway, 2017.
5. Emma Whipday *Shakespeare's Domestic Tragedies: Violence in the Early Modern Home*. 1 ed., Cambridge University Press, 2019.
6. Harold Bloom *Lear: The Great Image of Authority (Shakespeare's Personalities)*. Scribner; Reprin ed., Scribner, 2018.
7. Bloom, Harold, *Shakespeare, The Invention of the Human.*, Riverhead Books, 1999.
8. Shakespeare, William, *The Taming of the Shrew.*, Bedford Books, 1996.
9. Shakespeare, William, *Twelfth Night*. revised ed., The Folger Shakespeare Library, 2004.
10. Shakespeare, William, *King Lear*. reprint ed., The Folger Shakespeare Library, 1993.
11. Shakespeare, William, *The Tempest.*, The Folger Shakespeare Library, 1994.
12. Marjorie Garber *Shakespeare After All*. reprint ed., Anchor, 2005.
13. Stephen Landrigan, Qais Omar *Shakespeare in Kabul.*, Haus Pub. , 2012.
14. Irena Makaryk , Marissa McHugh *Shakespeare and the Second World War: Memory, Culture, Identity.*, University of Toronto Press, Scholarly Publishing Division , 2012.
15. Stephen Greenblatt *Tyrant: Shakespeare on Politics*. 1 ed., W.W. Norton and Company, 2018.



LAS POSITAS
COLLEGE

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DE for ENG 20 Studies in Shakespeare

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 should be offered online to provide students with more flexibility.

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

This course should be offered online to provide students with more flexibility. The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed, typically once a month. Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: As needed, typically 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: Daily or weekly. Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each other's postings. Example Assignment -- POST: After reviewing the readings and video lecture on the Commedia Dell' Arte, discuss how the history and style of the Commedia Dell' Arte influenced The Comedy of Errors, specifically. In your discussion, be sure to 1.)Reference the history of the Commedia dell' arte, 2.)Refer to specific stock players in the Commedia dell' arte, 3.)Use text from The Comedy of Errors and any graphics you can find online to illustrate and support your discussion points. REPLY: You will not be allowed to reply until you have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1.) Discuss any similarities or differences in your analyses, 2.) Provide an additional reference to the play (Act, Scene, or Line) that either supports or contradicts the post's analysis.

- **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 once per semester if assigned. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, WIKI, and file sharing. Example Assignment: Read Chpt. 7 "Shakescene" in Stephen Greenblatt's Will in the World. Greenblatt makes a strong argument here about the historical source of Falstaff. Using the WIKI, work together to research and share other interpretations concerning the historical source for the character of Falstaff. Using PowerPoint, create an interesting presentation for the rest of the class, explaining Greenblatt's interpretation as well as your researched information concerning the historical source for Falstaff. Provide some graphics to illustrate your research, as well as some specific references to lines/scenes from the play. Post your Power Point presentation, WIKI work, and Annotated Bibliography to your Group Page by the due date.

Student-Content Interaction

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

Frequency: Daily or weekly. Students will use the Discussion Boards to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. Assignment Example: Discuss the role of the fool in King Lear: What do you think are the key lines in the play that help us understand the fool? How do you interpret the fool's relationship with King Lear? How do you interpret the connection between Lear's fool and Cordelia? If you were going to cast an actor you know in the role of Lear' fool, who would it be? Explain why this actor would be best at presenting your interpretation of the fool. (Post should be at least 300 words long. You will not be able to view other posts until you have posted.)

- **Written papers:** *Papers will be written on various topics.*

Frequency: three short essays per semester

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

Frequency: Monthly. Quizzes may be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one

sitting. Example quiz question: How does Hippolyta describe the prologue to the play within the play, after Quince recites it? a. Very moving and inspirational b. Like a child on an instrument he hasn't quite mastered yet c. Like a poet's sonnet d. Simple, but charming

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

Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of elements of tragedy, comedy, history plays, the Renaissance, Elizabethan theater, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Requisite Skills:

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

- A. ENGL C1000



LAS POSITAS

C O L L E G E

Course Outline for Noncredit English 210

Craft of the Sentence

Effective: Fall 2025

Catalog Description:

NENG 210 - Craft of the Sentence

36 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.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Pass/No Pass

Total Noncredit Hours 36

Discipline:

English

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.

Typical 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.

Methods of Evaluating Student Progress

- A. Exams/Tests
1. At least two per semester
- B. Oral Presentation
1. One per semester
- C. Class Work
1. Weekly workbook exercises

Student Learning Outcomes

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

A.

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.



LAS POSITAS

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Course Outline for English 29 Independent Study, English Effective: Fall 2025

Catalog Description:

ENG 29 - Independent Study, English 0.50 - 2.00 Units

Supervised study in the area of English. Students interested in registering for an Independent Studies course should contact a full/part-time instructor or dean associated with the English department.

Course Grading: Optional

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project associated with English to enhance skills or deepen knowledge
- B. Complete the project according to established standards in area of study or in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce, or expand upon, English concepts
 1. Discuss how English concepts are rooted in Eurocentric systems that are inherently biased
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to English

Methods of Instruction:

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

Typical Assignments

A. Reading:

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

B. Writing:

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

Methods of Evaluating Student Progress

A. Oral Presentation

1. Not required but potentially in lieu of a final paper to present research findings

B. Papers

1. Minimum of one per semester (if not in the form of a final paper then for some other purpose such as a detailed proposal or annotated bibliography during the semester)

C. Research Projects

1. One per semester

Student Learning Outcomes

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

- A. Outcome to be determined by the instructor and student

Textbooks (Typical):

Other Learning Materials:

1. Texts and materials will be selected with both instructor and student input depending on the project. Instructors will suggest or assign readings from a variety of perspectives..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed to support independent study project and activities.



LAS POSITAS

COLLEGE

Course Outline for English 32

U.S. Women's Literature

Effective: Fall 2025

Catalog Description:

ENG 32 - U.S. Women's Literature

3.00 Units

Chronicles the expression of U.S. women authors through readings in a variety of genres such as fiction, poetry, drama, and the essay. Study of the works of at least three of the following groups: African Americans, Asian Americans, European Americans, Hispanic Americans, and Native Americans, with a particular focus on the 20th century.

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

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Describe the writing of various women authors whose works are not often anthologized or discussed in general literature courses
- Compare/contrast the literature of writers from at least three of the following groups: African Americans, Asian Americans, European Americans, Latinos, and Native Americans
- Read women's literature critically, using pre-reading, reading, and post-reading techniques to engage with and process the text

- D. Write extensively on women's literature and/or texts across the curriculum that illuminate it, whether in journals, blogs, discussion board postings, essays, or documented research papers
- E. Analyze the diversity of the literature while identifying some common themes (such as alienation and self-realization) and topics (such as creative expression and motherhood)
- F. Analyze how an author's use of literary techniques develops a theme
- G. Evaluate the works studied in relation to and as expressions of cultural and historical influences
- H. Synthesize information from primary and secondary researched sources to deepen and broaden interpretation of women's literature
 - I. Recognize aspects of students' personal experiences reflected in the literature
 - J. Apply knowledge of shifting racial definitions, formation, identity, and relationships to the interpretation of literature
- K. Evaluate how national identity/ies inform the creation of literature, whether in terms of form or theme
- L. Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender, sexual preference, racial group, or a combination of these, as well as tensions between "authentic" racial expression and assimilation to Anglo-American, male literary standards.
- M. Make style and sentence structure choices that communicate meaning clearly to the intended audience and for the rhetorical situation.

Course Content:

1. Representative samples of literary works by women, including poetry, drama, essays, and fiction, including at least one novel;
2. Supplemental readings and lectures giving historical, critical, and thematic context for the literary works, highlighting the variety of perspectives, experiences, cultures, and classes of women and their interrelationships, especially in the 20th century;
3. Evaluation of diction, form, and structure of the works and how they contribute to the writer's purpose;
4. Thematic examination of the works, exploring both areas of diversity and commonality;
5. Primary and secondary sources for further study including synthesis and critical analysis;
6. Emphasis on critical thinking, reading and writing:
 1. recognizing and distinguishing between denotative and connotative language
 2. exploring social, cultural, and rhetorical uses of literary works;
 3. writing summaries, critical analysis, subjective responses.
7. Student Presentations
 1. providing more information on an author or approach being considered in class (for example, providing information on the rediscovery of Kate Chopin in the 1970s by feminist literary critics if the class is reading Chopin's *The Awakening*).
 2. introducing students to writers or literary movements not being covered in class (for example, presenting information on writers of the Harlem Renaissance to complement students' understanding of Zora Neale Hurston's essays and novel *Their Eyes Were Watching God*)
 3. providing background on a culture, cultural event, or cultural movement that impacted development of the literature (for example, the impact of black feminists' disputes with black male civil rights leaders and white feminists on the literature)

Methods of Instruction:

1. Discussion
2. Student Presentations
3. Lecture
4. Guest Lecturers - Guest lectures by writers and critics when possible
5. Group Work
6. Reading and Writing 1. Reading of three full-length works as well as shorter works including poetry, short stories, autobiography, memoirs, as-told-to narratives; 2. Frequent focused reading responses; 3. Writing of at least two critical essays (including a final exam), a review, and a paper requiring research.
7. Multimedia viewing and analysis

Typical Assignments

A. Other:

1. Group Work

1. Read the assigned poem both aloud and to yourself. Freewrite an immediate response. Underline anything in the poem that you don't understand (use one color pen). Discuss your freewrite and the parts you underlined in your small group. After your discussion, reread the poem to yourself and underline anything that you don't understand in a different color. Discuss your new underlined parts with your small group.
2. Working in groups, discuss and analyze why Clare decides to pass as white and Irene decides not to in Nella Larsen's *Passing*. Have one of your group members be the notetaker. All students should write down relevant quotations and page numbers that support the group's observations.

2. Student Presentations

1. Research one of the writers we will read this semester and be prepared to give a 10 – 15 minute background presentation about that writer on the day we are scheduled to discuss her. This presentation will not only provide your classmates with valuable information, but give you an opportunity to develop a deeper appreciation of this writer and her world. You should prepare a bibliography (that lists sources of information about the writer) to hand out in class. Also, there should be some sort of visual / audio component of the presentation – a picture, transparency, video clip, audio recording, collage. There are no strict requirements regarding what you should include in the presentation; however, here are some suggestions which may help you focus your research:
 1. describe the historical / social / political contexts in which the writer was / is writing;
 2. discuss relevant or important biographical information about the writer
 3. summarize critics' opinion of the writer's work;
 4. as relevant, provide any important information about the literary movement of which the writer was / is a part and describe the writer's style or chosen form. C.

3. Multimedia viewing and analysis

1. View films adapted from the literature assigned: *The Joy Luck Club*, *Smooth Talk*, *Fried Green Tomatoes*. Discuss how they differ from the original literature and whether the

theme, message, or impact is changed.

2. View excerpts from documentaries on the writers under consideration

4. Guest Lectures

1. Writers and/or scholars of women's literature

2. Scholars of women's history

3. Scholars from interdisciplinary fields like American Studies or Cultural Studies that look at the intersecting issues of race, class, and gender in women's writing.

5. Reading

1. For this assignment, you will select a book by a U.S. woman writer to read and review.

The review is due the day of the final, and you must make copies of your review or the entire class. If you would like me to make copies, please give me your review by . You may single or double space your review, but it must be typed. You should also be prepared to briefly summarize your opinion of this book for the class (in about two minutes). Attached is a sample, annotated review and a list of guidelines. Remember, you shouldn't describe the whole book; your reader is someone who might be reading this book.

6. Writing

1. Essay

1. In an essay, compare and/or contrast the images of motherhood presented in three of the following texts: Brent's *Incidents in the Life of a Slave Girl*, Harper's *The Slave Mother*, Gilman's *The Yellow Wallpaper*, Chopin's *The Awakening*, Brooks' "The Mother," LeSeur's "Annunciation," Olsen's "Tell Me a Riddle," Oates' "Where Are You Going, Where Have You Been," Paley's "Enormous Changes at the Last Minute," Russ's "When It Changed." Consider the following questions in your essay as applicable:

1. How does each of the female protagonists view her role as mother?

2. What might the similarities or differences in the depictions of the role of mother suggest about each protagonist's social/economic class?

3. In what ways do their roles as mothers help or hinder their attempts to satisfy their personal/creative/intellectual needs? How might each writer's depiction of the role of the mother and its effects on women reflect the time in which the story was written? Be sure to use evidence from the texts to support our claims.

2. Many of the texts we've read explore the formation of personal and/or social identity. In your essay, compare and/or contrast two to three of the following texts, examining the way(s) in which the authors portray changes in the characters' perceptions of themselves: Gilman's *The Yellow Wallpaper*, Chopin's *The Awakening*, Davis' *Life in the Iron Mills*, Sin Far's "The Inferior Woman," Paley's "Enormous Changes . . ." Piercy's "Barbie Doll," Oates' "Where Are You Going, Where Have You Been," Tan's "Two Kinds," Cisneros' *The House on Mango Street*. Consider the following:

1. How does the character perceive him/herself in the beginning of the story and how does this change?

2. What causes the change?

3. What is significant about the change? Be sure to use evidence to support your claims.
2. In an essay using 2-3 outside sources, relate how Alice Walker's fiction challenged the African-American literary establishment.
3. Reading Journal a. Writing can be a powerful means of gaining a greater understanding of our experiences. Your assignment is to keep a weekly journal in which you will use writing to explore your experience with the texts we're reading in this class. Write two pages a week responding to an assigned text. The only requirement is that your response begin as a reaction to the text. You might focus on some aspect of the text(s) you find particularly intriguing or memorable: an idea, an episode, a character, an image, a description. Please cite page number for quick reference.
4. In-class writing: Some of the poems we have read revise myths. In your essay, discuss one of these poems, focusing on the following questions:
 1. What is the original myth?
 2. How does the writer revise this myth?
 3. What does the revision suggest about the underlying message of the poem?You have seventy-five minutes to write this essay.
5. Oral History Project
 1. The purpose of this assignment is to deepen your understanding of a woman considered an "elder" in your family or a "mentor" in your community. To complement your reading about U.S. women's literature, you'll have the opportunity to learn by designing and asking questions, actively listening and taking notes, and interacting with your interviewee. You'll write a three-page paper and give a short presentation to the class, sharing the results of your interview. Your paper should describe:
 1. background information
 2. outcomes of the interview
 3. analysis of the interview, and
 4. other observations, responses, and interpretations.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. One to Two
- B. Quizzes
 1. Bi-weekly
- C. Research Projects
 1. One
- D. Papers
 1. Two
- E. Oral Presentation
 1. One
- F. Class Participation
 1. Daily
- G. Class Work

- 1. Daily
- H. Home Work
 - 1. Daily

Student Learning Outcomes

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

- A. Upon completion of English 32, the student will be able to analyze an author's use of literary techniques to develop a theme.
- B. Upon completion of English 32, the student will be able to recognize, appreciate, and analyze the impact of gender on individual expression.
- C. Upon completion of English 32, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. *Sister Outsider: Essays and Speeches.*, Crossing Press, 2007.
2. *Tremors: New Fiction by Iranian-American Writers.*, U of Arkansas P, 2013.
3. *Cogewea, The Half-Blood: A Depiction of the Great Montana Cattle Range.*, U of Nebraska P, 1981.
4. *Domestic Subjects: Gender, Citizenship, and Law in Native American Literature.*, Yale UP, 2013.
5. *Borderlands/La Frontera: The New Mestiza.* 4th ed., Aunt Lute, 2012.
6. *The Americas of Asian American Literature: Gendered Fictions of Nation and Transnation.*, Princeton UP, 1999.
7. Cahill, Susan, *Growing Up Female: Stories by Woman Writers from the American Mosaic.*, Penguin, 1993.
8. Cisneros, Sandra, *Woman Hollering Creek and Other Stories.*, Vintage Books, 1991.
9. Erdrich, Louise, *Louise Erdrich Future Home of the Living God.*, HarperCollins, 2017.
10. Gilbert, Sandra, and Susan Gubar, *Feminist Literary Theory and Criticism: A Norton Reader.*, Norton, 2007.
11. Martine, Wendy, ed., *More Stories We Tell: The Best Contemporary Short Stories by North American Women.*, Pantheon Books, 2004.
12. Lahiri, Jhumpa, *The Interpreter of Maladies.*, Mariner, 1999.
13. Setterfield, Diane, *The Thirteenth Tale: A Novel.*, Atria Books, Simon & Schuster, 2006.
14. Elaine Showalter *The Vintage Book of American Women Writers.* 1 ed., Vintage Books, 2011.
15. Tan, Amy, *The Joy Luck Club.*, Ivy Books, 1989.
16. Wagner, Linda Martin, and Cathy N. Davidson, *The Oxford Book of Women's Writing in the United States.*, Oxford University Press, 1995.
17. Senna, Danzy, *Caucasia.*, Riverhead, 1999.
18. Michelle Gonzales *The Spitboy Rule: Tales of a Xicana in a Female Punk Band.* 1 ed., PM Press , 2016.
19. Jesmyn Ward *Sing, Unburied, Sing.* 1 ed., Scribner, 2017.
20. Brit Bennett *The Vanishing Half: A Novel.* 1st ed., Riverhead Books, 2020.
21. Jhumpa Lahiri *Whereabouts.* 1st ed., Alfred A Knoph, 2021.
22. Shugri Said Salh *The Last Nomad: Coming of Age in the Somali Desert. A Memoir.* 1st ed., Algonquin Books of Chapel Hill, 2021.



LAS POSITAS

COLLEGE

Course Outline for English 35 Modern American Literature Effective: Fall 2025

Catalog Description:

ENG 35 - Modern American Literature 3.00 Units

U.S. literature from the second half of the 19th century to the present, including poetry, drama, prose fiction, and essays. Emphasizes literary analysis and the exploration each work in relation to its social, cultural and historical contexts.

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

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Explain the developments in literary approach and technique in the works of American writers since the mid-19th century
- Analyze literary works in relation to their historical, social, and cultural contexts, at least once in a presentation format (handout, PowerPoint, etc.)
- Explain the structure of the works studied and analyze their literary components, including plot, character, tone, style, and figurative uses of language (such as metaphor, irony, symbol, paradox)
- Contrast the diversity of the works while comparing their treatment of common themes, especially in response to social and political changes

- E. Critically evaluate distinctive eras of American literature since the mid-19th Century, for example, the 19th century "American Renaissance," the Harlem Renaissance, modernism and post-modernism, protest literature of the Civil Rights era
- F. Assess how literature both reflects and helps create history and culture
- G. Analyze the literature of writers from at least three of the following groups through compare/contrast analysis: African Americans, Asian Americans, European Americans, Latinos, Native Americans
- H. Apply knowledge of shifting racial definitions, formation, identity, and relationships to the interpretation of literature
 - I. Evaluate how national identity/ies inform the creation of literature, whether in terms of form or theme
 - J. Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of the racial group, as well as tensions between "authentic" racial expression and assimilation to Anglo-American, male literary standards
- K. Building on knowledge of MLA citation from English 1A, create presentation aids that cite information from outside sources in a fashion appropriate to the medium (handouts, PowerPoints, etc.)
- L. Make style and sentence structure choices that communicate meaning clearly to intended audience and for the rhetorical situation.

Course Content:

1. Readings of prose fiction, poetry, drama: may also include expository essays, graphic novel, performance, transcriptions of oral literature, and/or creative nonfiction;
2. Readings from an array of American writers, diverse in terms of ethnicity, gender, and era;
3. Summary, expressive, and basic analytical written responses to readings;
4. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing;
5. Short essay assignments based on the examination of texts;
6. Reading of selected sources with a mind to using sources to support small research project (oral presentation and/or review);

Methods of Instruction:

1. Discussion - Students will participate in class discussion, whether as individuals or groups. Group discussion projects may involve collaborative work on students' understanding of a theme in the literature (race in Huck Finn, for example) or jigsaw activities in which students learn about a theme or topic in literature from peer groups and then take turns "teaching" various themes or topics to their home group.
2. Observation - Though English 1A is a pre-requisite for this course, observation and demonstration of the writing process, and of writing a literature essay in particular, will be the focus of some class periods. Adaptation of MLA plagiarism and citation rules (direct quote, paraphrase, summary) to writing about literature will be discussed and demonstrated.
3. Guest Lecturers - Guest lecturers will be invited when funding is available.
4. Lecture - Instructor will do minimal lecturing on aspects of literary form, region, and ethnic group that will most directly impact students' reading. This will serve to build schema for students.
5. Student Presentations - Students will engage in small research projects presented to the class. Projects might build schema for an upcoming reading; provide information about an ethnic group or literary

movement that will not be covered in the class but would contribute to student understanding of a theme or racial group, for example; or provide more detailed information about an author under consideration.

6. Field Trips - Field trips to local theaters may be included if performing relevant American plays. Field trips to author readings are also possibilities.
7. Audio-visual Activity - Instructor may show films based on fiction or other literary or oral art under consideration in course. Films might also be used to provide historical or biographical background.

Typical Assignments

A. Other:

1. Write an essay, with citations in MLA style, analyzing the experimental style of Kingston's *The Woman Warrior* in terms of its specific contribution to American postmodernism.
2. Write an essay, with citations in MLA style, comparing and contrasting the revolutionary mid-19th Century visions of Whitman's *Leaves of Grass* and Douglass' *Narrative of the Life of Frederick Douglass*.
3. Write an essay, with citations in MLA style, considering how Native American writer Sherman Alexie explores connections between Native American and African-American cultures and responses to oppression in *Reservation Blues*.
4. Write a journal entry providing a critical analysis of thematic or structural aspects of the works considered.
5. Write a journal entry relating course materials to your life and values, which shows your understanding of how the literary vision has contributed to those values.
6. Prepare a group presentation on the African-American male literary establishment's negative reception of the work of African-American female writers, which challenged male dominance and sexism. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge;
7. Prepare an oral presentation that will facilitate the class discussion on an author's story on a given class day. Provide information on the biography and literary and cultural context of the author and the particular work; identify important themes and relevant quotes that you think the class should discuss; and suggest a connection of the material to a course Student Learning Outcome of the instructor's choosing. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.

Methods of Evaluating Student Progress

A. Quizzes

1. Some assessment of students' reading comprehension, whether journals or quizzes, will be given weekly.

B. Class Work

1. Daily.

C. Home Work

1. Daily.

D. Research Projects

1. Once.

- E. Papers
 - 1. Twice.
- F. Field Trips
 - 1. Optional; often will be extra credit
- G. Class Participation
 - 1. Daily.

Student Learning Outcomes

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

- A. Analyze, evaluate, and interpret how 20th century American literature creates and reflects an American identity.
- B. Analyze an author's use of literary techniques to develop a theme.
- C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Robert S. Levine *The Norton Anthology of American Literature. Vol. 2: 1865 to the Present.* Shorter 9th ed., Norton, 2017.
2. Lauter, Paul, ed., *Heath Anthology of American Literature, Vol. II, Concise Edition.*, Cengage, 2014.
3. Douglass, Frederick., *Narrative of the Life of Frederick Douglass.*, Dover, 1995.
4. Kingsolver, Barbara, *The Bean Trees.*, Harper Perennial, 2011.
5. O'Neill, Eugene., *Long Day's Journey into Night.*, Yale UP, 2002.
6. Twain, Mark., *Huckleberry Finn.* Norton Critical ed., Norton, 1998.
7. Bonnin, Gertrude (Zitkala-Sa)., *American Indian Stories, Legends, and Other Writings.*, Penguin, 2003.
8. Cather, Willa, *Death Comes for the Archbishop.*, Virago Modern Classics, 2006.
9. Cahan, Abraham., *Yekl, the Imported Bridegroom, and Other Stories of Yiddish New York.*, Waking Lion P-Ingram, 2010.
10. Larsen, Nella., *Quicksand and Passing.*, Rutgers UP, 1986.
11. Okada, John., *No-No Boy.*, U of Washington P, 1979.
12. Hemingway, Ernest., *The Sun Also Rises.*, Scribner, 2006.
13. Ginsburg, Allen., *Howl.*, City Lights, 2001.
14. Morrison, Toni., *Beloved.*, Vintage, 2004.
15. Kushner, Tony, *Angels in America: A Gay Fantasia on National Themes: Part I: Millennium Approaches; Part II: Perestroika.*, Theatre Communications Group, 2003.
16. Diaz, Junot., *Drown.*, Riverhead Trade, 1997.
17. Kingston, Maxine Hong, *The Woman Warrior.*, Vintage, 1989.
18. Anzaldua, Gloria, *Borderlands: La Frontera.*, Aunt Lute Books, 2012.
19. Franzen, Jonathan., *The Corrections.*, Plcador, 2002.
20. Alexie, Sherman., *Reservation Blues.*, Grove, 2005.
21. Colson Whitehead *The Underground Railroad.* 1st ed., Doubleday, 2016.
22. Kacen Callendar *Felix Ever After.* 1st ed., Balzer + Bray, 2020.

23. Haben Girma *Haben: The Deafblind Woman Who Conquered Harvard Law*. 1st ed., Twelve: Hatchette Book Group, 2019.



Course Outline for English 41 Modern World Literature

Effective: Fall 2025

Catalog Description:

ENG 41 - Modern World Literature 3.00 Units

This course is a comparative study of selected works, in translation and in English, of literature from various regions and cultures around the world, including Africa, Europe, the Middle East, Asia, the Americas, and other areas, from the mid- or late-seventeenth century to the present. Emphasis will be on literary analysis as well as providing historical, cultural, and comparative perspectives on the literature.

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

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Demonstrate familiarity with important works, genres, and themes from authors from 17th Century to the present, including the work of women.
- Read literature critically and demonstrate comprehension of the relationship between culture and literary form and idea.
- Analyze important historical development of literature around the world from the seventeenth century through modern times.

- D. Analyze the similarities and differences in subject, theme, literary form, and style in works from various regions and cultures (including the Middle East, Europe, Africa, Asia, and others).
- E. Use appropriate academic discourse and the conventions of critical literary analysis
- F. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
- G. Discuss how literature both reflects and helps create history and culture
- H. Building on knowledge of MLA citation, create presentation aids that cite information from outside sources in a fashion appropriate to the medium (handouts, PowerPoints, etc.).

Course Content:

1. Readings of prose fiction, poetry, drama: may also include expository essays, graphic novel, performance, transcriptions of oral literature, and/or creative nonfiction
2. Summary, expressive, and basic analytical written responses to readings
3. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing
4. Short essay assignments based on the examination of texts
5. Reading of selected sources with a mind to using sources to support small research project (oral presentation and/or review)
6. Seventeenth- and eighteenth-century literature: topics might include vernacular tradition of literature in China and the Enlightenment in Europe
7. Nineteenth-century literature: topics might include revolution and romanticism, realism and symbolism
8. Twentieth-century literature: topics might include the self and others in global context, modernism and post-modernism, post-colonialism and Orientalism, gender relations, war and alienation

Methods of Instruction:

1. Audio-visual Activity - Instructor may show films based on fiction or other literary or oral art under consideration in course. Films might also be used to provide historical or biographical background.
2. Discussion - Students will participate in class discussion, whether as individuals or groups. Group discussion projects may involve collaborative work on students' understanding of a theme in the literature (racism in the literature of colonization, for example) or jigsaw activities in which students learn about a theme or topic in literature from peer groups and then take turns "teaching" various themes or topics to their home group.
3. Student Presentations - Students will engage in small research projects presented to the class. Projects might build schema for an upcoming reading; provide information about a culture or era that will not be covered in the class but would contribute to student understanding of a theme or racial group, for example; or provide more detailed information about an author under consideration.
4. Lecture - Instructor will do minimal lecturing on aspects of culture, era, and region that will most directly impact students' reading. This will serve to build schema for students.
5. Guest Lecturers - Guest lecturers will be invited when funding is available.
6. Field Trips - Field trips to local theaters may be included if performing classics of world literature or more contemporary work that aligns with course themes and/or regions discussed. Another option for a field trip would be to build knowledge of a culture, for example by taking a docent-led tour of one section of the Asian Art Museum in San Francisco.

7. Observation - Though eligibility for English-level composition is a pre-requisite for this course, observation and demonstration of the writing process, and of writing a literature essay in particular, will be the focus of some class periods. Adaptation of MLA plagiarism and citation rules (direct quote, paraphrase, summary) to writing about literature will be discussed and demonstrated.

Typical Assignments

A. Other:

1. Write an essay, with citations in MLA style, analyzing the representation of the "other" in *The Lover* by Marguerite Duras.
2. Write an essay, with citations in MLA style, comparing and contrasting the use of magical realism in Russian literature (for example in a short story by Gogol) and Latin American literature (for example in a work by Allende).
3. Prepare a research project on Belgium's colonization of Africa that will help students build schema prior to their reading of Joseph Conrad's *Heart of Darkness*, Chinua Achebe's "An Image of Africa': Racism in Conrad's *Heart of Darkness*" and/or Chinua Achebe's *Things Fall Apart*.
4. Prepare for class by writing a journal entry on what aspects of Faust's personality and story seem heroic and why and how his dilemmas connect to our modern ideas of the hero.
5. Prepare for class by creating a synthesis journal, connecting related quotes from Kafka's *The Metamorphosis* and Abe Kobo's *The Red Cocoon*.
6. Prepare a research project on the Irish Literary Revival to contribute to students' understanding of how cultural revivals like the Harlem Renaissance, under discussion in class, draw on folk material and define "authentic" racial identity. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.
7. Prepare an oral presentation that will facilitate the class discussion on an author's story on a given class day. Provide information on the biography and literary and cultural context of the author and the particular work; identify important themes and relevant quotes that you think the class should discuss; and suggest a connection of the material to a course Student Learning Outcome of the instructor's choosing. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.

Methods of Evaluating Student Progress

A. Papers

1. Twice.

B. Quizzes

1. Some assessment of students' reading comprehension, whether journals or quizzes, will be given weekly.

C. Research Projects

1. Once.

D. Field Trips

1. Optional; often will be extra credit

E. Class Participation

1. Daily.

- F. Class Work
 - 1. Daily.
- G. Home Work
 - 1. Daily.

Student Learning Outcomes

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

- A. Upon completion of ENG 41, the student will be able to analyze an author's use of literary techniques to develop a theme.
- B. Upon completion of ENG 41, the student will be able to analyze two authors from different cultures, recognizing universal themes as well as distinct ideas regarding human nature, cultural values, or literary form.
- C. Upon completion of ENG 41, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Martin Puchner *Norton Anthology of World Literature Volume 2*. Shorter 4th ed., W.W. Norton and Company , 2018.
2. Mohsin Hamid *Exit West: A Novel*. 1st ed., Riverhead Books, 2017.
3. Ibsen, Henrik, *Ibsen's Selected Plays*. Norton Critical ed., Norton, 2003.
4. Calvino, Italo, *If on a Winter's Night a Traveler*, Everyman's Library-Random House, 1993.
5. Xun, Lu., *The Real Story of Ah-Q and Other Tales of China..*, Penguin, 2010.
6. Marquez, Gabriel Garcia, *Love in the Time of Cholera.*, Vintage, 2007.
7. Duras, Marguerite, *The Lover*, Pantheon-Random House, 1998.
8. Locke, Alain, *The New Negro.*, Touchstone-Simon and Schuster, 1999.
9. Voltaire, *Candide.*, Dover, 1991.
10. Cervantes, Miguel de, *Don Quixote.*, Harper Perennial, 2005.
11. Akhmatova, Anna, *Anna Akhmatova: Selected Poems.*, Overlook, 2009.
12. Tolstoy, Leo., *Great Short Works of Leo Tolstoy.*, Harper Perennial, 2004.
13. Achebe, Chinua, *Things Fall Apart.*, Anchor-Random House, 1994.
14. Susan Belasco, Linck Johnson *Bedford Anthology of World Literature, Vol. II*. Compact ed., Bedford/St. Martin's, 2013.
15. Roy, Arundhati, *The God of Small Things.*, Perfection Learning, 2010.
16. Kundera, Milan, *The Book of Laughter and Forgetting.*, Harper Perennial, 1999.
17. Friel, Brian, *Selected Plays.*, Catholic U of America P, 1986.
18. Charles Dickens *Hard Times*. Norton Critical ed., Norton, 2016.



LAS POSITAS

COLLEGE

Course Outline for English 42 Literature of the African Diaspora in America Effective: Fall 2025

Catalog Description:

ENG 42 - Literature of the African Diaspora in America 3.00 Units

Form, development, and cultural and historic insights of literature of the African diaspora in America and the United States, including some or all of the following: short fiction and novels, oral history and memoir, poetry, plays, songs, popular culture, and nonfiction; exploration of particular themes or periods as reflected in the literature of people of the African diaspora created in America.

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

Course Grading: Optional

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate familiarity with a variety of techniques and methods used by writers
- B. Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development
- C. Explain the works studied in relation to and as expressions of cultural and historical influences
- D. Identify and explain common topics and themes in diverse works written by African Americans, African and African-descended immigrants, or African Americans living abroad
- E. Analyze and evaluate critical responses to the works studied

- F. Provide various critical approaches to bear on the interpretation of fiction in take-home and in-class written work, including at least two take-home essays
- G. Analyze an author's use of literary techniques to develop a theme
- H. Understand African American literature in terms of other cultures' influence on it, whether those cultures are of the African diaspora or outside of it, for example the influence of Parisian culture on the Harlem Renaissance

Course Content:

- 1. Reading and analysis of at least two novels
- 2. Reading and analysis of a sampling of at least three of the following additional genres: short fiction, creative nonfiction, memoir, poetry, drama, and/or film, with attention to relevant literary elements, potentially including characterization, plot, point of view, imagery, setting, staging, poetic form, symbolism, and theme
- 3. Potential supplemental materials and genres including oral histories, song lyrics, film, visual art, and popular culture
- 4. Instruction and practice writing critical responses to literature
- 5. Exposure to author's personal, cultural, historical background along with literary context of works studied
- 6. Application of various critical approaches to works studied, including ethnic studies, historical, formalist, feminist, and other approaches as relevant
- 7. Discussion of the treatment of common themes, potentially including:
 - 1. transnational understanding of black identity (required)
 - 2. folk culture
 - 3. experience/legacy of slavery
 - 4. migration
 - 5. assimilation/group separatism
 - 6. passing
 - 7. rural/urban divide
 - 8. resistance to stereotypes
 - 9. cultural nationalism/Pan Africanism/Afrocentrism
 - 10. class mobility
 - 11. racial profiling/discrimination
 - 12. mixed-race identity/hybridity
 - 13. invisibility/color-blind racism
 - 14. racial terror
 - 15. utopia/dystopia
 - 16. intersectionality

Methods of Instruction:

- 1. Field Trips - Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.
- 2. Research - In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations.

3. Student Presentations - Presentations on an author or work that is being studied, important authors or artistic movements that will not be covered by the class. Best practices for group presentations (group contract, rubric, student self- and group-assessment, rehearsal, instruction in MLA citation for slides) should be followed.
4. Guest Lecturers - Possible guest lecturers from on campus (for example, a lecture from an LPC historian on Booker T. Washington and W.E.B. DuBois) or off campus to provide a particular expertise or artistic performance that will enhance students' learning.
5. Audio-visual Activity - Films based on works studied in the course, films that extend a theme in the reading, portions of documentaries, influential music videos, videos of slam poetry
6. Discussion - Whole-class and small-group discussion.
7. Lecture - Short lectures interspersed with classroom activities.
8. Written Exercises - In-class writing to respond to a reading or prepare for an essay.
9. Projects - Projects could use multiple modalities to meet a measurable objective of the course. This could substitute for one essay.

Typical Assignments

A. Other:

1. Using Kendrick Lamar's poetry as models, describe your neighborhood by using poetry, spoken word, or straightforward descriptions. Plan to share your description at our next class.
2. In thinking about black writers' relationship to the American dream, we have seen Langston Hughes declare that "America never was America to me" and Ralph Ellison's protagonist in *Invisible Man* struggle to secure an education and livelihood because whites conspire against him. Many figures in rap (Jay-Z, T.I., Young Jeezy, Rick Ross, The Game, The Notorious B.I.G.) use story-telling to depict their rise from the bottom to the top: from lives of crime and bleak opportunities to financial success, having families/becoming fathers, and participating in legal hustles like rapping, producing, and becoming moguls and entrepreneurs. In other words, many of these rappers seem to be living the American dream. Research "American dream" using campus library databases and the Internet. What exactly is it, who invented it, and what are its values and concerns? Write a composition based on our class readings as well as your research that A) defines the American dream and B) argues whether or not three or more rap figures of your choice qualify as living the American dream.
3. Finish Nnedi Okorafor's *Who Fears Death* and come to class with three questions for class discussion.
4. Find and read a critical essay on the neo-slave narrative, summarize it for the class, and suggest ways in which the slave narrative form applies to Ishmael Reed's *Flight to Canada*.
5. Review Mat Johnson's essay "You Can Kiss My Mulatto Ass" and make notes to prepare for a discussion of his use of the word and riffs on it (referring to the Mélange Center charter school as a "Mulattopia," for example) in *Loving Day*.
6. Write an essay on how the experience of "intersectionality" accounts for Helga's tragedy in Nella Larsen's *Quicksand*.

Methods of Evaluating Student Progress

A. Quizzes

1. Frequent quizzes on reading material.

B. Research Projects

1. In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations at least one or two times per semester.

C. Papers

1. Two essays on texts read in class or one essay and one group project

D. Field Trips

1. Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.

E. Group Projects

1. In groups, create a digital zine on the topic of living Black poets in America and their work or similar at least one time per semester

F. Class Participation

1. Weekly whole-class and small-group discussion.

G. Class Work

1. Frequent in-class writing to respond to a reading or prepare for an essay, for example.

H. Home Work

1. Frequently read and annotate works like "The New Negro and the Black Image: From Booker T. Washington to Alain Locke" and make connections to texts read in class.

- I. Reading and annotation for a theme, use of literary element, comparison to another text. Reading Responses Preparation of questions for discussion

Student Learning Outcomes

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

- A. Upon completion of ENG 42, the student should be able to analyze an author's use of literary techniques to develop a theme.
- B. Upon completion of ENG 42, the student should be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Ajuan Maria Mance *Before Harlem*. 1st ed., University of Tennessee Press, 2016.
2. George Schuyler *Black No More*. Reprint ed., Penguin Random House LLC, 2018.
3. James Weldon Johnson *Autobiography of an Ex-Colored Man*. reprint ed., Barnes and Noble, 2007.
4. Mat Johnson *Loving Day*, Spiegel & Grau-Random House, 2016.
5. James Baldwin, Raoul Peck *I Am Not Your Negro: A Companion Edition to the Documentary*, Vintage International, 2017.
6. Harriet Ann Jacobs *Incidents in the Life of a Slave Girl*. reprint ed., Skyhorse Publishing, 2015.
7. Ralph Ellison *Invisible Man*. 2nd ed., Vintage, 1995.
8. Z.Z. Packer *Drinking Coffee Elsewhere*, Riverhead Books, 2004.
9. Langston Hughes *The Ways of White Folks*. reprint ed., Vintage, 1990.

10. Henry Louis, ed Gates *The Norton Anthology of African American Literature*. 3rd ed., W. W. Norton, 2017.
11. Toni Morrison *The Bluest Eye*. reprint ed., Vintage International, 2007.
12. Danzy Senna *Caucasia.*, Riverhead Books, 1999.
13. Brandon Jacobs-Jenkins *Appropriate and Other Plays.*, Theatre Communications Group, 2018.
14. Lorraine Hansberry *A Raisin in the Sun*. Rep Rei ed., Vintage, 2004.
15. Camille Dungy *Black Nature: Four Centuries of African American Nature Poetry.*, University of Georgia P, 2009.
16. G. Neri *Yummy: The Last Days of a Southside Shorty*. 3rd ed., Lee & Low, 2010.
17. Michael Harper *The Vintage Book of African American Poetry.*, Vintage, 2000.
18. Ishmael Reed *Flight to Canada*. reprint ed., Scribner-Simon and Schuster, 1998.
19. Frances E. W. Harper *Iola Leroy; or, Shadows Uplifted*. 2nd ed., Dover, 2010.
20. Edwidge Danticat *The Dew Breaker*. reprint ed., Vintage, 2005.
21. Nnedi Okorafor *Who Fears Death*. reprint ed., DAW-Penguin, 2011.
22. Junot Diaz *Drown*. 1st ed., Riverhead, 1996.
23. NK Jemison *The City We Became*. 1st ed., Orbit, 2020.



LAS POSITAS

COLLEGE

Course Outline for English 44 Literature of the American West Effective: Fall 2025

Catalog Description:

ENG 44 - Literature of the American West 3.00 Units

Critical analysis of the cultural and historical experiences of diverse people of the American West as expressed in their literatures, including the novel, short story, poetry, autobiography, memoirs, as-told-to-narratives, film, and secondary works. Emphasis upon techniques of critical review of and response to literary works. Study of the works of at least three of the following groups: Black and African Americans; Asian Americans, Native Hawaiian/Pacific Islander; European Americans, Latinx Americans, Native Americans. Exploration of interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology. Comparison and contrast of the myth of the west to the experiences of its diverse peoples and regions. Some exploration of the myth of the west as exported to, consumed by, and in turn generated by other countries.

Prerequisite: ENGL C1000 with a minimum grade of C.

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explore the interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology.

- B. Use class discussion and assessments to demonstrate understanding of various cultural and historical perspectives of the American West as reflected in literature written by at least three of the following groups: Black and African Americans; Asian American and Native Hawaiian/Pacific Islanders; Latinx Americans; Native Americans, and European Americans.
- C. Apply knowledge of shifting racial definitions, formation, identity, and relationships in the American West in various periods and among various groups to the interpretation of literature and at least one other form of artistic expression.
- D. Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender identity, sexual orientation, racial or ethnic group, or intersectionality, as well as tensions between “authentic” individual and group expression and assimilation to Anglo-American, male, and/or cisgender literary standards.
- E. Describe and evaluate at least one example of the tropes of the American west being explored by artists from other cultures, whether to critique the myth of the American west or to explore aspects of their own cultures.
- F. Describe, analyze, and assess extra-literary presentations of the American West, whether memoir, nonfiction essay or full-length work, museum exhibit, film, or painting, and relate these to literature.
- G. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.
- H. Recognize the various functions of literature (social, historical, personal, and to make cultural commentary and insights) and interpret how they operate in a given literary selection and in different genres.
- I. Engage in reading and writing as a process, integrating both to respond to the text in various ways, including at least one essay.
- J. Analyze an author’s use of literary techniques to develop a theme.

Course Content:

1. Reading of literary works that explore the variety of perspectives and experiences of the diverse peoples of the American West and their interrelationships;
2. Examination of the diversity of cultural, ethnic, and gender perspectives in the American West and of American Western histories and landscapes;
3. Study of connections between reading, writing, and thinking about literature;
4. Evaluation of diction, form, and structure of literary works and how these elements of fiction contribute to the writer’s purpose;
5. Exploration and assessment of social, cultural, and rhetorical uses of literary works;
6. Writing extensively on literature of the American west, whether in journals, blogs, discussion board postings, essays, or documented research papers.
7. Definition and subsequent practice of appropriate research techniques for obtaining both primary and secondary sources for further study;
8. Reading of selected sources with a mind to using sources to support small “research project” (oral presentation and/or review);
9. Exploration of how race, ethnicity, class, gender, nation, and region impact identity and how those identities can shift based on context.
10. Connection of content and themes to own life as a Westerner or to knowledge of histories and life experiences typical of the American West.

Methods of Instruction:

1. Audio-visual Activity - Consideration of at least one extra-literary type of text, which in most cases will be a film. The instructor may also encourage Hypothesis annotation of video or film, especially if the course is delivered online.
2. Classroom Activity - Discussing the texts; reporting out on the reading; doing a jigsaw where students study an aspect of the literature of the American west and then teach it to each other; reading aloud; close reading; annotation; identifying text-to-self, text-to-text, text-to-world connections.
3. Critique - Reading response that critique the text according to instructor guidelines.
4. Discussion - Discussion of the readings and extra-literary texts as the whole class or in small groups. At least two full-length works will be assigned, most likely novels, as well as shorter works which may include stories, poetry, memoirs, autobiography, as-told-to narratives
5. Field Trips - One field trip. It is recommended that the instructor provide a list of field trips that can be done online or in person. Examples include Museum on Main, Pleasanton; Oakland Museum of California; Angel Island Immigration Station; Indigenous Peoples Day Celebration and Pow Wow, Berkeley; Peralta Adobe and Fallon House, San Jose.
6. Guest Lecturers - Guest lecturers, if invited, could include local authors or historians.
7. Lecture - Mini-lectures on the history of the American west, particular critical approaches in the field, or on particular authors shall provide context for students' reading.
8. Research - One option is to assign a small individual or group project to present to the class. Possible topics might include Chinese immigration, the Chinese exclusion act, and literary treatments of both; the complicated legacy of John Muir; Black cowboys in the west; curanderismo; the myth of the American west in Europe; the Carlisle Indian School; Traditional Ecological Knowledge (TEK); women cross-dressing as men when migrating west.
9. Written Exercises - Writing of at least one 3-5-page essay; shorter reading responses like film reviews; journal entries; retrospectives of course themes or units; or critiques. Option of essay exam or in-class presentation for final exam.
10. Quizzes

Typical Assignments

A. Reading:

1. Read Jack London's "All Gold Canyon," paying special attention to how nature is treated in each of these stories as you make textual annotations
2. Read The Life and Adventures of Nat Love, Better Known in the Cattle Country as "Deadwood Dick" and do some Internet research on this story and on black cowboys, making brief handwritten notes on what you find (and avoiding plagiarism). Be prepared to discuss the role of African Americans in the West and how the debate over the veracity of his "true story" does or does not impact your reading of his tale
3. Visit the Oakland Museum's California History room and take notes on its presentation of vaquero, farming, and religious cultures of the Southwest. Decide whether its presentation confirms, contradicts, or largely avoids the type of presentation of those cultures in Rudolfo Anaya's Bless Me, Ultima

B. Writing:

1. Write an essay-length analysis of the delineation of Chinese immigrant characters in Bret Harte's "The Heathen Chinee," Wallace Stegner's "The Chink," and Maxine Hong Kingston's *China Men*
2. Write a book review of William Kittredge's *Who Owns the West?*
3. Write a retrospective reflecting on the themes of the first four weeks of class and connecting them to the readings and to your life as a Westerner
4. Write a reading log summarizing and responding to "The Grandfather of the Sierra Nevada Mountains" chapter in Maxine Hong Kingston's *China Men*
5. In preparation for your group's oral presentation on Japanese internment, read the primary and secondary sources your group has identified and write an annotated bibliography of your sources. Be sure to use correct MLA style

C. Other:

1. Guided discussion:
 1. Using reading log for today's reading, share passages that intrigued you and discuss what makes them so engaging
 2. Using Leslie Marmon Silko's "Language and Literature from a Pueblo Indian Perspective" and your text annotations, discuss the Native American relationship to language and storytelling as reflected in N. Scott Momaday's "The Priest of the Sun," from *House Made of Dawn*
2. In-class writing:
 1. Write an in-class response comparing the "hired girls" to the native-born Americans in Willa Cather's *My Antonia*
 2. Write an in-class response to the class speaker's presentation of her culture and her personal experience as a Native American, comparing it to Native American stereotypes or misconceptions you are familiar with
3. Small group activities:
 1. Deliver an oral presentation on a cultural or historical aspect of the American West—curanderos, Japanese internment, cowboy poetry, the railroad—that you and your group have researched
 2. Discuss an extra-literary text that you and a fellow student are both reviewing, assessing its most important ideas and relating it to what the class has already read

Methods of Evaluating Student Progress

A. Quizzes

1. weekly

B. Class Participation

1. daily

- C. Close reading might be evaluated based on: Performance on quizzes
Depth and frequency of participation in class discussion
Level of detail in textual annotation and post-reading notes
Depth and specificity of response to a passage or idea in a text, and significance of connection of that passage or idea to themes of course, in a reading log
Command of material presented and demonstration of that material's connection to course themes in group oral presentation
Completeness and brevity of summary and sophistication of source assessment in annotated bibliography
Writing might be evaluated in various ways, depending on the purpose and context for it: Informal in-class writing might

be evaluated based on comprehensiveness of summary of a text or presentation, depth of reflection on it, general fluency In-class writing for a midterm or final might be evaluated based on depth of reflection on text, mastery of themes of course, synthesized discussion of multiple texts in support of a controlling idea, general fluency and coherence Take-home essays, reviews, and/or retrospectives should be evaluated more rigorously, with more attention to form. In addition, reviews might be evaluated based on comprehensiveness of summary of extra-literary source material, analysis of its components, and assessment of writer/director/artist/curator's "argument" about American West, general fluency and coherence, command of standard written English

Student Learning Outcomes

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

- A. Analyze an author's use of literary techniques to develop a theme.
- B. Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.
- C. Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.
- D. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

OER:

1. E. J. Guerin *Mountain Charley; or, The Adventures of Mrs. E. J. Guerin, Who Was Thirteen Years in Male Attire.*, Dubuque, 1861. [chrome-extension://efaidnbmninnibpcjpcglclefindmkaj/https://transreads.org/wp-content/uploads/2022/02/2022-02-04_61fd94bca5f2a_MountainCharley.pdf](https://transreads.org/wp-content/uploads/2022/02/2022-02-04_61fd94bca5f2a_MountainCharley.pdf).
2. Nat Love *The Life and Adventures of Nat Love.*, Project Gutenberg, 1907. <https://www.gutenberg.org/files/21634/21634-h/21634-h.htm>.

Textbook:

1. C Pam Zhang *How Much of These Hills is Gold.*, Virago, 2021.
2. Diana Fuss, Ed. *Wilderness Tales: Forty Stories of the North American Wild.*, Penguin Random House, 2023.
3. Jack London *To Build a Fire and Other Favorite Stories.* Dover Thrift ed., Dover, 2008.
4. Kristiana Kahakauwila *This Is Paradise: Stories.*, Hogarth, 2013.
5. Terry Tempest Williams *Refuge: An Unnatural History of Family and Place.*, Vintage, 1992.
6. Alexie, Sherman, *Reservation Blues.*, Warner Books, 1996.
7. Anaya, Rudolfo, *Bless Me, Ultima.*, Warner Books, 1994.
8. Cather, Willa, *My Ántonia.*, Broadview Press, 2003.
9. Doig, Ivan, *This House of Sky.*, Harcourt Brace, 1987.
10. Kingsolver, Barbara, *Animal Dreams.*, Harper Collins, 1991.
11. Kingston, Maxine Hong, *China Men.*, Vintage, 1989.
12. Lyons, Greg, ed., *Literature of the American West.*, Longman, 2002.

13. Watts, Edward and David Rachels, eds., Edward Watts, David Rachels *The First West: Writing from the American Frontier, 1776-1860.*, Oxford UP, 2002.
14. Work, James C., *Prose and Poetry of the American West.*, U of Nebraska Press, 1991.
15. Ana Castillo *The Mixquiahuala Letters.*, Anchor, 1992.
16. Mark Twain *Roughing It.*, Signet, 2008.
17. Shawn Wong *Homebase.*, U of Washington P, 1979.
18. Ella Deloria *Waterlily.*, Bison, 2013.
19. Nicolas S., ed Witschi *A Companion to the Literature and Culture of the American West.*, Wiley-Blackwell, 2014.
20. Nina Baym *Women Writers of the American West, 1833-1927.*, University of Illinois Press, 2011.
21. Stephen, ed Frye *Cambridge Companion to the Literature of the American West.* 1 ed., Cambridge UP, 2016.



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DE for ENG 44 Literature of the American West

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.

It's important to offer students more flexibility, as described in the original DE rationale. Since that time, the English department has noticed that our literature courses are filling more reliably when at least one of them is offered online. An additional reason for online delivery is that the course could be offered as part of a "study away" option, where travel study to one area of the American west or a tour of important locales in the American west could enhance the delivery of the content and achievement of the measurable objectives. Since the mythology of the west is a global phenomenon, it might even be interesting to offer the course in another country with an investment in that mythology, whether Mongolia or Italy.

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

This course should be offered online to provide students with more flexibility. The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed, typically monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, and exam schedules.

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 post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. For example, students might hazard some interpretations of Rainsford Chan's dreams in Homebase or discuss the characters in My Antonia as Western archetypes.
- **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 needed if assigned. Typically once per semester. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, and file sharing. For example, students may work on a group research project on black cowboys or European immigration and migration to the West or the concept of Aztlan.

Student-Content Interaction

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

Frequency: Daily. Students will use the DB to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. For example, students may answer post-reading questions about Maxine Hong Kingston's *China Men*. They will interact with other students by providing feedback on each other's answers.

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

Frequency: Exam typically once per semester. Quizzes weekly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.

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

Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of the oral tradition in Native cultures, American realism and naturalism, assimilation and the "double consciousness," common myths of the West, immigration and migration, the concept of the frontier, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Requisite Skills:

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

- A. ENGL C1000



Course Outline for English 45 Studies in Fiction

Effective: Fall 2025

Catalog Description:

ENG 45 - Studies in Fiction 3.00 Units

Form, development, and cultural insights of the novel and short story; exploration of particular themes or periods as reflected in works of fiction.

Prerequisite: ENGL C1000 with a minimum grade of C.

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Employ a variety of techniques and methods used by authors of fiction
- B. Critique the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development
- C. Explain the works studied in relation to and as expressions of cultural and historical influences
- D. Identify and explain common topics and themes in diverse works of fiction
- E. Analyze and evaluate critical responses to the works studied
- F. Bring various critical approaches to bear on the interpretation of fiction in take-home and in-class written work
- G. Analyze an author's use of literary techniques to develop a theme

Course Content:

1. Reading and analysis of short fiction, with attention to characterization, plot, point of view, imagery, symbolism, and theme
2. Reading and analysis of at least two novels, with attention to characterization, structure, point of view, imagery, symbolism, and theme
3. Instruction and practice writing responses to fiction
4. Cultural and literary context of works studied
5. Connections between writers' lives and writers' works
6. Application of various critical approaches to works studied, including historical, formalist, ethnic, feminist, Marxist, deconstructionist, and other approaches as applicable.

Methods of Instruction:

1. Discussion - Small group discussion and collaborative presentations
2. Lecture - Lecture on elements of fiction, authors, and literary criticism
3. Guest Lecturers - when appropriate
4. Projects - Individual and/or Group Projects
5. Field Trips - when appropriate
6. Research - Films providing historical, biographical background

Typical Assignments

A. Reading:

1. Read Edgar Allen Poe's "The Masque of the Red Death," and come to class with three questions for class discussion.
2. Find and read a critical essay on Poe's story, summarize it for the class, and discuss whether you agree with the critic's analysis.
3. Students will critically read texts and materials from a variety of academic and cultural contexts.

B. Project:

1. Collaborative Presentations:
 1. The England of Jane Austen
 2. Post Civil War America in Toni Morrison's *Beloved*.
2. Individual Presentations:
 1. Psychiatric hospitals in the time of *One Flew over the Cuckoo's Nest*
 2. Sexual Politics in Margaret Atwood's *The Handmaid's Tale*.
 3. Uprooting of African-American communities, connecting this process to Morrison's *Sula*.
 4. 19th century dining customs, connecting them to Dickens' *Great Expectations*.

C. Writing:

1. Writing, listening, problem-solving, critical thinking:
2. Write a short essay connecting the estates in Jane Austen's novels with the principles of neoclassicism.
3. Working in a small group, find a passage from the text that you agree reveals the most about one character, and explain the passage to the class.

4. Write a three to four page essay exploring Andre Dubus's House of Sand and Fog as a portrait of economic and ethnic stressors in urban America.

D. Other:

1. Students will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-2 per semester
- B. Quizzes
 1. weekly
- C. Papers
 1. minimum of one per semester
- D. Home Work
 1. daily
- E. Class Participation
 1. daily

Student Learning Outcomes

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

- A. Analyze an author's use of literary techniques to develop a theme.
- B. Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.
- C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Bill Henderson, Ed. *The Pushcart Prize XLVIII: Best of the Small Presses 2024.*, Pushcart Press, 2023.
2. Julia Alvarez *How the Garcia Girls Lost Their Accents.*, Algonquin Books, 2010.
3. Andre Dubus III *House of Sand and Fog.*, W.W. Norton & Company, 2011.
4. Ernest Hemingway *For Whom the Bell Tolls.*, Scribner, 1995.
5. Toni Morrison *Sula.*, Vintage, 2004.
6. Jane Austen *Pride and Prejudice.*, Tribeca Books, 2014.
7. Lauren Groff, Ed., Ptilor, Heidi, Ed. *The Best American Short Stories 2024.*, Mariner Books, 2024.
8. Kelly J. Mays, ed. *The Norton Introduction to Literature.* 12th ed., W.W. Norton & Company, 2021.
9. Mohsin Hamid *Exit West.* 1 ed., Riverhead Books, 2018.



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DE for ENG 45 Studies in Fiction

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 should be offered online to provide students with more flexibility.

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

The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well. We had a successful offering of English 32 online last summer, and we hope to offer 45 online in the summer at some point.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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. The instructor will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts 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: Weekly. The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics. Example assignment: Write an essay exploring how gothic vampire tales and retellings of more traditional fairy stories demonstrate the in between position of the Anglo-Irish artist and community in the years leading up to the Irish revolution and establishment of the Free State. As you

write your draft and review and revise it with the help of your fellow students, keep the provided grading rubric in mind.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed, typically weekly or monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: As needed, typically at least once per semester. The instructor may use webconferencing to interact with students in real-time.

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 or weekly. Class Discussion Board - Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to others' postings. Example Assignment POST: After reading ZZ Packer's short story "Our Lady of Peace," discuss how Packer uses characterization, plot, point of view, imagery, or symbolism to achieve her main intention. In your discussion: Clarify which element of fiction you are analyzing, and back your ideas with at least two direct quotations from the story. REPLY: You will not be allowed to reply until you have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1: Discuss any similarities or differences in your analyses, and 2: Draw connections to other students' analyses of that same element of fiction.
- **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 may work together on a group project using Collaborate, which enables group work on a Google Doc, or Groups set up through the "People" link on the course navigation menu, which offer opportunities for students to post announcements, create pages, participate in discussions, upload files, and participate in conferences and collaborations. Example Assignment: Choose an author we have read this semester and research and work with your group to report how the author's work is informed by cultural and historical influences. Also, work with your group to draw connections between the author's life and his or her work. Finally, work as a group to summarize two critical analyses of the author's work and discuss to what degree you find each analysis to be fair and accurate. Findings should be supported with visual images and specific references to the author's work and your sources. Power Point presentation will be posted in a class-wide discussion board for the entire class to review.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Monthly. Students will complete a peer-editing assignment. They will edit two other students' essay drafts and give feedback by answering questions provided by the instructor. Example Assignment: The prompt for your essay asks you to think about what makes a writer and their work "American." For today's peer review exercise, you will work with your partners to review a model paragraph and confer with each other to discuss what improvements you could make to help your body paragraphs emulate that model. The model paragraph supports the following thesis: Díaz's story "Drown" reads like a story focused on isolation rather than a story whose character is part of any larger

identity, let alone an American one. However, Díaz's story is quintessentially American for being immersed in its main character's inbetweenness.

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: As needed, typically minimum of two per semester. Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. Students should be very careful to provide in-text citations for directly quoted material and paraphrased ideas expressed by the narrator; plot summary does not need to be cited unless the student chooses to do so as a courtesy to the reader.

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

Frequency: Monthly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. Example quiz question from *The Road*: What is significant about the house the father and son find at the beginning of the story? A. It has food in it B. It has someone alive in it C. It's where the father grew up D. It's a house from a TV show E. It's where the typewriter was invented

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

Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, a mini-lecture might be posted on the topic of the elements of fiction, including characterization, plot, point of view, imagery, symbolism, and theme. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

Requisite Skills:

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

- A. ENGL C1000



LAS POSITAS

COLLEGE

Course Outline for Engineering 1 Introduction to Engineering

Effective: Fall 2025

Catalog Description:

ENGR 1 - Introduction to Engineering 2.00 Units

Introduction to careers, activities, and topics related to the field of engineering, including computer applications to design and problem solving.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate a basic knowledge of the different engineering branches;
- B. Understand how engineering branches and engineering functions differ;
- C. Demonstrate by discussing and writing what is expected of engineers;
- D. Identify the 5 basic steps in engineering design, and apply them in developing a solution to a design project assignment;
- E. Explain the procedural steps, and benefits, involved in obtaining a professional engineering license;
- F. Develop, edit and proofread a professional resume;
- G. Investigate internet-based content related to the engineering major and the engineering profession;
- H. Define and discuss ethics in engineering;

1. Develop software spreadsheet skills, using Microsoft Excel, used in computer programming type applications.

Course Content:

1. Engineering and engineers in society
2. Engineering Discipline Review
 1. What school is best for you and why
 2. History of Las Positas College engineering transfer students
 3. Identify resources and support services to assist in transfer
3. Engineering Branches
 1. Mechanical engineering
 2. Civil and Environmental engineering
 3. Electrical and Electronic engineering
 4. Computer science
 5. Materials engineering
 6. Chemical engineering
 7. Industrial engineering
 8. Aeronautical engineering
4. Interviewing a working engineer
5. Writing a professional resume
 1. Resume writing techniques
 2. Interviewing issues
6. Engineering functions
7. Engineering design / design project
 1. The 5 steps involved in engineering design
8. Professional Engineer licensing requirements
 1. Education and work experience requirements
 2. The two main types of licensing examinations
 3. What a license allows an engineer to do
9. Ethics in engineering
 1. Why necessary
 2. Respect and credibility
10. Intellectual Property
11. Use of Microsoft Excel software in solving engineering-related problems

Methods of Instruction:

1. Projects - Hands-on engineering design projects
2. Written Exercises - Writing an interview summary
3. Written Exercises - Writing and editing a professional resume
4. Lecture - Powerpoint lectures on a variety of subjects
5. Demonstration - Build an audio speaker project
6. Written Exercises - Written textbook reading assignments
7. Discussion - Small Group Discussion

8. Guest Lecturers - Local professional engineers
9. Lab - Computer-based MS Excel assignments
10. Lab - Introduction to Solidworks CAD software

Typical Assignments

A. Other:

1. Homework
 1. Reading assignments from textbooks
 2. Interview a working engineer
 3. Develop a professional resume, and investigate engineering job openings
 4. Researching engineering statistics online
 5. Interview a working engineer, and write a summary of the interview.
2. Laboratory assignments
 1. Creating a working transcript using MS Excel software
 2. Creating a parabola graphing program using MS Excel software
3. Hands-on Design and Building Projects
 1. Review steps involved in the Engineering design process
 2. Table Jumper Design Project
 3. Build an audio speaker project
 4. Build a truss structure project
 5. Construct and troubleshoot an electronics problem involving Arduino technology

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Final Examination
- B. Quizzes
 1. 1-2 quizzes
- C. Papers
 1. Interview an Engineer
- D. Oral Presentation
 1. Oral Reports on design project
- E. Projects
 1. Build a truss / Build an Arduino project
- F. Group Projects
 1. Table Jumper Design Project
- G. Class Participation
 1. In class discussion Participation in group projects
- H. Home Work
 1. Reading Assignments Write a Resume Transfer Plan
- I. Lab Activities
 1. MS Excel assignments Solidworks assignments

Student Learning Outcomes

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

- A. Upon completion of ENGR 1, students will be able to design and build a structure to solve an engineering design problem.
- B. Upon completion of ENGR 1, students will be able to identify and differentiate between the different engineering branches.
- C. Upon completion of ENGR 1, students will be able to use Microsoft Excel in engineering applications.

Textbooks (Typical):

Textbook:

1. Ray Landis *Studying Engineering: A Road Map to a Rewarding Career*. 5th ed., Discovery Press, 2018.
2. William Oakes, Les Leone *Engineering Your Future: A Comprehensive Introduction to Engineering*. 9th ed., Oxford University Press, 2016.
3. Elizabeth Stephan, David Bowman *Thinking Like An Engineer: An Active Learning Approach*. 4th ed., Pearson, 2017.
4. Saeed Moaveni *Engineering Fundamentals: An Introduction to Engineering*. 6th ed., Cengage Learning, 2019.
5. Jay Brockman *Introduction to Engineering: Modeling and Problem Solving*. 1st ed., John Wiley and Sons, 2009.
6. Gary Martin *Welcome to the Professional World*. 4th ed., Cognella Academic Publishing, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer file storage (e.g., USB drive) .



Course Outline for Engineering 23 Engineering Graphics

Effective: Fall 2025

Catalog Description:

ENGR 23 - Engineering Graphics 3.00 Units

Introduction to the engineering-design process, and to technical graphic communications tools used by engineers. Conceptual design of products. Development of spatial reasoning skills. Orthographic and axonometric projection-drawing techniques. Tolerance analysis for fabrication. Documentation of designs through engineering working drawings. Use SolidWorks Computer-Assisted Drawing software as a design tool. Basic CAD 3-Dimensional solid-modeling.

Recommended Course Preparation: MATH 39 with a minimum grade of C, ENGL C1000 with a minimum grade of C.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the engineering design process
- B. Develop technical sketches
- C. Demonstrate use of computer aided drawing (CAD) tools
- D. Demonstrate and discuss visualization techniques

- E. Apply engineering geometrics
- F. Construct graphic construction, e.g., planes, angles, surfaces
- G. Construct axonometric projections
- H. Construct perspective projections
 - I. Construct auxiliary views
 - J. Construct section views
- K. Dimension drawings with a basic knowledge of tolerances
- L. Describe the fundamental concept of geometric dimensioning and tolerancing (gd&t)
- M. Define and explain thread and fastener applications
- N. Define and apply working drawings
- O. Strengthen ability to analyze spatial relationships
- P. Solve three-dimensional problems by descriptive geometry techniques

Course Content:

Lab:

1. Computer Lab Protocol
2. Launching Solidworks software, saving files
3. Computer methods used in constructing solid models using Solidworks software
4. Computer methods used constructing drawing files using Solidworks software.
5. Computer methods used constructing assembly files using Solidworks software.
6. Protocol for uploading completed assignments into Canvas course site.
7. Methods for hard-copy printing of completed assignments

Lecture:

1. Use of traditional drawing tools
 1. Free-hand sketching techniques.
 2. Sketching of isometric ellipses freehand
 3. Center line / Hidden line practice on sketches
2. Design visualization
 1. Sketches
 2. Models
 3. Connection between drawings and objects
3. Developing orthographic projections
 1. One-view drawings
 2. Two-view drawings
 3. Three-view drawings
 4. Technical sketches
 5. Auxiliary views
 6. Sectional views
4. Developing pictorial projections
 1. Isometric projection
 2. Oblique projection
 3. Perspective drawings
5. Dimensions

1. Application to orthographic and axonometric projections
2. Tolerancing
3. Geometrical dimensioning/positioning and tolerancing overview
4. Detail, subassembly and assembly review drawings
6. Working drawings
 1. Detail drawings
 2. Sub-assembly drawings
 3. Assembly drawings
 4. Parts lists
 5. Review actual working drawings
7. Auxiliary Views
 1. True size of planes
 2. True Angle between planes
 3. Secondary auxiliary views
8. Other skills
 1. Engineers Scale use
 2. Metric Scale use
 3. Use of digital calipers
 4. 3D Printing techniques
9. Use of SolidWorks CAD software
 1. Part files
 1. Sketch commands
 2. Sketch planes
 3. Boss/Base Extrusions
 4. Extruded Cuts
 5. Hole Wizard
 6. Smart Dimensioning
 7. Fillets
 2. Drawing files
 1. Use of template files
 2. View placement
 3. Dimensioning and Tolerancing
 3. Assembly files
 1. Part file assemblies
 2. Bill of Materials

Methods of Instruction:

1. Discussion - Review of and discussion about actual engineering drawings and designs 1. Reading from the text and handouts 2. Completion of drawing exercises 3. Group problem solving exercises 4. Homework assignments, i.e., producing drawings and sketches using CAD and/or sketches, and constructing three-dimensional physical models 5. In-class use of drafting tools and computers
2. Lecture - Freehand sketching methods Orthographic Projection Isometric Projection Dimensioning Tolerancing Sectional Views Auxiliary Views Solidworks CAD software
3. Demonstration - Computer demonstration

Typical Assignments

A. Other:

1. Reading:

1. Read "Dimensioning and Notes," Chapter 8, [Solidworks 2018 and Engineering Graphics](#), and be prepared to discuss how different dimensioning rules are applied to a drawing.
2. Read "Feature Design Tree," Chapter 5, [Solidworks 2018 and Engineering Graphics](#), and be prepared to identify the type of information contained with the feature design tree

2. Practical Exercises:

1. Watch demonstration and powerpoint on Geometric Dimensioning and Tolerancing in *Solidworks*, and be prepared to demonstrate how to create a position tolerance.

3. Drawings:

1. Freehand sketching
2. Multiview drawings
3. Dimensioning and Tolerancing
4. Sectional view drawings
5. Auxiliary view drawings
6. Isometric drawings

Methods of Evaluating Student Progress

A. Exams/Tests

1. Four combination multiple choice and drawing based exams. Frequency of Exams: 2-4 exams per semester

B. Portfolios

1. Portfolio of all completed drawings during semester. Frequency: 1 portfolio per semester

C. Projects

1. Assembly drawing projects. Frequency: 1-2 projects per semester. 3D Printing projects

D. Group Projects

1. Assembly drawing projects. 1-2 projects per semester.

E. Class Participation

1. Attendance taken every meeting

F. Class Work

1. In class CAD work In class freehand sketching or work on CAD. Frequency: Every class meeting

G. Home Work

1. Reading Using Solidworks software on home computer. Frequency: Every week

H. Lab Activities

1. Solidworks drawings Free hand sketching Frequency: Every class meeting

Student Learning Outcomes

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

- A. Construct a solid model within CAD given only information found in orthographic projection.
- B. Construct an assembly drawing in SolidWorks.
- C. Ceate a drawing using several different geometric dimensions and tolerances.

D. Identify and draw the different types of sectional views.

Textbooks (Typical):

Textbook:

1. Randy Shih *SOLIDWORKS 2018 and Engineering Graphics: An Integrated Approach*. 1st ed., SDC Publications, 2018.
2. David Planchard *Engineering Graphics with Solidworks 2019*. 1st ed., SDC Publications, 2019.
3. Gary Bertoline, Eric Wiebe, Nathan Hartman, William Ross *Technical Graphics Communication*. 4th ed., McGraw Hill, 2008.
4. William Howard, Joseph Musto *Introduction to Solid Modeling using SolidWorks*. 1st ed., McGraw Hill, 2018.
5. James D. Bethune *Engineering Design and Graphics with Solidworks 2019*. 1st ed., Pearson, 2019.

Other Materials Required of Students

Other Materials Required of Students:

1. Drafting pencils, erasers.
2. External data storage device.



LAS POSITAS

C O L L E G E

Course Outline for Engineering 26 Computational Methods for Engineers and Scientists

Effective: Fall 2025

Catalog Description:

ENGR 26 - Computational Methods for Engineers and Scientists

3.00 Units

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem-solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics.

Prerequisite: MATH 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Analyze engineering/science word problems to formulate a mathematical model of the problem
- Use MATLAB to define variables, and perform mathematical operations on vectors, scalars, and matrices
- Write programming instructions in script files and run the script files
- Import data to MATLAB for subsequent analysis from data sources
- Construct graphical plots for mathematical functions in two or three dimensions

- F. Formulate a fit to given data in terms of a mathematical curve, or model, based on linear, polynomial, power, or exponential functions, and assess the goodness-of-fit for the mathematical model using regression analysis
- G. Apply MATLAB to find the numerical solution to systems of linear equations
- H. Perform statistical analysis of experimental data using MATLAB to determine the mean, median, standard deviation, and other measures that characterize the nature of the data
- I. Compute, for empirical or functional data, numerical definite integrals and discrete-point derivatives
- J. Solve numerically, using MATLAB, ordinary differential equations
- K. Draw using MATLAB two-dimensional Cartesian (xy) line-plots with multiple data-sets (multiple lines)
- L. Perform mathematical-logic operations using MATLAB
- M. Create programs that use object-oriented techniques to achieve computational objectives.
- N. Demonstrate understanding and use of standard data structures.

Course Content:

Lab:

- 1. Laboratory activities and projects reflect a variety of practical applications in engineering and physics utilizing the MATLAB software package or equivalent.
- 2. Examples could include:
 - 1. 1. Create a MATLAB Program that analyses a set of engineering data.
 - 2. 2. Model a RC or RL Circuit First Order Differential system in MATLAB.
 - 3. 3. Model a Second Order Differential System-Mechanical Spring in MATLAB.

Lecture:

- 1. Topics
 - 1. Overview of computer systems and the MATLAB environment
 - 2. Variables, expressions, and order of operation
 - 3. Elementary functions
 - 4. Array definitions and operations
 - 5. Computational problem-solving methodology
 - 6. Pseudocode, flowcharts, and documentation
 - 7. Formatted input and output
 - 8. Data Files
 - 9. Plotting
 - 10. Selection programming structures
 - 11. Repetition programming structures
 - 12. MATLAB Functions and user-defined functions
 - 13. Recursion
 - 14. Data structures
 - 15. Sorting and searching
 - 16. Object-oriented programming
 - 17. Graphical User Interfaces
- 2. Numerical Analysis Techniques (embedded within topics above):
 - 1. Solving systems of linear equations

2. Vector analysis
3. Data Interpolation
4. Least-squares regression and linearization
5. Numerical Differentiation and Integration
6. Solving ordinary differential equations
7. Series approximation and error
8. Solving equations of one variable
9. Optimization
10. Stochastic simulation

Methods of Instruction:

1. Discussion - Class discussion of problems, solutions and student's questions
2. Lecture - Lecture utilizing slide decks and/or white board.
3. Lab - Laboratory use of computers
4. Demonstration - Computer demonstrations modeling programming concepts.

Typical Assignments

A. Reading:

1. Read the section in Chapter 9 on nested loops and be prepared to discuss the steps required to write a program that will determine the maximum value of the matrix with n rows and m columns.

B. Writing:

1. Write a program to calculate the area under a curve using numerical integration.

C. Laboratory:

1. Given an engineering related problem requiring a numerical solution, utilize MATLAB to obtain solution.

D. Project:

1. Work with a team to design, create, test and debut a MATLAB program that will analyze an RL or RC circuit.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2- 3 exams a semester.

B. Quizzes

1. 1-3 quizzes a semester.

C. Projects

1. 1-3 projects per semester.

D. Home Work

1. Weekly assigned programming problems.

E. Lab Activities

1. Weekly or biweekly programming activities or mini-projects.

Student Learning Outcomes

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

- A. Create a MATLAB program utilizing numerical analysis techniques to solve an engineering related problem.
- B. Use MATLAB to analyze and visualize data.
- C. Apply a top-down design methodology to develop computer algorithms.

Textbooks (Typical):

Textbook:

1. Holly Moore *MATLAB for Engineers*. 6th ed., Pearson, 2022.
2. William J. Palm *Introduction to MATLAB for Engineers*. 5th ed., McGraw Hill, 2022.
3. Stephen Chapman *MATLAB Programming for Engineers*. 7th ed., Cengage Learning, 2024.

Software:

1. MATLAB for Students. Mathworks, (/e).

Other Learning Materials:

1. Students can access the required MATLAB software on school computers for free..

Other Materials Required of Students

Other Materials Required of Students:

1. Some form of file storage, e.g., USB drive or similar.



Las Positas College

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DE for ENGR 26 Computational Methods for Engineers and Scientists

DE Proposal

Delivery Methods

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

Rationale for DE

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

Engineering faculty discussed the course and felt that there must 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 STEM dean Nan Ho, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Every 2-3 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Every 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly or biweekly.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
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: 1-2 times per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 1-2 times per week.

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: 1-2 times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: At least 5 quizzes/exams mid-semester, plus a 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: 3 to 5 per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: At least one per semester.

Requisite Skills:

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

A. MATH 1

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

A. CS 7



LAS POSITAS

COLLEGE

Course Outline for Ethnic Studies 1 Introduction to Ethnic Studies

Effective: Fall 2025

Catalog Description:

ETHS 1 - Introduction to Ethnic Studies

3.00 Units

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

Course Grading: Optional

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

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify major concepts of ethnic studies, including but not limited to, race and ethnicity, prejudice, discrimination, settler colonialism, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism

- B. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
- D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
- E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom

Course Content:

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

1. Imperialism
 2. Indigeneity
 3. Diaspora
 4. Migration
 5. Colonization
 6. Settler colonialism
 7. Internal colonialism
 8. Orientalism and othering
2. Apply theory and knowledge produced by Native American, African American, Asian American, and Latinx American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements
 1. Native Americans
 1. Imperialism and Settler-Colonialism
 2. Treaty history of U.S. with Native American tribes
 3. Genocide and forced removal
 4. Forced assimilation
 5. Experiences of California Indians during the Mission Period
 6. Cultural traditions
 2. African Americans
 1. Slavery
 2. The Underground Railroad
 3. Abolitionism
 4. Reconstruction
 5. Jim Crow
 6. Lynching
 7. Great Migration
 8. The Harlem Renaissance
 9. Residential segregation
 10. Civil Rights Movement
 11. Black Power Movement and student activism
 3. Asian Americans
 1. Histories, experiences, and cultures of major groups
 1. Chinese Americans
 2. Japanese Americans
 3. Korean Americans
 4. Indian Americans
 5. Filipino Americans
 6. Pacific Islander Americans
 4. Latinx Americans

1. Pre-Columbian Mesoamerican Indigeneity
 2. Colonial era in Mesoamerica
 3. Mexican independence and nationalism
 4. U.S. Mexico War, manifest destiny & settler colonialism
 5. Treaty of Guadalupe Hidalgo
 6. Agriculture and industrial capitalism
 7. Borderlands and US immigration policies
 8. Bracero Program
 9. Cultural diversity
5. Cultural representation
 1. Art
 2. Film
 3. Literature
 4. Music
 5. Street culture
 6. Media representation
 7. Racial and cultural stereotypes
3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native American, African American, Asian American, and Latinx American are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies
 1. Native Americans
 1. Myths and stereotypes about Indigenous peoples
 2. Economic issues
 3. Health disparities
 4. Media representation and Native American mascots
 5. Land repatriation
 6. Red Power Movement
 7. Decolonial education
 2. African Americans
 1. The effects of urbanization and technology on political movements
 2. The War on Drugs and the criminalization of Black youth
 3. Racial profiling
 4. Police brutality
 5. Mass incarceration
 6. School-to-Prison Pipeline
 7. Economic disparity
 8. Popular culture representation
 9. Black Lives Matter

3. Asian Americans
 1. Exclusionary immigration policies
 2. Model Minority stereotype
 3. Media representation
 4. Anti-Asian sentiment
 5. Economic disparity
4. Latinx Americans
 1. Immigration Policy
 2. DREAMERS and DACA
 3. Immigrant health disparities
 4. The politics of language identity
 5. Acculturation and assimilation
 6. Educational issues
 7. El Plan de Santa Barbara
 8. Labor Unions and political activist organizations
 9. The Chicana/o Movement
 10. Popular culture representation
4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American, African American, Asian American, and Latinx American communities
 1. Intersectionality theory
 2. Intersectional identities
 1. Class
 2. Gender
 3. Sexuality
 4. Religion and spirituality
 5. National origin
 6. Immigration status
 7. Ability
 8. Tribal citizenship
 9. Sovereignty
 10. Language
 11. Age and generation
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American, African American, Asian American, and Latinx American to build a diverse, just, and equitable society beyond the classroom
 1. Civil Rights and Black Power Movements
 2. San Francisco State College Strike
 3. Third World Liberation Front

4. Chicano/a Movement
5. American Indian Movement
6. Asian American Movements
7. Other contemporary issues and movements
8. Current policies related to Ethnic Studies in education
9. Local organizations working for racial justice and decolonization

Methods of Instruction:

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

Typical Assignments

A. Reading:

1. Weekly readings of assigned sections of the textbook
2. Weekly readings of relevant research articles

B. Writing:

1. Response Paper
 1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native American, African American, Asian and Pacific Islander American, and Chicax/Latinx Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective 1 for identifying major concepts.
 2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of the four main groups (i.e., Native American, African American, Asian and Pacific Islander American, or Chicx/Latinx American). This is an

example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Research:

1. Library Research Project

1. Critically review one of the major issues facing Native American, African American, Asian and Pacific Islander American, and Chicanx/Latinx American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

D. Project:

1. Interview project

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

2. Evaluate Active Engagement with Community

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

E. Other:

1. Student presentation

1. Presentatiosn of student projects

Methods of Evaluating Student Progress

A. Exams/Tests

1. Two to three times

B. Research Projects

1. At the end of semester

C. Papers

1. Monthly

D. Projects

1. At the end of semester

E. Class Participation

1. Weekly

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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



LAS POSITAS

C O L L E G E

Course Outline for Ethnic Studies 20 Introduction to Asian American Studies

Effective: Fall 2025

Catalog Description:

ETHS 20 - Introduction to Asian American Studies

3.00 Units

This course introduces students to the interdisciplinary approach of Asian American Studies and its major concepts and analyses. By relying on social justice movement and the anti-racist tradition, the course critically examines the diverse histories and contemporary social, cultural, and political experiences of Asian Americans in the United States with an emphasis on the intersectionality of racial and ethnic identities with other forms of social identity such as class, gender, sexuality, religion, indigeneity, and immigration status in the contexts of U.S. imperialism and colonialism, urban and suburbanization, labor, leisure, citizenship, community activism, and identity formation. The course also introduces students to the key scholarly works, theories, and frameworks that inform the field of Asian American Studies and considers the political stakes of academic research on Asian American communities.

Course Grading: Optional

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

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.

- B. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with particular emphasis on agency and group-affirmation.
- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.
- E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.

Course Content:

1. Analyze and articulate major concepts of Asian American studies, including but not limited to, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism
 1. Basic concepts of Ethnic Studies and Asian American and Pacific Islander studies
 1. Social and historical constructions of race
 2. Construction of Asian American panethnicity
 3. Ethnicity, ethnic identity
 4. Scientific racism
 5. Racialization
 6. Equity
 7. Prejudice, discrimination
 8. Power, privilege
 9. Segregation, desegregation, assimilation
 10. Ethnocentrism, Eurocentrism, multiculturalism
 11. Model Minority
 12. Diaspora
 13. Transnationalism
 14. White supremacy
 15. Self-determination, decolonization, liberation
 16. Anti-racism
 2. Theories of racism from the Ethnic Studies Framework
 1. Racism
 2. Discrimination, prejudice, power, privilege
 3. Institutional racism
 4. Systemic racism
 5. Structural racism

6. Colorblind racism
 7. Racial formation
 8. Racialization
 9. White privilege, white supremacy
 10. Internalized oppression
3. Theories of coloniality and postcolonialism
 1. Imperialism
 2. Indigeneity
 3. Diaspora
 4. Migration
 5. Colonization
 6. Settler colonialism
 7. Internal colonialism
 8. Orientalism
 9. Transnationalism
2. Apply theory and knowledge produced by Asian American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.
 1. The histories, lived experiences, and contemporary issues in Asian and Pacific Islander American communities
 1. Chinese Americans
 1. Examples include Sugar making in Hawai'i, Paper Sons and Daughters, Angel Island Immigration Station, 2020 U.S. government response to COVID
 2. Japanese Americans
 1. Examples include World War II and Executive Order 9066 for Japanese American internment, agricultural labor and resistance
 3. Korean Americans
 1. Examples include Japanese colonialism, comfort women, Saigu (1992 Korean riot victims in Los Angeles)
 4. Filipino Americans
 1. Examples include U.S. colonization (1898-1945), World War II and its legacies, Filipinx Veterans' equity
 5. Pacific Islander Americans
 1. Examples include the illegal overthrow and annexation of Hawai'i and the aftermath of cultural suppression, environmental destruction in Guam as a result of U.S. colonization
 6. Asian Indian Americans
 7. Vietnamese Americans
 8. Hmong Americans

9. Indonesian Americans
 10. Laotian Americans
 11. Pakistanis Americans
 12. Thai Americans
 13. Burmese Americans
 14. Other Asian and Pacific Islander American groups
 15. Major groups and their experiences in California history
2. Cultural expressions involving art, food, film, literature, or music
 1. Foodways
 2. Asian American and Pacific Islander literature
 3. Art
 4. Films
 5. Music
 6. Religion and spirituality
3. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Asian and Pacific Islander Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
 1. Imperialism and migration
 1. US imperialism
 2. US colonialization of Pacific islands
 2. Exclusionary immigration policies
 1. Chinese exclusion
 2. Deportation and incarceration
 3. Anti-Japanese sentiment
 3. Wars and Asian and Pacific Islander American
 1. WWII and Japanese Internment
 2. Korean War
 3. Vietnam War
 4. War on Afghanistan
 5. Other global conflicts
 4. Media representations in popular culture
 1. Racial stereotypes
 2. War-time propaganda
 3. Yellow peril
 4. Contemporary media representation
 5. Model Minority stereotype
 6. Orientalism in pop culture
 5. 9/11 and new immigrants

6. Economic issues
 1. Economic status and disparity
 2. Occupational representation
 7. Cultural issues
 1. Assimilation
 2. Acculturation
 3. Generational gap
 8. Educational issues
 1. Affirmative Action
 2. Achievement gap
 9. Political landscape
 10. Asian and Pacific Islander Americans and The Civil Rights Movement
 11. Inter-ethnic Relations
 12. Internalized racism
 13. Anti-Asian hate crimes
 14. Gender and sexuality
4. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Asian American communities.
1. Intersectionality with reference to:
 1. Class
 2. Gender
 3. Sexuality
 4. Religion and spirituality
 5. National origin
 6. Immigration status
 7. Ability
 8. Sovereignty
 9. Language
 10. Age and generation
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Asian Americans to build a diverse, just, and equitable society beyond the classroom.
1. Social movements
 1. Social justice movements
 2. Labor movements
 3. Women's rights and feminist movements
 4. LGBTQ movements
 5. Pan-Asian ethnicity movement
 2. Asian American social movement organizations

1. History
 2. National level
 3. Local level
 4. Major contemporary issues
3. Asian American studies as an academic discipline and activism

Methods of Instruction:

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

Typical Assignments

A. Reading:

1. Weekly readings of assigned sections of the textbook
2. Weekly readings of relevant research articles

B. Writing:

1. Response Paper

1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Asian and Pacific Islander Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Project:

1. Research project

1. Library Research Project

1. Critically review one of the major issues facing Asian and Pacific Islander American communities. Discuss how the issue is relevant to current and structural issues such as international politics, transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.

2. Interview project

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

3. Evaluate Active Engagement with Community

1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Asian and Pacific Islander American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.

4. Student presentation of student project

Methods of Evaluating Student Progress

A. Exams/Tests

1. Two or three times

B. Quizzes

1. Biweekly

C. Research Projects

1. At the end of semester

D. Papers

1. Monthly

E. Class Participation

1. Weekly

Student Learning Outcomes

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

- A. Identify major concepts and theories of ethnic studies.

- B. Apply standpoints of Asian American communities to describe their lived experiences and struggles.
- C. Critically analyze the intersection of race and ethnicity with other forms of social differences in Asian American communities.
- D. Evaluate active engagement with anti-racist and anti-colonial social justice movements in Asian American communities.
- E. Produce a document that analyzes the lived experiences and struggles of Asian American communities by applying major theories and concepts of ethnic studies.

Textbooks (Typical):

Textbook:

1. P Dhingra *Asian America*. 2nd ed., Polity, 2021.
2. R Takaki *Strangers from a Different Shore*. 2nd ed., Litte & Brown, 1998.
3. C Choy *Asian American Histories of the United States*. 1st ed., Beacon, 2022.
4. J Houston *Farewell to Manzanar*. 2nd ed., Clarion , 2017.
5. Asian American Studies Dept *At 40: Asian American Studies @ San Francisco State*. 1 ed., San Francisco State University, 2009.
6. Kent A Ono *Asian American Studies after Critical Mass*. 1 ed., Blackwell, 2005.
7. Yen Le Espiritu *Home Bound Filipino American Lives across Cultures, Communities, and Countries*. 1 ed., University of California Press, 2003.
8. Keith L Camacho *Reppin: Pacific Islander Youth and Native Justice*. 1 ed., University of Washington Press, 2021.
9. Diane Fujino, Robyn M Roderiguez *Contemporary Asian American Activism*. 1 ed., University of Washington Press, 2022.
10. Tasneem Mandviwala *South Asian American Stories of Self*. 1 ed., Springer, 2022.



LAS POSITAS

COLLEGE

Course Outline for Ethnic Studies 40 Introduction to Native American Studies

Effective: Fall 2025

Catalog Description:

ETHS 40 - Introduction to Native American Studies

3.00 Units

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

Course Grading: Optional

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

Discipline:

Ethnic Studies

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze and articulate major concepts of Native American studies, including but not limited to, sovereignty, self-determination, race and ethnicity, prejudice, discrimination, power, privilege, segregation, assimilation, racialization, equity, ethnocentrism, multiculturalism, Eurocentrism, white supremacy, liberation, decolonization, imperialism, settler colonialism, sovereignty, and anti-racism
- B. Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived experiences, and social struggles of those groups with particular emphasis on agency and group-affirmation.

- C. Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted, Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.
- D. Critically analyze the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and age in Native American communities.
- E. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native American to build a diverse, just, and equitable society beyond the classroom

Course Content:

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

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

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

6. Language Retention
 7. Native American art, literature, and film
 8. Myths and stereotypes about Indigenous peoples
 9. Native American mascots
 10. Indian reservation issues
 11. Health disparities
 12. Decolonial education
 13. California Indigenous experiences and issues
 14. Environmental considerations
 1. Resource management
 2. Climate change
 3. Sustainable agriculture
 4. Foodways
 5. Water rights and fish kill
 6. Mining and fracking
 7. Nuclear waste
5. Evaluate active engagement with anti-racist and anti-colonial social justice movements as practiced by communities of Native Americans to build a diverse, just, and equitable society beyond the classroom
1. Social movements
 1. Red Power Movement
 2. American Indian Movement (AIM)
 3. Land rights and resistance to colonialism
 4. Indians' use of legal institutions
 5. Indian citizenship and conflict between tribes and State
 6. Women's rights movements, including awareness of murdered and missing indigenous women
 7. Native American grave protection and repatriation policies
 8. Casino issues and policies
 9. Declaration on the Rights of Indigenous Peoples (DRIP) (UN 2007)
 10. Protection of Sacred Sites movements
 11. Geographical/regional land resources and movements, e.g., Mauna Kea protests
 2. Local social movement organizations
 1. History
 2. National level
 3. Local level
 4. Major contemporary issues
 3. Native American Studies as an academic discipline and activism

Methods of Instruction:

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

Typical Assignments

A. Reading:

1. Weekly readings of assigned sections of the textbook
2. Weekly readings of relevant research articles

B. Writing:

1. Response paper
 1. Written responses to assigned films that highlight major concepts of ethnic studies such as race and ethnicity, discrimination, segregation, and assimilation in experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective A for identifying major concepts.
 2. Written responses to assigned readings that focus on the issue of intersectionality involving class, gender, sexuality, religion, national origin, and immigration status in one of the lived experiences of Native Americans. This is an example of an assignment aimed primarily at achieving Measurable Objective C regarding the concept of intersectionality.

C. Project:

1. Library Research Project
 1. Critically review one of the major issues facing Native American communities. Discuss how the issue is relevant to current and structural issues such as communal, national, international, and transnationalism, immigration, reparations, settler-colonialism, multiculturalism, and language policies. This is an example of an assignment aimed primarily at achieving Measurable Objective D.
2. Interview project
 1. Interview a family member and critically compare their lived experiences with the typical life course of a person from Native American communities to identify structural inequality. Write a paper based on the interview. Conversely, by shifting the focus of the interview, the assignment can also be useful in applying theory and knowledge

produced by Native American communities to describe their lived experiences and struggles situated in histories, critical events, cultures, intellectual traditions, and social movements This is an example of an assignment aimed primarily at achieving Measure Objectives B and D.

3. Evaluate Active Engagement with Community
 1. Evaluate the student's own active engagement with anti-racist and anti-colonial social justice movements by contacting and researching a local organization serving Native American communities. Identify major issues that they are facing and evaluate the effective ways of community active engagement. Write a paper that critically suggests a solution to one of the issues they are facing. This is an example of an assignment aimed primarily at achieving Measurable Objective E regarding active community engagement.
4. Student presentation of student project

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

1. Devon A. Mihesuah *So You Want to Write About American Indians? A Guide for Writers, Students, and Scholars.*, University of Nebraska Press, 2005.

2. Elizabeth Cook-Lynn *A Separate Country: Postcoloniality and American Indian Nations.*, 2011, 2011.
3. K Todrys *Black Snake*. 1st ed., University of Nebraska, 2021.
4. C Kidwell *Native American Studies*. 1st ed., Edinburgh University Press, 2019.
5. M Rizzo-Martinez *We Are Not Animals*. 1st ed., University of Nebraska, 2022.
6. B Hokowhitu *Handbook of Critical Indigenous Studies*. 1st ed., Routledge, 2021.
7. Roger Nichols *American Indians in U.S. History*. 2 ed., University of Oklahoma Press, 2014.
8. Cutcha Risling Baldy *We Are Dancing for You: Native Feminisms and the Revitalization of Women's Coming-of-Age Ceremonies*. 1 ed., University of Washington Press, 2018.
9. Frederick Hoxie *The Oxford Handbook of American Indian History*. 2 ed., University of Oxford Press, 2021.
10. Kaitlin Reed *Settler Cannabis: From Gold Rush to Green Rush in Indigenous Northern California*. 1 ed., University of Washington Press, 2023.
11. Charles Wilkinson *Treaty Justice: The Northwest Tribes, the Boldt Decision, and the Recognition of Fishing Rights*. 1 ed., University of Washington Press, 2024.
12. Joanne Barker *Native Acts: Law, Recognition, and Cultural Authenticity*. 1 ed., Duke University Press, 2011.
13. Roxanne Dunbar-Ortiz *An Indigenous Peoples' History of the United States*. 2 ed., Beacon, 2014.



Course Outline for Environmental Studies 5 Energy and Sustainability

Effective: Fall 2025

Catalog Description:

EVST 5 - Energy and Sustainability 3.00 Units

Introduction and exploration of Energy production, utilization, management, and the effects on society and the environment. This course will also compare and contrast current and future renewable and non renewable methods of energy generation, auditing, and conservation.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Chemistry, or Physics/Astronomy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe the scientific principles underlying various forms of energy including the interaction of the Earth and Sun
- B. Use the scientific terminology for energy and associated units
- C. Describe and discuss historical and technological changes in the production and use of Energy
- D. Describe and discuss current primary methods of energy production locally, and globally
- E. Discuss the physical, political, and economic factors in energy production
- F. Describe and discuss the role of energy in key sectors of the economy, including transportation, manufacturing, agriculture, electricity, water, and heating

- G. Discuss the advantages and disadvantages of various forms of energy use and production, including the social, economic and the environmental effects of each method
- H. Discuss current and proposed methods of energy conservation, including Auditing, recycling, and reducing waste energy
- I. Describe and discuss emerging renewable energy technologies
- J. Discuss the advantages and disadvantages, and appropriate use of renewable energy technologies

Course Content:

- 1. The Science of Energy.
 - 1. Relationship to mass, motion, Force, and Work
 - 2. Energy Units
 - 3. Kinetic and Potential Energy
 - 4. Energy Conservation
 - 5. Thermal Energy
 - 6. Heat Engines and Entropy
 - 7. Radiation
 - 8. Geologic Energy Sources
 - 9. Mass and Energy
 - 10. Energy from the Sun
- 2. Interaction of Earth and Sun
 - 1. Atmosphere of Earth
 - 2. Absorption, scattering, and transparency of atmosphere
 - 3. Formation of Life
 - 4. Photosynthetic processes
 - 5. Biological Energy Storage and Transport
 - 6. Creation of fossil Fuels.
 - 7. Greenhouse effect and Climate Change
- 3. History of Energy Technology
 - 1. Preindustrial Technology
 - 2. Early water and wind technology
 - 3. Heat engines and industrial revolution
 - 4. transportation systems
 - 5. development and use of current fuels and energy productions systems
- 4. Contemporary Energy Technologies overview
 - 1. Renewable vs. Non-Renewable
 - 2. National Electrical Grid
 - 3. Use of Coal, fossil Fuels, natural Gas
 - 4. Nuclear Power
 - 5. Total energy Budget
 - 1. National
 - 2. Global
 - 3. Projections
- 5. Renewable Technologies
 - 1. Bioenergy

2. Solar thermal energy
 3. Photovoltaic Power
 4. Hydropower
 5. Tidal Energy
 6. Wave Energy
 7. Wind Power
 8. Geothermal Power
 9. Alternative Transportation Systems
6. Energy Conservation
 1. Energy Auditing
 2. Insulation and Waste Energy
 3. Fuel Economy and Electric Vehicles
 4. Sustainable Building practices
 7. Energy and Future
 1. Population growth and Energy Use
 2. Reducing Greenhouse Gasses
 3. Public and Alternative Transportation
 4. Sustainable Development

Methods of Instruction:

1. Lecture - (may include demonstrations, video, and computer-based simulations)
2. Discussion - Group discussion of Assigned reading and Contemporary Topics
3. Field Trips - Field trips (may include scheduled field trips to off-campus locations in the Greater Bay Area)
4. Written Exercises - Written assignments
5. Individual and group skill building activities
6. Oral presentations
7. Directed Internet based Research
8. Journal article review or research
9. Reading from Textbook and Current periodicals

Typical Assignments

- A. Other:
 1. Complete weekly readings
 2. Research paper on relevant and current issues of energy and sustainability.
 3. Prepare one or more oral presentations to be done individually or as a group.
 4. Complete a home energy Audit and Summarize the results.

Methods of Evaluating Student Progress

- A. Quizzes
 1. 4 – 8
- B. Research Projects
 1. 1-3

- C. Oral Presentation
 - 1. 1-10
- D. Class Participation
 - 1. daily
- E. Exams/Tests
 - 1. 1-3 midterms and a final exam

Student Learning Outcomes

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

- A. Evaluate energy efficiency in residential spaces and develop a plan to reduce energy use and cost.
- B. Assess the efficacy of commercial methods of energy generation (e.g., fossil fuels, solar, wind) by analyzing economic factors, environmental effects, and scientific data.
- C. Explain the practical meaning of sustainability in terms of climate change and environmental degradation on a planet with limited resources and a growing population.

Textbooks (Typical):

Textbook:

- 1. Richard A Dunlap *Sustainable Energy*. 1st ed., Cengage Learning, 2015.
- 2. Saeed Moaveni *Energy, Environment and Sustainability*. 1st ed., Cengage Learning, 2018.
- 3. Roger Hinrichs, Merlin Kleinbach *Energy and Its Use in the Environment*. 5th ed., Cengage Learning, 2013.
- 4. Robert A Ristinen, Jack J Kraushaar, Jeffrey Brack *Energy and the Environment*. 3rd ed., Wiley, 2016.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Access to the Internet and computers, through the LPC Computer Center, or access to a personal computer at home with an Internet connection.



Course 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.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

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.

Typical 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

Methods of Evaluating Student Progress

A. Class Participation

1. daily

B. Home Work

1. daily

C. Exams/Tests

1. with one possible midterm (optional) and one final exam or final project

D. Papers

1. 1 paper due before midterm. 2nd paper due before final exam.

E. Quizzes

1. Unit/Module quizzes about every 2 weeks

F. Oral Presentation

1. one at the end of term.

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.

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.



Course Outline for Graphic Design & Digital Media 45A

Digital Painting I

Effective: Fall 2025

Catalog Description:

GDDM 45A - Digital Painting I

3.00 Units

Students will be introduced to fundamental techniques of digital painting as well as hardware and software considerations. Students will create paintings from observation as well as from imagination. Course will focus on translating traditional painting principals into the digital realm.

Recommended Course Preparation: ARTS 2A with a minimum grade of C, GDDM 53 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use digital painting software and a stylus
- B. Explain the dynamics of composition
- C. Apply principles of color theory and practical color mixing.
- D. Develop expressive content through manipulation of mark, color, value, and composition
- E. Using digital painting as a medium to draw and paint form from observation and imagination

Course Content:

Lab:

1. Create paintings using reference images and from real life, focusing on behavior of light and shadow
 1. Compositional painting with basic shapes
 2. Compositional painting with still life setups
2. Create paintings using reference images focusing on anatomy
 1. Head study
 2. Anatomy study
 3. Clothed figure study
3. Develop core drawing skills using digital tools
 1. Grid method for drawing
 2. Drawing negative shapes
4. Develop core digital painting techniques using blending and edge control exercises

Lecture:

1. Exploration of digital painting software and stylus.
2. Organization and application of the basic formal elements and principles of design as they relate to digital painting.
3. Observationally and theoretically based investigation of color theory, as it relates to painting practice.
4. Use and application of digital painting tools.
5. Development of expressive content through manipulation of mark, color, value, and composition.

Methods of Instruction:

1. Student Presentations - students will present their work to explain their creative process
2. Classroom Activity - Lectures, demonstrations, lab time, critiques.
3. Critique - class critiques on each other's work for feedback and comments
4. Projects - students will have several projects over the course of the semester
5. Demonstration - instructor will demonstrate core skills needed for exercises and projects
6. Lab - students will have lab time to work on exercises and projects
7. student will create works suitable for inclusion in their portfolio

Typical Assignments

A. Other:

1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

B. Project:

1. Using photo references to create a head study, drapery study, figure study
2. Create a painting with custom brushes and textures to mimic traditional media.
3. Ceate an exterior or interior scene with architectural elements applying basic principles of perspective
4. Create a still life in class and create a digital painting based on observation
5. Design an object from imagination and render it using values only

Methods of Evaluating Student Progress

- A. Oral Presentation
 - 1. Per major project. Students will be assigned 4 major projects over the course of the semester.
- B. Projects
 - 1. Students will be assigned 4 major projects over the course of the semester.
- C. Class Participation
 - 1. Daily
- D. Class Work
 - 1. Frequency: Daily
- E. Home Work
 - 1. Weekly.

Student Learning Outcomes

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

- A. Compare and contrast different available software and hardware tools for digital painting.
- B. Compose paintings with the elements and principles of visual art and design.
- C. Paint with a variety of techniques and software.
- D. Proficient with digital painting software and techniques.

Textbooks (Typical):

Textbook:

- 1. Roché Woodworth *The Beginner's Guide to Procreate*. 1 ed., Page Street Publishing, 2023.
- 2. 3Dtotal Publishing *Beginner's Guide to Digital Painting in Photoshop*. 2 ed., 3Dtotal publishing, 2020.
- 3. James Gurney *Imaginative Realism: How to Paint What Doesn't Exist*. 1 ed., Andrews McMeel, 2009.
- 4. James Gurney *Color and Light: A Guide for the Realist Painter*. 1 ed., Andrews McMeel, 2010.
- 5. Stan Lee *Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics*. 1 ed., Watson-Guptill, 2019.

Software:

- 1. Adobe Photoshop. Adobe , (/e).

Other Learning Materials:

- 1. .



Course Outline for Graphic Design & Digital Media 45B

Digital Painting II

Effective: Fall 2025

Catalog Description:

GDDM 45B - Digital Painting II

3.00 Units

Students will build upon the fundamental techniques of digital painting. Students will create paintings from references as well as from imagination, paying close attention to lighting and color. Course will focus on development of style for commercial illustration.

Prerequisite: ARTS 2A with a minimum grade of C, GDDM 45A with a minimum grade of C, **Recommended**

Course Preparation: GDDM 53 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create images that effectively apply rules of creating a dynamic composition.
- B. Apply principles of color theory and practical color mixing to accurately depict the effects of color temperature on local colors, atmospheric perspective, and light and shadow.
- C. Draw and paint form from reference and imagination, using digital painting as a medium.
- D. Create digital paintings that effectively communicate elements of story and visual story telling in the image.

Course Content:

Lab:

1. Use digital painting software to develop and refine digital painting skills
 1. Composition Studies: Develop several compositions on small canvases to quickly explore various of compositions with emphasis on establishing value pattern, color, and light and shadow
 2. Texture Studies: Explore various textures and surfaces by painting different materials as small cubes, with emphasis on how the behavior of light and shadow on different materials and color
 3. Colored light studies: Explore how different temperatures of light can affect the perceived colors in different parts of a composition, from ambient light, to local colors to various lights and shadows.
 4. Edge control: create complex shapes from simple shapes by adding and subtracting from the image
2. Use digital painting software to develop and refine digital painting skills
 1. Develop concepts for a character for commercial purposes, considering different design styles as appropriate for different industries.

Lecture:

1. Use digital painting software for making different expressive marks and explore the development of personal style.
2. Create illustrations for both commercial and fine art purposes, with a focus on output intent.
3. Accurately render color and light as it related to painting, paying attention to:
 1. Local color
 2. Color temperature and its effects on lights and shadows.
4. Development of expressive content through manipulation of:
 1. Mark
 2. Color
 3. Value
 4. Composition.

Methods of Instruction:

1. Student Presentations - students present their work for feedback and comments, explain their artistic and design process
2. Classroom Activity - lectures, demonstrations, assisted lab exercises.
3. Critique - classroom critique, feedback, and comments on each others projects
4. Projects - 4-5 major projects as well as several smaller exercises for developing key skill
5. Demonstration - instructor demonstrates key concepts for exercises and assignments
6. students develop a body of work throughout the semester suitable for including in their portfolio

Typical Assignments

A. Project:

1. Complete painting exercises working with observed color, imagined color, texture, and effect of light.

2. Create a painting with human figures and visual elements of story.
3. Create a painting based on photographic reference and observed color.
4. Create an illustration for commercial purpose. For example, editorial illustration, children's book illustration, book cover.

Methods of Evaluating Student Progress

- A. Projects
 1. 3-4 major projects per quarter
- B. Class Participation
 1. Daily
- C. Class Work
 1. Daily
- D. Home Work
 1. As needed.
- E. Lab Activities
 1. Daily
- F. Oral Presentation
 1. Upon completion of project

Student Learning Outcomes

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

- A. Apply principles of color theory and practical color mixing (accurately depict the effects of color temperature on local colors, effects of atmospheric perspective, effects of light and shadow).
- B. Create images demonstrating dynamic composition.
- C. Create images that effectively communicate elements of storytelling in the image.
- D. Draw and paint from reference images and from imagination using digital tools.

Textbooks (Typical):

Textbook:

1. 3Dtotal publishing *Beginner's Guide to Digital Painting in Photoshop*. 2 ed., 3Dtotal publishing, 2020.
2. Roché Woodworth *The Beginner's Guide to Procreate*. 1 ed., Page Street Publishing, 2023.
3. James Gurney *Imaginative Realism: How to Paint What Doesn't Exist*. 1 ed., Andrews McMeel, 2009.
4. Stan Lee *Stan Lee's Master Class: Lessons in Drawing, World-Building, Storytelling, Manga, and Digital Comics*. 1 ed., Watson-Guptill, 2019.
5. James Gurney *Color and Light: A Guide for the Realist Painter*. 1 ed., Andrews McMeel, 2010.



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DE for GDDM 45B Digital Painting II

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

Course has been taught in fully online mode (synchronous) and as hy-flex before and students have been engaged and successful. Many students already have their own preferred hardware and software setup and prefer working in their own environment.

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

Consulted with department chair to arrive at consensus that students will be able to be successful with online / hyflex option

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: as needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 4-5 major discussion threads based on topic
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every assignment and exercise
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 4-5 major discussion topics
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: students will provide each other with feedback on projects (4-5 per semester)
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: weekly

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: per class or weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: As necessary. Videos demonstrating core concepts will be played along side instructor demonstration
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 4-5 main projects per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: students present their projects (4-5) after completion

Requisite Skills:

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

A. ARTS 2A

1. Accurately render three-dimensional objects on a two-dimensional surface from observation
2. Create drawings and demonstrate the basic principles of spatial illusion through the application of linear, atmospheric, and other perspective systems
3. Utilize a variety of lines and mark-making in drawing
4. Organize spaces and objects within a drawing according to basic principles of design and composition
5. Accurately describe forms and space through gradations of value
6. Develop expressive content through manipulation of line, form, value, and composition
7. Evaluate and critique class projects using relevant terminology in oral or written formats
8. Examine and describe historical and contemporary developments, trends, materials, and approaches in drawing

B. GDDM 45A

1. Use digital painting software and a stylus
2. Explain the dynamics of composition
3. Apply principles of color theory and practical color mixing.
4. Develop expressive content through manipulation of mark, color, value, and composition
5. Using digital painting as a medium to draw and paint form from observation and imagination

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

A. GDDM 53

1. 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.
2. 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.
3. 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 Outline for Graphic Design & Digital Media 57 Branding and Identity Design

Effective: Fall 2025

Catalog Description:

GDDM 57 - Branding and Identity Design

3.00 Units

Students in this course will learn the process of brand development and implementation. From research and analysis through launch and governance, the course covers all aspects of the process and the best practices that build better brands.

Recommended Course Preparation: GDDM 52 with a minimum grade of C, ARTS 26 (same as GDDM 51) with a minimum grade of C, **Prerequisite:** GDDM 54 with a minimum grade of C, GDDM 53 with a minimum grade of C.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Research concepts suitable for commercial use based on appeal to a target audience and client project brief
- B. Develop concepts and create designs in accordance with research results and client brief
- C. Demonstrate imagination through the manipulation of formal principles and plastic elements of design

- D. Articulate a greater understanding of the position of designer/visual communicator, particularly as related to art, advertising, and business
- E. Participate in client presentations at the professional-level including an ability to discuss objectives, research, conceptual process and strategies, and participate in critique and feedback sessions using industry-standard terminology
- F. Complete a project from concept to conclusion, to deadline, and to client's stated criteria, with disciplined control and craftsmanship

Course Content:

Lab:

1. Branding and identity design based on peer and instructor feedback.
2. Critiques and presentations

Lecture:

1. The designer's role within the structure of the graphic design/advertising industry
2. Brand strategy and launch
 1. Developing a business identity
 2. Logo design
 1. Color
 2. Symbols
 3. Type
 4. Message
 1. Letterheads
 2. Public relations/messaging
 1. Defining the value proposition of the brand
 2. Creating buzz
 3. Taglines
 3. Marketing plans
 1. Media planning
 2. Product rollouts
3. Client Relations
 1. Interacting with a client
 2. Meeting strategies
 3. Budget strategies
 4. Documentation for the client
4. Production of advertising communication materials
 1. The Brand identity in advertising
 2. Introduction to public relations as a form of advertising
 3. The design process
 1. Planning
 1. Consideration of design possibilities
 2. Historical and contemporary examples of design
 2. Production
 1. Creating graphic standards

2. Continuing the concept of the design process
3. Preparation and production of magazine ads
4. Production of other client deliverable

Methods of Instruction:

1. Lab - students will work on their projects during class
2. Lecture - Lecture on relevant topics and strategies for developing various types of branding identities
3. Student Presentations - students will present their progress each class
4. Projects - Students will have 5-7 projects for the semester
5. Critique - students will present their projects for feedback, critique, and discussion
6. Discussion - students will present their projects for feedback, critique, and discussion

Typical Assignments

A. Other:

1. Assignments are creative and open ended, allowing students to interpret themes and ideas to express their own background, culture, and identity.

B. Project:

1. Building the Brand - Brand Style Guide:

1. Create brand consistency by implementing a style guide.
2. Specify brand usage guidelines such as colors, typography, min/max size, clearance space, Do's and Don'ts for logos, Flat and 1C versions of logos.
3. Creating mockups: Display brand as they would be used on product, on advertising, on web pages, on mobile devices, stationery and letterheads, promotional materials...etc.
4. Design and assemble the style guide itself.

2. Designing a family of corporate symbols.

1. Research Phase: Identify a corporation that owns at least 4 product line subsidiaries (e.g., SONY), thoroughly research its product lines, and identify the target audience. Be prepared to discuss in class.
2. Design Phase: Design at least four symbols to represent each subsidiary product line. These symbols should be different from each other, but similar enough to form a visually-recognizable "family."
3. Creation Phase: Create at least 5 rough draft sketches for each product line symbol. After critique, begin to refine the symbols and determine the course you are taking.
4. Hand in completed computer drafts; refine the symbols.
5. Critique final drafts.

Methods of Evaluating Student Progress

A. Research Projects

1. 5-6 per semester

B. Oral Presentation

1. 5-6 per semester

C. Projects

1. 5-6 per semester

D. Lab Activities

1. daily

Student Learning Outcomes

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

- A. Identify and understand the collaborative nature of the design process and the multiple areas of focus and/or specialization required to create professional design work, including project management, art direction, lead design, art production, as well as the outside talents such as writing, photography, illustration and calligraphy.

Textbooks (Typical):

Textbook:

1. Allan Peters *Logos that Last: How to Create Iconic Visual Branding*. 1 ed., Rockport Publishers, 2023.
2. Alina Wheeler, Rob Meyerson *Designing Brand Identity: A Comprehensive Guide to the World of Brands and Branding*. 6 ed., Wiley, 2024.
3. Tom Geismar, Sagi Haviv *Identify Basic Principles of identity design in the iconic trademarks of Chermayeff & Geismar*. 1 ed., HOW Books, 2011.
4. Steven Brower *Inside Art Direction: Interviews and Case Studies*. 1 ed., Bloomsbury Visual Arts, 2019.

Other Materials Required of Students

Other Materials Required of Students:

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



LAS POSITAS

COLLEGE

Course Outline for Graphic Design & Digital Media 58

Adobe Photoshop II

Effective: Fall 2025

Catalog Description:

GDDM 58 - Adobe Photoshop II

3.00 Units

Technical and design skill development course using Photoshop to create and manipulate images, illustrations, text and animations. Emphasis on intermediate- through advanced-level techniques and tools used to create photo-realistic composites, special effects, custom brushes, and Photoshop rendered imagery for print and screen.

Prerequisite: GDDM 53 with a minimum grade of C.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Create accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).
- Generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.
- Apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.
- Compose and manipulate a variety of images from various sources into photorealistic composites.

Course Content:

Lab:

1. Modify resolution to files to formats such as JPEG, PNG and WebP to accomodate different viewports for mobile, tablet, and desktop devices.
2. Learn how to batch rename files using Adobe Bridge to increase automated production speed.
3. Make precise selections using channels in Photoshop to separate a subject from the background to use with another background.
4. Make a Warhol-like illustration using layer mask, adjustment layers, and smart objects.
5. Use Frequency Separation to eliminate acne in a portrait.

Lecture:

1. Review Photoshop basics
2. Working with color
 1. Convert a color image to grayscale.
 2. Create a duotone.
 3. Multiple images
 4. Painting Images
 5. Create original painted image.
3. Working with Layers
 1. Create a new adjustment layer.
 2. Create and edit a layer mask.
 3. Mask a layer with contents of another layer.
 4. Convert a layer style to individual layers.
 5. Add special effects to a layer.
4. Working with channels and masks
 1. Color channels
 2. Alpha channels
 3. Managing channels
 4. Additional channel techniques
 5. Quick mask mode
 6. Quick mask option
5. Editing images
 1. Move a specified distance.
 2. Align objects.
 3. Transform objects.
 4. Sharpen or blur details.
 5. Intensify or tone down an area.
 6. Duplicate an image.
 7. Save a snapshot.
 8. Lay an image over another image.
 9. Remove a moiré pattern from a scan.
 10. Erase an image's background.
 11. Making notes within an image.

12. Cropping
 13. Adjusting colors and tones
 14. Brighten or darken an image.
 15. Increase or decrease contrast.
 16. Adjust overall tones.
 17. Equalize bright and dark areas.
 18. Invert an image.
 19. Create high contrast B&W image.
 20. Locate and correct colors that won't print correctly.
 21. De-saturate an area.
 22. Increase color saturation of an area.
 23. Adjust image's color balance.
 24. Change hue and saturation.
 25. Change individual colors.
 26. Reduce number of colors in an image.
 27. Adjusting color by mixing channels.
 28. Adjusting an image based on thumbnails.
6. Filter Groups
 1. Artistic Effects
 2. Image-Retouching
 3. Distort and Stylize
 4. Render
 5. Type and Lighting effects
 6. Texture fill command
 7. Additional filters and plug-ins
 8. Other filter information
 7. Transparency
 8. Advanced Techniques for Web
 1. Slice images into selections.
 2. Create animations.
 3. Create image maps.
 4. Create image maps from layers.
 5. Create rollovers.
 6. Preview image in a web browser.
 7. Adjust image's gamma value.
 8. Optimize, save for web.
 9. Creating background images
 9. Using Vanishing Point to create perspective
 10. Brightness and contrast
 11. Hue and saturation
 12. Color picker options
 13. Creating vector shapes
 14. Printing and proofing set ups
 15. Saving, importing and exporting file formats for a variety of media
 16. Troubleshooting documents

Methods of Instruction:

1. Critique - Critiques during student presentations, such as a retro vinyl cover assignment, allows all students to develop soft skill as a presenter in explaining their process, choice of color, imagery, and the file construction.
2. Demonstration - 1. Present the class with a demonstration of how to Puppet Warp and had the class use Puppet Warp with another image. 2. Presented the class with a demonstration on using Frequency Separation to remove skin imperfection and had the class use the technique on another image. 3. Presented the class with a demonstration of creating vector style image and having the class replicate the technique. 4. Presented the class with a demonstration of creating the Warhol Portrait Marilyn Effect and having the student recreate the effect with another image.
3. Projects

Typical Assignments

- A. Laboratory:
 1. Photorealistic composite using a variety of image sources.
 2. UI/UX mockup and clickthrough.
 3. Custom texture and paint brushes.
 4. Produce web advertisign sets at various sizes with web optimized images.
 5. Generate textures, effects and objects using Photoshop only with no source images.

Methods of Evaluating Student Progress

- A. Quizzes
 1. At the discretion of the instructor
- B. Oral Presentation
 1. At the discretion of the instructor.
- C. Projects
 1. Used to measure the usage of multiple instructional techniques from lectures in the creative process.
- D. Class Participation
 1. At the discretion of the instructor
- E. Class Work
 1. At the discretion of the instructor
- F. Home Work
 1. At the discretion of the instructor.

Student Learning Outcomes

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

- A. Apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.
- B. Compose and manipulate a variety of images from various sources into photo-realistic composites.
- C. Create accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).

- D. Generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.

Textbooks (Typical):

Textbook:

1. Conrad Chavez *Adobe Photoshop Classroom in a Book (2024 release)*. 1 ed., Adobe Press, 2023.
2. Mike Rankin, Nigel French *Photoshop CC: Visual QuickStart Guide (2022 release)*. 1 ed., Peachpit Press, 2022.
3. Katrin Eismann, Wayne Palmer *Adobe Photoshop Restoration & Retouching*. 4 ed., New Riders, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of supplies to complete all of the assigned studies.
2. GDDM print card as necessary for color prints.



LAS POSITAS

COLLEGE

Course Outline for Health 11 Health and Social Justice

Effective: Fall 2025

Catalog Description:

HEA 11 - Health and Social Justice

3.00 Units

This course provides an introduction to the health inequities specifically within the United States that stem from the unequal distribution of power, wealth, education, and services. Students will explore the social determinants of health including socioeconomic status, poverty, racism, violence, and living conditions. Agency, advocacy, community organizing, and policy development will be included.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Optional

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

Discipline:

Health

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe disparities in health outcomes in the United States by race, socioeconomic status, and gender.
- B. Compare and contrast paradigms that seek to explain health disparities (individual approach, public health model, health capability paradigm).
- C. Review recent public health literature detailing ways that the unequal distribution of power, wealth and education, as well as race and gender become embodied in disparate health outcomes.
- D. Contrast United States policy on access to health insurance, providers, and services, to that of other developed countries, and analyze health care policies such as the Affordable Care Act.
- E. Analyze the contribution of environmental conditions to disparate health outcomes using case studies.

- F. Analyze case studies of prevalent health conditions to compare individual behavior change approaches, public health approaches, and the shared health governance approach.
- G. Describe strategies to improve health outcomes such as agency, advocacy, community organizing, and/or policy development.
- H. Demonstrate an advocacy skill such as preparing a policy brief, giving public testimony, community outreach, writing to an editor and/or contacting a politician.
- I. Identify, assess, and utilize credible sources of public/community health information.
- J. Communicate orally and in writing utilizing public health specific discipline language.

Course Content:

- 1. Socioeconomic Status, Educational Level, and Poverty as Social Determinants of Health
 - 1. Brief overview of social gradient in health outcomes between countries.
 - 2. Distribution of educational levels, income, and wealth in the United States
 - 3. Policy proposals to address poverty and inequities.
- 2. Race and Gender as Factors in Unequal Health Outcomes
 - 1. Historic origins of race in the United States
 - 2. Research on race as a social construct versus a biological category
 - 3. Policy proposals to reduce racial and gender gaps in health
- 3. Access to Health Care, Preventative Services, and Health Insurance
 - 1. Affordable Care Act
 - 2. Comparative analysis of health insurance across the United States and Internationally.
- 4. Environmental Justice and Health
 - 1. The "built environment" and "healthy communities"
 - 2. Toxic sources in low income communities
 - 3. Inadequate resources in low income communities
 - 4. Environmental equity strategies
- 5. Infectious and Chronic Diseases and their Social Determinants
 - 1. Differences in the incidence, prevalence, mortality, and burden of diseases and other health conditions among specific population groups.
 - 2. Social policies and programs to reduce disease.
 - 3. Information sources and significant organizations including WHO and public health agencies.
- 6. Case Studies of health disparities, health inequities, and/or social determinants of health on topics such as:
 - 1. Violence
 - 2. Nutrition, exercise and obesity
 - 3. Drugs
 - 4. Sex and gender
 - 5. Sexual orientation
 - 6. Disability
 - 7. Race and ethnicity
- 7. Strategies, Tactics, and Skills to Influence Health Policies and Health Outcomes
 - 1. Agency and individual responsibility
 - 2. Advocacy and community organizing
 - 3. Coalition building

4. Good policy for Health

Methods of Instruction:

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

Typical Assignments

A. Other:

1. Participate in lecture/discussions
 1. Students will work in small groups to summarize the health disparities presented in a case study
2. Reading
 1. Read Chapter 3 - What We Mean by Social Determinants of Health by V. Navarro in Donohoe.
 2. Read Chapter 6 - Homelessness in the United States: History, Epidemiology, Health Issues, Women, and Public Policy in Donohoe.
3. Written assignment supported by credible source of information highlighting a health disparity
4. Course Project
 1. Working individually or in a small group, research health outcomes for a vulnerable population such as maternal/infant/early life and identify health disparities. Present finding in a research paper or presentation.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Minimum of two exams/tests/quizzes
- B. Quizzes
 1. Minimum of two exams/tests/quizzes
- C. Research Projects
 1. Minimum of one research assignment, including requirement to utilize credible sources
- D. Papers
 1. as deemed appropriate by instructor
- E. Oral Presentation
 1. A final examination, course presentation, or course project.
- F. Projects
 1. A final examination, course presentation, or course project.
- G. Group Projects
 1. A final examination, course presentation, or course project.
- H. Class Participation
 1. Regular/weekly

- I. Class Work
 - 1. Regular/weekly
- J. Home Work
 - 1. Regular/weekly

Student Learning Outcomes

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

- A. Discuss disparities in health outcomes in the United States.
- B. Recognize the impacts of the unequal distribution of power, wealth and education, as well as race, socioeconomic status, and gender on health outcomes.
- C. Utilize credible sources of health data and information, and communicate that information to a wide range of audiences through an array of media.

Textbooks (Typical):

Textbook:

- 1. Patti R. Rose *Health Disparities, Diversity, And Inclusion: Context, Controversies, and Solutions*. 1st ed., Jones & Bartlett Learning, 2018.
- 2. Grace Budrys *Unequal Health: How Inequality Contributes to Health or Illness*. 3rd ed., Rowman & Littlefield, 2017.
- 3. Jennifer P Ruger *Health and Social Justice*. 1st ed., Oxford University Press, 2010.
- 4. Richard Hofrichter *Health and Social Justice: Politics, Ideology, and Inequalities in the Distribution of Disease*. 1st ed., Jossey Bass - Wiley, 2003.
- 5. Martin Donahoe *Public Health and Social Justice - A Jossey Bass Reader*. 1st ed., Jossey Bass - Wiley, 2013.
- 6. Michael Marmot, Richard Wilkinson *Social Determinants of Health*. 2nd ed., Oxford University Press, 2008.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Internet access..



LAS POSITAS

C O L L E G E

Course Outline for Journalism and Media Studies 1 Introduction to Mass Communications

Effective: Fall 2025

Catalog Description:

JAMS 1 - Introduction to Mass Communications

3.00 Units

Survey of mass communication and the interrelationships of media with society, including history, structure, and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify and describe the major mass media
- B. Explain the influence and role of technology in affecting mass media content and the impact it has on society
- C. Analyze the media's influence on society and society's influence on the media
- D. Evaluate the role, power, and influence of the mass media
- E. Describe the history of mass media in the United States
- F. Identify and describe the five freedoms of the First Amendment
- G. Demonstrate a general understand of the legal responsibilities of the mass media, including areas of libel, privacy, pornography, copyright, and freedom of information

H. Describe global media trends

Course Content:

1. The nature of mass communications
 1. Overview of mass media in the process of communication
 2. Mass media purposes and structures
 1. Newspapers
 2. Magazines
 3. Books
 4. Movies
 5. Radio and sound recordings
 6. Television
 7. Internet and electronic media, including social media
2. Mass media and technology
 1. The impact of technology on mass media content
 2. The impact of mass media technology on society
3. Mass media as a societal, cultural, and economic force
 1. Mass media as an industry
 2. Mass media's role in global development
4. Mass media influence and power
 1. Mass media's impact on society
 2. Society's impact on mass media
 3. The evolving role of mass media in society
 4. Media literacy
5. History of individual media and current use
6. The five freedoms of the First Amendment
 1. Speech
 2. Press
 3. Religion
 4. Assembly
 5. Petition
7. Legal and ethical issues relating to media
 1. Libel
 2. Privacy
 3. Pornography
 4. Copyright
 5. Freedom of information
 6. Ethical standards
 7. Industry standards
 8. Regulation
8. Global media

Methods of Instruction:

1. Student Presentations -
2. Discussion -
3. Audio-visual Activity -
4. Written Exercises -
5. Projects -
6. Lecture -
7. Guest Lecturers -
8. Research -
9. Critique -
10. Field Trips -
11. Classroom Activity -

Typical Assignments

A. Other:

1. Reading and Writing: Read Chapter 1 of *The Media of Mass Communication* and prepare a brief summary of the chapter and an analysis of the Case Study at the end of the chapter. DE Component: Post your summary and analysis on the Discussion Board. Read and respond to at least five other posting by students, focusing on how the other students' analyses were similar to yours and how they were different.
2. Writing: Complete a five-page paper discussing the internet's role in political change. DE Component: Post a draft to the Discussion Board. In groups, give feedback on how to improve the draft.
3. Analysis: Go 24 hours without media--no phones, no computers, no radio, no television--and analyze your experience in 500 words or less, making reference to social and cultural norms. DE Component: Post this on the Discussion Board, and read and respond to at least five other posting by students, focusing on how the other students' experiences were similar to yours and how they were different.

Methods of Evaluating Student Progress

A. Quizzes

1. monthly

B. Exams/Tests

1. at least once per semester

C. Research Projects

1. at least once per semester

D. Papers

1. monthly

E. Oral Presentation

1. monthly

F. Projects

1. monthly

G. Group Projects

1. monthly

H. Class Participation

1. weekly

I. Class Work

1. weekly

J. Home Work

1. weekly

K. Class Performance

1. monthly

Student Learning Outcomes

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

- A. Create a comparative analysis of how different media outlets cover a single news story.
- B. Describe the history, social impact, economics, and regulation of Journalism and Media Studies.

Textbooks (Typical):

Textbook:

1. John Vivian *Media of Mass Communications*. 12th ed., Pearson, 2016.
2. Stanley Baran *Introduction to Mass Communication: Media Literacy and Culture*. 10th ed., McGraw Hill, 2018.
3. Richard Campbell, Christopher Martin, Bettina Fabos, Shawn Harmsen *Media Essentials: A Brief Introduction*. 5th ed., Bedford/St. Martin's, 2019.
4. Shirley Biagi *Media Impact: An Introduction to Mass Media*. 12th ed., Wadsworth, 2016.



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 11 Introduction to Reporting and Newswriting Effective: Fall 2025

Catalog Description:

JAMS 11 - Introduction to Reporting and Newswriting 3.00 Units

An introduction to gathering, synthesizing/ organizing, and writing news in journalistic style across multiple platforms. Includes role of the journalist, analysis of exemplary journalistic models, and related legal and ethical issues. Students will report and write based on their original interviews and research to produce news content. Experiences may include covering speeches, meetings, and other events, writing under deadline and use of AP Style.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Write simple and complex news stories using appropriate journalistic format and style for different platforms
- Define and execute newsgathering strategies, including interviewing live sources, reporting on a meeting, and using online and investigative techniques.
- Write different types of news stories, including covering speeches, meeting, and events
- Write articles under deadline

- E. Apply Associated Press style to articles and edit own and others' articles for proper spelling, grammar, AP Style, and journalistic style
- F. Write an extended news feature of at least 1,200 words
- G. Define and avoid libelous writing, invasion of privacy, and unethical reporting.

Course Content:

1. Information and news gathering, including live interviews
 1. Preparing for interviews
 2. Interviewing live sources
 3. Using different methods and strategies for research, including online research
2. Writing news stories
 1. Journalistic writing forms, including the inverted pyramid
 2. Writing for multiple platforms, including print, online, broadcast and social media
 3. Writing simple and complex/long form articles
 4. Editing and improving news stories
 1. Practice at writing/rewriting leads, nutgraphs, and kickers
 2. Practice reducing wordiness
 3. Practice rewriting for greater clarity
3. News gathering practice, including preparing for and covering speeches, meetings and other events
4. Writing under deadline
5. Introduction to Associated Press Style and practice using AP Style Guide and other editing techniques
6. Introduction to the news feature and practice preparing for, executing, and writing a news feature
7. Legal and ethical issues in reporting, including invasion of privacy, plagiarism, and libel

Methods of Instruction:

1. Guest Lecturers - Guest presentations by journalists
2. Audio-visual Activity - Films, videos, and recordings
3. Field Trips - Possible field trips to different media companies
4. Classroom Activity - Individual/group evaluation of student and professional prose
5. Simulations - Reporting simulations
6. Lecture
7. Projects - "Live" interview and note-taking situations
8. Written Exercises - Written work, including summaries, papers, and exams
9. Discussion - Small group and whole-class discussion
10. Projects - Deadline writing situations
11. Instructor conferences

Typical Assignments

- A. Writing:
 1. Attend a student government meeting and complete a 600-word story about at least one topic covered at the meeting under a three-hour deadline, using appropriate style.
- B. Reading:

1. Read Chapter 2 of The Associated Press Reporting Handbook, "What Is News?" and write a one-page paper describing your relationship to the media.
 1. Where do you get your news?
 2. What do you consider newsworthy?

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Monthly
- B. Quizzes
 1. Weekly
- C. Research Projects
 1. Monthly
- D. Portfolios
 1. Semester-long creation of one
- E. Papers
 1. Weekly
- F. Oral Presentation
 1. Weekly
- G. Projects
 1. Weekly
- H. Group Projects
 1. Weekly
- I. Class Participation
 1. Weekly

Student Learning Outcomes

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

- A. Upon completion of JAMS 11, the student will be able to research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste.

Textbooks (Typical):

Textbook:

1. Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson *Working with Words: A Handbook for Media Writers and Editors*. 9th ed., Bedford/St. Martin's, 2016.
2. The Missouri Group (Brian S. Brooks, George Kennedy, Daryl R. Moen, and Don Ranly) *News Reporting and Writing*. 12th ed., Bedford/St. Martin's, 2017.
3. Harrower, Tim, *Inside Reporting*. 3rd ed., McGraw-Hill, 2012.
4. Associated Press *The Associated Press Stylebook 2017 and Briefing on Media Law*. 48th ed., Basic Books, 2017.



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 2 Introduction to Media

Effective: Fall 2025

Catalog Description:

JAMS 2 - Introduction to Media

3.00 Units

A survey of radio, television, film, and multimedia and their impact on culture and society; includes economics, technological development, programming, ratings, legal aspects, and social control of broadcasting in America, and cross-cultural, international comparisons.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain and analyze radio as a means of mass communications through the study of radio history, current programming practices, regulation, and radio station management;
- B. Explain and analyze television as a means of mass communications through the study of television history, current programming practices, regulation, and television station management;
- C. Explain and analyze film as a means of mass communications through the study of film history and current practices of the film industry;
- D. Explain and analyze multimedia as a means of mass communications through the study of the history and current practices of multimedia industries;

- E. Explain and analyze the historical and current impact of the media on our society from the standpoint of business, education, and politics.

Course Content:

1. Radio
 1. Growth of radio
 1. Origin of networks
 2. Early programming
 3. Regulating principles
 2. Radio programming today
 1. Economics of music industry
 2. Online programming
 3. Culture
 3. Radio station operation
2. Television
 1. Growth of television
 1. Origins
 2. Early programming
 3. Regulating principles
 2. Television programming today
 1. Advertising
 2. Online programming
 3. Television station operation
 4. Educational television
 5. Networks today
 6. Cable broadcasting
 7. Subscription broadcasting
 8. Careers in broadcasting
 9. Social aspects of broadcasting
 1. Economics
 2. Culture
 3. Ethics
 4. Entertainment
3. Film
 1. Growth of film
 1. Origin of film
 2. Early film
 3. Regulating principles: ratings
 2. Film today
 3. Film production and industry
 1. Multimedia
4. Growth of multimedia
 1. Origin of multimedia
 2. Early multimedia

3. Regulating principles
4. Multimedia programming today
 1. User-generated content
 2. Social networking
 3. Collaborative filtering
 4. Cloud computing
5. Multimedia industry and converging media
 1. Online content
 2. Mobile devices
 3. Video game platforms
5. Media and society
 1. The Federal Communications Commission
 1. History and functions
 2. Composition
 2. The public interest
 1. The basic theory of broadcasting
 2. Radio, television, film, and multimedia as media of free speech
 3. FCC statements of policy
 3. Social inequality and media representation
 1. Race
 2. Gender
 3. Class
 4. Politics and broadcasting
 5. The law and political broadcasting
 6. Coverage of political events
 7. The economics of broadcasting
 8. Advertising and agencies
 9. Problems posed by advertising
10. The audience
 1. Research and surveys
 2. Ratings--how they are attained and what they mean
11. Comparative broadcast systems
 1. Types of systems
 2. Radio, television, film, and multimedia in other countries
12. Growth of international broadcasting

Methods of Instruction:

1. Audio-visual Activity -
2. Critique -
3. Discussion -
4. Projects -
5. Research - project
6. Lecture -
7. Discussion

8. Student Presentations -
9. Written Exercises -

Typical Assignments

A. Research:

1. Primary and secondary research term paper:
 1. Provide an oral report on the role that the ratings system has played in the development of American cinema.

B. Writing:

1. Written analysis of ethical issues presented in a video:
 1. View "Broadcast News" and describe the ethical issues confronted by one of the three major character

C. Other:

1. Oral presentations of group research and discussion:
 1. Compare television in the United States with television in Mexico (or another country) using comparative techniques discussed in class.
 2. Define and explain the ethical issues involved in broadcasting campaign ads on television.
2. Essay examinations:
 1. Typical questions:
 1. Compare and contrast radio in Canada with radio in the United States.
 2. How have new media impacted how Americans get the news?
 3. Describe how the rating system is used in film.

Methods of Evaluating Student Progress

A. Quizzes

1. Weekly

B. Research Projects

1. At least one per semester

C. Papers

1. At least one per semester

D. Group Projects

1. At least one per semester

E. Class Participation

1. Weekly

F. Class Work

1. Weekly

Student Learning Outcomes

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

- A. Analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.
- B. Critically analyze the negative and positive impacts of technology on society.

Textbooks (Typical):

Textbook:

1. David Croteau, William Hoynes *Media Society: Industries, Images, and Audiences*. 5th ed., Pine Forge Press, 2013.
2. CQ Researcher *Issues in Media: Selections from CQ Researcher*. 3rd ed., CQ Press, 2016.
3. Richard Campbell *Media & Culture: Mass Communications in a Digital Age*. 10th ed., Bedford/St. Martin's, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to radio, television, film, and the Internet.



LAS POSITAS

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Course Outline for Journalism and Media Studies 21A Express College Newspaper A

Effective: Fall 2025

Catalog Description:

JAMS 21A - Express College Newspaper A

3.00 Units

An applied course in which students practice and refine beginning journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. The focus of study is on basic news, feature, and opinion stories. Students are introduced to concepts related to photojournalism, business management, graphic arts, design, social media, and leadership and editing skills. The course includes ethical, practical, and legal issues in journalism.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain and demonstrate skills related to producing different types of stories
- B. Explain the roles of writers, editors, the online and print production staff, and the business staff as outlined in course materials, take part in issue planning and in meeting all deadlines, and explain and demonstrate specific skills pertaining to role assumed

- C. Participate in overall story development, beat coverage, application of newspaper policies, print and online production, and collaborative decision making
- D. Develop and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development
- E. Explain, practice, and demonstrate journalistic style
- F. Explain the roles of photojournalism, social media, and multimedia in journalism
- G. Work to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
- H. Practice journalistic standards of ethics and explain press law regarding matters of libel and privacy

Course Content:

Lab:

Lecture:

1. Preparing for, researching, and writing stories (news stories, feature stories, opinion stories, entertainment stories, sports stories, and column writing)
 1. Defining news worthiness and applying news judgment
 2. Finding and recognizing stories
 3. Conducting research and interviews
 4. Organizing your thinking
 5. Writing the story
 6. Revising the story
 7. Working with an editor on the story
 8. Reporting on meetings, speeches, special events, and specific beats
2. Overview of newspaper staff and the production process
 1. The roles of writers, editors, business staff, and the online and print production staff
 2. The elements of production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Preparing for print and online issues of the newspaper
 1. Story development
 2. Beat coverage
 3. Newspaper policies
 4. Functioning as a member of a team.
 5. Page design
 6. Web content management
4. Writing, layout, design, and online and print production
 1. Introduction to print and online writing, including headline and cutline writing
 2. Practice writing in print and online, including headline and cutline writing
 3. Introduction to layout and graphic design
 4. Practice using layout and graphic design
 5. Introduction to online production
 6. Practice using online production methods
5. Journalistic style, standards, and traditional news values

1. The Associated Press Style Guide
 1. Overview
 2. Use
2. The inverted pyramid and other styles
3. The importance of the lead and nut graph
4. Accuracy as the foundation of journalism
6. Beginning photojournalism and multimedia techniques
 1. Shooting and selecting photographs for print and online publication
 2. Planning for multimedia, including videos and slideshows
 3. Using social media to enhance newspaper coverage and outreach
7. The newspaper's evolving audience
 1. Outreach
 2. Advertising
 3. Online presence
 1. Website
 2. Social media
 4. Distribution
8. Ethical and legal issues in journalism and photojournalism
 1. Ethical issues
 2. Legal issues

Methods of Instruction:

1. Guest Lecturers - in media or related fields
2. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
3. Field Trips - to relevant locations such as newspapers or television stations
4. Individualized Instruction - individual conferences about work produced
5. Individualized Instruction - coached supervision in necessary activities such as copyediting, online and print production, and proofreading
6. Critique - "Hell Sheets" in which the class critiques issues and online work for strengths and weaknesses
7. Projects - assignments in writing, style, and standards
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. brainstorming/planning/discussing at staff meetings and in editorial board meetings
10. group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel

Typical Assignments

A. Other:

1. Reading
 1. Read Chapter 5, "Newswriting" in *The Student Newspaper Survival Guide 2nd Edition* and complete a Reading Check in which the student demonstrates understanding of the elements of a news story and corrects some practice sentences for appropriate journalistic style.

2. Writing:

1. Prepare for, research, and write a story about recycling on campus.

Methods of Evaluating Student Progress

A. Class Participation

1. students participate in staff meetings and critiques of the newspaper weekly

B. Class Work

1. students work on stories and production of the newspaper during lab time weekly

C. Quizzes

1. weekly reading checks related to how student newspapers function and appropriate use of journalistic style

D. Research Projects

1. research, interview, and develop a story for publication weekly

E. Portfolios

1. semester long

F. Projects

1. students review a year's worth of newspapers and select entries for at least one journalism contest

G. Group Projects

1. recognizing stories, acquiring stories, producing an online and print edition, and distributing the newspaper are weekly group projects

Student Learning Outcomes

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

- A. Create The Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.

Textbooks (Typical):

Textbook:

1. Associated Press *The Associated Press Stylebook and Briefing on Media Law 2019*. 54th ed., Basic Books, 2019.
2. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook*. 7th ed., McGraw Hill, 2012.
3. Kanigel, Rachele, *The Student Newspaper Survival Guide*. 2nd ed., Wiley-Blackwell, 2012.
4. Brian Carroll *Writing and Editing for Digital Media*. 3rd ed., Routledge, 2017.



Course Outline for Journalism and Media Studies 21B Express College Newspaper B Effective: Fall 2025

Catalog Description:

JAMS 21B - Express College Newspaper B 3.00 Units

An applied course in which students practice and refine intermediate journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. Focus is on in-depth news, feature and opinion stories. Students develop intermediate abilities in photojournalism, business management, graphic arts, design, social media, and leadership and editing skills. The course includes ethical, practical, and legal issues in journalism.

Prerequisite: JAMS 21A with a minimum grade of C, **Recommended Course Preparation:** Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A
- B. Explain the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper

- C. Write typical genre stories in at least two of the following sections: news, feature, opinion, sport, or arts and entertainment
- D. Create story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements
- E. Edit stories for publication in print and online
- F. Use social media to effectively supplement the online and print editions of the newspaper
- G. Use multimedia to tell a story for a specific section
- H. Serve in a leadership role for the newspaper
 - I. Lead a critique of the newspaper after publication
- J. Refine and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development
- K. Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
- L. Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy

Course Content:

Lab:

Lecture:

1. Leadership relating to preparing for, researching, and writing stories in specific genres. Model and lead others in
 1. Defining newsworthiness and applying news judgment
 2. Finding and recognizing stories
 3. Conducting research and interviews
 4. Organizing thinking
 5. Writing the story
 6. Revising the story
 7. Working with an editor on the story
 8. Reporting on meetings, speeches, special events, and specific beats
2. The newspaper staff and the production process
 1. Work with writers, editors, business staff, and the online and print production staff
 2. Participate in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Leadership relating to preparing for print and online issues of the newspaper. Model and lead others in
 1. Story development in at least two genres
 2. Beat coverage
 3. Newspaper policies
 4. Functioning as a member of a team.
 5. Page design
 6. Web content management
4. Create story packages with multiple elements and model or lead others in writing, layout, design, and online and print production

1. Intermediate print and online writing, including headline and cutline writing
2. Write in print and online, including headline and cutline writing
3. Intermediate layout and graphic design
4. Use layout and graphic design
5. intermediate online production
6. Use online production methods
5. Model and lead others in using journalistic style, standards, and traditional news values
 1. Intermediate use of the Associated Press Style Guide
 2. The inverted pyramid and other styles
 3. The importance of the lead and nut graph
 4. Accuracy as the foundation of journalism
6. Intermediate photojournalism and/or multimedia techniques
 1. Shooting and/or selecting photographs for print and online publication
 2. Planning for and executing multimedia, including videos and slideshows
 3. Using social media to enhance newspaper coverage and outreach
7. Leadership with respect to the newspaper's evolving audience
 1. Outreach
 2. Advertising
 3. Online presence
 1. Website
 2. Social media
 4. Distribution
8. Ethical and legal issues in journalism and photojournalism
 1. Ethical issues
 2. Legal issues

Methods of Instruction:

1. Field Trips - to relevant locations such as newspapers or television stations
2. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses
3. Guest Lecturers - in media or related fields
4. Individualized Instruction - coached supervision in necessary activities such as leadership, editing, writing, copyediting, online and print production, and proofreading
5. Projects - assignments in writing, style, and standards, including multimedia projects to be posted online
6. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
7. Individualized Instruction - individual conferences about work produced
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel
10. Brainstorming/planning/discussing at staff meetings and in editorial board meetings

Typical Assignments

A. Other:**1. Reading:**

1. Read the chapter on page design in the Student Newspaper Survival Guide, and present the chapter to the class, highlighting how the lessons in the book can be applied to the Express.

2. Writing:

1. Prepare for, research, and write an in-depth feature story about a prominent person or group on campus for print publication.

3. Multimedia:

1. Prepare for, research, write, and produce an in-depth feature story about a prominent person or group on campus for online publication.

Methods of Evaluating Student Progress

A. Research Projects

1. Monthly

B. Portfolios

1. Once, at the end of the semester

C. Projects

1. Weekly

D. Group Projects

1. Weekly

E. Class Participation

1. Weekly

F. Class Work

1. Weekly

Student Learning Outcomes

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

- A. Critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

Textbooks (Typical):

Textbook:

1. Kanigel, Rachele, *The Student Newspaper Survival Guide*. 2nd ed., Wiley-Blackwell, 2012.
2. Tim Harrower, Julie Elman *The Newspaper Designer's Handbook*. 7th ed., McGraw Hill, 2012.
3. Associated Press *The Associated Press Stylebook and Briefing on Media Law 2019*. 53rd ed., Basic Books, 2019.
4. Brian Carroll *Writing and Editing for Digital Media*. 3rd ed., Routledge, 2017.



LAS POSITAS

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Course Outline for Journalism and Media Studies 22 Express Editorial Board Effective: Fall 2025

Catalog Description:

JAMS 22 - Express Editorial Board 1.00 Units

The roles and responsibilities of leaders on the college newspaper, The Express. Practical experience participating in editorial board meetings, setting policy for the newspaper, and leading in the decision-making process for planning, budgeting, and the development of the newspaper. Enrollment is limited to student leaders on the Express.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Perform as an editor or manager for the newspaper and demonstrate an understanding of the different leadership roles on the newspaper;
- Direct and guide newspaper staff members to fulfill specific jobs, including staff writers, photographers, graphic artists, multimedia staff, and production crew;
- Participate in and help guide the staff in issue planning, budgeting, assignments, meeting all deadlines, designing, and producing the online and print issues of the Express;
- Function as a member of a leadership team in editorial board meetings and staff meetings;
- Describe and participate in student media roles in the college community;

F. Edit assignments for grammar, style, clarity, and legal and ethical concerns.

Course Content:

1. Leadership of the college newspaper
 1. Editorial and management positions and responsibilities on the college newspaper
 1. Editor in chief
 2. Copy editors
 3. Section editors
 4. Production and design editors
 5. Online editors
 6. Business managers
 2. Editor selection
 3. Leadership styles
 4. Editorial budgets
2. Working with the newspaper staff
 1. The roles and responsibilities of staff members
 2. Coaching staff members to fulfill their roles and responsibilities
3. Leading in the production of the newspaper
 1. Issue and online planning
 2. Assignments with deadlines
 1. Story assignments
 2. Photo assignments
 3. Multimedia assignments
 3. The newspaper budget
 4. Issue and online design
 5. Production of the newspaper
 6. Post-production and distribution
4. Collaborative teamwork in the production of the newspaper
 1. A leader's responsibility at meetings
 2. The decision-making process
 1. Editorials
 2. Filling open editorial board positions
 3. The editorial board's role in setting policy
5. The leaders' responsibility to:
 1. the staff
 2. the readers
 3. the college and community
 4. ethics and standards of journalism
 5. design
6. Editing the work of others
 1. grammar
 2. style
 3. clarity
 4. legal concerns

5. ethical concerns

Methods of Instruction:

1. Critique - Coaching student leaders to critique their work and the work of others.
2. Discussion - Discussing standards of journalism and legal and ethical issues with student leaders.
3. Individualized Instruction - Coaching students to develop their skills as a writer and a leader.
4. Brainstorming/planning/discussing at editorial board meetings.
5. Coaching student leaders to perform role of a leader, including leading and participating at meetings, filling staffing needs, and developing and refining editing skills.
6. Individual conferences with students.
7. Decision-making in which students plan, delegate, and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal consideration with adviser providing appropriate advice and counsel.

Typical Assignments

A. Other:

1. Perform role as a student leader.
 1. Prepare proposed assignments for The Express.
 2. Present the proposed assignments to the editorial board.
 3. Participate in editorial board discussion of the assignments.
 4. Assist in making assignments to staff.
 5. Edit the assignments.
 6. Participate in page and online design.
 7. Participate in production.
 8. Participate in distribution.
2. Present a summary of your leadership duties and responsibilities to the staff.
3. Participate in editorial board meetings.
4. Participate in final exam, preparing for a journalism contest.

Methods of Evaluating Student Progress

A. Papers

1. Weekly

B. Class Participation

1. Weekly

C. Class Work

1. Weekly

D. Research Projects

1. Weekly

E. Critiques will occur on a weekly basis. Participation in staff meetings will occur on a weekly basis.

Student Learning Outcomes

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

- A. Serve as a leader for the weekly college newspaper, The Express, recognizing, acquiring, producing, and distributing content; student will lead others in increased understanding of standards of journalism and design and increased understanding of online distribution.

Textbooks (Typical):

Textbook:

1. Brian S. Brooks, James L. Pinson *Working with Words: A Handbook for Media Writers and Editors*. 10th ed., Bedford/St. Martin's, 2020.
2. Associated Press *The Associated Press Stylebook and Briefing on Media Law*. 55th ed., Basic Books, 2020.
3. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook*. 7th ed., McGraw-Hill, 2012.
4. Rachele Kanigel *The Student Newspaper Survival Guide*. 2nd ed., Blackwell Publishing, 2012.
5. -, *Style Guide and Staff Manual of the Express*, Las Positas College Express, 2020.
6. Robin Williams *The Non-Designer's Design Book*. 4th ed., Peachpit Press, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Data storage device.



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 23

Digital Storytelling

Effective: Fall 2025

Catalog Description:

JAMS 23 - Digital Storytelling

3.00 Units

This course will provide an introduction to multimedia storytelling with a journalism emphasis. Techniques that will be explored include use of video, photos, audio, animation, and text to convey interactive news and feature stories through the Internet and other electronic media. It also will include techniques in digital research, critical thinking, and synthesis. It will introduce the legal and ethical issues in the recording of sources. Emphasis is placed upon the methods and techniques of multimedia reporting, including scripting, storyboarding, camera use, lighting, sound, and editing with video editing software such as Adobe Premiere Pro.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Mass Communication, or Journalism, or Multimedia

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Use of all components of a prosumer-level digital video and still camera
- Produce and edit digital video and audio using video editing software such as Adobe Premiere Pro
- Describe conventions of journalism
- Assess digital storytelling strategies and demonstrate effective storytelling techniques, knowing when and how to use traditional print, audio, video, multimedia, other visual and social media

- E. Demonstrate appropriate use of copy editing techniques for written work
- F. Demonstrate use of omni-directional and shotgun microphone for sound recording
- G. Explain the basic components of digital reporting including use of visual communications, use of stand-ins, and the impact of camera movements
- H. Describe basic elements of composition
 - I. Produce digital slideshow stories using still photographs and integrate still photos into video
 - J. Produce and upload videos online
- K. Identify and access digital media sources, including databases
- L. Produce a finished video and/or slideshow for integration into the web sites of the other college media
- M. Interpret and apply legal and ethical issues to works created, including copyright
- N. Critique digital stories and identify specific areas in which improvement can be made
- O. Produce and demonstrate effective use of blogs and interactive social media in digital reporting

Course Content:

Lab:

1. Introductions and interviews
2. Cutting/Slicing story arc
3. Man on the Street
4. Guest interview
5. Text on Screen, Text videos
6. Intros, Transitions, and Lower-thirds
7. Narration and Voice Overs
8. Front of the camera/Broadcast
9. Live footage and action (Blood drive/on-campus event)
10. Social Media and Promotion
11. The Market (on-campus event)
12. Profiles assigned: Begin preparation
13. Profile: Script and interviews
14. Profile: Editing and finishing
15. Profile Due: Share and critique
16. Enterprise Assigned: Brainstorming and preparation
17. Enterprise: Research, script, and interviews
18. Enterprise: Editing and finishing
19. Enterprise Due: Share and critique
20. Podcasting
21. Simulcast show
22. Express Pairing: Brainstorming and preparation
23. Express Pairing: Research, script, and interviews
24. Express Pairing: Editing and finishing
25. Express Assignment Due: Share and critique
26. Media Packaging
27. Final Project Assigned: Brainstorming and preparation
28. Final Project Prep: Research, script, and interviews
29. Final Project: Editing and finishing

30. Final Project Due: Share and critique

Lecture:

1. Use of equipment in digital reporting
 1. Camera
 2. Video camera
2. Introduction and practice with video and audio editing
 1. Video production using a digital camera
 1. Focusing
 2. Lighting
 3. Tripod use
 2. iMovie
 3. Adobe Premiere Pro
 1. Three-point editing
 2. Fades and transitions
 3. Stills
 4. Audio
3. Conventions of journalism
4. Digital storytelling
 1. Scripting and storyboarding
 1. Identifying and scouting for stories
 2. Brainstorming and scripting
 3. Storyboarding
 1. Scenes and shots
 2. Framing
 3. Camera movement
 4. Stills
 5. Stand-ins
 6. Equipment and crew organization
 2. Research, including digital research techniques
 3. Questions and interviewing
 4. The role of multimedia storytelling in digital media
 5. Identifying when and how to use traditional print, audio, video, multimedia, other visual, and social media in reporting
5. Conventions of editing
 1. Copy editing
 2. Photo editing
 3. Video editing
 4. Audio editing
6. Sound during video production
 1. Omni-directional microphones
 2. Shotgun microphones
7. Digital storytelling techniques
 1. Visual communications
 2. Interviewing and researching

3. Use of stand-ins
4. Camera movement
8. Composition in video production
9. Still photos in digital storytelling
 1. Photoshop
 2. Slideshows
 3. Stills in video production
10. Uploading to the web
11. Assess digital media sources, including database
12. Video and or slideshow production through collaboration with team members and the college media
13. Introduction to legal and ethical concerns in multimedia reporting, including copyright
14. Critique and analysis of multimedia reporting
15. Blogs and interactive social media in multimedia reporting

Methods of Instruction:

1. Audio-visual Activity - Review audio-visual work in class
2. Classroom Activity - Groups will work with others to create a plan for a digital story
3. Critique - Students will critique and discuss a digital story created in class
4. Demonstration - Demonstrate interviewing techniques
5. Discussion - Discuss current ethical issues in digital media
6. Field Trips - Travel to digital media outlet to learn about the industry
7. Guest Lecturers - Guest speaker from podcast will present
8. Lab - Work on digital story project with a group in the lab
9. Lecture - Lecture on ethical standards in video production
10. Projects - Students will complete a digital story with a group
11. Research - Students will conduct background research for a group project
12. Student Presentations - Students will present digital story to the class and discuss the process of creating it
13. Written Exercises - Students will complete written exercises related to copy editing text
14. Coached supervision during lab sessions
15. Individual conferences about work produced

Typical Assignments

A. Project:

1. Storyboards:

1. Create a storyboard outlining all scenes, camera movements, stills, and narration.
2. Include responsibilities of sound and lighting technician.

2. Shooting:

1. Shoot all scenes of video as sequenced in storyboard without editing during post-production.

3. Adobe Premiere Pro:

1. Edit identical reel in two styles:

1. the first conveying opinion, the second conveying fact.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Once per month
- B. Quizzes
 - 1. Weekly
- C. Portfolios
 - 1. One time, at end of semester
- D. Projects
 - 1. Monthly
- E. Field Trips
 - 1. One time during the semester
- F. Group Projects
 - 1. Monthly
- G. Class Participation
 - 1. Weekly
- H. Class Work
 - 1. Weekly
- I. Home Work
 - 1. Weekly
- J. Lab Activities
 - 1. Weekly
- K. Class Performance
 - 1. Weekly
- L. Final Class Performance
 - 1. One time, at end of semester
- M. Final Public Performance
 - 1. One time, at end of semester (project published)
- N. Individual consultation with students
 - 1. Once per month

Student Learning Outcomes

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

- A. Produce video that presents local news in a professional manner.

Textbooks (Typical):

Textbook:

- 1. Bob Dotson *Make It Memorable* . 3rd ed., Rowman & Littlefield Publishers, 2023.
- 2. Seth Gitner *Multimedia Storytelling for Digital Communicators in a Multiplatform World* . 2nd ed., Routledge, 2022.
- 3. Anthony Adornato *Mobile and Social Media Journalism: A Practical Guide for Multimedia Journalism*. 2nd ed., Routledge, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Flash drive and a camera with video capability.
2. Access to the internet..



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 24A Naked Magazine: College Magazine A Effective: Fall 2025

Catalog Description:

JAMS 24A - Naked Magazine: College Magazine A 3.00 Units

Creation of a journalistic-style student magazine. Emphasis is placed on developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business-side of the magazine, and exploring ethical issues.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Mass Communication

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Take an active part in overall editorial and visual development, application of magazine policies, graphic style, business decisions, and editorial topics
- B. Practice collaborative decision making and explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor

- C. Explain and demonstrate specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values
- D. Develop and apply skills in computer graphics, page design, photo planning, and web design;
- E. Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community;
- F. Practice professional journalistic standards of ethics and explain press law regarding matters of libel and privacy.

Course Content:

Lab:

1. Prepare for, research, and write content for the magazine.
2. Work with editors and advisors to improve written content.
3. Plan, acquire, and edit visuals for the magazine.
4. Plan, revise, layout, and edit magazine pages.
5. Seek sponsorships and advertising revenue for the magazine.

Lecture:

1. Preparing for, researching, and writing editorials on desktop publishing software
 1. Developing content based on audience
 2. Developing package plans
 3. Writing editorials for magazine publication
 4. Planning visuals for publication
 5. Conducting research and interviews
2. Attending scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
3. Applying magazine style, standards, and values
 1. Magazine style
 1. Overview
 2. Use
 2. Advertising and public relations
4. Using beginning magazine visuals
 1. Creating photographs, computer graphics, and artwork for use in a magazine
 2. Correlating visuals and editorials in a magazine
 3. Participating in digital layout and graphic design
 4. Transitioning the print magazine to the online version
 1. Print online: transitioning from print to web
 2. Visuals online: transitioning from print to web
 3. Interaction with online audience
5. Developing the magazine and its audience
 1. Defining audience
 2. Creating content based on audience
 3. Advertising sales based on audience
 4. Marketing to the audience
6. Applying magazine law and ethics

1. Ethics in magazine publication
2. Accuracy
3. The magazine and the law

Methods of Instruction:

1. Written Exercises - Assignments in writing, style, and standards
2. Guest Lecturers
3. Field Trips
4. Critique - Group critique sessions and analysis of publications
5. Discussion - Group decision-making in which students plan, delegate and assign jobs, choose content, govern issues regarding ethics, taste and legal considerations, with adviser and editors providing appropriate advice and counsel
6. Critique - Critiques of past issues of magazine for strengths and weaknesses
7. Classroom Activity - Brainstorming/planning/discussing at staff meetings
8. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
9. Individualized Instruction - Individual conferences about work produced
10. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content. Plan, acquire, and edit visuals for the magazine. Plan, revise, layout, and edit magazine pages. Seek sponsorships and advertising revenue for the magazine.

Typical Assignments

A. Other:

1. Reading
 1. Read Chapter 9, "The Structure of Writing" in Feature and Magazine Writing: Action, Angle and Anecdotes and complete a reading check in which you analyze and discuss some methods to improve your own writing and correct some practice sentences.
2. Writing
 1. Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

Methods of Evaluating Student Progress

- A. Group Projects
 1. Working with a designer and a photographer, create a dummy of your story, including all visuals.
- B. Class Work
 1. Write a lede and nutgraph for your story.
- C. Research Projects
 1. Conduct research on a person for a magazine profile.
- D. Portfolios
 1. The completed magazine serves as a portfolio for student editors.
- E. Quizzes

1. Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz.

Student Learning Outcomes

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

- A. Contribute to the student magazine, Naked, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style.
- B. Design and edit stories and visuals in proper magazine style at a beginner level.

Textbooks (Typical):

Textbook:

1. Marcus Thompson, II *Golden*. 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press *Associated Press Stylebook and Briefing on Media Law*. Rev ed., Basic Books, 2018.
3. Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson *Working with Words: A Handbook for Media Writers and Editors*. 8th ed., Bedford/St. Martin's, 2015.
4. The American Society of Magazine Editors *The Best American Magazine Writing 2017*. 2017 ed., Columbia University Press, 2017.
5. Sammye Johnson, Patricia Prijatel *The Magazine from Cover to Cover*. 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer card, disk, reporter's notebook, and tape recorder.



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 24B

Naked Magazine: College Magazine B

Effective: Fall 2025

Catalog Description:

JAMS 24B - Naked Magazine: College Magazine B

3.00 Units

Leadership in the creation and promotion of a journalistic-style student magazine, including development of skills in areas of social media and multimedia. Emphasis is placed on practicing and refining intermediate-level journalism skills while developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business-side of the magazine, and exploring ethical issues.

Prerequisite: JAMS 24A with a minimum grade of C, **Recommended Course Preparation:** Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Mass Communication

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Work as a productive team member of the magazine staff with increased responsibility from MSCM 34A
- B. Develop and apply skills in computer graphics, page design, photo planning, and web design with increased responsibility from MSCM 34A

- C. Lead others in the overall editorial and visual development, application of magazine policies, graphic style, business decisions, and editorial topics
- D. Create story packages and lead others in creating magazine story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
- E. Practice collaborative decision-making and lead, explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
- F. Explain, demonstrate, and lead others in developing specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values
- G. Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community
- H. Lead others in professional journalistic standards of ethics, and explain press law regarding matters of libel and privacy
- I. Use social media and lead others to use social media to effectively promote and supplement the magazine
- J. Use multimedia and lead others in using multimedia to tell a story or promote an event for the magazine
- K. Design and create at least one infographic for use in the magazine
- L. Represent the magazine as a leader and journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences

Course Content:

Lab:

Lecture:

1. Leadership and increased responsibility relating to preparing for, researching, and writing stories for the magazine. Model, guide, and lead others in
 1. Finding and recognizing stories for the magazine
 2. Creating visuals linked to written content
 3. Conducting research and interviews
 4. Organizing thinking
 5. Writing the story
 6. Revising the story
 7. Working with an editor on the story
 8. Developing secondary story ideas
 9. Attending and leading scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
2. Lead others in applying magazine style, standards, and values to computer graphics, page design, photo planning, and web design
3. Lead others in using beginning magazine visuals
 1. Creating photographs, computer graphics, and artwork for use in a magazine
 2. Correlating visuals and editorials in a magazine
 3. Participating in digital layout and graphic design.

4. Work with the leadership team and magazine staff to
 1. Brainstorm story ideas
 2. Create story packages to include: the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
5. Develop leadership style and skills through collaboration with staff and editors and through assuming at least one leadership role, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
6. Lead others to develop specific journalistic skills, including interviewing, researching, writing, editing, critical thinking, and meeting journalist standards
7. Leadership with respect to the magazine and its evolving audience
 1. Defining audience
 2. Creating content based on audience
 3. Advertising sales based on audience
 4. Marketing to the audience
 5. Using social media to connect with the audience
8. Applying magazine law and ethics
 1. Ethics in magazine publication
 2. Accuracy
 3. The magazine and the law
9. Social media and the magazine
 1. Promotion of the magazine on social media
 2. Publication events
 3. Developing relationships with potential readers and advertisers
10. Transitioning the print magazine to the online version
 1. Website and online publication
 2. Visual online
 3. Multimedia online
 4. Interaction with the online audience
11. Infographic for print or online edition
 1. Recognize information suitable for presentation as an infographic
 2. Acquire, design, produce, and publish an infographic
12. Leadership in the college community

Methods of Instruction:

1. Individualized Instruction - Individual conferences about work produced
2. Discussion - Group decision-making in which students plan, delegate and assign jobs, choose content, govern issues regarding ethics, taste and legal considerations, with adviser and editors providing appropriate advice and counsel
3. Written Exercises - Assignments in writing, style, and standards
4. Guest Lecturers
5. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
6. Critique - Group critique sessions and analysis of publications

7. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
8. Critique - Critiques of past issues of magazine for strengths and weaknesses
9. Classroom Activity - Brainstorming/planning/discussing at staff meetings
10. Field Trips
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content. Plan, acquire, and edit visuals for the magazine. Plan, revise, layout, and edit magazine pages. Seek sponsorships and advertising revenue for the magazine.

Typical Assignments

A. Other:

1. Leading:

1. Lead a group discussion in which the magazine staff explores, identifies, and assigns stories and visuals for the upcoming edition.

2. Writing:

1. Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

Methods of Evaluating Student Progress

A. Quizzes

1. Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz. (This book changes every year, so students will not be quizzed on the same work for A and B.)

B. Research Projects

1. Conduct research on a person for a magazine profile.

C. Portfolios

1. The completed magazine serves as a portfolio for student editors.

D. Group Projects

1. Working with a designer and a photographer, create a dummy of your story, including all visuals.

E. Class Work

1. Work with other students to refine their a ledes and nutgraphs.

Student Learning Outcomes

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

- A. Design and edit stories and visuals in proper magazine style at an intermediate level.

Textbooks (Typical):

Textbook:

1. *Golden*. 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press, *Associated Press Stylebook and Briefing on Media Law*. Rev ed., Basic Books, 2017.
3. Brooks, Brian S., James L. Pinson, and Jean Gaddy Wilson, *Working with Words: A Handbook for Media Writers and Editors*. 8th ed., Bedford/St. Martin's, 2015.

4. Clark, Roy Peter and Don Fry, *The Best American Magazine Writing 2017*. 2017 ed., Columbia University Press, 2017.
5. Johnson, Sammye and Patricia Prijatel, *The Magazine from Cover to Cover*. 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

Other Materials Required of Students:

1. Reporter's notebook and recording device.



LAS POSITAS

COLLEGE

Course Outline for Journalism and Media Studies 3 Introduction to Public Relations

Effective: Fall 2025

Catalog Description:

JAMS 3 - Introduction to Public Relations

3.00 Units

Introduction to the principles, history, development, and professional practice of modern public relations. Includes concepts of planning and executing effective communication strategies, including message design and distribution, for any organization.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Describe and apply the principles and current practices of public relations
- B. Define and differentiate the concepts of public relations, advertising, press agency, marketing, journalism, and public affairs
- C. Describe the evolution of the field of public relations from historical to current practices
- D. Describe a public relation practitioner's training, characteristics, work assignments, and employment prospects
- E. Plan and prepare publicity programs, press releases, memos, and online public relations for different types of organizations
- F. Apply theories of public relations to different types of organizations and audiences

- G. Apply legal and ethical concepts of public relations to different types of organizations
- H. Discuss and analyze the roles and techniques of research, strategic planning, action and communication, and evaluation in public relations practice
- I. Define and differentiate among the publics and targets served by public relations practitioners
- J. Discuss and analyze the future trends in public relations with emphasis on the role of technology in public relations
- K. Discuss and analyze the use of public relations strategies in the mainstream and social media

Course Content:

- 1. Principles and current practices in public relations
 - 1. Definition of public relations
 - 2. Contrast of one-way and two-way communication systems
 - 3. Current use of public relations by different organizations
- 2. Public relations distinguished from related fields
 - 1. Advertising
 - 2. Press agency
 - 3. Marketing
 - 4. Journalism
 - 5. Public affairs
- 3. Evolution of public relations
 - 1. Pre-modern public relations
 - 2. Public relations as a new industry
 - 3. Public relations and war
 - 4. Public relations and social activism
 - 5. Public relations and advertising
 - 6. Public relations and new media
 - 7. Public relations and politics
- 4. The practice of modern public relations
 - 1. Areas of employment
 - 1. Corporations
 - 2. Non-profit organizations
 - 3. Trade associations
 - 4. Government
 - 5. Public relations agencies
 - 6. Public relations consultants
 - 2. Characteristics and training
 - 3. Activities and duties
 - 4. Working conditions and job prospects
- 5. Tools of public relations practitioners
 - 1. Publicity packages
 - 2. Press releases
 - 3. Memos
 - 4. Online public relations
- 6. Theories of public relations

1. Communication theories
2. Motivation
3. Persuasion
4. Social influence
7. Legal and ethical issues in public relations
 1. Code of ethics
 2. Cultural issues
 3. Trust and corporate social responsibility
 4. Legal issues
 1. The first amendment
 2. Government and business regulation
 3. The internet
 4. Crisis management
 5. Litigation
8. The Process of Public Relations
 1. Research
 2. Strategic planning
 3. Action and communication
 4. Evaluation of effectiveness
9. The Different Publics or Targets
 1. The media
 2. Employees
 3. Community
 4. Consumers
 5. Investors
 6. Governments
 7. Nontraditional publics
10. The future of public relations
 1. Online public relations
 2. Viral marketing
 3. Global public relations
 4. Evolving roles for public relations practitioners
11. The use of public relations strategies in the mainstream and social media

Methods of Instruction:

1. Guest Lecturers - Guest presentations by public relations specialists
2. Written Exercises
3. Lecture
4. Projects - Event planning and event planning simulations
5. Student Presentations
6. Critique - Individual/group evaluation of student and professional prose
7. Discussion - Small group and whole-class discussion
8. Research
9. Classroom Activity

10. Instructor conferences

Typical Assignments

A. Project:

1. Public relations project:

1. Prepare and execute a public relations event for an organization. For example, prepare and execute a magazine release party for the campus magazine.

B. Writing:

1. Written analysis of ethical issues presented in a movie:

1. View *Thank You for Smoking* and describe the application of Public Relations Society of America's Code of Professional Standards for the Practice of Public Relations to the actions of one of the public relations practitioners in the movie.

C. Other:

1. Oral presentation of group research and discussion:

1. Compare one-way communication to two-way communication using principles of public relations discussed in class.
2. Define and explain the changing role of the public relations practitioner in the age of new media.

2. Oral presentations on public relations project:

1. Provide an oral report describing the public relations event you created and evaluate its effectiveness.

3. Essay examinations – Typical questions:

1. Explain the significance of public relations in the history of women's suffrage.
2. Describe and differentiate two of the publics served by public relations specialists.
3. What is viral marketing and how has it changed the practice of public relations?

Methods of Evaluating Student Progress

A. Exams/Tests

1. Monthly

B. Quizzes

1. Weekly

C. Research Projects

1. 1 or more per semester

D. Papers

1. Weekly

E. Oral Presentation

1. Weekly

F. Group Projects

1. Monthly

G. Class Participation

1. Daily

Student Learning Outcomes

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

- A. Create and pitch a professional public relations proposal that exhibits writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities, and grasp of modern PR techniques.

Textbooks (Typical):

Textbook:

1. Dennis L. Wilcox, Glen T. Cameron, Bryan H. Reber *Public Relations: Strategies and Tactics*. 11th ed., Pearson, 2015.
2. David W. Guth, Charles Marsh *Public Relations: A Values-Driven Approach*. 6th ed., Pearson, 2016.
3. Lattimore, D., et al. , *Public Relations: The Profession and the Practice*. 4th ed., McGraw-Hill, 2011.
4. Newsom, D., et al., *Cengage Advantage Books: This is PR: The Realities of Public Relations*. 11th ed., Wadsworth, 2013.



Course Outline for Kinesiology 16 The Successful Student Athlete Effective: Fall 2025

Catalog Description:

KIN 16 - The Successful Student Athlete 1.00 Units

This course is designed to assist the student-athlete in developing realistic expectations and goals of college, explore academic programs, and understand what is necessary to succeed in college while competing in an intercollegiate sport. This course will also discuss the probability of becoming a professional athlete and life after athletics. The rules and regulations of the California Community College Athletic Association (CCCAA), National Intercollegiate Athletic Association (NCAA), and the National Association of Intercollegiate Athletics (NAIA) will be defined and explored to bring awareness to the student-athlete regarding eligibility and transferring to a four-year institution.

Course Grading: Letter Grade Only

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Discuss balancing academics and athletics, and the probability of success in athletics.
- Identify and utilize a variety of academic resources available to students on campus.
- Evaluate opportunities for transfer, degrees, and/or professional careers after LPC
- Complete and describe the eligibility process for competing in California Community College Athletic Association (CCCAA) intercollegiate competition.

- E. Distinguish between NCAA (Division I, II, III) and NAIA requirements for transfer and immediate eligibility.

Course Content:

1. Introduction to college athletics
 1. Course overview
 2. Balancing academics and athletics
 1. Goal setting (SMART)
 3. Probability of success in athletics
 4. Life after athletics (Where do I go from here?)
2. Planning Your Education
 1. CCCAA compliance dates by sport/semester
 2. Life Goals
 1. Short term
 2. Long term
 3. Career and Major opportunities within the Kinesiology discipline
 4. Transfer institutions that fit academic and athletic priorities
 1. Athletic transfer eligibility
 2. What school is best for you and why
 5. Using the SEP for success in transferring
 1. Within California
 2. Outside California
3. Campus resources assisting in the learning and transfer process including but not limited to:
 1. Library
 2. Internet
 3. Tutorial center
 4. Counseling
 5. Transfer center
 6. Financial aid/Scholarships
 7. Computer center
 8. Integrated learning center
 9. DSPS
 10. EOPS
 11. Health and wellness center
4. Rules and Regulations/Athletic eligibility requirements to transfer and compete at a four-year college
 1. CCCAA
 1. 1st year
 2. 2nd year
 2. Your "Clock"
 1. Red shirt
 2. Grey shirt
 3. NCAA transfer requirements
 1. Division I, II, and III
 2. 2-4, 4-2-4

3. Qualifier vs. Non-qualifier
 4. AA/AS/AA-T degrees, CSU GE, IGETC
 5. 40%, 60%, 80% Rule for Division I transfers
4. NAIA transfer requirements

Methods of Instruction:

1. Lecture - Students will be presented with lecture topics relating to the course content.
2. Written Exercises - Students will examine specific case studies of student athletes transferring to various four-year schools to participate in athletics.
3. Research - Students will research four-year institutions with their intended major as well as transfer requirements for admission into the college as well as athletic eligibility.

Typical Assignments

A. Other:

1. Web searches with related writing activities
2. Discussion groups
3. Transfer and eligibility activities relating to Division I, II, III, NAIA
4. Personal evaluation and goal setting activities

Methods of Evaluating Student Progress

A. Exams/Tests

1. Each module

B. Class Participation

1. Each module

Student Learning Outcomes

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

- A. Demonstrate knowledge of CCCAA regulations for eligibility and show an understanding of NCAA regulations for transfer and immediate eligibility.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8 ed., Human Kinetics, 2025.
3. Trent A Petrie, Douglas M Hanks, Eric L Denson *A Student Athlete's Guide To Success*. 3rd ed., Cengage Learning, 2011.
4. Barry Brown *The Student-Athlete Playbook: Success in the Classroom, Sports & Life!*. 1st ed., Bar-Red Entertainment Group, 2014.

Manual:

1. CCCAA. [CCCAA Constitution](#). California Community College Athletic Association, 2014.

2. NCAA. NCAA Transfer Guide 2014-2015. National Collegiate Athletic Association, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access.



Las Positas College

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Livermore, CA 94551-7650
(925) 424-1000
(925) 443-0742 (Fax)

DE for KIN 16 The Successful Student Athlete

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

This course has already been offered and has been offered as a DE course.

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 provide another avenue for our students - most of whom work full- or part-time-- to access our courses. After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our AA degree and agreed that it should be offered as DE."

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Formatting and coding to make tables accessible for screen readers.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Students will be encouraged to email the instructor with questions regarding grading, assignments, structure, etc. Replies will be made as soon as possible. Students will complete 1-3 assignments that will utilize email for peer-editing.
- **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: There will be multiple 'discussion boards' that students will participate in. Writing and discussions as well as commenting on other students work will be part of the 'discussion board'.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: There will be periodic announcements and updates to keep students informed. This will provide students with general information and keep them informed.

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: There will be 1-3 discussion boards that the students will take part in, writing and discussing as well as commenting on other students' work.
- **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 regularly (3-5 times) examine and discriminate between the NCAA and NAIA eligibility requirements.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: The learning modules will have 1-4 Discussion Boards that are helpful in allowing students to write, research, and discuss critically the topics that are currently being covered. Students will not only be required to post their opinions, ideas, and experiences, but they will be required to reply to their classmates' posts for each module. The instructor will pose questions relating to the textbook, web material, and online material. Example Discussion Board topic: "A student-athlete has completed 2 full-time semesters with a 2.5 cumulative GPA at a community college as a redshirt and wishes to transfer to a 4-year college. Discuss the his eligibility potential at the prospective NCAA Division I institution."
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Students will be required to research relevant and credible information regarding eligibility and transfer to the NCAA and NAIA. Example topic: "Research the current year NCAA Division II eligibility and transfer requirements from a 2 year college."
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Tests and exams will include multiple choice, multiple answer, true/false, and short answer essay questions that require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the test in one sitting. Example test question: "(Division I) As a QUALIFIER, if you enroll at a two-year school on or after August 1, 2012,

have never previously attended a four-year school, and want to transfer to a four-year school, what is the minimum GPA needed in order to practice, receive athletic financial aid, and compete the first year at a Division I school?" a)2.00 b) 2.20 c)2.50 d) 2.75



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 29A Independent Study, Intercollegiate Athletics

Effective: Fall 2025

Catalog Description:

KIN 29A - Independent Study, Intercollegiate Athletics

0.50 - 2.00 Units

Supervised study in the area of Intercollegiate Athletics. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lab Hours	27 - 108
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Inside of Class Hours	27 - 108
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Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Intercollegiate Athletics to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

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

Methods of Instruction:

1. Discussion - With instructor

2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form
7. All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions

Typical Assignments

A. Reading:

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

B. Writing:

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

C. Laboratory:

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

Methods of Evaluating Student Progress

A. Portfolios

1. due by the end of the semester

B. Papers

1. due by the end of the semester

C. Oral Presentation

1. due by the end of the semester

D. Projects

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

E. Lab Activities

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

F. Research Projects

1. due by the end of the semester

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

Student Learning Outcomes

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

- A. SLOs will be decided on an individual basis through consultation between the student and faculty.

Textbooks (Typical):

Other Learning Materials:

1. Textbooks are determined by the instructor in consultation with the student..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 29K Independent Study, Kinesiology Effective: Fall 2025

Catalog Description:

KIN 29K - Independent Study, Kinesiology 0.50 - 2.00 Units

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

Course Grading: Optional

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

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Kinesiology to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

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

Methods of Instruction:

1. Discussion - With instructor

2. Projects - As noted in the Independent study form
3. Classroom Activity - Work with faculty member to develop necessary skills to full fill independent study.
4. Demonstration - As noted in the Independent study form
5. Independent Study
6. Written Exercises - As noted in the Independent study form
7. All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions.

Typical Assignments

A. Reading:

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

B. Writing:

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

C. Laboratory:

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

Methods of Evaluating Student Progress

A. Research Projects

1. due by the end of the semester

B. Portfolios

1. due by the end of the semester

C. Papers

1. due by the end of the semester

D. Oral Presentation

1. due by the end of the semester

E. Projects

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

F. Lab Activities

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

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

Student Learning Outcomes

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

- A. SLOs will be decided on an individual basis through consultation between the student and faculty

Textbooks (Typical):

Other Learning Materials:

1. Textbooks are determined by the instructor in consultation with the student..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 29P Independent Study, Physical Education

Effective: Fall 2025

Catalog Description:

KIN 29P - Independent Study, Physical Education 0.50 - 2.00 Units

Supervised study in the area of Physical Education. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.

Course Grading: Optional

Lab Hours	27 - 108
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Inside of Class Hours	27 - 108
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Discipline:

Physical Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Physical Education to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

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

Methods of Instruction:

1. Discussion - With instructor

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

Typical Assignments

A. Reading:

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

B. Writing:

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

C. Laboratory:

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

Methods of Evaluating Student Progress

A. Research Projects

1. due by the end of the semester

B. Portfolios

1. due by the end of the semester

C. Papers

1. due by the end of the semester

D. Oral Presentation

1. due by the end of the semester

E. Projects

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

F. Lab Activities

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

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

Student Learning Outcomes

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

- A. SLOs will be decided on an individual basis through consultation between the student and faculty

Textbooks (Typical):

Other Learning Materials:

1. Textbooks are determined by the instructor in consultation with the student..

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 38A Pre-Season Intercollegiate Men's Soccer

Effective: Fall 2025

Catalog Description:

KIN 38A - Pre-Season Intercollegiate Men's Soccer 1.00 - 2.00 Units

Students will work on fundamental skills of soccer, such as, kicking, passing, trapping, heading and physical conditioning which are needed for controlled outdoor higher levels of soccer play, discuss and employ basic offensive and defensive strategies and tactics; use and apply the rules governing outdoor soccer play.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
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Inside of Class Hours	54 - 108
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Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Perform fundamental soccer skills such as passing, dribbling, heading, shooting, trapping, and receiving the ball.
- B. Exhibit offensive and defensive soccer play.
- C. Demonstrate proper soccer conditioning exercises for soccer play.
- D. Display sportmanship during soccer play.
- E. Practice the appropriate rules during soccer play.
- F. Identify appropriate equipment necessary for the sport of soccer

Course Content:

1. Fundamental soccer skills

1. Passing
 2. Dribbling
 3. Heading
 4. Shooting
 5. Trapping
 6. Receiving of the ball
2. Implementing the different offensive and defensive strategies of soccer play.
 3. Demonstration of appropriate soccer conditioning exercises
 4. Exhibiting sportsmanship during soccer play
 5. Presentation of the appropriate rules of soccer play.
 6. Describe the correct usage and maintenance of soccer equipment

Methods of Instruction:

1. Projects - Hands-on experiences with creation and analysis of video performance
2. Discussion - Individual and group interpretation of soccer play
3. Lab - Skills performances on daily basis
4. Lecture - on basic concepts and skills
5. Readings in current soccer media both American and International

Typical Assignments

- A. Laboratory:
1. Skills assessment of passing, dribbling, heading, shooting and receiving.
 2. Group competitive play.
 3. Exercises and drills proper for soccer play.
 4. Participate in soccer activities at various positions.

Methods of Evaluating Student Progress

- A. Class Participation
1. Daily
- B. Simulation
1. Weekly

Student Learning Outcomes

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

- A. Demonstrate effective defensive tactics.
- B. Demonstrate effective offensive tactics.

Textbooks (Typical):

Textbook:

1. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.
2. Thelma Horn, Alan Smith *Advances in Sport and Exercise Psychology*. 4th ed., Human Kinetics, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer equipment such as Shirt Top, Short, Shoes, Socks, Shin Guards, ball and other safety equipment as needed..



Course Outline for Kinesiology 38B Intercollegiate Men's Soccer

Effective: Fall 2025

Catalog Description:

KIN 38B - Intercollegiate Men's Soccer 3.00 Units

Training for soccer competition at the collegiate level. Practice will take place which will include training students to perform at the college competitive level for the Coast Conference Soccer League of Northern California. Prepares the individual for intercollegiate competition in the sport of soccer using such skills as passing, receiving and heading as well as offensive and defensive strategies. Students must meet California Community College eligibility requirements as established by the California Commission on Athletics.

Recommended Course Preparation: KIN 38A with a minimum grade of C

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Identify the correct technical aspects involved in executing skills.
- B. Discuss the relative influence, and provide examples of psychological components as they pertain to soccer.
- C. Categorizing how goals are conceded considering defensive principles of play.
- D. Compare zonal defending with marking the opponent, and illustrate the strengths and weaknesses of each method.

Course Content:

1. Execution and analysis of soccer technical skills
 1. Dribbling
 2. Passing
 3. Shooting
 4. 1v1 defending
 5. Heading
2. Psychological components of soccer
 1. Motivation and goalsetting
 2. Focus/concentration
 3. Imagery/vizualization
 4. Self & group-efficacy
3. Analyze how goals are conceded and apply defensive principles of play to improve group defending
 1. Delay
 2. Depth
 3. Compactness
 4. Balance
 5. Patience
 6. Predictability
4. Demonstration of zonal and opponent marking strategies in soccer
 1. Illustration of when, where and how each are employed when defending.

Methods of Instruction:

1. Projects - Contribution of psychological factors in soccer (e.g. goal-setting, focus, imagery and motivation).
2. Observation - Individual skills and team tactics of men's soccer

Typical Assignments

- A. Laboratory:
 1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy
 2. Duscuss methods of zonal defending and opponent marking in soccer. Illustrate the strengths and weaknesses of each.

Methods of Evaluating Student Progress

- A. Class Participation
 1. daily
- B. Simulation
 1. weekly

Student Learning Outcomes

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

- A. Upon completion of KIN 38B, students should be able to demonstrate an increase in fitness.
- B. Upon completion of KIN 38B, students should be able to understand and apply the laws of the game during an official soccer match.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th Edition ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment for safety such as shin guards, shirt top, shorts, shoes, socks, ball and other equipment necessary for competition in soccer..



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 38C Post Season Intercollegiate Men's Soccer

Effective: Fall 2025

Catalog Description:

KIN 38C - Post Season Intercollegiate Men's Soccer

1.00 - 2.00 Units

Students will learn and develop fundamental to advanced outdoor soccer skills of kicking, passing and conditioning necessary for playing field soccer at an intercollegiate level. Students will learn the rules governing outdoor soccer play.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
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Inside of Class Hours	54 - 108
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Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Demonstrate safety procedures for playing soccer
- B. Incorporate terminology appropriate during advanced competitive play
- C. Perform soccer skills such as advanced passing, advanced dribbling, advanced trapping, advanced shooting, advanced heading and receiving the ball
- D. Exhibit fair play, good sportsmanship traits
- E. Execute the various speeds of playing soccer required for advanced competitive play
- F. Incorporate strategy and formations being used during soccer games by other teams/competitors

Course Content:

1. Present safety procedures for playing soccer

2. Discuss terminology appropriate during advanced competitive soccer play
3. Performance of advanced skills and techniques for passing, dribbling, shooting, trapping, heading and receiving for soccer
4. Exhibiting knowledge of fair play and good sportsmanship during performance
5. Demonstration of the various speeds of playing soccer required during advanced competitive play
6. Benefits and drawbacks of various formations and game strategies used at the collegiate playing level.

Methods of Instruction:

1. Lecture - on material, basic concepts and skills of class
2. Lab - Skills performances on a daily basis

Typical Assignments

- A. Laboratory:
 1. Demonstrate individual skill levels of passing, dribbling, shooting, trapping, heading and receiving
 2. Participate in soccer training sessions that included warm-ups, playing game situation and cool down

Methods of Evaluating Student Progress

- A. Class Participation
 1. daily
- B. Skillsdemonstration and conditioning exercises evaluated on a regular basis

Student Learning Outcomes

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

- A. Demonstrate effective defensive techniques.
- B. Demonstrate effective offensive techniques.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
3. Thelma Horn, Alan Smith *Advances in Sport and Exercise Psychology*. 4th ed., Human Kinetics, 2018.
4. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer equipment such as Shirt Top, Short, Shoes, Socks, Shin Guards, ball and other safety equipment as needed..



LAS POSITAS

COLLEGE

Course Outline for Kinesiology 48A Pre-Season Intercollegiate Women's Soccer

Effective: Fall 2025

Catalog Description:

KIN 48A - Pre-Season Intercollegiate Women's Soccer

1.00 - 2.00 Units

Students will be taught to execute technical skills of soccer in game situations. For example, the techniques of long/short passing, receiving, crossing, shooting, individual and zonal defending. They will compare and contrast various offensive and defensive strategies and systems of play, and identify strengths and weaknesses of various formations.

Course Grading: Letter Grade Only

Lab Hours	54 - 108
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Inside of Class Hours	54 - 108
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Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- Illustrate when to mark an opponent and when to mark space in a game situation.
- Compare offensive formations in soccer, and identify how width is created in each.
- Assess strengths and weaknesses of zonal defending at set-plays
- Differentiate the attacking and defensive responsibilities of all 4 midfielders in a diamond formation.
- Debate how and when to employ counter-attacking strategies in US intercollegiate soccer.
- Demonstrate optimal technique of passing (long/short), receiving, crossing, and shooting (for accuracy and for power).

Course Content:

1. Individual offensive and defensive techniques for soccer
2. Tactics, formations and strategies of intercollegiate soccer
3. Positional responsibilities of individual players in game situations
4. Defending and attacking set-plays including zonal defending and player marking strategies, when and how to employ.
5. Game management in soccer; when and how to counter-attack, and when to retain possession
6. How to create width & depth in attacking play, utilizing various formations.

Methods of Instruction:

1. Discussion - Positions and responsibilities related to each position in a soccer game
2. Lecture - Importance of team play versus individual play in a soccer game
3. Discussion - Discuss various formations of intercollegiate soccer and illustrate how each creates width and depth. Following this, identify individual player responsibilities.
4. Participation in conditioning exercises to be ready for soccer games
5. Skills and strategies demonstrated on the soccer field

Typical Assignments

- A. Laboratory:
1. Illustrate with diagrams game situations in which the player should mark the opponent vs marking a space
 2. Deliver a presentation comparing the strengths and weaknesses of the various soccer formations
 3. Research project identifying the strengths and weaknesses of zonal defending at set plays.
 4. Oral presentation on the attacking and defending responsibilities of individuals in a formation of the student's choosing.
 5. Debate how and when to employ counter-attacking strategies in US intercollegiate soccer.
 6. Technical skills test of various offensive and defensive techniques of soccer

Methods of Evaluating Student Progress

- A. Oral Presentation
1. monthly presentation of player responsibilities in various formations
- B. Class Participation
1. daily
- C. Weekly technical skills demonstration Weekly demonstration of appropriate conditioning exercises

Student Learning Outcomes

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

- A. Demonstrate effective defensive tactics.
- B. Demonstrate effective offensive tactics.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
3. Jay Miller *Attacking Soccer*. 2nd ed., Human Kinetics, 2017.
4. Tony Studwick *Soccer Science*. 1st ed., Human Kinetics, 2016.
5. James Lennox *Soccer skills and drills*. 2nd ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate outdoor soccer attire, including shoes (for grass and synthetic surfaces), and safety equipment..



LAS POSITAS

C O L L E G E

Course Outline for Kinesiology 48B Intercollegiate Women's Soccer Effective: Fall 2025

Catalog Description:

KIN 48B - Intercollegiate Women's Soccer 3.00 Units

Instruction and intercollegiate competition is offered in this sport to those students who are selected, based on tryouts, prior to the start of the sport season.

Recommended Course Preparation: KIN 48A with a minimum grade of C

Course Grading: Letter Grade Only

Lab Hours	162
Inside of Class Hours	162

Discipline:

Coaching

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Interpret the rules of CCCAA Women's Soccer
- B. Categorize individual techniques and strategies of intercollegiate women's soccer
- C. Evaluate individual and team performance in all aspects of the sport, including technique, offensive/defensive strategies and principles of play.
- D. Compare the aerobic and anaerobic demands of soccer at the intercollegiate level
- E. Measure the influence of performance enhancing strategies (E.g. goal-setting, focus/concentration, imagery/visualization, motivation etc.) in practice and competition
- F. Compete in intercollegiate games
- G. Differentiate goals conceded using video analysis by applying the defensive principles of play (for example, delay, depth, compactness, balance, patience, and predictability).

Course Content:

1. Rules of California Community College Women's Soccer competition
2. Practice and performance of individual skills of the sport
 1. Dribbling
 2. Passing
 3. Shooting
 4. Defending
 5. Heading
3. Offensive and defensive strategies
 1. Development
 2. Execution
 3. Strategic Utilization
 4. Evaluation
4. Physical conditioning
 1. anaerobic components
 2. aerobic components
5. Performance enhancement
 1. Goalsetting
 2. Focus/concentration
 3. Imagery/vizualization
 4. Motivation
6. Intercollegiate competition
7. Categorizing goals conceded considering defensive principles of play
 1. Delay
 2. Depth
 3. Compactness
 4. Balance
 5. Patience
 6. Predictability

Methods of Instruction:

1. Observation - Individual skills and team tactics of women's soccer
2. Projects - Contribution of psychological factors in soccer (e.g. goal-setting, focus, imagery and motivation).
3. Research - Anaerobic and aerobic components of intercollegiate soccer
4. Demonstration - The rules of CCCAA Women's Soccer
5. Video analysis of goals conceded considering defensive principles of play

Typical Assignments

- A. Laboratory:
 1. Following an instructor demonstration, teach peers the execution of an individual skill or group strategy

2. Referencing sport psychology textbooks and research illustrate the psychological factors which influence performance in collegiate soccer.
3. Using peer reviewed journals, research the physiological components of soccer and the contribution of aerobic and anaerobic energy systems.
4. Following observation of a video of collegiate soccer analyze goals conceded and categorize them considering the defensive principles of play
5. Following an instructor demonstration individuals serve as officials in practice scrimmages to demonstrate an understanding of the rules of CCCAA women's soccer.

Methods of Evaluating Student Progress

- A. Simulation
 1. Weekly
- B. Class Performance
 1. Weekly
- C. Individual consultation with students
 1. Instructor with consult with students weekly.

Student Learning Outcomes

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

- A. Demonstrate an increase in fitness level.
- B. Understand and apply the laws of the game during an official soccer match.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
3. Ian Barker, David Newberry *Complete Soccer Coaching Curriculum for 3-18 Year Old Players: Volume 1*. 1st ed., Coaching Media Group, 2014.
4. Joseph Luxbacher *Soccer - Steps to Success*. 4th ed., Human Kinetics, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Protective equipment .
2. (Note – the Intercollegiate Athletics program furnishes practice and game uniforms).



Course Outline for Kinesiology 5 Sports Management

Effective: Fall 2025

Catalog Description:

KIN 5 - Sports Management 3.00 Units

Course content includes how to organize, manage, plan, staff, direct, and control a sports program. Furthermore, areas such as Title IX, budget, facilities management, sports law, scheduling, officials, sports marketing, transportation, public relations, parent and booster clubs, purchase and care of athletic equipment, fund raising. This course will provide an overview of the many careers available in the sports management industry.

Course Grading: Letter Grade Only

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

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Recognize, explain and discuss the unique characteristics of sports and how they influence the management of sports
- B. Interpret Title IX and understand its ramifications
- C. Assess all aspects of an athletic equipment facility and review areas such as budget, purchasing, and maintenance
- D. Examine sports facilities and event management
- E. Compare, contrast and evaluate the different types of organizational structures employed by a sport organization to achieve their goals

- F. Compare and contrast a high school, community college, or university sports program
- G. Develop "game day" procedures and produce a checklist for games
- H. Develop a budget for a sport
- I. Identify the potential career fields and the qualifications required in the sports management industry

Course Content:

- 1. Basic principles and organization of sports
 - 1. Philosophy of physical education and sports
 - 2. Cardinal principles
 - 3. Leadership
 - 4. Leaders philosophy
 - 5. Flow chart
 - 6. Organization of high school, community college, and university program
- 2. Title IX
 - 1. History
 - 2. The law
 - 3. Results
 - 4. Multicultural and female experts and writers provide perspectives
- 3. Job opportunities
 - 1. Various sports
 - 2. Levels
 - 3. Related opportunities
- 4. Sport Management and Marketing Agencies
 - 1. Functions of Sport Management and Marketing Agencies
 - 2. Types of Sport Management and Marketing Agencies
 - 3. Sport Management and Marketing Careers and Challenges
- 5. Procedures, policies, and communication
 - 1. Sports policy handbook
- 6. Duties and responsibilities of sports personnel
 - 1. Principal
 - 2. Athletic Director
 - 3. Principal
 - 4. Head coach
 - 5. Assistant coach
- 7. Assignment and supervision of coaches
 - 1. Meetings
 - 2. Evaluations
- 8. Equipment and facilities
 - 1. Basic principles
 - 2. Safety
 - 3. Specific guidelines
 - 4. Buying procedures
 - 5. Cleaning and reconditioning
 - 6. Facilities construction

7. Maintenance procedures
8. Equipment personnel
9. Game day procedures
9. Budget and finance
 1. General principles
 2. Booster club budget
 3. Board of Education
 4. Service clubs
 5. Fund raising
 6. Physical education department budget
 7. Budgets
 1. Associated student body
 2. Athletic budget
 3. District funds
 4. Various sports
10. Financial report
 1. Monthly
 2. Annual
 3. Purchase order

Methods of Instruction:

1. Classroom Activity - Classroom discussions related to sports and management, marketing and Title IX.
2. Lecture - Lecture pertaining to material presented in course content.
3. Projects - Students will do projects related to developing a handbook, sports management plan, or a sports marketing plan. Student will also do a research paper relevant to topic.
4. Audio-visual Activity - Variance - Present the same information in different ways for visual, aural and verbal learners Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
5. Written Exercises - Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)
6. Simulations - For presentations, use dyslexia-friendly fonts. Use a variety of media (e.g., audiobooks, movies) Include transcripts for multimedia materials

Typical Assignments

- A. Other:
 - A. Attendance/Class Participation
 - B. Sports policy handbook
 - C. Supplemental reading critiques
 - D. Chapter Quizzes
 - E. Written assignment analyzing the employment market for sports professionals
 - F. Supervised out-of-class assignment at related institution or program (YMCA, Boys/Girls Club, fitness club, schools, etc.)
 - G. Interview assignment with a member of the sports management field
 - H. Comprehensive mid term and final exam

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Mid term test as well as comprehensive Final exam at the conclusion of the course
- B. Quizzes
 - 1. Quizzes on the topic being covered will occur 2 times per week.
- C. Research Projects
 - 1. One research project is assigned during the course pertaining to careers in Sport Management.
- D. Oral Presentation
 - 1. Pairs Power-Point presentations: 2 presentations are to be delivered with a partner over the course of the semester
- E. Projects
 - 1. 2 projects over the course of the semester that pertain to video analysis.
- F. Class Participation
 - 1. At every class
- G. Class Work
 - 1. At every class
- H. Home Work
 - 1. weekly home work assignments

Student Learning Outcomes

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

- A. Upon completion of KIN 5, students should be able to evaluate the value of an athletic scholarship when compared to the revenue generated by collegiate athletic programs.
- B. Upon completion of KIN 5, students should be able to interpret performance data from a team/athlete and provide guidance to the coach based on your analysis.

Textbooks (Typical):

Textbook:

- 1. Russell Hoyer *Sport Management Principles and Applications*. 6th ed., Routledge, 2022.
- 2. Lisa Masteralexis, Carol Barr, Mary Hums *Principles and Practice of Sports Management*. 6th ed., Jones & Bartlett Learning, 2021.
- 3. Paul Pedersen, Lucie Thibault *Contemporary Sport Management*. 7th ed., Human Kinetics, 2021.



Las Positas College

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DE for KIN 5 Sports Management

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

This course was approved for DE instruction in 2020.

A primary target audience of this course will be sport managers, coaches, and students aspiring to a career in these fields. The

working commitments of this profession are unpredictable and sporadic. Thus, to meet the needs of this target audience, it is important

that an option for this course delivery is provided through Distance Education.

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

During the spring 2019 semester, four tenured faculty members were consulted and approved of this course moving to DE. On 20th February, 2019 a Division meeting was convened, and the rationale for moving this course to DE was supported.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **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: Instructor will post discussions that deal with academic content, and will provide substantive feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and provide individual responses to discussion posts each 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: Instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.

Student-Student Interaction

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

Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is... 3. What career opportunities within youth sport can you identify within community sport? Which opportunities are most attractive to you and why? (6th edition p137-p140). Furthermore, the student must comment on another student's post by providing career advice in a respectful manner.

- **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 work in groups of 3 or 4 to complete this project. Each group member produces a video (duration 3-5 minutes) and places this on instructor's Sport Management YouTube Channel. The content of the video must address the following for a sport of the student's choosing: 1. What are some of the things to consider when pricing sport (6th edition p263-264)? 2. What are the key motives for sport spectating in their chosen sport (6th edition p277-279)? And 3. Cite a major professional sports facility for your chosen sport. List the personnel who would be involved in the management at this type of facility (6th edition p341-344). Group members must not choose the same sport. After student's video is complete, all group members must compare/contrast their sport with a different sport from within their group. The student's video may be a 'talking head-shot' of the student answering the questions, or of a Power-Point and the student discussing their observations.

- **Wikis:** *Students will use wikis to work collaboratively.*

Frequency: Students will use wikis to work collaboratively on a project. For example, students placed in groups of 2: Each student produces a video (duration 4-5 minutes) and place this on the instructor's Sport Management YouTube Channel. Student's must consider this question: What are the arguments for and against a city's hosting of the Olympic Games (6th edition Chapter 11)? One of the students selects the argument for hosting the Olympics, the other argues against its hosting. After the student's video is complete, the student will analyze and critique their partner's presentation on a Wiki page in a respectful manner. The student's video may be a 'talking head-shot' of the student explaining their reasoning, or of a Power-Point and the student stating their observations.

Student-Content Interaction

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

Frequency: Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example discussion board assignment is... Has commercialization affected the sport industry negatively or positively? Provide evidence from the past and how it is currently influencing the industry (6th edition, Chapter 3)? Each student must critique another student's post in a respectful manner.

- **Written papers:** *Papers will be written on various topics.*

Frequency: Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short paper on... What is ethical leadership and provide an example (6th edition chapter 5)? There will be a term paper on... What was the relationship between the NCAA and the NAIA in the 19070s? How has that relationship changed? (6th edition Chapter 8).

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

Frequency: Students will use the Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. An example research assignment is... How have advances in the recruitment of athletes in a given sport, along with a focus on more globalized marketing, affected international sport?

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

Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is... What are 3 elements of a valid contract? Explain each element (6th edition, Chapter 17).

- **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: Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.



LAS POSITAS

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Course Outline for Mathematics 100C Concurrent Support for SLAM Mathematics

Effective: Fall 2025

Catalog Description:

MATH 100C - Concurrent Support for SLAM Mathematics

1.00 Units

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.

Corequisite: STAT C1000, or MATH 47, or MATH 33.

Course Grading: Pass/No Pass

Lab Hours	54
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Inside of Class Hours	54
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Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. 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.

Typical 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.

Methods of Evaluating Student Progress

A. Class Participation

1. Attendance will be recorded hourly

B. Class Work

1. Daily 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

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.

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

Other Materials Required of Students:

1. Access to a computer and internet.



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DE for MATH 100C Concurrent Support for SLAM Mathematics

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering this course 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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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



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Course Outline for Mathematics 101C Concurrent Support for BSTEM Mathematics

Effective: Fall 2025

Catalog Description:

MATH 101C - Concurrent Support for BSTEM Mathematics

1.00 Units

Concurrent Support for BSTEM Mathematics 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, College Algebra, 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.

Corequisite: MATH 21, or MATH 22, or MATH 30, or MATH 39, or MATH 34.

Course Grading: Pass/No Pass

Lab Hours	54
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Inside of Class Hours	54
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Discipline:

Mathematics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. 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.

Typical 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.

Methods of Evaluating Student Progress

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

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.

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%3A_Precalculus_I_\(2nd_Edition\)](https://math.libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition)).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.



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DE for MATH 101C Concurrent Support for BSTEM Mathematics

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 taught HyFlex since 2020.

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

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. Offering this course via web-hybrid (and possible future online only due to OEI interest) 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. The decision was made to offer this course as Web-Hybrid (or future DE online only if part of the OEI) 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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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



LAS POSITAS

COLLEGE

Course Outline for Marketing 50 Introduction to Marketing

Effective: Fall 2025

Catalog Description:

MKTG 50 - Introduction to Marketing 3.00 Units

Marketing as a value exchange process involving all societal members; an overview of product development, pricing, placement, and promotion; Target markets including the demographic and behavioral dimensions of markets; analyses of marketing placement and pricing strategies and the social, cultural, economic, competitive and legal factors affecting marketing mix decisions.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Optional

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

Discipline:

Business, or Management, or Marketing

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify marketing functions and how marketing institutions work in the exchange process
- B. Describe societal issues and cultural aspects, which influence marketing strategies
- C. Analyze how marketing systems and processes apply through society
- D. Identify efficient research methods to gain demographic information and behavioral characteristics of customers
- E. Explain levels, bases, and strategies to market segmentation, targeting, and positioning to develop the competitive advantage

- F. Describe factors affecting the development of new products, the life cycle of products, branding and labeling, and the combining of product to service
- G. Identify various strategies and consideration that are involved in pricing products and services
- H. Specify the characteristics of various distribution channels and marketing systems
 - I. Describe the various types of retailers and give examples of each
 - J. Discuss the processes and advantages of integrated marketing communications in product and service marketing

Course Content:

- 1. Marketing's Roles in Society
 - 1. Historical
 - 2. Impact of Business Environments
 - 3. Global Transactions
- 2. The Exchange Process
 - 1. Value Creation
 - 2. Filling a Need
- 3. Marketing Concept
 - 1. Cultural, societal, national, and international impacts
 - 2. Four aspects - Product, Price, Place, Promotion
- 4. Systems and processes for varying constituents
 - 1. Business to Business vs. Business to Consumer
 - 2. Profit vs Non-Profit
 - 3. Governmental entities
 - 4. Consumer directed
 - 5. Manufacturers
- 5. Research
 - 1. Primary vs. Secondary data
 - 2. Behavioral
 - 3. Focus Groups, Surveys, Test Markets
 - 4. Governments' Role
- 6. Marketing-Decision Data
 - 1. Demographic and Life Style assessments
 - 2. Intra- and Inter-personal variables
 - 3. Lifestyle analysis
 - 4. Scientific method
 - 5. Cultural analysis
- 7. Determining the appropriate markets
 - 1. Segmenting
 - 2. Targeting
 - 3. Positioning
- 8. Value Creation: Tangible and Intangible Products
 - 1. Developing New Products
 - 2. Unique Service and Intangible Product Concerns
 - 3. Branding

4. Packaging
9. Value Capture: Pricing
 1. Pricing Objectives
 2. Strategic Pricing Methods
 3. Pricing Options
10. Value Delivery: Placement
 1. Channel and Supply Chain Design
 2. Channel and Supply Chain Management
 3. Retailing
 4. Multi-channel marketing
11. Value Communication: Promotion
 1. Integrated Marketing communications
 2. Advertising
 3. Public Relations
 4. Promotions
 5. Personal Selling

Methods of Instruction:

1. Lecture -
2. Audio-visual Activity -
3. Written Exercises -
4. Projects -
5. Classroom Activity -

Typical Assignments

- A. Other:
1. After the lecture on Consumer Decision making processes within a group, identify the specifics of the process using the product assigned.
 2. Answer the Study Guide questions for this chapter
 3. View the video case study. Identify the three positioning decisions. Write a 1000 word analysis discussing the options, the decisions, and the outcome.
 4. Create a new product. Select the target market. Identify the distribution channel(s) and the pricing strategy. Develop the packaging. Create three promotional ideas.

Methods of Evaluating Student Progress

- A. Exams/Tests
1. 1 per semester
- B. Papers
1. 1 per semester
- C. Oral Presentation
1. 1 per semester
- D. Group Projects
1. 1 per semester

E. Class Participation

1. Daily

F. Home Work

1. Daily

Student Learning Outcomes

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

- A. Categorize the four Ps of marketing.
- B. Communicate the marketing concept and how it applies in both for-profit and nonprofit organizations.
- C. Model consumer behavior in the consumer decision making process.

Textbooks (Typical):

Textbook:

1. University of Minnesota *Principles of Marketing*. 1st ed., University of Minnesota, 2010.
2. Rogert Kerin, Steven Hartley *Marketing*. 14th ed., McGraw-Hill, 2020.
3. Michael R Solomon, Greg W. Marshall, Elnora W. Stuart *Marketing: Real People, Real Choices*. 10th ed., Pearson, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. computer and internet access.



LAS POSITAS

C O L L E G E

Course Outline for Music 11 Commercial Music Combo

Effective: Fall 2025

Catalog Description:

MUS 11 - Commercial Music Combo 1.00 Units

For instrumentalists and vocalists who want experience in performing and interpreting small-group commercial music literature. Emphasis will be on articulations, stylistic differences, composition, arranging, and common performance practices. Enrollment by audition only.

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- Demonstrate advanced facility and technique in performing and arranging commercial music literature by composers and performers of diverse backgrounds.
- Rehearse effectively to ensure successful ensemble performances.
- Play, memorize, and interpret commercial music literature in the following styles: Funk, Fusion, Rock, Blues, Hip-Hop.
- Compile effective and diverse setlists, and perform as a cohesive unit.
- Perform with effective articulation, intonation, style, expression, blending, and balance.

Course Content:

1. Concentrated study, rehearsal, and performance of varied commercial music repertoire composed by diverse artists
 1. Focus on phrasing, the use of space, tension and release, contour, and reacting to others in the ensemble
 2. Ensemble performance skills such as intonation, rhythmic precision, and blend
2. Focus on playing in tune, with a solid groove, and appropriate dynamic levels
 1. Public performance in a variety of venues: classroom, outdoor, jazz festival, and concert hall
 2. Focus on professionalism
 3. Focus on effective setlists
 4. Awareness and implementation of individual responsibility to the success of ensemble performance
3. Facility and technique in performing commercial music literature in a variety of styles.
 1. Play commercial music literature in a Funk style.
 2. Play commercial music literature in a Rock style.
 3. Play commercial music literature in a Latin style.
 4. Play commercial music literature in a Blues style.

Methods of Instruction:

1. Audio-visual Activity - Listen/watch exemplar performances by diverse artists for analysis and incorporation
2. Guest Lecturers - Welcome 1-2 guest lecturers from diverse backgrounds to discuss, demonstrate, and perform commercial music
3. Lab - Rehearsals in small group featuring diverse repertoire.
4. Projects - Projects include analysis techniques, transcription, composition, and performance of diverse musical examples.
5. Student Presentations - Students prepare and present analysis projects about diverse musical artists.
6. Outside practice

Typical Assignments

A. Reading:

1. Read through your part of an assigned chart. Locate difficult passages and formulate an approach for effective practice of these passages.

B. Other:

1. Arranging:

1. Choose a composition and arrange it for the combo. Demonstrate a good understanding of orchestration, voicings, transpositions, and formal concepts.

2. Composition:

1. Compose a 5-7 minute piece for the combo and lead the rehearsal by pointing out key elements like form, structure, improvised sections, etc.

Methods of Evaluating Student Progress

A. Home Work

1. Weekly

- B. Final Public Performance
 - 1. Once per semester
- C. Projects
 - 1. Transcribe a commercial music solo from the recording.
- D. Class Participation
 - 1. Daily
- E. Oral Presentation
 - 1. Research a commercial music artist and prepare a short oral presentation to deliver to the class.
- F. Class Performance
 - 1. 3-4 per semester
- G. Daily Individual Practice Various outside performance opportunities (3-4 per semester)

Student Learning Outcomes

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

- A. Perform commercial music repertoire at an introductory level.
- B. Transcribe and perform commercial music licks in all 12 keys.

Textbooks (Typical):

Textbook:

- 1. Elizabeth Benson *Training Contemporary Commercial Singers*. 1st ed., Compton, 2020.
- 2. Marisa Lee Naismith, PhD *Singing Contemporary Commercial Music Styles A Pedagogical Framework*. 1st ed., Compton, 2022.
- 3. Hal Leonard *Jazz Combo Pak #45 (The Beatles)*. 1st ed., Hal Leonard, 2018.
- 4. Hal Leonard Corp. *Jazz Funk Play-Along: Real Book Multi-Tracks Volume 5*. 1st ed., Hal Leonard, 2017.
- 5. Hal Leonard Corp. *Jonas Brothers - Happiness Begins*. 1st ed., Hal Leonard, 2019.

Other Learning Materials:

- 1. Music by composers and performers of diverse backgrounds will be handed out free of cost to students to rehearse, analyze, and perform.



Course Outline for Music 19

Music Composition

Effective: Fall 2025

Catalog Description:

MUS 19 - Music Composition

3.00 Units

Students will compose individual pieces to be performed by professional or college-based music ensembles. Presents a technical and historical analysis of works in diverse musical languages.

Prerequisite: MUS 6 with a minimum grade of C, or MUS 8A with a minimum grade of C.

Course Grading: Optional

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

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Compose and orchestrate pieces in various musical languages by demonstrating formal, harmonic, rhythmic, and textural techniques
- B. Analyze musical works by composers of diverse backgrounds.
- C. Apply established compositional techniques to specific projects
- D. Use engraving software such as Sibelius to correctly notate scores and parts for in-class performances as well as collaborations with professional or LPC ensembles

Course Content:

1. Analysis and short composition assignments using formal structures from traditional Western musical literature:
 1. Theme and Variation
 2. Rondo
 3. Binary forms
 4. Passacaglia
2. Analysis of existing examples utilizing the following compositional techniques:
 1. Melodic direction awareness in tonal and non-tonal music.
 2. Harmonic Progression and Chromaticism as applied in traditional and contemporary repertoire.
 3. Exploration of extended techniques and 21st Century approaches
 4. Harmonic and rhythmic languages from other styles such as jazz, rock, and non-western music.
3. Analysis and exploration of electronic music from the early to mid-Twentieth century.
 1. Music Concrete
 2. Analog synthesized music
 3. Computer based music
 4. Non-traditional score notation
 5. New works by composers from diverse backgrounds
4. Composition and orchestration by each individual student for a variety of ensembles.
 1. Solo piano.
 2. String Quartet
 3. Symphony Orchestra
 4. Jazz Ensemble

Methods of Instruction:

1. Discussion - Discussion of diverse music will serve to inspire and direct original student works.
2. Projects - Students will work on short closed-parameter projects early on and a longer open-parameter piece as the semester progresses.
3. Classroom Activity - Listening and analysis of diverse music.
4. Lecture - Faculty will present lectures about a variety of topics each class including compositional techniques and analysis of works by composers of diverse backgrounds.
5. Lab - Students will work on projects with faculty supervision and feedback.
6. Guest Lecturers - Professional composers and performers will demonstrate concepts and offer feedback to student composers.
7. Critique - Works in progress will be presented by students for feedback by peers and faculty.
8. Individualized Instruction - Faculty will offer short mini lessons to composers.

Typical Assignments

A. Writing:

1. Students will be required to analyze available scores and to provide written observation regarding aesthetic and technical issues involving the compositions in question. For example, students will study Beethoven string quartets and present a formal analysis to the class.

B. Other:

1. Students will be required to structure their own works based on established musical structures, or to justify the use of unorthodox forms. For example, students will learn about rondo form, and compose a piece for piano in rondo form.
2. Students will receive demos from various instrumentalists and will learn how to rehearse effectively with an ensemble. For example, string players will demonstrate proper techniques, and students will compose short pieces using those techniques.
3. Throughout the course, students will be producing a portfolio that should enable them to transfer to four-year institutions and/or to prepare them for professional music productions.

Methods of Evaluating Student Progress

A. Portfolios

1. Final portfolio at the end of the semester.

B. Final Public Performance

1. One final performance by professional or LPC-based ensemble.

C. Home Work

1. Weekly Homework.

D. Projects

1. Monthly projects. One final project that is more extensive.

E. Field Trips

1. One field trip per semester.

F. Class Performance

1. Performances of completed projects once at the end of the semester by a guest ensemble or solo musician.

G. Class Participation

1. Weekly

Student Learning Outcomes

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

- A. Analyze and integrate knowledge of contemporary classical repertoire into original compositions.
- B. Compose music for a variety of ensembles using standard practice techniques.
- C. Create professional scores and parts using standard music notation software.

Textbooks (Typical):

Textbook:

1. Jorge Variago *Composing with Constraints: 100 Practical Exercises in Music Composition*. 1st ed., Oxford University Press, 2021.
2. Aventuras De Viaje *The Fundamentals of Music Composition: Learn Music Composition Step by Step*. 1st ed., SF Nonfiction Books, 2022.
3. Edited by Friedemann Sallis, Valentina Bertolani, Jan Burle, Laura Zattra *Live Electronic Music Composition, Performance, Study*. 1st ed., Routledge, 2018.
4. Zvonimir Nagy *Embodiment of Musical Creativity The Cognitive and Performative Causality of Musical Composition*. 1st ed., Routledge, 2017.

5. Jonathan E Peters *Music Composition 1: Learn how to compose well-written rhythms and melodies (Volume 1)* . 1st ed., CreateSpace Independent Publishing Platform, 2014.
6. Ron Gorow *Hearing and Writing Music: Professional Training for Today's Musician* . 2nd ed., September Publishing, 2002.
7. Earl Henry, Jennifer Snodgrass, Susan Piagentini *Fundamentals of Music: Rudiments, Musicianship, and Composition*. 6th ed., Pearson, 2012.

Other Learning Materials:

1. Various new original compositions by composers of diverse backgrounds will be studied and analyzed to be provided by the instructor free of cost..

Other Materials Required of Students

Other Materials Required of Students:

1. Students are provided with the hardware and software needed to succeed in class such as laptops and notation software such as Sibelius..



LAS POSITAS

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Course Outline for Music 34 Music in Film

Effective: Fall 2025

Catalog Description:

MUS 34 - Music in Film 3.00 Units

The class traces the history and development of film music through reading, lecture and film viewing. The class studies the process of film scoring and how music and its relationship to film have changed over the last century. Class includes discussion and evaluation of different compositional styles and learning to listen critically to film scores while viewing movies.

Course Grading: Optional

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

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Evaluate the historical trends in movie music from the early twentieth century to the present.
- Distinguish and analyze the styles of prominent film music composers from diverse backgrounds.
- Define in verbal and written formats the dramatic elements of music and evaluate how they are adapted to cinematic situations.
- Assess and interpret film music terminology.
- Evaluate the effects music technology has had in the composition of music for film

Course Content:

1. Exploring Film and Music
 1. Wagner's Prelude
 2. Drama and Film
 3. Elements of Music
 4. Listening to Film Music
2. The Silent Film Era 1895-1908
 1. Birth of an Artform: 1895-1907
 2. The Foundations of Modern Film: 1908
 3. *The Birth of a Nation*
 4. The Golden Age of Silent Film: 1920-1928
 5. Transition to sound
3. The Sound Era Begins 1928-1944
 1. The Early Years of Sound: 1928-1933
 2. Entering a New Golden Age: 1934-1938
 3. Hollywood's Greatest Year: 1939
 4. Modern Voices: 1936-1944
 5. *Casablanca*
4. Entering a Cold War 1944-1959
 1. Postwar Trends: 1944-1949
 2. Country, Rock, and All That Jazz: 1950-1956
 3. Expanding Modern Styles: 1950-1956
 4. The Close of the Decade: 1956-1959
 5. *Ben-Hur*
5. A New American Cinema 1960-1976
 1. *Psycho*
 2. Declining Traditions: 1960-1967
 3. The Emerging New Era: 1960-1967
 4. Crises Years: 1968-1972
 5. Moving Forward: 1973-1976
6. The Classic Revival 1977-1988
 1. *Star Wars* and Postmodernism: 1977-1984
 2. *E.T. The Extra-Terrestrial*
 3. In the Shadows of *Star Wars*: 1977-1984
 4. Settings Far and Near: 1982-1988
 5. New Box Office Kings: 1984-1988
7. *Fin de Siécle* and the New Millennium 1989-present
 1. Pax Americana: 1989-1995
 2. Popular music and eclectic scores: 1989-1996
 3. *Titanic*: 1997-2000
 4. *The Red Violin*
 5. The New Millennium: 2001-to present day
 6. Hans Zimmer, Danny Elfman, Wendy Carlos, Laura Karpman, Quincy Jones, Kris Bowers, Robbie Robertson

Methods of Instruction:

1. Critique - Watch and critique film scenes.
2. Demonstration - Musical concepts may be demonstrated on an instrument or digital audio workstation
3. Audio-visual Activity - Watching and discussion of important scenes which use film music.
4. Research - In preparation for writing assignments, research is needed.
5. Lecture - Weekly
6. Projects - 1-3
7. Research
8. Discussion - Weekly

Typical Assignments

A. Project:

1. Analyze the manner in which music for a specific scene enhances or inhibits the drama on screen, citing its salient musical characteristics.

B. Writing:

1. Write a research paper on some aspect of motion picture music or a composer discussed in class

C. Research:

1. Compare and contrast the musical styles of different film composers from a variety of cultural backgrounds.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2-4

B. Quizzes

1. Weekly

C. Research Projects

1. 2-3

D. Papers

1. 2-3

E. Projects

1. 2-3

F. Group Projects

1. 1-2

G. Class Participation

1. Daily

Student Learning Outcomes

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

- A. Distinguish the styles of prominent film music composers and their contributions to the field of film scoring.

- B. Recognize significant trends in the history of American film scoring and their relationship to developments in American cinema, both technological and cultural.

Textbooks (Typical):

Textbook:

1. Juan Chattah *Film Music: Cognition to Interpretation.*, Routledge, 2023.
2. Edward Knoeckel *Music in Motion Pictures: A Guide Through the Art and Craft of Film Music.* 1st ed., Kendall Hunt, 2022.
3. Laura Miranda *The Routledge Handbook to Spanish Film Music.* 1st ed., Routledge, 2024.
4. Carol de Giere *Defying Gravity: The Creative Career of Stephen Schwartz, from Godspell to Wicked.* 2nd ed., Applause Theatre & Cinema Books, 2018.
5. Andy Hill *Scoring the Screen: The Secret Language of Film Music (Music Pro Guides)* . Kindle ed., Amazon Digital Services LLC, 2019.
6. James Buhler, David Neumeyer *Hearing the Movies: Music and Sound in Film History.* 2nd ed., Oxford University Press, 2015.
7. Larry M. Timm *Film Music - The Soul of Cinema.* 3rd ed., Pearson, 2013.
8. David Neumeyer *Meaning and Interpretation of Music in Cinema (Musical Meaning and Interpretation)* . 1st e ed., Indiana University Press , 2015.



LAS POSITAS
COLLEGE

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DE for MUS 34 Music in Film

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.

It has been taught DE for years now, and it works very well.

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

In consultation with faculty.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of MUS 34. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: The instructor will facilitate class discussion about various music in film topics, provide feedback, and prompt further investigations into course content. For example, the instructor will create weekly prompts on course topics and respond to 5-10 students individually about their posts.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: The instructor will provide regular ongoing academic feedback on all course assignments through email, canvas, or online conferencing technology. Students will gain clarity on why they received the grade they did, and how they can improve on future assignments. Grading rubrics will be used for MUS 34 written assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Instructor will post weekly academic announcements about MUS 34 course content, upcoming due dates, and helpful links. Any changes to course schedule or policies will also be posted.
- **Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*
Frequency: Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss music and film and give feedback on topics relating to the field of study.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The instructor will be available via telephone to interact with students one-on-one about course content.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students will be able to email each other to discuss MUS 34 course topics.

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: For each module, students will post on discussion boards with prompts from the instructor. Students will provide feedback for each other.
- **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 small teams to complete one group project about a Music in Film related topic. An example would be a project about a well known composer's approach to film scoring.
- **Blogs:** *Students will use blogs to discuss topics in the course.*
Frequency: Blogs will be used so that students may communicate with each other. For example, 1-2 collaborative writing assignments will also be assigned, and blogs will be used so students may collaborate.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Students will use chat rooms to communicate with each other in real time about MUS 34 topics.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will give each other feedback on assignments through peer-editing and critique. An example is students will post a draft of an essay to a discussion board thread. Their peers will be assigned to provide feedback to at least 2 of their classmates' papers.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: A social network tool will be create for students to share course topics with each other.
- **Wikis:** *Students will use wikis to work collaboratively.*
Frequency: Students will use wikis to work collaboratively on a project or paper. For example, students will create a presentation about an approach to film composition and collaborate on a wiki.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students will interact in real time with each other to discuss MUS 34 coursework.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Each module in MUS 34 will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is a post about Spaghetti Western film scores, typical characteristics, and examples.
- **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: There will be at least one group project during the semester. Students will collaborate in groups to solve problems, become experts on MUS 34 topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. class discussion board. These presentations will be in the form of writing, online presentations, or web sites. An example assignment is for a small group to create a collaborative powerpoint presentation about a relevant film scoring topic such as a genre, an important composer, or a landmark score.

- **Written papers:** *Papers will be written on various topics.*
Frequency: Papers will be written on various MUS 34 topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on topics such as important pieces, composers, genres, and cultural implications. There will be one term paper that will require outside research on an assigned topic.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Students will use the Internet to research film music questions, problems, events, and other important topics. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. For example, students will research Golden Era film scores, and choose one to write a paper about.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: "What impact did Jerry Goldsmith's score to "Chinatown" have on the instrumentation and orchestration of Neo Noir scores? "
- **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: Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of the origins of film music including operatic and symphonic influences, early technological limitations, and improvisational approaches to cue sheets.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Video will be used to elucidate course content and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. There are 5 purposes for videos: 1) the beginning of the video to posit a question that will give students an idea of what to expect, what to look for, and what might be worth thinking about regarding course content. 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Students will "attend" virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities. Here is an example field trip and corresponding activity: Students will take a virtual tour of a film composer's studio who is

working in the film industry today. The 'visit' will include a work in progress by the composer.

Following the field trip, students will post on the discussion board about their concrete impressions of the 'visit'.

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. Here is an example brainstorming activity: In order to plan for a group presentation, students will brainstorm possible topics, how to approach and divvy up research, and a plan for execution.

- **Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency: Debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Compare and contrast the unused Alex North score to 2001: A Space Odyssey with the licensed works that ended up being used in the film. Was the right decision made by Stanley Kubrick? Why or why not?

- **Other:**

Frequency: Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is for students to research an important genre in film music, compile their findings into a research paper, and post to the discussion board.



Course Outline for Music 41 Instrumental Chamber Music

Effective: Fall 2025

Catalog Description:

MUS 41 - Instrumental Chamber Music 1.00 Units

This course is an instrumental music ensemble that performs selections from the standard classical repertoire, as well as modern compositions. Students develop all aspects of instrumental performance including technique, sight-reading, intonation, rhythmic interpretation, ensemble balance, and stylistic interpretation. Musical instruments may include members of the brass, woodwind, string, percussion, and keyboard families. Enrollment by audition only.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Demonstrate improvement of music reading skills
- B. Develop proper performance behavior and etiquette.
- C. Synthesize concepts learned in individual practice and rehearsal during public performances
- D. Examine stylistic features appropriate to particular periods and/or composers and apply such points of style to rehearsal and public performance
- E. Evaluate quality of performance based on specific aspects of music-making such as intonation, rhythmic accuracy, use of dynamics, overall blend of the ensemble, articulation, balance, tone, and style

Course Content:

1. Rehearsal technique and practices
 1. Professionalism, preparedness and etiquette
 2. Listening across a section and across the ensemble, especially across larger ensembles
 3. Responding to conductor's gestures and instructions
2. Rhythm
 1. Accurate reading and performance of rhythm and articulation
 2. Playing together as a section and as an ensemble
 3. Following a conductor's gestures
 4. Applying period performance practices
3. Pitch and intonation
 1. Good tone production
 2. Accurate reading and performance of pitch
 3. Tuning pitches and harmonies to produce a good blend as a section and as an ensemble
4. Expression
 1. Accurate reading and performance of expressive markings
 2. Balancing dynamics to produce a good blend
 3. Applying period performance practices
 4. Rehearsal and performance of compositions from a wide variety of stylistic and historical periods.
 5. Observation and discussion of audio and video recordings of professional musicians in large and small ensemble settings

Methods of Instruction:

1. Audio-visual Activity - Critical listening
2. Demonstration -
3. Rehearsal
4. Individual Practice
5. Sight-reading

Typical Assignments

A. Other:

1. Practice Journal:
 1. Keep a practice journal throughout the term to evaluate your progress.
 1. After each class meeting, write goals for your improvement using each of the following criteria: accuracy of notes and rhythms, intonation, dynamics, articulation, tone.
 2. Write specific passages of pieces the ensemble rehearsed that need particular attention (for instance, "Debussy, measures 1-8").
2. Concert report:
 1. Attend a performance given by professional musicians and write observations about that event.

1. The report should be double-spaced, no less than two pages, no more than three pages.
2. Your introduction should describe the ensemble, the instrumentation, and the setting.
3. In the body of the report, discuss three full-length pieces, or all movements of a major work.
4. Describe the musical work along with elements of its composition (rhythm, melody, harmony, timbre, texture, dynamics, form).
5. Record detailed observations about the technique and performance practice of the musicians.
6. The last section of the report should be a summary of your observations.
7. Make connections between this performance and others you have witnessed of the same or other works.
8. Make educated judgments about the performance (i.e. What particular aspects caused the performance to be impressive or disappointing? If you list negative aspects of the performance, how might the performers improve upon their performance?).
9. Please submit a program with your report, signed by one or more members of the performing ensemble.

Methods of Evaluating Student Progress

- A. Projects
 1. One per semester
- B. Field Trips
 1. Varies
- C. Home Work
 1. Daily practice
- D. Lab Activities
 1. Weekly rehearsals
- E. Class Performance
 1. 2-3 times per semester
- F. Final Public Performance
 1. Once

Student Learning Outcomes

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

- A. Upon completion of MUS 41, the student should be able to adhere to recognized standards of professionalism in a rehearsal setting.
- B. Upon completion of MUS 41, the student should be able to play on pitch in a section and ensemble as directed by a conductor.
- C. Upon completion of MUS 41, the student should be able to perform a variety of chamber or orchestral repertoire.

- D. Upon completion of MUS 41, the student should be able to perform stylistically appropriately to the period/style of the composition.

Textbooks (Typical):

Textbook:

1. Modest Moussorgsky *Pictures of an Exhibition*. 1st ed., Hal Leonard, 2012.
2. Edvard Grieg *In the Hall of the Mountain King*. 1st ed., Deterling Music, 2020.
3. Edward Elgar *Pomp and Circumstance*. 1st ed., Deterling Music, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Students who don't own an instrument can borrow one for no cost from the college for the semester, availability pending..



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Course Outline for Music 44 Concert Choir

Effective: Fall 2025

Catalog Description:

MUS 44 - Concert Choir 1.00 Units

This course offers an opportunity for students to study, interpret, and perform vocal ensemble music in a variety of styles. Emphasis is placed on building ensemble singing experience and techniques towards a successful audition into higher-level ensembles. Designed for students of all backgrounds and experience levels. Concurrent enrollment in MUS 6 (Basic Music Skills) is highly recommended.

Enrollment Limitation: Audition required.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Develop basic music skills pertaining to ensemble singing, including intonation, sight-reading, tonal memory, accuracy in rhythms, and greater listening.
- B. Develop appropriate vocal technique.
- C. Listen to, understand, and successfully sing in harmony with fellow ensemble members.
- D. Learn and independently carry one's harmonic part.
- E. Compare, contrast and perform styles of several musical genres, including classical, jazz, pop/rock, contemporary, and folk.
- F. Demonstrate appropriate stage presence and performance.
- G. Demonstrate overall improvement in performance ability.

Course Content:

1. Musical Styles
 1. Classical
 2. Jazz
 3. Pop/Rock
 4. Folk
 5. Contemporary
2. Cultural Styles
 1. African
 2. Latin
 3. Asian
 4. Western European
 5. Native American
3. Performance Practices
 1. Stage presence
 2. Attire
 3. Interaction between participants
 4. Movement
 5. Solo performance
 6. Ensemble performance
4. Literature performance
 1. Classical/Choral
 2. Vocal Jazz
 3. Contemporary Acappella
 4. Folk Songs
5. Vocal Technique and Musicianship
 1. Tone quality
 2. Intonation
 3. Blend
 4. Balance
 5. Articulation
 6. Nuance
 7. Support
 8. Phrasing
 9. Dynamics
 10. Rhythmic precision

Methods of Instruction:

1. Classroom Activity - Rehearsals (ensemble and sectionals)
2. Demonstration - 1-2 Public Performances

Typical Assignments

- A. Other:

1. Memorize the bass part to "Give Me Jesus" by Jester Hairston.
2. Learn the Latin pronunciation for "Ne Timeas Maria" by Victoria.
3. Accurately perform the complex rhythms of "Fum, Fum, Fum" by Conrad Susa.
4. Rehearse "The Last Words of David" by Randall Thompson with your section.

Methods of Evaluating Student Progress

- A. Research Projects
 1. Study of existing vocal ensembles through listening and analysis, presentation of findings.
- B. Field Trips
 1. Performance at vocal festivals.
- C. Class Participation
 1. Weekly rehearsals.
- D. Class Performance
 1. Both In-class and public performances each semester.

Student Learning Outcomes

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

- A. Demonstrate appropriate stage appearance and overall ability through performance of music in a variety of cultural styles.
- B. Demonstrate healthy vocal technique (tone, resonance, support, effective singing posture, accurate intonation) as proscribed by the instructor.
- C. Demonstrate improvements in basic rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.

Textbooks (Typical):

Textbook:

1. Christopher Peterson *Resonance*. 1st ed., Pavane, 2021.
2. Jason Max Ferdinand *Teaching Beyond the Music*. 1st ed., GIA Publications, 2023.
3. Brinegar, Donald *Aproarte - A Nested Hierarchy in Expressive Singing*. 1st ed., GoshPa, 2022.



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DE for MUS 44 Concert Choir

DE Proposal

Delivery Methods

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

Rationale for DE

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

As a performance-based class, MUS 44 is a core requirement of all music majors to build performance experience. While not ideal, the music faculty recognizes that all course outcomes can be met fully online in an emergency. Course outcomes can be met partially online during normal circumstances. Online offering will greatly improve access.

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

Through consultation with all music faculty and students. Performances are traditionally accomplished with live concerts but are now being performed digitally through video conference concerts and assembled virtual choirs. Many evaluation and learning tools are available through partially online instruction.

Accessibility all materials must be accessible to students with disabilities

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

- Proper color contrast.

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on all assignments and performances, both in-class and public
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1 announcement per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At least one web conference 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: Music performances will take place at least once per semester on campus. Rehearsals will happen 1-4 times per month throughout the semester.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 1-2 times per month

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1-3 discussion boards per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 3 per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 1-2 times per month

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1-3 discussion boards per semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly sectional rehearsals, group performance projects
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: In-class and public performances (at least once per semester) functioning as demonstration of material completed and understood
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least 4 lectures per month
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1-3 per month
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Field trips possible but not required.
- **Other:**
Frequency: Weekly practice assignments



Course Outline for Music 45 Chamber Choir

Effective: Fall 2025

Catalog Description:

MUS 45 - Chamber Choir 2.00 Units

A performance-based class furthering the effective study, interpretation, and presentation of choral literature. Designed for vocalists with previous classical ensemble experience. Performs multiple times per semester.

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required.

Course Grading: Optional

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- A. Demonstrate successful ensemble methods, adhering to director's instructions.
- B. Demonstrate further improvement in performance ability in both solo and ensemble settings.
- C. Study and perform advanced choral harmonies with excellent musicianship.
- D. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
- E. Compare, contrast and perform music from a variety of styles and eras including: Renaissance, Baroque, Classical, Romantic, and Contemporary literature, both sacred and secular.

- F. Audition for solo opportunities when made available.
- G. Display a refined ability to independently carry one's part and sing within an ensemble.
- H. Memorize performance material when necessary.
- I. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.

Course Content:

Lab:

- 1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning.
 - 1. Homework to learn parts within the ensemble pieces is expected.
- 2. Rehearsal and performance of ensemble repertoire.
 - 1. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Lecture:

- 1. Historical Styles
 - 1. Renaissance
 - 2. Baroque
 - 3. Classic
 - 4. Romantic
 - 5. Contemporary
- 2. Cultural Styles
 - 1. African
 - 2. South American
 - 3. Asian
 - 4. Western European
 - 5. North American
 - 6. Native American
- 3. Performance Practices
 - 1. Stage presence
 - 2. Attire
 - 3. Interaction between ensemble participants
 - 4. Movement
 - 5. Solo performance
 - 6. Ensemble performance
 - 7. Follow conductor's directions and gestures
- 4. Choral Literature Performance
 - 1. Gospel
 - 2. Madrigals
 - 3. Anthems
 - 4. Chorales
 - 5. Fugues
 - 6. Oratorios

7. Masses
8. Folk songs
5. Vocal Technique and Musicianship
 1. Tone quality
 2. Intonation
 3. Blend and ensemble
 4. Balance
 5. Articulation
 6. Nuance
 7. Breath Support
 8. Phrasing
 9. Dynamics
 10. Rhythmic Precision

Methods of Instruction:

1. Demonstration - Ability to sing with skill using blend, expression and other nuances.
2. Demonstration - Public performances with ensembles at concerts, festivals and competitions.
3. Classroom Activity - Rehearsal in ensemble or as individual under the direction of the conductor.

Typical Assignments

- A. Laboratory:
 1. Accurately perform the complex rhythm of "Deck the Halls in 7/8" by James McKelvy.
 2. Rehearse "Hiru Eguberri" by Javier Busto with your section.
- B. Other:
 1. Memorize the bass part to "Give Me Jesus" by Jester Hairston.
 2. Learn the German pronunciation for the first three songs of Brahms "Marianlieder".
- C. Other:
 1. Students will learn and prepare a set of choral repertoire for public performance.
 1. The repertoire chosen comes from a variety of musical cultures, eras, composers/arrangers, and languages.
 2. The concert repertoire includes works by women and composers/arrangers of color.

Methods of Evaluating Student Progress

- A. Class Performance
 1. Performances throughout the semester. 1-3 per semester
- B. Field Trips
 1. Singing at choral festivals. 1-2 per semester
- C. Home Work
 1. Part-learning assignments.
- D. Class Participation
 1. Weekly rehearsals.
- E. Auditions with instructor At instructor's discretion

Student Learning Outcomes

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

- A. Demonstrate appropriate stage appearance and overall ability through multiples performances of music in a variety of cultural styles.
- B. Demonstrate improvements in advanced rhythms, intonation, overall musicianship, and ability to carry one's part singing within an ensemble.
- C. Demonstrate successful ensemble methods, adhering to director's instructions.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierarchy of Expressive Singing*. 1st ed., GoshPa, 2022.
2. Stephen Paulus *Prayers & Remembrances*. 1st ed., Paulus Publications, 2016.
3. Christopher Peterson *Resonance*. 1st ed., Pavane, 2021.



Course Outline for Music 46

Vocal Jazz Ensemble

Effective: Fall 2025

Catalog Description:

MUS 46 - Vocal Jazz Ensemble

2.00 Units

An advanced performance-based class exploring jazz voice in an ensemble setting. Course emphasizes the study of a variety of jazz and pop/rock styles, overall healthy vocal technique, use of microphones and an active sound system, vocal improvisation, and overall musicianship. Singing and ensemble experience highly recommended, as the class requires strong sense of intonation, rhythm, and vocal blend. Performs multiple times per semester.

Recommended Course Preparation: MUS 6 with a minimum grade of C, MUS 44 with a minimum grade of C, **Enrollment Limitation:** Audition required.

Course Grading: Optional

Lecture Hours	9
Lab Hours	81
Inside of Class Hours	90
Outside of Class Hours	18

Discipline:

Music

Number of Times Course May Be Taken for Credit:

4

Course Objectives:

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

- Demonstrate successful ensemble methods, adhering to director's instructions.
- Demonstrate further improvement in performance ability in both solo and ensemble settings.
- Study and perform advanced harmonies with excellent musicianship.
- Study and perform intermediate solo vocal improvisation using appropriate syllables and articulations.

- E. Perform with accurate notes, rhythms, words, intonation, entrances, cutoffs, articulation, dynamics, expression, and phrasing.
- F. Compare, contrast and perform music from a variety of jazz and pop/rock styles including: Swing, Latin, Blues, Ballad, Bebop, Fusion, and Contemporary.
- G. Display a refined ability to independently carry one's part and sing within an ensemble.
- H. Audition for solo opportunities when made available.
 - I. Perform as a jazz vocalist with a combo or big band.
 - J. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
- K. Memorize performance material when necessary.
- L. Demonstrate refined ability in a professional standard of conduct including attendance, participation, attitude and presentation.

Course Content:

Lab:

- 1. Explanation of choral concepts including: Vocal technique, sight reading, music theory, ear training, techniques of blend and balance, following a conductor, and techniques for part-learning. Homework to learn parts within the ensemble pieces is expected.
- 2. Rehearsal and performance of ensemble repertoire. All hours are spent together with fellow ensemble members in active singing participation and preparation for public presentation.

Lecture:

- 1. Jazz Styles
 - 1. Standard
 - 2. Blues
 - 3. Ballads
 - 4. Bebop
 - 5. Swing
 - 6. Latin
 - 7. Contemporary
- 2. Jazz Elements
 - 1. Improvisation
 - 2. Form
 - 3. Vocal Technique
 - 4. Vocal percussion
 - 5. Rhythm
 - 6. Harmony
 - 7. Melody
- 3. Performance Practices
 - 1. Stage presence
 - 2. Attire
 - 3. Interaction between participants
 - 4. Movement
 - 5. Microphone technique

6. Sound System
7. Solo performance
8. Ensemble performance
4. Jazz Literature performance
 1. Standard
 2. Blues
 3. Ballads
 4. Bebop
 5. Swing
 6. Latin
 7. Contemporary
5. Vocal Jazz History
 1. Roots of Jazz in Music Traditions of African Americans
 2. The Rift of African American Vocal Music between Gospel and Jazz
 3. Vocal Jazz Groups in the Big Band Era
 4. Vocal Jazz Groups in Hollywood
 5. Vocalese Ensembles
 6. Evolution of African American Vocal Groups into RnB and Soul Music
 7. Vocal Jazz in the Multi-Track Recording Age
 8. Vocal Jazz in Latin American Music
 9. Female Vocal Jazz Composers and Arrangers
 10. Modern Vocal Jazz Groups Around the World

Methods of Instruction:

1. Demonstration - Ability to sing with skill using blend, expression and other nuances.
2. Demonstration - Public performances in concerts, festivals and competitions.
3. Classroom Activity - Rehearse with ensemble and individually with instructor.

Typical Assignments

A. Other:

1. Develop and improvise a sixteen bar Latin phrase. Use the chord changes given, and improvise your own melodic content.
2. Memorize the tenor solo in "Me and Julio Down by the Schoolyard" by Paul Simon, arranged by Darmon Meader.
3. Choose a standard jazz solo and create a non-traditional arrangement with help from the rhythm section.

Methods of Evaluating Student Progress

A. Class Participation

1. Participation in set-up, take-down, and safe operation of the sound system.

B. Home Work

1. Part-learning outside of class time.

C. Lab Activities

1. Performances at festivals off-campus. Additional sectional rehearsal time may be required.
- D. Final Performance
 1. Final public performance as an ensemble and/or soloist.
- E. Exams/Tests
 1. Public performance as a member of ensemble.
- F. Quizzes
 1. Performance of an assigned part as a solo.

Student Learning Outcomes

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

- A. Demonstrate advanced overall musicianship and ability to carry one's part singing within an ensemble.
- B. Demonstrate advanced understanding of the performance sound system, including safe set-up, take-down, and operation.
- C. Demonstrate appropriate stage appearance and overall ability through multiple performances of music in a variety of cultural styles.
- D. Perform intermediate solo improvisation using appropriate syllables and articulations.

Textbooks (Typical):

Textbook:

1. Brinegar, Donald *Aproarte - A Nested Hierachy of Expressive Singing*. 1st ed., GoshPa, 2022.
2. Mary Anne Muglia *Common Ground.*, Anchor Music, 2024.
3. Rosana Eckert *Taking the Long Way Home.*, Kerry Marsh Music, 2024.
4. Kerry Marsh *I Wish You Love.*, Kerry Marsh Music, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students may provide their own solo literature..



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DE for MUS 46 Vocal Jazz Ensemble

DE Proposal

Delivery Methods

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

Rationale for DE

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

As a performance-based class, MUS 46 is a core requirement of all music majors to build performance experience. While not ideal, the music faculty recognizes that all course outcomes can be met fully online in an emergency. Course outcomes can be met partially online during normal circumstances. Online offering will greatly improve access.

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

Through consultation with all music faculty and students. Performances are traditionally accomplished with live concerts but are now being performed digitally through video conference concerts and assembled virtual choirs. Many evaluation and learning tools are available through partially online instruction.

Accessibility all materials must be accessible to students with disabilities

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

- Proper color contrast.

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 1-3 discussion boards per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on all assignments and performances, both in-class and public
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: as needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: weekly

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1-3 discussion boards per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: as needed
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
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: 1-3 discussion boards per semester
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly sectional rehearsals, group performance projects
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: 1-3 Research Assignments
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Part testing possible on a weekly basis
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: At least 4 lectures per month
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 5-8 per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1-3 per semester

Requisite Skills:

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

- A. MUS 6
- B. MUS 44

1. Develop basic music skills pertaining to ensemble singing, including intonation, sight-reading, tonal memory, accuracy in rhythms, and greater listening.
2. Develop appropriate vocal technique.
3. Listen to, understand, and successfully sing in harmony with fellow ensemble members.
4. Learn and independently carry one's harmonic part.
5. Compare, contrast and perform styles of several musical genres, including classical, jazz, pop/rock, contemporary, and folk.
6. Demonstrate appropriate stage presence and performance.
7. Demonstrate overall improvement in performance ability.



Course Outline for Noncredit Business 200 Communication in the Workplace

Effective: Fall 2025

Catalog Description:

NBUS 200 - Communication in the Workplace 9 Hours

This course introduces the key elements for communication in the professional workplace, and is beneficial for students seeking to improve their interpersonal communication skills.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

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

- A. Distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
- B. Apply effective listening skills in a variety of situations to promote healthy, positive communication
- C. Develop an interview plan with optimal questions and scenarios for a successful interview.
- D. Identify and describe non-verbal communication and how it can be interpreted.

Course Content:

1. Distinguish among the various barriers to communication (BTC) that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
2. Apply effective listening skills in a variety of situations to promote healthy, positive communication, identify the difference between "hearing" and "listening"
3. Describe and practice various active listening techniques
4. Explain how the Successful Communication Strategies (SCSs) can be used in the workplace

5. Develop an interview plan with optimal questions and scenarios for a successful interview, focus on interview skills you can prepare in advance and skills that you need on-the-spot
6. Identify and describe non-verbal communication and how it can be interpreted, and practice using non-verbal communication to change the meaning of spoken words
7. Explain how you can ensure your business writing is professional and that your message will be interpreted as intended

Methods of Instruction:

1. Written Exercises - Evaluation of oral and/or written case analysis for effectiveness in demonstrating knowledge and appropriate application of the various methods of communication.
2. Projects - Review of worksheets for completion and correct application of skills learned.
3. Classroom Activity - Quizzes and tests covering vocabulary, communication methods, listening skills, and barriers to effective communication.
4. Journal entries and oral and/or written action plan evaluated for accuracy in distinguishing between the various obstacles that get in the way of effective communication.

Typical Assignments

A. Reading:

1. Selected handouts from the instructor that cover barriers to communication skills and suggested methods to overcome these barriers.
2. Current articles in newspapers and magazines showing how to apply effective listening skills in a variety of situations to promote healthy, positive communication.

B. Project:

1. Analyze case studies and role-play situations that highlight communication scenarios within the workplace.

C. Writing:

1. Keep a journal with reflections on how effective listening techniques learned in class were applied to various workplace and home environments.
2. Compile Action Plan for reinforcing positive attitudes and positive communication in the workplace.
3. Worksheets to support new vocabulary, communication methods, and barriers that interfere with effective communication.

Methods of Evaluating Student Progress

A. Oral Presentation

1. 1 per semester

B. Class Participation

1. Daily

C. Class Work

1. Daily

D. Role-playing -1 per semester

Student Learning Outcomes

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

- A. Distinguish among the various barriers that interfere with communication and develop skills to address and overcome these barriers through the effective application of verbal and nonverbal communication.
- B. Apply effective listening skills in a variety of situations to promote healthy, positive communication.
- C. Develop an interview plan with optimal questions and scenarios for a successful interview.
- D. Identify and describe non-verbal communication and how it can be interpreted.

Textbooks (Typical):

OER:

1. Kristen Lucas *Business Communication: Five Core Competencies.*, Open Textbook Library, 2023.
<https://open.umn.edu/opentextbooks/textbooks/business-communication-five-core-competencies>.
2. J. Stewart Black *Organizational Behaviour*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.
3. Paynton and Hahn *Introduction to Communication*. 1 /e, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).



LAS POSITAS

C O L L E G E

Course 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 - 54 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.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Pass/No Pass

Total Noncredit Hours 27 - 54

Discipline:

English

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 -

Typical 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

Methods of Evaluating Student Progress

- A. Class Participation

1. every meeting
- B. Class Work
 1. every meeting
- C. Lab Activities
 1. once a week

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.

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.



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Course 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.

Corequisite: STAT C1000, or MATH 47, or MATH 33.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Mathematics

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.

Typical 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.

Methods of Evaluating Student Progress

A. Home Work

1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

B. Class Participation

1. Attendance will be recorded hourly

C. Class Work

1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts

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.

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

Other Materials Required of Students:

1. Access to a computer and internet.



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DE for NMAT 200C Concurrent Support for SLAM Mathematics

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering this course 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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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



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Course Outline for Noncredit Mathematics 201C Concurrent Support for BSTEM Mathematics Effective: Fall 2025

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, College Algebra, 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.

Corequisite: MATH 21, or MATH 22, or MATH 30, or MATH 39, or MATH 34.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Mathematics

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.

Typical 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.

Methods of Evaluating Student Progress

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

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.

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%3A_Precalculus_I_\(2nd_Edition\)](https://math.libretexts.org/Courses/Highline_College/MATH_141%3A_Precalculus_I_(2nd_Edition)).

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet.



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DE for NMAT 201C Concurrent Support for BSTEM Mathematics

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering this course 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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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



LAS POSITAS

COLLEGE

Course Outline for Noncredit Mathematics 265 Math Jam for BSTEM & Calculus I Preparation Effective: Fall 2025

Catalog Description:

NMAT 265 - Math Jam for BSTEM & Calculus I Preparation 12 - 60 Hours

Math Jam for BSTEM & Calculus I Preparation is for students preparing for math courses, such as review for Calculus I, College Algebra, Trigonometry, or Business Calculus. Math Jam is a noncredit program designed to help students prepare for their upcoming STEM focused math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning pre-and first-transfer level material with the goal of preparing them to be successful in their upcoming math class. It is strongly recommended that students taking this course are enrolled in a community college math course.

Course Grading: Pass/No Pass

Total Noncredit Hours 12 - 60

Discipline:

Mathematics-Basic Skills: Noncredit

Course Objectives:

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

- Formulate short-term and long-term learning objectives for the course, based on their academic goal(s), including preparation for their upcoming community college math course.
- Identify his/her individual areas of understanding and weakness in STEM math concepts
- Apply mathematical concepts at a higher level
- Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner;
- Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic and career goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.;

Course Content:

1. Students will identify their academic goal.
 1. Students will discuss their goal of preparing for their Calculus I, College Algebra, Trigonometry, or Business Calculus course with an instructor and/or tutor.
 2. Students will declare their goal by filling out an intent form and given personalized course-related objectives to focus on based on their goal.
2. Students will complete rigorous pre- and post-diagnostic exams.
 1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in pre-calculus or calculus concepts.
 2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.
3. Students will read, watch videos, attend workshops and study pre-calculus and calculus material based on their personalized learning plan.
4. Students will work through pre-calculus and calculus problems.
5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.
 1. Students will participate in Growth Mindset and learning skill discussions.
 2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.
6. Students will participate in classroom discussions and/or Smart Shops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

Methods of Instruction:

1. Classroom Activity - such as instructor and/or tutor led discussions, workshops, etc.
2. Guest Lecturers - such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
3. Individualized Instruction - such personalized instruction provided to the student by the instructor and/or tutor
4. Audio-visual Activity - such as watching videos, reading multi-media textbook, working problems out in steps, etc.

Typical Assignments

A. Other:

1. Smart Shops
 1. Classroom and lunchtime discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
 2. Homework - students will be encouraged to continue work outside of class each day towards the following:
 1. Mastery of STEM math 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. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to prepare for their upcoming community college course.
3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the STEM math concepts.
6. Students will read, watch videos, attend workshops and study STEM math material based on their personalized learning plan.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Students will take a pre- and post- test.

B. Quizzes

1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes

C. Class Work

1. Attendance will be recorded hourly

D. Home Work

1. Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework

Student Learning Outcomes

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

- A. Apply prerequisite mathematical topics at a higher level.
- B. Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).
- C. Formulate short-term and long-term learning objectives based on their academic goal(s).
- D. Identify skills needed to become a more productive, successful, and independent learner.

Textbooks (Typical):

OER:

1. Jennifer Freidenreich *Corequisite Companion to Precalculus*. current /e, LibreTexts, 2024.
<https://commons.libretexts.org/book/math-83105>.
2. 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)).

Textbook:

1. Elayn Martin-Gay *Beginning and Intermediate Algebra*. 6th ed., Pearson, 2016.
2. Gary Rockswold, Terry Krieger *Beginning and Intermediate Algebra with Applications and Visualization*. 4th ed., Pearson, 2018.
3. Julie Miller, Molly O'Neill, Nancy Hyde *Beginning and Intermediate Algebra*. 5th ed., McGraw-Hill, 2018.



LAS POSITAS

COLLEGE

Course Outline for Noncredit Nutrition 201 Introduction to Nutrition Science Effective: Fall 2025

Catalog Description:

NNTR 201 - Introduction to Nutrition Science 54 Hours

This nutrition course provides an understanding of healthy diet patterns as it relates to human health, healthy aging, and development. We will cover topics such as healthy digestion, vitamin and mineral content of various foods, healthy meal planning, fad diets, supplements, how to fuel fitness, and healthy aging strategies. Practical skills will also be covered, such as reading food labels, deciphering whether nutrition advice/information on the internet is credible, and how to eat right when the money is tight (budgeting). At the end of this course, students will better understand how to promote optimal health and longevity with a healthy diet and lifestyle modifications.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

Nutritional Science/Dietetics

Course Objectives:

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

- A. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
- B. Evaluate the reliability and credibility of nutrition information and dietary advice, services and products.
- C. Evaluate the efficacy and safety of nutrition trends and controversies based on established nutrition science.
- D. Apply established standards/tools/guidelines to make informed decisions regarding food choices/diet.
- E. Describe the roles of nutrients in the body and analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
- F. Describe the characteristics, functions, and sources of carbohydrates, fats and proteins.
- G. Describe the characteristics, functions and sources of vitamins, minerals, and water.

- H. Describe the benefits of consuming a diet high in phytochemicals and antioxidants.
 - I. Describe the process of digestion of the food we consume.
 - J. Evaluate diet in terms of nutrients required and food sources.
 - K. Describe the relationship between food accessibility, and health status for individuals and populations.
 - L. Describe the role of energy balance and the effect on weight and body composition.
- M. Explain the role of nutrition in the prevention of chronic diseases, such as cardiovascular disease, Type 2 diabetes, hypertension and cancer.
- N. Identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence, and older adulthood.
- O. Describe the connection between conventional vs. sustainable agricultural practices and the effects on environment.
- P. Prevent food-borne illness through proper handling and preparation of food items.
- Q. Define food insecurity and the populations at risk for malnutrition, chronic disease and public policy efforts to reduce hunger in the US and globally.

Course Content:

- 1. Food choices and human health
 - 1. The role of nutrition in the prevention of disease
 - 2. Chemical elements in foods
 - 3. The role of scientific research
 - 4. Basics of research design, including descriptions, advantages/disadvantages and contributions to the science of nutrition of:
 - 1. Case studies/ clinical research
 - 2. Intervention studies
 - 3. Epidemiological studies
 - 4. Experimental studies
 - 5. Foodways; cultural preferences and social connections that affect food choices
- 2. Nutrition standards and guidelines
 - 1. Nutrient recommendations
 - 2. Planning and assessing diets with current nutrition tools
 - 1. Adequacy, Balance, Calorie Control, Moderation, Variety
 - 2. Nutrient Density
 - 3. Dietary Guidelines for Americans, 2005
 - 4. USDA Food Guide
 - 5. Dietary Reference Intakes (DRI)
 - 1. Recommended Dietary Allowances (RDA)
 - 2. Adequate Intake (AI)
 - 3. Estimated Average Requirements (EAR)
 - 4. Tolerable Upper-Level Intakes (UL)
 - 5. Acceptable Macronutrient Distribution Ranges (AMDR)
 - 6. My Pyramid
 - 6. Food Labels
 - 1. Requirements of the Nutrition Education and Labeling Act
 - 2. The Nutrition Facts Panel

3. Nutrient claims permitted on labels
4. Health claims permitted on labels and degree of evidence required
7. Exchange system
8. Diet planning using a variety of standards and guidelines
3. Nutrient characteristics, functions, sources, deficiencies and excesses:
 1. Carbohydrates
 2. Fats
 3. Proteins
 4. Vitamins
 5. Minerals
 6. Water
4. Biology and physiology of the digestive system
 1. Structures and functions of the gastrointestinal tract
 2. Process of digestion including foods, substrates, location, and outcome
 3. Role of enzymes in digestion
 4. Absorption of nutrients
 5. Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.
5. Malnutrition
 1. Undernutrition
 2. Deficiencies
 3. Toxicity
 4. Obesity
6. Energy balance and body composition
7. Nutrients, physical activity, and metabolism
 1. Components of fitness
 2. Benefits of physical activity
 3. Fueling the body
 4. Fluids and temperature regulation
8. Role of physical activity and nutrition in health promotion and disease risk reduction
 1. Cardiovascular diseases
 2. Hypertension
 3. Cancer
 4. Type 2 Diabetes
 5. High Cholesterol
 6. Obesity
 7. Osteoporosis
9. Nutritional needs throughout the lifecycle
 1. Pregnancy
 2. Fetal needs
 3. Infancy
 4. Child
 5. Adolescent
 6. Adult
 7. Older Adult
10. Food safety

1. Microbes
 2. Preventing food-borne illness
 3. Natural toxins in foods
 4. Contaminants
 5. Bioaccumulation
11. Food Technologies
1. Pasteurization
 2. Irradiation
 3. Genetically Modified Organisms
12. Hunger and the global environment
1. Food insecurity, hunger, and overview of U.S. Food programs
 2. Conventional agriculture
 3. Environmental degradation
 4. Sustainable agriculture, and the "slow food" movement
 5. Organic foods
 6. Organic foods, the "slow food" revolution

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Read text and internet based materials
4. Media presentations
5. Research presentations
6. Diet analysis projects
7. Group projects and presentations

Typical Assignments

A. Reading:

1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen, and Fiber
2. Read the Controversy about artificial sweeteners

B. Other:

1. Discussion
 1. Should a person avoid carbohydrates to lose weight?
 2. To what degree are sugar and artificial sweeteners "bad" for you?
2. Understanding the Nutrition Facts Label- strategies and calculations
3. Diet Analysis Project
 1. keep a food diary
 2. analyze nutrient intake using computer-based tools
 3. compare food intake to recommendations
 4. compare and contrast food intake to nutrient recommendations
 5. make recommendations for improving and/or maintaining a diet

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 2-3 per semester
- B. Quizzes
 - 1. 5-10 per semester
- C. Projects
 - 1. 1-2 per semester
- D. Class Participation
 - 1. Daily
- E. Class Work
 - 1. Daily
- F. Home Work
 - 1. Weekly

Student Learning Outcomes

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

- A. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
- B. Identify the key dietary risk factors influencing the development of chronic diseases in the United States.
- C. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
- D. Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.

Textbooks (Typical):

Textbook:

- 1. Anne Smith, Angela Collene *Wardlaw's Contemporary Nutrition*. 12th ed. ed., McGraw-Hill Education, 2022.
- 2. Frances Sizer, Ellie Whitney *Nutrition Concepts and Controversies*. 16th ed., Engage Learning, 2022.
- 3. Tammy Stephenson, Wendy Schiff *Human Nutrition Science for Healthy Living*. 3rd ed., McGraw-Hill Education, 2022.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Internet Access.



Course Outline for Nutrition 1 Introduction to Nutrition Science

Effective: Fall 2025

Catalog Description:

NTRN 1 - Introduction to Nutrition Science

3.00 Units

Scientific concepts of nutrition related to the function of nutrients, sources and recommended intakes. Nutritional assessment and the role of nutrition in the maintenance of health.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Optional

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

Discipline:

Nutritional Science/Dietetics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze and evaluate the credibility of nutrition information.
- B. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
- C. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
- D. Evaluate the efficacy and safety of nutrition trends and controversies based on established nutrition science.
- E. Apply established standards/tools/guidelines to make informed decisions regarding food choices/diet.

- F. Describe the roles of nutrients in the body and analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
- G. Describe the characteristics, functions and sources of the energy nutrients: carbohydrates, lipids and proteins.
- H. Describe the characteristics, functions and sources of the non-energy nutrients: vitamins, minerals and water.
- I. Describe the characteristics, functions and sources of non-nutrients, including phytochemicals and antioxidants.
- J. Describe the process of digestion, absorption and metabolism, including substrates, location and outcome.
- K. Evaluate diet in terms of nutrients required and food sources.
- L. Describe the relationship between food systems, nutrient intake (macro and micronutrient) and health status for individuals and populations.
- M. Describe the role of energy balance and its role in body weight and composition.
- N. Explain the role of nutrition in the prevention of chronic diseases, such as cardiovascular disease, Type 2 diabetes, hypertension and cancer.
- O. Identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence, and older adulthood.
- P. Describe the connection between conventional vs. sustainable agricultural practices and the effects on environment.
- Q. Prevent food-borne illness through proper handling and preparation of food items.
- R. Define food insecurity and the populations at risk for malnutrition, chronic disease and public policy efforts to reduce hunger in the US and globally.

Course Content:

- 1. Food choices and human health
 - 1. The role of nutrition in the prevention of disease
 - 2. Chemical elements in foods
 - 3. The role of scientific research
 - 4. Basics of research design, including descriptions, advantages/disadvantages and contributions to science of nutrition of:
 - 1. Case studies/ clinical research
 - 2. Intervention studies
 - 3. Epidemiological studies
 - 4. Experimental studies
 - 5. Foodways; cultural preferences and social connections that effect food choices
- 2. Nutrition standards and guidelines
 - 1. Nutrient recommendations
 - 2. Planning and assessing diets with current nutrition tools
 - 1. Adequacy, Balance, Calorie Control, Moderation, Variety
 - 2. Nutrient Density
 - 3. Dietary Guidelines for Americans, 2005
 - 4. USDA Food Guide
 - 5. Dietary Reference Intakes (DRI)

1. Recommended Dietary Allowances (RDA)
 2. Adequate Intakes (AI)
 3. Estimated Average Requirements (EAR)
 4. Tolerable Upper Level Intakes (UL)
 5. Acceptable Macronutrient Distribution Ranges (AMDR)
 6. My Pyramid
6. Food Labels
 1. Requirements of the Nutrition Education and Labeling Act
 2. The Nutrition Facts Panel
 3. Nutrient claims permitted on labels
 4. Health claims permitted on labels and degree of evidence required
 7. Exchange system
 8. Diet planning using a variety of standards and guidelines
3. Nutrient characteristics, functions, sources, deficiencies and excesses:
 1. Carbohydrates
 2. Fats
 3. Proteins
 4. Vitamins
 5. Minerals
 6. Water
 4. Biology and physiology of the digestive system
 1. Structures and functions of gastrointestinal tract
 2. Process of digestion including foods, substrates, location, and outcome
 3. Role of enzymes in digestion
 4. Absorption of nutrients
 5. Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.
 5. Malnutrition
 1. Undernutrition
 2. Deficiencies
 3. Toxicity
 4. Obesity
 6. Energy balance and body composition
 7. Nutrients, physical activity, and metabolism
 1. Components of fitness
 2. Benefits of physical activity
 3. Fueling the body
 4. Fluids and temperature regulation
 8. Role of physical activity and nutrition in health promotion and disease risk reduction
 1. Cardiovascular diseases
 2. Hypertension
 3. Cancer
 4. Type 2 Diabetes
 5. High Cholesterol
 6. Obesity

7. Osteoporosis
9. Nutritional needs throughout the lifecycle
 1. Pregnancy
 2. Fetal needs
 3. Infancy
 4. Child
 5. Adolescent
 6. Adult
 7. Older Adult
10. Food safety
 1. Microbes
 2. Preventing food borne illness
 3. Natural toxins in foods
 4. Contaminants
 5. Bioaccumulation
11. Food Technologies
 1. Pasteurization
 2. Irradiation
 3. Genetically Modified Organisms
12. Hunger and the global environment
 1. Food insecurity, hunger, and overview of U.S. Food programs
 2. Conventional agriculture
 3. Environmental degradation
 4. Sustainable agriculture, and the "slow food" movement
 5. Organic foods
 6. Organic foods, the "slow food" revolution

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Read text and internet based materials
4. Media presentations
5. Research Projects
6. Diet analysis projects
7. Group projects and presentations

Typical Assignments

- A. Reading:
 1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen and Fiber
 2. Read the Controversy about artificial sweeteners
- B. Other:
 1. Discussion
 1. Should a person avoid carbohydrates to lose weight?

2. To what degree are sugar and artificial sweeteners “bad” for you?
2. Understanding the Nutrition Facts Label- strategies and calculations
3. Diet Analysis Project
 1. keep a food diary
 2. analyze nutrient intake using computer-based tools
 3. compare food intake to recommendations
 4. compare and contrast food intake to nutrient recommendations
 5. make recommendations for improving and/or maintaining diet

Methods of Evaluating Student Progress

- A. Class Work
 1. Daily
- B. Home Work
 1. Weekly
- C. Exams/Tests
 1. 2-3 per semester
- D. Quizzes
 1. 5-10 per semester
- E. Projects
 1. 1-2 per semester
- F. Class Participation
 1. Daily

Student Learning Outcomes

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

- A. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
- B. Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
- C. Identify the key dietary risk factors influencing the development of chronic diseases in the United States.
- D. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.

Textbooks (Typical):

Textbook:

1. Anne M. Smith, Angela L. Collene *Wardlaw's Contemporary Nutrition*. 12th ed., McGraw-Hill Education, 2022.
2. Francis Sizer, Ellie Whitney *Nutrition Concepts and Controversies*. 16th ed., Wadsworth, Cengage Learning, 2022.
3. Tammy J. Stephenson, Wendy J. Schiff *Human Nutrition Science for Healthy Living*. 3rd ed., McGraw-Hill Education, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access..



LAS POSITAS

COLLEGE

Course Outline for Psychology-Counseling 35 Drugs, Health, and Society

Effective: Fall 2025

Catalog Description:

PCN 35 - Drugs, Health, and Society 3.00 Units

This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
- B. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.

- C. Describe the neurological and physiological responses to various types of drugs.
- D. Describe the neurological and physiological short and long term consequences of substance use and abuse.
- E. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
- F. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.
- G. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.
- H. Distinguish the difference between drug use, misuse and abuse.
 - I. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.

Course Content:

- 1. Introduction to Drugs and Society
 - 1. History of drugs and drug use
 - 2. Prevalence and demographics
 - 3. Epidemiological and statistical data
- 2. Definitions of Drug Use, Misuse and Abuse
 - 1. Defining use, abuse, and dependence
 - 2. Origin and nature of addiction
 - 3. Cycle of drug addiction
- 3. Drug Use, Regulation, and the Law
 - 1. History of laws regulating drug use
 - 2. Current controversies and status of illicit drugs
- 4. Homeostatic Systems and Drugs
 - 1. Brief overview of the nervous system
 - 2. Methods of drug administration
 - 3. Tolerance and withdrawal
 - 4. Other physiological effects
- 5. How and Why Drugs Work
 - 1. Pharmacology of drugs
 - 2. Beneficial versus harmful effects
- 6. CNS Depressants
 - a. Sedative-Hypnotics
 - b. Alcohol: pharmacological effects and behavioral perspective
 - c. Narcotics (opioids)
 - d. Marijuana
- 7. Stimulants
 - a. Tobacco etc...
- 8. Hallucinogens (Psychedelics)
- 9. Inhalants
- 10. Over the Counter (OTC), Prescriptions and Herbal Drugs
- 11. Drug Use Within Major Sub-Cultures

1. Definition of subculture
2. Athletes and drugs, Women and drugs, Adolescents and drugs
12. Social Issues Surrounding Drug Use, Abuse, Prevention and Laws
 1. Cultural attitudes
 2. Advertising
 3. Regulation
 4. Legalization
 5. Drug Testing
13. Drug Abuse Prevention
 1. Primary, secondary, and tertiary prevention
 2. Education as prevention
14. Treating Drug Dependence
 1. Psychological
 2. Self-help
 3. Biological
15. Federal Agencies Focused on Drug Abuse Prevention

Methods of Instruction:

1. Discussion - Small group and whole class discussion\audio-visual tapes, videos, DVDs, and interactive technologies
2. Classroom Activity - Biweekly classroom activities including discussions and/or written projects
3. Lecture
4. Attending academic and professional conferences, i.e. Alcoholics Anonymous, campus student health center, battered women's alternative, California Community College Counselors Association, as well as workshops, or seminars on and off campus sponsored by higher educational institutions and professional counseling organizations,

Typical Assignments

A. Other:

1. Oral Presentation:
 1. Students will be required to research mood-altering substances/chemical and then orally present their findings to the class. Students must submit a written outline of their presentation & research including references.
 2. Students should include the following in their presentations:
 1. The pharmacology of the substance
 2. Physiological impact on the brain/body & addictive qualities
 3. Any Alternative Uses of Substance (historical or current)
 4. Current trends related to the substance
2. Beautiful Boy: Themes of Addiction Paper
 1. Read the text and submit a 5-6 page paper. Themes will be introduced, defined and discussed during class time allowing the student the opportunity to interpret the text, as they see it, while applying acquired knowledge of the disease of addiction.
 2. The following themes must be discussed:

1. Love
 2. Betrayal/trust
 3. Guilt/Shame
 4. Isolation/loss
 5. Forgiveness/Letting Go
3. Case Study Analysis
1. There will be 2 Case Study Analysis during the course. The student is required to analyze and thoroughly present moral, factual, and conceptual issues surrounding the topic in each case analysis.

Methods of Evaluating Student Progress

- A. Research Projects
 1. Research paper and presentation
- B. Exams/Tests
 1. Midterm and Final exams
- C. Quizzes
 1. Bimonthly quizzes
- D. Projects
 1. Group research project
- E. Class Participation
 1. Weekly
- F. Class Work
 1. Weekly
- G. Home Work
 1. Weekly
- H. Papers
 1. Monthly, assigned topics
- I. Oral Presentation
 1. Term research project

Student Learning Outcomes

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

- A. Describe the neurological and physiological responses to various types of drugs.
- B. Identify the factors associated with the use of specific substances of abuse.
- C. Use drug laws to evaluate historical legal cases and situations related to substance abuse.

Textbooks (Typical):

Textbook:

1. Carl Hart, Charles Ksir *Drugs, Society, and Human Behavior*. 18 ed., McGraw-Hill Education, 2018.
2. Glen Hanson, Peter Venturelli, Annette Fleckenstein *Drugs and Society*. 13 ed., Jones & Bartlett Learning, 2018.
3. Raymond Goldberg, Pardess Mitchell *Drugs Across the Spectrum*. 8 ed., Cengage Learning, 2017.
4. Howard Abadinsky *Drug Use and Abuse: A Comprehensive Introduction*. 9 ed., Wadsworth, 2018.

5. Dennis Miller *Taking Sides: Clashing Views in Drugs and Society*. 12 ed., McGraw-Hill Education, 2017.



LAS POSITAS

COLLEGE

Course Outline for Psychology-Counseling 5 Introduction to Social Work and Human Services

Effective: Fall 2025

Catalog Description:

PCN 5 - Introduction to Social Work and Human Services

3.00 Units

An introductory overview of social welfare and societal institutions in the U.S. that structure the provision of social services. This course takes a historical perspective on the development of U.S. social work and human services through a social justice lens. Special attention is given to the evolution of social welfare programs and institutions, contemporary social problems, current service delivery systems, policies, procedures, and the essential tasks of culturally responsive social workers in those settings.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Discuss the historical evolution of social welfare and human services in the United States, highlighting the role of social justice
- B. Explain the current service delivery system environment in which social work and human service clients' needs are addressed, considering the importance of equitable access to resources and services
- C. Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human service agencies and institutions, with an emphasis on addressing inequalities

- D. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural humility and oppressed groups
- E. Explain the services provided by a local social welfare agency, current social welfare policies and programs in the U.S., and the ideals which shaped existing public welfare structures

Course Content:

1. Historical overview of social work, human services, and social welfare in the United States, such as:
 1. Distinct eras (1600's to present)
 2. Prominent figures in the development of social welfare history
 3. Emergence of distinct methods of practice in their historical context
 4. Social and political climates that have influenced the development of social work
2. The evolution of social welfare institutions and programs in the United States, such as:
 1. Social Insurance
 2. Public Assistance
3. Discussion of social policy analysis perspectives addressing social work and human services, and 'filter' this discussion through a lens that considers race, ethnicity, culture, class, age, nationality, religion, physical or cognitive abilities, gender identity, sexual orientation, and other potential targets of oppression. Perspectives may include:
 1. Social Justice
 2. Strengths-Based
 3. Intersectional
 4. Person-in-Environment
4. Critical examination of legal system and major court decisions shaping social work and human services in the United States, such as:
 1. Social Security Act
 2. Civil Rights Act
 3. Personal Responsibility and Work Opportunity Reconciliation Act
5. Detailed profile of the current social welfare, human services, and service delivery system environment in the United States, such as:
 1. Federal, state & local administration
 2. Nonprofit & private sector participation
 3. Service provision
 4. Delivery models
 5. Access and barriers
6. Social work and human service practitioner roles and orientations, such as:
 1. Roles of practioners (e.g., direct service, advocacy, case manager)
 2. Theoretical frameworks (e.g., systems, ecological, and social learning)
 3. Interprofessional collaboration (e.g., education, health care, law enforcement)
7. Ethics, values and professional practice perspectives, such as:
 1. Core values (e.g., social justice, human rights, and cultural competence)
 2. NASW Code of Ethics and NOHS Code of Ethics
 3. Social Work as the "Fifth Force" - advancing social justice
8. Contemporary social problems, such as:

1. Poverty
2. Health
3. Crime
4. Immigration
5. Aging
6. Addiction

Methods of Instruction:

1. Audio-visual Activity -
2. Discussion -
3. Lecture -
4. Written Exercises -

Typical Assignments

A. Other:

1. Personal Reflection Paper:

1. Examine your personal values and their alignment with the core values of social work and human services. Reflect on how your socio-cultural background has shaped your perspective, including any biases and assumptions you may hold. Evaluate your intentions to incorporate social justice and cultural humility into your future work. Utilize course concepts to explore your personal growth and development throughout the course.

2. Policy Paper:

1. Select a present-day social welfare policy. Assess the historical development, purpose, and impact of the selected program on marginalized communities. Employ a social justice perspective to examine how the policy either perpetuates or addresses systemic oppression. Evaluate opportunities for enhancing the program to better meet the needs of marginalized communities. Propose specific policy modifications that align with a social justice approach.

3. Program Analysis:

1. Select a social welfare program, such as: TANF, EITC, SNAP, Medicaid, WIC, or Veteran's Benefits. covering its historical background, eligibility criteria, benefits, sources of funding, objectives, target population, offered services, and administrative framework. Evaluate the program's efficacy, identify any challenges or constraints it faces, and apply a transcultural model to assess its cultural competence. Facilitate a class discussion on the topic, and recommend relevant readings for further exploration.

Methods of Evaluating Student Progress

A. Papers

1. 4-5 per term

B. Oral Presentation

1. 1 per term

C. Class Participation

- 1. Weekly
- D. Home Work
- 1. Weekly

Student Learning Outcomes

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

- A. Analyze various case studies to determine the proper role of a social worker and the various factors influencing the situation.
- B. Identify the legal, ethical, and professional practice responsibilities of working within social work and human service organizations.
- C. Investigate social worker duties in dealing with a wide variety of difficult social issues such as discrimination, oppression, maltreatment, poverty and injustice.

Textbooks (Typical):

Textbook:

- 1. Marla Berg-Weger, Vithya Murugan *Social Work and Social Welfare*. 6th ed., Routledge, 2022.
- 2. Elizabeth A Segal, Karen E Gerdes, Sue *Empowerment Series: An Introduction to the Profession of Social Work*. 6th ed., Cengage Learning, 2019.
- 3. Charles Zastrow, Sarah L Hessenauer *Empowerment Series: Introduction to Social Work and Social Welfare: Empowering People*. 13 ed., Cengage, 2023.
- 4. Kristen Kirst-Ashman *Introduction to Social Work & Social Welfare*. 5th ed., Cengage, 2017.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Access to a computer and internet connection..



Course Outline for Philosophy 1 God, Nature, Human Nature Effective: Fall 2025

Catalog Description:

PHIL 1 - God, Nature, Human Nature 3.00 Units

An exploration of the nature and range of philosophical inquiry in relation to everyday problems of humans as individuals, as citizens, as physical creatures, and as creators of spiritual and artistic works. Philosophical texts are analyzed with special attention given to the development of skills in analysis and argumentation. NOTE: Philosophy 2 and 4 are also introductory courses and may be taken before Philosophy 1 if a more detailed examination of ethical problems, the theory of knowledge, or political philosophy is desired.

Recommended Course Preparation: Eligibility for ENGL C1000

Course Grading: Letter Grade Only

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

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Articulate and discuss the central questions and formative figures of the philosophical tradition
- B. Evaluate and critique prominent theories about God, nature and human nature
- C. Apply theories discussed in class to problems and questions facing humans in modern times
- D. Show connections between the field of philosophy and other fields of inquiry such as humanities, religion, art, sociology, psychology, and the applied arts
- E. Synthesize personal experience, individual research, and course information into a cogent and defensible philosophical theory

- F. Explain personal philosophical positions to others in both written and spoken form
- G. Work with others in a group to problem-solve philosophical issues

Course Content:

1. Definitions and overview
 1. Definitions of philosophy
 2. Essentials of the philosophical method
2. Theories of knowledge
 1. The nature of knowledge
 2. The problem of skepticism
 3. Rationalism and empiricism
 4. The scientific method
 5. Self-knowledge and religious knowledge
 6. Naturalism and constructivism
3. The Nature of reality
 1. Classical theories of reality
 2. Dualism
 3. Materialism
 4. Idealism
 5. Representative realism
4. Understanding the self
 1. Classical theories of self
 2. Behaviorism and physicalism
 3. Eastern challenges to self-identity
 4. The self in psychology
 5. Existentialist theories of self
5. Ethics
 1. Classical ethical theories
 2. Ethics and religion
 3. Relativism
 4. Utilitarianism
 5. Modern deontological theory
 6. Ethical nihilism
6. Political philosophy
 1. Classical political theory
 2. Rights and responsibilities
 3. Economics and the human condition
 4. Theories of human freedom
 5. Individual and collective identity
7. Philosophy of Religion
 1. Classical religious philosophy
 2. Arguments for God's existence
 3. The problem of evil
 4. The nature of religious experience

8. Philosophy of Art
 1. Classical aesthetic theory
 2. Defining art
 3. Debates on the value of art
 4. Understanding artistic experience
9. Logic and argumentation
 1. Background, premises, and conclusions
 2. Making valid arguments
 3. Basics of formal logic
 4. Avoiding fallacies in reasoning

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Student Presentations -
4. Final research and analysis project
5. Course text readings
6. Brief written assignments
7. Multi-media presentations & analysis

Typical Assignments

A. Other:

1. Lecture
 1. "Plato's analysis of the connection between religion and the ethncal life in his dialogue Euthyphro"
 2. "Descartes' argument for the existence of the human soul as found in his Meditations on First Philosophy"
2. Group discussion
 1. What role does religion play in the establishing of contemporary ethical beliefs? How would Plato respond to our contemporary ethical ideas?
 2. Philosophically evaluate Descartes' argument that the soul can be more easily known than the body.
3. Student presentations
 1. Using Descartes' characterization of God as a response to Plato's challenges to religious ethics
 2. Challenges in contemporary psychology to Descartes' theory of self knowledge
4. Multi-media presentations & analysis
 1. View clips from the 2008 presidential debates where religious arguments are made to support ethical views, followed by an analysis of Plato's theory in relation to these contemporary arguments.
 2. Watch short documentary film Mysteries of the Mind, followed by in-class group analysis of the implications for Descartes' theory of direct self-knowledge.
5. Course text readings

1. Read Plato's Euthyphro, and be prepared to discuss the central arguments in class.
 2. Read Meditation II from Descartes' Meditations on First Philosophy and be prepared to discuss his understanding of the nature of the human mind.
6. Brief written assignments
1. Evaluate Plato's arguments about religious ethics from your own point of view. Explain what you find to be the strengths and weaknesses of basing ethics on one's religious point of view.
 2. Using your own experience as an example, argue for or against Descartes' claim that we have direct, self-evident access to our own minds.
7. Final research and analysis project
1. Look back at the topics in philosophy that we have covered over the course of this class. Choose one topic that is of special interest to you and compose a 5-7 page paper that contrasts the arguments and perspective of two philosophers on that topic. Drawing from research and your own ideas, make a cogent argument for which philosopher's theory is more philosophically defensible.

Methods of Evaluating Student Progress

- A. Both group discussions (weekly) and multi-media presentation analyses (0-5 per term) include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. Student presentations (1-2 per term) and final projects (one per term) are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns. Brief written assignments (3-6 per term) are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate one's own ideas as well as those of the philosophers we have studied. Essay and short-answer tests (1-4 per term) are used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course.
- A. Methods 1. Both group discussions and multi-media presentation analyses include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. 2. Student presentations and final projects are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns. 3. Brief written assignments are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate one's own ideas as well as those of the philosophers we have studied. 1. Essay and short-answer tests may be used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course.

Student Learning Outcomes

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

- A. Upon completion of PHIL 1, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.

- B. Upon completion of PHIL 1, the student should be able to use philosophical methods to explain, apply and evaluate philosophical positions of their own and of significant historical figures.

Textbooks (Typical):

Textbook:

1. Joel Feinberg, Russ Shafer-Landau *Reason and Responsibility: Readings in Some Basic Questions in Philosophy*. 16th ed., Cengage, 2017.
2. Manuel Velasquez *Philosophy: A Text with Readings*. 13th ed., Cengage, 2017.
3. Descartes, Rene, *Meditations on First Philosophy*. 3rd ed., Hackett, 1993.
4. Hume, David, *Dialogues Concerning Natural Religion*. 2nd ed., Hackett, 1998.
5. Gary Kessler *Voices of Wisdom: A Multicultural Philosophy Reader*. 9th ed., Wadsworth, 2016.
6. Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo*. 2nd ed., Hackett, 2002.
7. Cahn, Steven M., *Exploring Philosophy: An Introductory Anthology*. 4th ed., Oxford University Press, 2011.



Course Outline for Philosophy 4 Introduction to Philosophy: Knowledge Effective: Fall 2025

Catalog Description:

PHIL 4 - Introduction to Philosophy: Knowledge 3.00 Units

Systematic analysis of documents that constitute the major statements in the theory of knowledge. Investigation of the nature of knowledge, truth and belief. Emphasis placed on enabling students to analyze, critique and defend their own systems of beliefs.

Course Grading: Letter Grade Only

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

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze philosophical statements about knowledge, truth and belief
- B. Explain and evaluate core philosophical texts about the nature of knowledge, truth and belief
- C. Apply epistemological concepts to one's own beliefs and experiences
- D. Evaluate one's personal belief system in light of the history of epistemological ideas
- E. Apply understanding of the limits of knowledge, truth and belief in developing ones own pursuit of knowledge

Course Content:

1. Overview and introduction

1. Definitions and presuppositions in epistemic enquiry
2. Historical overview of theories of knowledge, truth and belief
3. Introduction to major philosopher's writings about knowledge, truth and belief
2. Core epistemological theories
 1. Rationalism and empiricism
 2. Naturalized epistemology
 3. Intuitionism
 4. Verificationism
 5. Skepticism
 6. Relativism, subjectivism and contextualism
 7. Pragmatism
 8. Coherence
 9. Correspondence
10. Virtue epistemology
11. Internalism and externalism
3. Investigations central to the epistemological project
 1. A priori and a posteriori truth
 2. Analytic and synthetic truth
 3. Necessary and contingent truth
 4. The nature of mind and the limits of knowledge
 5. Language, concepts, meaning, and truth claims
 6. Knowledge and the scientific method
 7. Morality & religion as domains of knowledge
4. Intercultural explorations in epistemic theory
 1. African Epistemology
 2. Asian Epistemology
 3. Feminist Epistemology

Methods of Instruction:

1. Lecture - Course will involve periodic lecture on course content.
2. Classroom Activity - Students will evaluate and apply class material with periodic classroom activities.
3. Projects - Course will involve at least one project.
4. Instructor-guided discussion
5. Small group discussion and presentation
6. Individual research, textual analysis, application and presentation
7. Video presentations and discussion

Typical Assignments

A. Reading:

1. Read the dialog between Glaucon and Socrates in Plato's Republic; be prepared to discuss the relationship between "good" and "knowledge."
2. Read Berkeley's "A Treatise Concerning the Principles of Human Knowledge;" be prepared to discuss its description of empirical truth.

B. Writing:

1. Sample short writing assignment: Write a one- to two-page essay responding to this weeks assigned reading. Essay should contain both personal reactions and critical analyses of the philosophers arguments.
2. Term papers: Write a Four- to five-page analytical essay discussing the relationship between a priori/a posteriori truth and analytic/synthetic statements in Kant's Critique of Pure Reason. Give your reasons for agreeing or disagreeing with Kant's claim that synthetic a priori truth is possible.

C. Other:**1. Collaborative learning:**

1. Small group oral presentation of an appropriate epistemological philosopher and his/her central ideas.
2. Group term project: choose an epistemological system such as skepticism or pragmatism and apply that theory to a specific domain of knowledge. Use the application to draw out what you see as the strengths or weaknesses of that epistemological system.

Methods of Evaluating Student Progress

A. Exams/Tests

1. one to three midterms and a final exam

B. Papers

1. three to five

C. Projects

1. one

Student Learning Outcomes

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

- A. Effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
- B. Use philosophical methods to explain, apply, and evaluate specific epistemic theories.

Textbooks (Typical):

Textbook:

1. Dancy, Jonathan; Sosa, Ernest; Sylvan, Kurt; Steup, Matthias *Blackwell Companion to Epistemology*. 3rd Edition ed., Wiley/Blackwell, 2025.
2. Plato, *Protagoras and Meno.*, Penguin Classics, 2006.
3. Descartes, Rene, *A Discourse on Method.*, Oxford World's Classics, 2006.
4. Hume, David, *An Enquiry Concerning Human Understanding.*, Oxford World's Classics, 2008.
5. Kant, Immanuel, *The Critique of Pure Reason.*, Cambridge University Press, 1999.

Other Learning Materials:

1. Dror, L. (2023). Is there an epistemic advantage to being oppressed? *Noûs*, 57, 618–640.
<https://doi.org/10.1111/nous.12424>.



LAS POSITAS

C O L L E G E

Course Outline for Philosophy 6 Introduction to Logic

Effective: Fall 2025

Catalog Description:

PHIL 6 - Introduction to Logic 3.00 Units

An introduction to Logic. This course is designed to develop effective reasoning skills. Valid reasoning through formal deductive logic is emphasized, but the course also covers meaning in language, fallacies, and inductive reasoning methods in philosophy, literature and the sciences.

Course Grading: Optional

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

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Symbolize ordinary language arguments using the operators and constants of sentential logic
- B. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction
- C. Identify, critique and avoid both formal and informal fallacies in argumentation
- D. Comprehend, utilize and apply the distinction between syntax, semantics, and conceptual content in language and arguments
- E. Explain, evaluate, and apply the most basic elements of induction, confirmation, probability theory, and scientific methodology
- F. Apply the various methods of critical reasoning discussed above to works of philosophy, literature, the social sciences, and other persuasive media

- G. Construct arguments in essay format which employ the methods of critical reasoning listed above, while avoiding the the pitfalls of common fallacies
- H. Evaluate ones own system of beliefs, assumptions, inferences and justifications using the methods of critical reasoning

Course Content:

- 1. Formal symbolization in sentential logic
 - 1. Meaning, syntax and conceptual content in ordinary language
 - 2. Formal conversion of ordinary language using constants and operators
- 2. Formal proof methodologies
 - 1. truth tables and Ven diagrams
 - 2. Basic rules of natural deduction
 - 3. proof strategies in natural deduction
 - 4. formal fallacies
- 3. Inductive strategies
 - 1. confirmation theory
 - 2. probability
 - 3. experimental design
 - 4. scientific methodologies
- 4. Informal argumentation strategies
 - 1. the application of formal logical rules to natural language arguments
 - 2. constructing clear, rational and effective arguments in natural language
 - 3. avoiding informal fallacies
 - 4. evaluating our own biases, beliefs, assumptions, and justifications
- 5. The role of logic in humanities disciplines
 - 1. analyzing arguments in philosophy
 - 1. arguments in historical and contemporary ethical philosophy
 - 2. arguments in historical and contemporary political philosophy
 - 3. arguments in historical and contemporary metaphysics
 - 2. analyzing arguments in literature
 - 1. arguments with fictional narrative
 - 2. argument using metaphor
- 6. Logic and culture
 - 1. Non-western approaches to logic
 - 2. Feminist approaches to logic

Methods of Instruction:

- 1. Lecture - Lectures on central concepts in logic.
- 2. Discussion - Group discussion on selected topics.
- 3. Student Presentations - Course will contain at least one student presentation.
- 4. Classroom Activity - Classroom activities applying and analyzing selected topics in logic.
- 5. Projects - Course will contain at least one project.
- 6. Course text readings

7. Problem sets done in groups and as homework

Typical Assignments

A. Reading:

1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.

B. Writing:

1. Problem sets

1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction

2. Essays

1. Example: Analyze the argument in Plago's *Eythphro*, and create a structured 5 paragraph essay that explains Plato's main argumentative strategy and evaluates the effectiveness of his argument. Note places where Plato committs formal or informal fallacies in his reasoning.

3. Homework

1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probabaility, experimental design, and/or induction presented in the article.

C. Other:

1. Class presentations

1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2-3

B. Quizzes

1. 2-5

C. Papers

1. 3-5

D. Oral Presentation

1. 1

E. Projects

1. 1-2

F. Group Projects

1. 1-2

G. Class Participation

1. weekly

H. Class Work

1. weekly

I. Home Work

1. weekly

Student Learning Outcomes

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

- A. Apply the basic principles of causal and probabilistic reasoning.
- B. Identify, describe and evaluate the informal logical fallacies.
- C. Use natural deduction to evaluate the validity of arguments in propositional logic.

Textbooks (Typical):

Textbook:

1. Stan Baronett *Logic*. 5th ed., Oxford University Press: USA, 2021.
2. Paul Herrick *Introduction to Logic*. 1st ed., Oxford University Press, 2012.
3. Patrick Hurley *A Concise Introduction to Logic*. 13th ed., Wadsworth/Thompson, 2018.
4. Hugh LaFollette *Ethics in Practice: An Anthology*. 6th ed., W. W. Norton, 2025.
5. Steven Cahn *Exploring Philosophy: An Introductory Anthology*. 8th ed., Oxford University Press: USA, 2023.



LAS POSITAS

COLLEGE

Course Outline for Philosophy 8 Logic and Argumentation

Effective: Fall 2025

Catalog Description:

PHIL 8 - Logic and Argumentation 4.00 Units

Logic and Argumentation. This course is designed to develop effective reasoning skills. Valid reasoning through formal deductive logic is emphasized, but the course also covers meaning in language, fallacies, and inductive reasoning methods in philosophy, literature and the sciences. This course differs from Philosophy 6 (Introduction to Logic) in that it has a prerequisite of English C1000 and involves the application of logical technique to a major research paper.

Course Grading: Letter Grade Only

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Philosophy

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify, summarize, and diagram arguments given in diverse natural language texts.
- B. Identify, critique and avoid both formal and informal fallacies in argumentation;
- C. Symbolize ordinary language arguments using the operators and constants of sentential logic;
- D. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction;
- E. Comprehend, utilize and apply the distinction between syntax, symantics, and conceptual content in language and arguments;
- F. Explain, evaluate, and apply the most basic elements of induction, confirmation, probability theory, and scientific methodology;

- G. Evaluate ones own system of beliefs, assumptions, inferences and justifications using the methods of critical reasoning.
- H. Construct arguments in essay format that employ the methods of critical reasoning listed above, while avoiding the the pitfalls of common fallacies.
- I. Apply the various methods of critical reasoning discussed above to works of philosophy, literature, the social sciences, and other persuasive media;
- J. Compose extended argumentative essays utilizing effective logical tools and sound essay structure.

Course Content:

- 1. Formal symbolization in sentential logic
 - 1. Meaning, syntax and conceptual content in ordinary language
 - 2. Formal conversion of ordinary language using constants and operators
- 2. Formal proof methodologies
 - 1. truth tables and Ven diagrams
 - 2. Basic rules of natural deduction
 - 3. proof strategies in natural deduction
 - 4. formal fallacies
- 3. Inductive strategies
 - 1. confirmation theory
 - 2. probability
 - 3. experimental design
 - 4. scientific methodologies
- 4. Informal argumentation strategies
 - 1. the application of formal logical rules to natural language arguments
 - 2. constructing clear, rational and effective arguments in natural language
 - 3. avoiding informal fallacies
 - 4. evaluating our own biases, beliefs, assumptions, and justifications.
- 5. The role of logic in the humanities disciplines
 - 1. analyzing arguments in philosophy
 - 1. arguments in historical and contemporary ethical philosophy
 - 2. arguments in historical and contemporary political philosophy
 - 3. arguments in historical and contemporary metaphysics
 - 2. analyzing arguments in literature
 - 1. arguments with fictional narrative
 - 2. arguments using metaphor
- 6. Logic and culture
 - 1. Non-western approaches to logic
 - 2. Feminist approaches to logic
- 7. Developing extended argumentative essays
 - 1. Essay struture
 - 2. Paragraph structure
 - 3. Research methodologies
 - 4. Compositional strategies
 - 5. APA essay format

6. Peer review and self review
7. Effective oral presentation of arguments
8. Completing writing assignments totaling 6,000 words

Methods of Instruction:

1. Written Exercises - Writing assignments totaling 6,000 words, including an extended research paper
2. Critique - Peer and instructor review of written work
3. Observation -
4. Research - methodologies demonstrated for students
5. Discussion -
6. Student Presentations -
7. Lecture -
8. Problem sets done in groups and as homework
9. Multi-media presentations & analysis
10. Course text readings

Typical Assignments

A. Writing:

1. Problem sets
 1. Example: Formalize the following arguments using the operators and constants of sentential logic and prove their validity or invalidity using the system of natural deduction
2. Extended argumentative essay
 1. Extended argumentative essay: Your essay should begin with a clear thesis statement and opening paragraph. Analysis should involve a literature review of research relative to your thesis statement. Arguments found within the literature review must be compared, contrasted and evaluated using the tools of logic learned throughout this course. Independent arguments must be generated in response to the arguments analyzed. You must defend your thesis statement against the strongest counter arguments. The essay must follow APA format in structure and will be a minimum of 3,500 words.
3. Homework
 1. Evaluate an article in popular media reporting on a scientific discovery. Analyze the use of scientific reasoning, probability, experimental design, and/or induction presented in the article.

B. Reading:

1. Read chapter 1 in our logic textbook and be prepared to discuss the difference between syntax, semantics, and conceptual content.

C. Other:

1. Class presentations
 1. As a group, develop a sound argument on a controversial claim approved by the instructor. Use at least 3 sources, and the methods of reasoning and argument development covered in class. Present the argument to the class in a 15 minute

presentation, and hand out an outline of each group members argument to each member of our class. Please allow 10 minutes at the end of your presentation to respond to challenges made to your argumentative methodology by your fellow students.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 1-3
- B. Quizzes
 - 1. 2-5
- C. Research Projects
 - 1. 1-2
- D. Papers
 - 1. writing assignments totaling 6,000 words
- E. Oral Presentation
 - 1. 1-2
- F. Projects
 - 1. 1-2
- G. Group Projects
 - 1. 1-2
- H. Class Participation
 - 1. weekly
- I. Class Work
 - 1. weekly
- J. Home Work
 - 1. weekly

Student Learning Outcomes

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

- A. Check for the validity of arguments using truth tables and formal rules in a system of natural deduction.
- B. Compose an extended argumentative essay using effective logical tools and sound essay structure.
- C. Identify, critique and avoid both formal and informal fallacies in argumentation.

Textbooks (Typical):

Textbook:

- 1. Stan Baronett *Logic*. 5th ed., Oxford University Press, 2021.
- 2. Herrick, P., Paul Herrick *Introduction to Logic*. 1st ed., Oxford University Press, 2012.
- 3. Patrick Hurley *A Concise Introduction to Logic*. 13th ed., Wadsworth/Thompson, 2018.
- 4. American Psychological Association *The Publication Manual of the American Psychological Association*. 7th ed., American Psychological Association, 2020.
- 5. Troyka J Q, Gordon E R *The Simon and Schuster Handbook for Authors*. 11th ed., Simon and Schuster, 2023.

6. Steven Cahn *Exploring Philosophy: An Introductory Anthology*. 8th ed., Oxford University Press: USA, 2023.
7. Hugh LaFollette *Ethics in Practice: An Anthology*. 6th ed., W. W. Norton, 2025.



LAS POSITAS

COLLEGE

Course Outline for Photography 51B Individual Projects B

Effective: Fall 2025

Catalog Description:

PHTO 51B - Individual Projects B

1.50 Units

Continued study on advanced topics of photography and exhibition, installation, and portfolio of photography.

Recommended Course Preparation: PHTO 51A with a minimum grade of C

Course Grading: Optional

Lecture Hours	9
Lab Hours	54
Inside of Class Hours	63
Outside of Class Hours	18

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Learn technical skills to produce photographic images in digital, traditional, and alternative processes
- Research photographic projects for successful completion of portfolio
- Produce photographic prints demonstrating advanced skill with film-based darkroom or digital, computer-based equipment
- Use alternative photographic processes
- Prepare work for exhibition using advanced techniques
- Produce a high level portfolio of images

Course Content:

Lab:

1. Use a computer to post process images and ready for printing
2. Use a dark room or wet photo lab to print photographs on various types of paper
3. Use inkjet printers to output digital photographs
4. Use wet lab to develop digital negative and positive material
5. Use facilities to prepare images for mounting, matting, framing, exhibition, or other installation
6. Use the computer and wet labs to prepare images for portfolio production

Lecture:

1. Advanced critical evaluation of visual images
2. Advanced output of digital or analog imagery on larger and higher quality printing materials
3. Advanced use of sophisticated cameras and image capture devices
4. Research and exploration of advanced topics in photography
5. Advanced portfolio development
6. Advanced techniques in exhibition and installation of work

Methods of Instruction:

1. Lecture - work from artists with diverse backgrounds is presented and discussed
2. Lab -
3. Audio-visual Activity -
4. Demonstration -
5. Critique -
6. Preparation and public display of mounted prints

Typical Assignments

A. Reading:

1. Selected readings from textbook and other materials.

B. Research:

1. Research and explore methods of presentation, exhibition, and installation of work

C. Other:

1. Explore successful strategies utilizing both artificial and natural light sourcing
2. Explore hybrid processes using both digital and analog photography techniques to create work

Methods of Evaluating Student Progress

A. Exams/Tests

1. One midterm and final review of work

B. Portfolios

1. One

C. Projects

1. Minimum of three with one group show.

D. Field Trips

1. One
- E. Class Participation
 1. Daily
- F. Lab Activities
 1. Weekly
- G. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the assignment and to apply them to the critique.

Student Learning Outcomes

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

- A. Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment.

Textbooks (Typical):

Textbook:

1. David duChemin *The Soul of the Camera*. 1st ed., Rocky Nook, Inc., 2017.
2. Luigi Barbano *Fine Art Ink-Jet Printing (The F Manual)*. 1st ed., Independently published, 2020.
3. Chris Marquardt and Monika Andrae *The Film Photography Handbook: Rediscovering Photography in 35mm, Medium, and Large Format*. 3rd ed., Rocky Nook, Inc., 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. Digital, mirrorless, or 35 mm camera - one that accepts interchangeable lenses is preferred and can take photos in medium and large format..
2. Photographic film, paper, and mounting materials .
3. Inkjet photo paper.



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DE for PHTO 51B Individual Projects B

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.

Student accessibility

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

In consultation with the Dean

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly labs.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Monthly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Monthly.

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

Frequency: Monthly.

Student-Content Interaction

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

Frequency: Monthly.

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

Frequency: One midterm and final review of work

- **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.

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

Frequency: At least three

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

Frequency: One group show.

Requisite Skills:

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

A. PHTO 51A



LAS POSITAS

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Course Outline for Photography 60 Intermediate Black and White Photography

Effective: Fall 2025

Catalog Description:

PHTO 60 - Intermediate Black and White Photography **3.00 Units**

Using exposure/development controls related to black and white negative materials. Development of intermediate/advanced print making skills. Emphasis on visual and critical problems related to black and white photography.

Recommended Course Preparation: PHTO 50 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Create a digital negative
- B. Use exposure and development controls applied to black and white materials
- C. Use various types of black and white films including exposure/development relationships
- D. Operate specialized printing controls, including contrast control, processing variations, and the use of chemical additives to processing solutions to improve print quality
- E. Evaluate print quality and presentation effectiveness

- F. Evaluate the various types of papers, such as warm and cold tone, as well as the general characteristics of black and white film emulsion
- G. Utilize archival processing and be able to describe the techniques for processing for permanence
- H. Demonstrate visual skills of black and white photography including composition and black and white aesthetics

Course Content:

Lab:

- 1. Developing medium and large format film.
- 2. Scanning negatives.
- 3. Convert digital negatives to transparency film.
- 4. Creating large prints in the darkroom.
- 5. Toning prints.
- 6. Develop film into positive transparencies.
- 7. Cutting mats and preparing prints.
- 8. Utilize lights and studio for assignments.

Lecture:

- 1. Exposure and development controls
 - 1. Personal film speed determination
 - 2. Standard film developing expansions and contractions
 - 3. Critical metering
 - 4. Exposure placement
- 2. Basic sensitometry
 - 1. Characteristic curves of film
 - 2. Density and exposure control
 - 3. Film and developer combinations
- 3. Filters
 - 1. Contrast filters
 - 2. Filter factors
- 4. Printing refinements
 - 1. Localized contrast control
 - 2. Flashing
 - 3. Masking
- 5. Print quality
 - 1. Paper selection and characteristics
 - 2. Basic print finishing and presentation
- 6. Photo chemistry
 - 1. Compounding developers and fixers
 - 2. Modifying print developers
 - 3. Chemical additives
 - 4. Toning
- 7. Archival processing
 - 1. Choice of chemicals

2. Toning
3. Choice of mounting materials
4. Storage and care of prints
8. Black and white films
 1. Film types
 2. Film characteristics
 3. Uses
9. Visual skills
 1. Advanced composition
 2. Black and white aesthetics
 3. Contemporary black and white images
10. Portfolio production
 1. Print editing
 2. Mounting and presentation

Methods of Instruction:

1. Demonstration -
2. Lab -
3. Audio-visual Activity -
4. Lecture - work from artists with diverse backgrounds is presented and discussed
5. Field Trips - to museums
6. In-class critique
7. Selected readings

Typical Assignments

A. Writing:

1. Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.

B. Project:

1. Students are encouraged to pick subjects that speak to their lived experiences.
 1. Create a "nine-negative test" of a studio still life with 3 pieces of bulk film, one normally developed, one over-developed, and one under-developed.
 1. Make a good full total range print of each of the nine shots.
 2. Experiment with the various toners and with hand coloring techniques in production of five different prints based on one negative.
 3. Shoot the same scene with at least five different filters and produce the best resulting print.
 4. Using three different focal length lenses, shoot the same urban streetscape. With each lens explore the range depth-of-field focus, with intent of each being an excellent composition.

Methods of Evaluating Student Progress

A. Home Work

1. at the discretion of the instructor
- B. Exams/Tests
 1. at least one per semester
- C. Lab Activities
 1. at least weekly
- D. Quizzes
 1. at least two per semester
- E. Portfolios
 1. One major final portfolio
- F. Projects
 1. at least five per semester
- G. Field Trips
 1. at least one per semester
- H. Class Participation
 1. daily
- I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.

Student Learning Outcomes

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

- A. Demonstrate visual skills of black and white photography including composition and black and white aesthetics, and provide evidence of these skills in a portfolio of student work.

Textbooks (Typical):

Textbook:

1. Marc Newton *The School of Photography: Beginner's Guide: Master your camera, clear up confusion, create stunning imagery*. 2nd ed., Ilex Press, 2023.
2. Cole Nelson *Things Every Photographer Should Know: Mastering Composition, Lighting, Lenses, Focus, Editing, Posing, Storytelling, Color Theory, Exposure, and Much More!*. 1st ed., Spotlight Media, 2024.
3. Chris Marquardt, Monika Andrea *The Film Photography Handbook: Rediscovering Photography in 35mm, Medium, and Large Format*. 3rd ed., Rocky Nook, Inc., 2023.
4. David Taylor *Photo-Graphics: Exposure: An Infographic Guide to Photography*. 1st ed., Ammonite Press, 2017.
5. Bruce Barnbaum *The Art of Photography*. 2nd ed., Rocky Nook, Inc., 2017.
6. Michael Freeman *Black and White Photography: Timeless Art of Monochrome*. 1 ed., Ilex, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Photo paper - Arista EDU RC, 8"x10" glossy, or Ilford Multigrade RC 8"x10" glossy, or Ilford Multigrade FB 11"x14" glossy.
2. An anti-static cloth, or a blower brush or hurrican blower .
3. Negative pages (one for each roll of film you shoot) .

4. A pair of cotton gloves .
5. An absorbent cotton hand towel.
6. Black/White Film-Kodak Plus-X, Kodak Tri-X, Kodak T-Max 100, Ilford FP-4, and Ilford HP-5..
7. 11"x14" and 16"x20" Matte Board for Prints.



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DE for PHTO 60 Intermediate Black and White Photography

DE Proposal

Delivery Methods

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

Rationale for DE

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

After talking to my colleagues and dean we decided to offer PHTO 60 as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Twice Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: As needed
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly lab meetings
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Twice Monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 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: Once during semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Once a month.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Once a month.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Twice Monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once during the semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Minimum two quizzes per semester, one midterm and final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Once a semester.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Five projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Once during the semester.
- **Other:**
Frequency: One portfolio.

Requisite Skills:

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

- A. PHTO 50



LAS POSITAS

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Course Outline for Photography 64A Artificial Light Photography

Effective: Fall 2025

Catalog Description:

PHTO 64A - Artificial Light Photography **3.00 Units**

Photography using light sources selected and manipulated by the photographer, use of light sources in a controlled situation to achieve technically accurate renditions of subject matter and to make successful visual statements, and lighting techniques for product, still life, and portrait photography.

Recommended Course Preparation: PHTO 50 with a minimum grade of C, or PHTO 56 with a minimum grade of C

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Explain how various light sources affect black and white and color photographic materials
- Explain practical and theoretical differences between various light sources
- Employ artificial light sources to produce well crafted and visually successful photographic images
- Produce studio photographs of products and objects faithfully rendering them in the photographic image in both color and black and white
- Operate electronic flash equipment in the studio and in field situations

- F. Produce portraits using various light patterns and posing.

Course Content:

Lab:

1. Lighting products and people for photography.
2. Lighting for particulator effects.
3. Measure lighting for successful exposures.
4. Use of small portable strobes for camers.

Lecture:

1. Color temperature
 1. Artificial light source
 2. Use of filters
 3. Daylight and tungsten films
2. Calculating exposure
 1. Light meter techniques
 2. Use of gray card
 3. Lighting ratios
3. Electronic flash
 1. Studio units
 2. Portable flash units
 3. Use of flash meter
 4. Flash accessories
4. Basic studio lighting for products
 1. Light sources
 2. Reflector cards
 3. Modifying light sources
 4. Composition
5. Basic portrait lighting
 1. Rembrandt
 2. Butterfly
 3. Loop
 4. Split
6. Posing
 1. Classical formal posing
 2. Informal posing
 3. Candid posing
7. Outdoor portraits
 1. Exposure techniques
 2. Fill flash
 3. Use of reflectors
 4. Background selection
8. Creative application of artificial lighting
 1. Mood

2. Form
3. Texture

Methods of Instruction:

1. Guest Lecturers - and laboratory demonstration
2. Field Trips -
3. Lecture - work from artists with diverse backgrounds is presented and discussed
4. Observation -
5. Projects -
6. Lab -
7. Audio-visual Activity -
8. Critique -

Typical Assignments

A. Reading:

1. Readings from textbooks and other materials.

B. Laboratory:

1. Use both studio strobe, studio tungsten and natural lighting; shoot the same model using the same approach and make your best resulting prints for comparison and class critique.
2. Shoot a portrait of a couple (two people or a person with a pet) using one, two, three and four light set ups. Print one of each for class critique.
3. Shoot a table top still life of three fruits or other foods which tells something about the use of these objects. For example: lemons, grapefruits or oranges – one cut up – possibly coupling them with a knife or glass filled with juice.

Methods of Evaluating Student Progress

A. Field Trips

1. At least one.

B. Class Participation

1. Daily.

C. Home Work

1. Weekly.

D. Lab Activities

1. Daily.

E. Exams/Tests

1. At least two.

F. Projects

1. At least five.

G. Quizzes

1. At least four.

H. Research Projects

1. At least one.

I. Portfolios

1. One major final portfolio.
- J. Papers
 1. At least one.
- K. Classroom critiques after each assignment in which students work with instructor to determine specific lighting and printing criteria appropriate to the assignment and to apply them to the critique.

Student Learning Outcomes

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

- A. Produce portraits using various poses, light patterns and light ratios.

Textbooks (Typical):

Textbook:

1. Joy McKenzie, Daniel Overturf, Josh D. Sanseri *Artificial Lighting for Photography*. 2nd ed., Cognella, 2024.
2. Scott Kelby *Light It, Shoot It, Retouch It: Learn it all, from lighting with flash, to the camera settings and gear, to retouching in Lightroom and Photoshop*. 2nd ed., Rocky Nook, Inc., 2023.
3. Peter Hurley *Headshots*. 1 ed., New Riders-Peachpit, 2016.
4. Nick Fancher *Studio Anywhere 2: Hard Light*. 1 ed., Rocky Nook, Inc., 2017.
5. Roberto Valenzuela *Picture Perfect Lighting*. 1 ed., Rocky Nook, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Digital media cards, color negative/slide or black and white film.
2. Printing paper .
3. DSLR, mirrorless camera, or 35mm camera or medium format camera - one that accepts interchangeable lenses .
4. USB drive/storage for images.



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DE for PHTO 64A Artificial Light Photography

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.

After talking to my colleagues and dean, we decided to offer Artificial Light Photography as a fully online course in emergency situations. This will allow students to continue their classes and complete their educational goals without being delayed by emergency situations out of their control.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Twice monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Twice monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Working on projects, receiving critiques of work, attending office hours.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Monthly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Monthly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Monthly.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Once a semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four quizzes, one midterm exam, and final during the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Once a semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Twice monthly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Six projects over the semester

- **Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: At least once

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

Frequency: Monthly.

- **Other:**

Frequency: One Portfolio

Requisite Skills:

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

- A. PHTO 50
- B. PHTO 56



Course Outline for Photography 66

Digital Imaging

Effective: Fall 2025

Catalog Description:

PHTO 66 - Digital Imaging

3.00 Units

The course covers desktop digital imaging systems including editing software, scanning, camera use, and digital printing. Students will learn to use devices for image capture, storage, output, how to apply traditional photographic controls to enhance image quality in the digital medium, and to digitally manipulate images using digital editing software.

Course Grading: Optional

Lecture Hours	27
Lab Hours	81
Inside of Class Hours	108
Outside of Class Hours	54

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use the basic Macintosh operating system
- B. Apply intermediate level functions found in image editing and image processing software
- C. Operate film scanners, color and black-and-white printers, film recorders, and other peripheral devices
- D. Visualize and process photographic images suitable for efficient manipulation on a computer system
- E. Explain the role of service bureaus in the digital imaging industry
- F. Operate on a local area network
- G. Produce a digital negative using an inkjet printer to make a contact print in a chemical dark room

Course Content:

Lab:

1. Inputting work from a digital or mirrorless camera.
2. Digital editing.
3. Printing digital images.

Lecture:

1. Macintosh operating system (or system with equivalent functionality)
2. Image processing/editing software
3. Peripheral devices for image import, storage, and output
4. File management and translation
5. Visualization and image design
6. Exposure and development of photographic film to enhance image quality in the digital medium
7. Service bureaus
8. Local area networks
9. Digital negatives, traditional prints, and contact prints

Methods of Instruction:

1. Projects -
2. Lecture - work from artists with diverse backgrounds is presented and discussed
3. Demonstration -
4. Guest Lecturers -
5. Lab -
6. Observation -
7. Field Trips -
8. Use of computer system and software

Typical Assignments

A. Project:

1. Students are encouraged to pick subjects that speak to their lived experiences.
 1. Create a photograph including incongruities and/or humorous elements.
 2. Create an image which combines natural and artificial lighting.
 3. Convincingly alter a classic or historic photographic image.
 4. Create a series of images that tell a narrative.
 5. Create a digital negative.

B. Laboratory:

1. Make all necessary corrections in digital editing software to create a set of 11" x 14" prints.
2. Digitize multiple unaltered film images and blend into collaged single image.

Methods of Evaluating Student Progress

A. Portfolios

1. One final portfolio

- B. Projects
 - 1. Seven per semester
- C. Field Trips
 - 1. At least one per semester
- D. Class Participation
 - 1. Daily
- E. Home Work
 - 1. Weekly
- F. Lab Activities
 - 1. Weekly
- G. Exams/Tests
 - 1. Two per semester.
- H. Quizzes
 - 1. At least two per semester
- I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted. Print generation

Student Learning Outcomes

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

- A. Apply intermediate level functions found in image editing and image processing software

Textbooks (Typical):

Textbook:

1. Tom Ang *Digital Photographer's Handbook: 7th Edition of the Best-Selling Photography Manual*. 7th ed., DK, 2020.
2. DK *The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most From Your Digital Camera*. Updated ed., DK, 2024.
3. Michael Freeman *The Photographer's Eye Digitally Remastered*. 10th ed., Focal-Press-Rutledge, 2018.
4. Conrad Chavez *Adobe Photoshop Classroom in a Book*. 1st ed., Adobe Press, 2023.

Other Materials Required of Students

Other Materials Required of Students:

1. 35 mm camera.
2. DSLR camera.
3. Digital media SD card.
4. Thumb drive or external hard drive.



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DE for PHTO 66 Digital Imaging

DE Proposal

Delivery Methods

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

Rationale for DE

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

To allow for student accessibility.

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

Thought about it and discussed with colleagues and Dean.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: At least monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Weekly labs.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Once a month
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: One per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly.

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Monthly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Twice monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: At least 2 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: As needed
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: At least one per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Seven per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least seven per semester



LAS POSITAS

C O L L E G E

Course Outline for Photography 67

History of Photography

Effective: Fall 2025

Catalog Description:

PHTO 67 - History of Photography

3.00 Units

A broad chronological survey of photography from its invention to the present. Considers the medium's dual role as technology and art, addresses a multiplicity of photographic themes and purposes, and considers the intersections of photography and technology, history, art, and everyday life.

Course Grading: Optional

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

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Summarize 19th century photography as it relates to technological, historical, and artistic issues
- B. Identify photographs by their technical process
- C. Explain 20th century photography as it relates to technological, historical and artistic issues
- D. Identify the major themes and purposes of photography and articulate how these relate to photography's dual role as information technology and art
- E. Assess photography's influence on the development of other arts
- F. Assess the role of photography in their own lives
- G. Interpret the various ways in which photographs have been used as vehicles of expression
- H. Identify photography's most current manifestations
- I. Discuss non-western European photographic practices

Course Content:

1. 19th century
 1. Technology
 1. Invention
 2. Light sensitivity
 3. Camera obscura
 4. Collodion
 2. History
 1. Colonialism
 2. Modernization
 3. War
 3. Art
 1. Pictorialism
 2. Straight photography
 3. The Photo Secession
 4. Photography's influence on modern painting
2. Photography and 19th century everyday life
 1. Cartes des visites
 2. Photo albums
 3. Police records
3. Photography and 20th century technology
 1. Gelatin silver
 2. Color
 3. Digitization
4. Photography and 20th century history
 1. World Wars
 2. The Depression
 3. Photojournalism
 4. Social reform
5. Photography and 20th century art
 1. Avant garde
 2. Landscape tradition
 3. "Street" photography
 4. Composite photography
6. Photography and 20th century everyday life
 1. Kodak
 2. Mug shots
 3. Wedding photography
 4. Family album
7. Non-western European photographic traditions
 1. Photo escultura in Mexico
 2. Photo grave markers in Israel
 3. Photographers of the Harlem Renaissance
8. Present and future trends

1. Postmodern photography
2. Digitization
3. Copyright

Methods of Instruction:

1. Student Presentations -
2. Audio-visual Activity -
3. Field Trips - Viewing of exhibits of originals photographs
4. Research -
5. Projects -
6. Lecture - Illustrated lectures utilizing slides, reproductions and original photographic prints; work from artists with diverse backgrounds is presented and discussed.
7. Discussion - Large and small group discussion

Typical Assignments

- A. Writing:
1. One-page descriptive essay on a 19th century photographic technology or photographer
 2. Three-page interpretive essays on designated photograph(s)
 3. Five-to-seven page critical evaluation of photo exhibition or recently published photography book

Methods of Evaluating Student Progress

- A. Exams/Tests
1. At least one midterm and final exam.
- B. Quizzes
1. At least five.
- C. Research Projects
1. At least one.
- D. Papers
1. At least one.
- E. Oral Presentation
1. At the discretion of the instructor.
- F. Field Trips
1. At least one.
- G. Class Participation
1. Daily
- H. Class Work
1. At the discretion of the instructor.
- I. Home Work
1. Weekly.

Student Learning Outcomes

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

- A. Identify photographs by the technical process used for their creation.

Textbooks (Typical):

Textbook:

1. Mary Warner Marien *Photography: A Cultural History*. 5th ed., Laurence King Publishing, 2021.
2. Michael Pritchard *A History of Photography in 50 Cameras*. 1st ed., Firefly Books, 2015.
3. Tom Ang *Photography: The Definitive Visual History*. New Edition ed., DK Publishing, 2022.
4. Robert Hirsch *Seizing the Light: A Social and Aesthetic History of Photography*. 4th ed., Routledge, 2024.



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DE for PHTO 67 History of Photography

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.

After talking to my colleagues and dean, we decided to offer History of Photography as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is extremely adaptable for online learning.

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

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Twice monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: At instructors discretion.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Once monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: for feedback on reports or research.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly.
- **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.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: 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: At least one.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least one.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Five quizzes, plus one midterm and 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: Once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Once per semester.



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Course Outline for Psychology 4 Brain, Mind, and Behavior

Effective: Fall 2025

Catalog Description:

PSYC 4 - Brain, Mind, and Behavior 3.00 Units

Introduction to the field of biopsychology. The biopsychology of cognitive, perceptual, emotional, developmental, and social processes. Includes the biopsychology of personality, gender, emotions, learning, learning disabilities, drugs, neurological and developmental disorders, and mental health. Examination of information and theory for practical application.

Prerequisite: PSYC C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Psychology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Define and use basic biological, physiological, and psychological terminology of the neurosciences
- Appraise the scientific approaches used in methodologies for the study of brain-behavior relationships and the associated ethical considerations.
- Describe the basic organization of the human brain and nervous system
- Describe the processes of neural conduction and synaptic transmission
- Articulate the basic roles of the major structures and regions of the brain in behavior
- Compare and contrast the roles of the neurotransmitters in behavior
- Describe the basic roles of the endocrine system in human behavior

- H. Discuss the neural processes involved in drug action, drug dependence and addiction
 - I. Analyze the biopsychological processes involved in emotions, stress, cognition, and social behavior
 - J. Describe the basic stages and processes involved in prenatal and post natal brain development, and how these processes relate to behavior
- K. Distinguish between the roles of the cerebral hemispheres in behavior
- L. Critically analyze the biopsychology of sexual behavior, sexual orientation and gender differences
- M. Describe and critically analyze the biopsychology of individual differences
- N. Examine the basic biopsychological processes in learning
- O. Distinguish between the major categories and causes of learning disabilities
- P. Discuss the biopsychological processes involved in mental health disorders, such as schizophrenia, mood and anxiety disorders
- Q. Analyze the effects of neurological diseases, disorders, and injuries: such as strokes, Alzheimer's Disease, and Parkinson's Disease
- R. Distinguish between normal and abnormal changes associated with aging

Course Content:

- 1. Introduction to biopsychology
 - 1. Overview of the field of biopsychology, including historical and contemporary approaches
 - 2. Critical analysis and discussion of the brain-mind relationship
- 2. Methods of study in biopsychology
 - 1. Overview of the basic scientific methodology used in biopsychology
 - 2. Thinking critically about biopsychology
 - 3. Research ethics applied to human and non-human animals
- 3. Organization of the nervous system
 - 1. Overview of basic brain/nervous system anatomy
 - 1. Major divisions of the nervous system
 - 2. Basic geography of the brain
 - 3. Major structures of the brain
 - 4. Meninges, ventricles, and cerebrospinal fluid
- 4. Cells of the nervous system
 - 1. Overview of basic neuron components and glial cells
 - 2. Function of each type of neuron
- 5. The synapse: neuronal communication
 - 1. Overview of the processes involved in neuronal communication
- 6. Neurotransmitters
 - 1. Overview of the role of the major neurotransmitters in behavior
 - 2. Role of neurotransmitters in mental health disorders
- 7. Neurotransmitters and drugs
 - 1. Overview of the basic principles of drug action
 - 2. Role of the reward circuits in substance abuse
 - 3. Neural adaptations to drugs
 - 4. Dependence and addiction
- 8. The endocrine system and hormones
 - 1. Overview of the endocrine system

2. role of hormones in behavior
9. Sensation and movement
 1. Organization of the motor system
 2. Control of muscles
 3. Organization of sensory systems
10. Regulation of internal body states
 1. Overview of homeostatic processes
 2. Role of the hypothalamus
11. Cognition
 1. Overview of the biopsychology of cognitive processes; such as, memory, problem solving, language and intelligence
 2. Neural basis of consciousness
12. Stress, emotions and motivation
 1. Overview of the biopsychology of emotions, mood and motivation
 2. Chemical, emotional, cognitive, and behavioral effects of stress
 3. Psychosocial stress and mental health disorders
 4. Limbic system and expression of emotions
 5. Prefrontal cortex and emotional behavior
13. Sleep, dreaming and circadian rhythms
 1. Overview of the physiological and behavioral correlates of sleep and dreams
 2. Role of biological rhythms in human behavior
14. Cerebral hemispheres
 1. Overview of the roles of the cerebral hemispheres in behavior
 2. Critical analysis of lateralization of function
15. The sexual brain
 1. Critical analysis of the biopsychology of gender differences and sexual orientation
 2. Biopsychology of sexual behavior
 3. Role of hormones in sexual development
16. Personality
 1. Critical analysis and discussion of the biopsychology of individual differences
 2. Critical analysis of the roles of nature and nurture in personality development
17. The malfunctioning brain
 1. Overview of the biopsychology of mental health problems; such as, anxiety and mood disorders and schizophrenia
 2. Brief overview of neuropsychological diseases and disorders; such as, autism, epilepsy, Parkinson's Disease, and Alzheimer's Disease
 3. Brief overview of the effects of strokes and brain injuries; such as aphasia, agnosia, and neglect syndrome
18. The biopsychology of development
 1. Overview of prenatal brain development
 1. Critical periods and teratogens in prenatal brain development
 2. Overview of postnatal brain development
 1. Brain/behavior changes across the life span, and how these changes relate to cognitive, emotional, and behavioral changes
 2. Role of environment in brain development

19. Learning

1. Overview of the biopsychology of learning
 1. Basic biopsychological processes involved in learning
 2. Role of emotions in learning
 3. Variations in learning styles
2. Overview of the disorders of learning
 1. Major learning disabilities; such as, dyslexia and attention deficit disorder, and nonverbal learning disabilities
 2. Psychosocial effects of learning disabilities

20. Aging and the healthy brain

1. Overview of brain and behavioral changes associated with late life. A discussion of normal brain changes, and brain disorders associated with aging
2. Health practices related to maintaining brain function

Methods of Instruction:

1. Lecture - Lecture on major themes and concepts
2. Discussion - Discussion and problem solving of significant or controversial issues
3. Audio-visual Activity - Utilization of multimedia clips.
4. Student Presentations
5. Demonstration - Demonstrations and simulations
6. Written Exercises - Written assignments
7. Readings from texts, supplementary materials, primary source materials
8. Application of concepts to personal experiences

Typical Assignments

A. Other:

1. Lecture
 1. "The role of stress in the development of depression."
 2. "The hierarchical control of movement."
2. Reading
 1. "Brain Structure and Functional Organization of the Brain," Chapter 2, Kolb and Whishaw, pp. 37-72.
 2. "The Individual Brain: Personality," Chapter 12, Jones, pp. 203-221
3. Class discussion of significant issues and topics
 1. How do biological rhythms influence your behavior?
 2. What behavior and health practices are correlated with healthy brain function?
4. Collaborative Learning
 1. As a small group project, evaluate the accuracy of information presented in Wikipedia concerning a biopsychology issue by examining other specific primary information sources.
 2. Working in a small group, visit several websites related to brain development issues. Prepare a PowerPoint presentation that highlights the effect of environment on brain development.

5. Writing projects

1. Research and write a term paper on the biopsychology of a specific mental health problem (e.g., depression), neurological disease (e.g., Alzheimer's Disease), or learning disability (e.g., dyslexia).
2. Critically evaluate the issues presented in "Nature, Nurture, Brains, and Behavior," Chapter 5 in Psychology Annual Editions, and write a reaction to this topic.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 2-3 exams
- B. Quizzes
 1. weekly quizzes
- C. Research Projects
 1. 1 research project
- D. Papers
 1. 1 paper
- E. Oral Presentation
 1. 1 presentation
- F. Class Participation
 1. weekly discussions

Student Learning Outcomes

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

- A. Upon completion of PSYC 4, the student will be able to discuss how bio-psychological knowledge and principles can be used to address and better understand a wide range of behavioral and physiological problems.
- B. Upon completion of PSYC 4, the student will be able to exemplify with concrete examples various brain-behavior relationships including ingestive behavior, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders such as affective disorders and schizophrenia.
- C. Upon completion of PSYC 4, the student will be able to explain scientific approaches and methodologies used for the study of brain-behavior relationships.
- D. Upon completion of PSYC 4, the student will be able to explain the general anatomy and physiology of the nervous system and its relationship to behavior.

Textbooks (Typical):

Textbook:

1. Ernest Jones *Brain, Mind and Behavior: An Introduction to Biopsychology*. 4th ed., Cengage Learning Custom Publishing, 2011.
2. John Pinel, Steven Barnes *Biopsychology*. 10th ed., Pearson, 2018.
3. Bob Garrett, Gerald Hough *Brain and Behavior: An Introduction to Behavioral Neuroscience*. 5th ed., Sage Publications, 2017.
4. Laura Freberg *Discovering Behavioral Neuroscience: An Introduction to Biological Psychology*. 4th ed., Cengage, 2018.



LAS POSITAS

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Course Outline for Sociology 11 Sociology of Gender

Effective: Fall 2025

Catalog Description:

SOC 11 - Sociology of Gender 3.00 Units

This course examines the social construction of masculinity and femininity historically and cross-culturally. It analyzes the impact of economic and political change on gender expectations and practices. This class focus includes both macro-analysis of how institutions shape gender and microanalyses of how individuals “do” or practice gender.

Course Grading: Optional

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

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply theories of gender construction to their own experience;
- B. Describe the role of economics in gender construction;
- C. Explain the social construction of both gender and sex categories;
- D. State how gender roles have changed over time in the United States;
- E. Identify the main agents of gender socialization and their impact on children’s and adults’ gender construction;
- F. Outline the process by which people negotiate gender boundaries and power through their relationships with others (including violent relationships).
- G. Compare and contrast sociological perspectives used to interpret gender relations.

H. Identify the interplay of race, ethnicity, class, and sexuality affecting gender relations.

Course Content:

1. The social construction of sex and gender
 1. Theories of sociobiology
 2. Criticisms of sociobiology
 3. Physical definitions of sex: chromosomal, gonadal and morphological
 4. Hermaphroditism and social responses
 5. The impact of transgender movements on sex definitions
 6. Eight Western assumptions about gender (Kessler and McKenna)
 7. The Berdache Gender System
 8. Outline of gender systems (Lorber)
 9. Outline of individual gender construction (Lorber)
 10. Feminist perspectives
2. The impact of economics
 1. Impact of industrialization/modernization of gender
 2. Home economies v. wage economies
 3. Impact of slavery on gender definitions
 4. The current tie between economic power and masculinity
 5. The impact of globalization on gender
 6. The social impact of transforming gender roles in the periphery
 7. The impact of political interventions on gender
3. Gender as practice
 1. "Doing gender" (West and Zimmermann) and ethnomethodology
 2. Doing gender at work – gender segregation, glass ceilings, glass escalators (Roos, Reskin, Kanter, Williams)
 3. Doing gender at home – housework, the second shift (Hochschild)
 4. Gender as negotiation (Gerson) – e.g., prisons, sexual harassment, "doing heterosexuality."
 5. Gender as a power relationship – "male privilege" (McIntosh, Schadt)
 6. Consequences of defying gender norms
 7. Men and masculinities
4. Impact of racial hierarchies and other forms of prejudice on gender definitions
 1. Origins of gendered stereotypes based on race, religion, and ethnicity
 2. Concept of "white privilege" (McIntosh)
 3. Myths of the Black Rapist, the promiscuous Black Woman (Manning, Davis)
 4. Real-world consequences of stereotypes, e.g., the controversy over the Clarence Thomas/Anita Hill case
 5. The impact of stereotypes on historical interpretations
 6. Does race or ethnicity impact how we "do gender"? No. (Baca Zinn)
 7. Doing gender with physical disabilities – the example of multiple masculinities (Gerschick and Miller)
5. Gender and sexuality in America
 1. The Colonial period
 2. Early industrialization

3. The impact of race and sexuality in the 17th and 18th centuries
 4. Sexual systems of the nineteenth centuries
 5. The emergence of Utopian societies
 6. The impact of prostitution and pornography
 7. Middle class women's opposition to prostitution
 8. The purity movement
 9. Consequences of the purity movement
 10. Social hygiene movements
 11. Lynching
 12. Eugenics campaigns
 13. Birth control movements
 14. The weakening of Comstock Laws in the 20th century
 15. Gay and lesbian rights movements
 16. The unconstitutionality of anti-miscegenation laws
 17. The impact of reproductive technology
 18. LGBTQ community
6. Violence and gender
1. Rape – summary of research and theories
 2. Masculinity and control
 3. The varying degrees of violence – from femicide to everyday violent acts women do to themselves
7. Learning gender
1. Early socialization from family
 2. Learning gendered language
 3. Learning gendered values (examples – beauty in women, athleticism in men)
 4. Learning gendered norms (examples – division of labor, conflict resolution)
 5. Role of the media in learning gender – advertising, images of masculinity and femininity
 6. Role of school in learning gender – math/language divide, sports, opportunities for mentorships

Methods of Instruction:

1. Lecture
2. Discussion
3. Research - Students will conduct library research and write research papers.
4. Video/web page visitation

Typical Assignments

A. Reading:

1. Reading assignments

B. Writing:

1. Write a 10-page research paper.

1. Explain how social structural factors negatively influence gender and sexual minority groups.

Methods of Evaluating Student Progress

- A. Group Projects
 - 1. The end of the semester
- B. Exams/Tests
 - 1. Three times in a semester
- C. Papers
 - 1. Two times in the semester
- D. Projects
 - 1. The end of the semester

Student Learning Outcomes

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

- A. Outline major sociological theories of gender.
- B. Apply major sociological theories of gender to explain current gender practices.
- C. Produce an academic document that connects sociological research methods to gender theory.

Textbooks (Typical):

Textbook:

- 1. Raewyn Connell *Gender: In World Perspective*. 4 ed., Wiley, 2020.
- 2. Linda L. Lindsey *Gender: Sociological Perspectives*. 7 ed., Routledge, 2021.
- 3. Robyn Ryle *Questioning Gender*. 5 ed., Sage, 2023.

Other Learning Materials:

- 1. Appropriate texts are selected for their specific emphases on the experiences of gender and sexual minority groups. The use of OER and/or low-cost texts are considered..



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DE for SOC 11 Sociology of Gender

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.

Already approved

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

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

by the strategically maintaining and improving the Sociology program. Offering more DE format courses will also minimize the problems

involving the small number of full time Sociology faculty. 2) Department meeting resulted in the decision.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: As needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: As needed
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: At least 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: As scheduled

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

- **Written papers:** *Papers will be written on various topics.*
Frequency: Monthly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly based on each module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: As needed



LAS POSITAS

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Course Outline for Sociology 29 Independent Study, Sociology Effective: Fall 2025

Catalog Description:

SOC 29 - Independent Study, Sociology 0.50 - 2.00 Units

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

Course Grading: Optional

Lecture Hours	9 - 36
Inside of Class Hours	9 - 36
Outside of Class Hours	18 - 72

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Develop a project in Sociology to develop skills or deepen knowledge
- B. Complete the project according to established standards in the field
- C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

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

Methods of Instruction:

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

Typical Assignments

- A. Reading:
1. Identification of a research project may include extensive reading.
- B. Reading:
1. Identification of a topic related to independent study class may include a paper or other form of report of completed work.
- C. Laboratory:
1. Completion of a project may include laboratory or field work

Methods of Evaluating Student Progress

- A. Research Projects
1. As needed
- B. Portfolios
1. As needed
- C. Papers
1. As needed
- D. Oral Presentation
1. As needed
- E. Projects
1. As needed
- F. Lab Activities
- G. Other (Please Explain)
- H. Individual consultation with students
1. Once a week
- I. Evaluation methods will ensure the diversity of student experience is carefully considered based on individual consultation between students and faculty.

Student Learning Outcomes

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

- A. Student Learning Outcomes will be decided individually through the consultation between the student and faculty.

Textbooks (Typical):

Other Learning Materials:

1. Appropriate texts will be selected for their specific emphases on the experiences of underrepresented groups based on individual consultation between students and faculty. The use of OER or low-cost texts will be considered. .

Other Materials Required of Students

Other Materials Required of Students:

1. As needed.



Course Outline for Sociology 6 Social Problems

Effective: Fall 2025

Catalog Description:

SOC 6 - Social Problems 3.00 Units

An identification and analysis of contemporary social problems including (1) the role of power and ideology in the definition of social problems, (2) their causes and consequences, (3) evaluations of proposed solutions, and (4) methods of intervention. Topics will vary.

Course Grading: Optional

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

Discipline:

Sociology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Examine the construction and consequences of social problems from a sociological perspective
- B. Identify and explain history of the selected social problems affecting the US
- C. Place local, regional, and national social problems in a global context
- D. Apply and assess sociological research methods to the study of social problems
- E. Identify and evaluate policies that address social problems and assess the policies' impact on society

Course Content:

1. The Sociological Imagination and Social Problems
 1. Defining social problems

2. Sociological theory and the construction of social problems
3. Sociological research methods and evaluating social problems and the effectiveness of policies that address them
2. Class Inequality
 1. Theories of class inequality
 2. Social class in the United States
 3. Income disparity
 4. Wealth disparity
 5. Global stratification
3. Racial Inequality
 1. Theories of racial inequality
 2. Major racial and ethnic groups in the U.S.
 3. Structural barriers facing major groups
 4. Immigration as a social problem
4. Gender Inequality
 1. Sex and gender
 2. The social construction of gender
 3. Feminist perspectives
 4. Economic inequality
 5. Gender-based violence
5. Sexual Orientation and Inequality
 1. Theories of sexual orientation and sexuality
 2. LGBTQ community and inequality
6. Problems of Growing Populations and Scarcity of Resources
 1. A demographic perspective on social problems
 2. Health, fertility, and migration transitions
 3. Aging, Urbanization, and the Family/Household
 4. Population and the Environment/Demographic Change
7. Problems of Educational Inequality
 1. Inequalities in schooling
 2. The hidden curriculum of contemporary education
8. The Problem of Crime and Deviance
 1. Theories of crime
 2. The social construction of crime and deviance
 3. Crime and race
 4. Social solutions and crime
9. Social Problems and Disability
 1. Medical and social models of disability
 2. Major accessibility issues
10. Social Media as a Social Problem
 1. The digital divide
 2. Major issues in social media
11. Global Issues: War and Terrorism
 1. Ideological wars
 2. Identity Politics and Religious Fundamentalism

3. Social solutions to war and terrorism

Methods of Instruction:

1. Lecture - Lectures on major theories and concepts
2. Discussion - Group discussions on selected issues of social problems
3. Audio-visual Activity - Presentations of films
4. Written Exercises - Written assignments
5. Research - Conducting library research to write a research paper
6. Video/web page visitation

Typical Assignments

A. Reading:

1. Students are required to complete approximately 100 pages of reading per week (ex. Mills Chapters 1-3; Chapter 1 from Carl; and 2 selections from *The Contexts Reader*)

B. Writing:

1. Short Writing Assignment:

1. In preparation for a literature review for the course term paper, students will select an empirical work of sociology and compose a succinct sociological book review.

2. Term Paper

1. Students will compose a 12-15 page term paper using the course materials and theoretical issues discussed in class to examine the creation of a contemporary social problem facing underrepresented groups based on race, class, and gender. Term papers must include six sections: (1) abstract; (2) introduction; (3) literature review; (4) data/analysis; (5) conclusion; and (6) reference page.

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2-3 times a semester

B. Quizzes

1. Weekly

C. Research Projects

1. At the end of the semester

D. Papers

1. At the end of the semester

E. Group Projects

1. Once at the end

F. Class Participation

1. Regularly

Student Learning Outcomes

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

- A. Outline multiple sociological theories.

- B. Apply sociological theory to current social problems.
- C. Produce an academic document which connects sociological research methods to sociological theory.

Textbooks (Typical):

Textbook:

1. A. Javier Trevino *Investigating Social Problems*. 4 ed., Sage, 2024.
2. JoAnn Chirico *Global Problems, Global Solutions*. 1 ed., Sage, 2026.
3. Robert Lauer , Jeanette Lauer *Social Problems and the Quality of Life*. 15 ed., McGraw Hill , 2023.



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DE for SOC 6 Social Problems

DE Proposal

Delivery Methods

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

Rationale for DE

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

Already approved

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

- 1) This course is part of the Sociology AA-T sequence as well as a General Education course. It has been offered as a DE course for 13 years (one of LPC's first online courses).
- 2) The college wanted to move more courses online, and so faculty were encouraged to develop online classes.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Formatting and coding to make tables accessible for screen readers.

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly and as needed

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: Monthly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly



LAS POSITAS

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Course Outline for Spanish 1A Beginning Spanish Effective: Fall 2025

Catalog Description:

SPAN 1A - Beginning Spanish 5.00 Units

This introductory level course offers a balanced approach to language and culture. It will enable students to begin speaking, reading and writing elementary level Spanish as well as understanding the spoken language as they explore the culture and countries of the Spanish-speaking world. Students are introduced to concepts of grammar, vocabulary and verb tenses in a variety of auditory, visual and written contexts.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- Use regular and key irregular and stem-changing verbs in the present and preterite tense
- Replace nouns with correct direct object pronouns, indirect object pronouns, or both
- Create simple negative sentences
- Understand simple conversation speaking at a slower than normal pace
- Use knowledge of English to recognize Spanish cognates
- Recognize, discuss and compare aspects of the culture and society of Hispanic and English speaking countries
- Understand the cultural nuances of everyday life in the Hispanic world

- H. Communicate orally and in writing in a variety of meaningful real life activities moving toward the intermediate level of proficiency on the national ACTFL scale (American Council on the Teaching of Foreign Languages)
- I. Greet and express leave-taking phrases by comparing and contrasting appropriate phrases used in Spanish speaking countries
- J. Express likes and dislikes/ wishes and preferences
- K. Obtain information about people, places and things
- L. Describe self, family and friends and understand the value of the family in the Hispanic world
- M. Express feelings
- N. State future plans
- O. Shop and use numbers from 0 to one million in context
- P. Talk about daily routines
- Q. Interact in a basic phone conversation
- R. Order in a restaurant in a culturally appropriate way
- S. Plan for a trip
- T. Express some basic commands by understanding the importance of formality when talking to strangers
- U. Talk about some events in the past

Course Content:

1. 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
2. Culturally appropriate vocabulary
 1. Numbers
 2. Foods
 3. Colors
 4. Clothing
 5. Physical description
 6. Time
 7. Weather
 8. Introduction to the use of English cognates to recognize Spanish words
3. Variations of Spanish pronunciation and alphabet
4. Review of basic grammatical terminology, parts of speech
 1. Contractions
 2. Nouns and articles
 3. Regular, irregular, and stem-changing verbs in the present tense, present progressive tense, and the preterite tense

4. Pronouns
 1. Subject
 2. Object
 5. Subject and verb agreement
 6. Formation, placement, usage, and agreement of adjectives
 7. Use of periphrastic verbal expressions *necesitar*, *tener que*, *hay que*, *ir a*, *tener ganas de*, etc.
 8. Use of the following constructions: [ir+a+infinitive] and [acabar+de+infinitive]
 9. Reflexive verbs
 10. Ser vs. Estar
 11. Gustar and similar verbs
 12. Interrogative words
 13. Negation
 14. Basic prepositions
 15. Direct and indirect object pronouns used separately and together
 16. Gender and number agreement of nouns and adjective
 17. Non-binary grammar including nouns and adjectives
5. Introduction of reading strategies to deduce meaning
 1. Comparison of English and Spanish syntax
 6. Introduction to Hispanic culture and society
 1. Readings
 2. Videos

Methods of Instruction:

1. Lecture - Lectures aim to bring the lived experiences of students into the conversation.
2. Discussion - Discussions about issues in Spanish. Encouraging students to speak in Spanish.
3. Audio-visual Activity - Viewing a film or documentary and then discussing key concepts of the audio-visual activity.
4. Classroom Activity - Interviewing another student and reporting information to the class.
5. Demonstration - Using realia (examples from real life) to practice grammar points. For example A backpack full of class materials or two chairs set-up with other items around them to explain prepositions of place.
6. Directed Study - Summarizing the content of a video episode or cultural reading.
7. Field Trips - Students attend activities on and off campus that support learning and cultural goals of Spanish 1a. For example, Day of the Dead Celebration and reading by an author at the local public library.
8. Guest Lecturers - Visitors from the local community as well as the world community visit the class to teach students a concept that is related to learning and cultural goals of class.
9. Observation - Students are observed while working in groups on directed activity to ensure that all participants are contributing to assignment.
10. Written Exercises - Reviewing difficult text or workbook assignments such as true/false, fill-in-the-blank, changing subject and making any necessary changes in the sentence.
11. Student Presentations - Students present a two to three minute oral report on an aspect of grammar, culture, or vocabulary to the class.
12. Simulations - Students re-create a scene from a film, documentary or video.

13. Creating sentences and dialogues in pairs or groups
14. Responding in complete Spanish sentences to questions posed by instructor or other students using the structures and vocabulary under study
15. Debating an issue
16. Comparing Spanish-speaking countries in terms of pronunciation of Spanish, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
17. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in Spanish

Typical 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 change
3. Creating questions using interrogative words

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Minimum of four exams.
- B. Quizzes
 1. Minimum of six quizzes.
- C. Class Participation
 1. Daily.
- D. Home Work
 1. Minimum of one assignment per week.
- E. Oral Presentation
 1. Minimum of one.

Student Learning Outcomes

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

- A. Comprehend spoken Spanish at the beginning level.
- B. Orally communicate at the beginning level.
- C. Write at the beginning level.

Textbooks (Typical):

Textbook:

1. María Amores, Anne Wendel, and José Luis Suárez-García *Experience Spanish*. 4th ed., McGraw Hill, 2023.
2. Gilda Nissenberg *Practice Makes Perfect: Complete Spanish Grammar*. 3rd ed., McGraw-Hill Education, 2016.

3. Jose A. Blanco, Phillip Donely *Vistas: Introducción a la lengua española*. 7th ed., Vista Higher Learning, 2024.



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DE for SPAN 1A Beginning Spanish

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.

Spanish 1A 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 jointly by the members of the Spanish Department to ensure equal access to the Beginning Spanish course for all students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: 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 every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: 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.

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: Once 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: 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: 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 month.

- **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 every two weeks.

- **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.

- **Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency: Once per semester.

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

Frequency: Two times per semester.

Requisite Skills:

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

- A. ENGL C1000



Course 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.

Prerequisite: SPAN 1A with a minimum grade of C

Course Grading: Optional

Lecture Hours	90
Inside of Class Hours	90
Outside of Class Hours	180

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

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 word 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

Typical 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

Methods of Evaluating Student Progress

A. Class Work

1. Students have at least one classwork assignment for each chapter of the textbook.

B. Home Work

1. Students have at least one homework assignment each week.

C. Quizzes

1. There is at least one quiz for each chapter.

D. 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.

E. Oral Presentation

1. Students present at least one oral presentation per semester bases on grammar, vocabular, history, or culture in the Spanish-speaking world.

F. Class Participation

1. Class participation is graded daily.

G. Exams/Tests

1. There is a chapter test at the end of each chapter.

H. Class Performance

1. Class participation is graded every day.

I. 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.

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.

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.



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DE for SPAN 1B Elementary Spanish

DE Proposal

Delivery Methods

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

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 all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Requisite Skills:

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

- A. SPAN 1A



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Course Outline for Spanish 2A Intermediate Spanish I

Effective: Fall 2025

Catalog Description:

SPAN 2A - Intermediate Spanish I 4.00 Units

This course covers a review of grammar, reading of contemporary literature, practice in conversation and composition, and discussion of cultural topics.

Prerequisite: SPAN 1B with a minimum grade of C

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use the conditional tense correctly and recognize it in context.
- B. Use the future tense correctly and recognize it in context.
- C. Use "nosotros " commands correctly and recognize them in context.
- D. Use present subjunctive in various grammatical situations correctly.
- E. Use the "personal a" correctly
- F. Use binary and non-binary grammar and vocabulary correctly.
- G. Use reflexive verbs in sentences with more than one clause
- H. Use the preterit and imperfect tense appropriately
 - I. Know the variety of meanings/uses of the word "se" and recognize them in readings
 - J. Use "por" and "para" appropriately

- K. Use double object pronouns correctly
- L. Create negative sentences with more than one clause
- M. Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
- N. Understand native speakers engaged conversations at moderate speed
- O. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
- P. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
- Q. Speak, write, read and listen at the intermediate level
- R. Compare and contrast cultural nuances of the Hispanic world
- S. Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world including
 1. Values
 2. Lifestyle
 3. Geography
 4. Art
 5. History
 6. Literature
2. Analysis of linguistic structures
 1. The "personal a"
 2. Comparison of preterit and imperfect tenses
 3. Review of prepositions such as "por" and "para"
 4. Review of double object pronouns
 5. Review of negation
 6. Review of present subjunctive
3. Review and refinement of grammatical concepts and structures introduced in Spanish 1A and 1B
 1. Review of present tense, irregular verbs, reflexive verbs
 2. Vocabulary expansion
 3. Formal versus informal
 4. Situational discourse
 5. Improved application of challenging grammatical concepts for non-native speakers of Spanish
4. Speaking, listening, writing, and reading at the intermediate level
5. Study of new vocabulary and idioms
6. Readings and discussion in Spanish
 1. Short stories
 2. Newspaper articles
 3. Magazines
 4. Poems
 5. Songs
7. Videos in Spanish with class discussion and summary in Spanish using several tenses
8. Listening and commentary in Spanish with audio/video material in which native speakers sing or read aloud

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries
3. Classroom Activity - Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits
4. Use of intermediate text, workbook and online materials for listening comprehension
5. Active student participation in question and answer sessions in class

Typical Assignments

A. Writing:

1. Short compositions in Spanish
 1. Students incorporate grammar as well as new vocabulary

B. Reading:

1. Readings in Spanish
 1. Students answer questions in written Spanish based on readings

C. Other:

1. Grammar review assignments online and in workbook
 1. Students listen and complete grammar exercises on publisher website
2. Oral presentations in Spanish
 1. Topics are assigned, and students use grammar as well as new vocabulary and culturally appropriate topics

Methods of Evaluating Student Progress

A. Simulation

1. At least one simulation per semester.

B. Group Projects

1. At least three groups projects per semester.

C. Class Participation

1. Class participation is graded daily.

D. Class Work

1. At least one time every chapter.

E. Home Work

1. At least one time every week.

F. Exams/Tests

1. One test per chapter.

G. Quizzes

1. at least one quiz per chapter.

H. Papers

1. At least three papers per semester.

I. Oral Presentation

1. At least three oral presentations per semester.

J. Projects

1. One final project at the end of the semester.

K. Final Class Performance

1. Present a culminating project of five to six minutes to the class in Spanish based on a topic of grammar, vocabulary, culture, history, or realia.

Student Learning Outcomes

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

- A. Comprehend spoken Spanish at the intermediate level.
- B. Orally communicate at the intermediate level.
- C. Write at the intermediate level.

Textbooks (Typical):

Textbook:

1. Paula Cañón *Taller de escritores*. 4th ed., Vistas Higher Learning, 2024.
2. Jose A. Blanco, Phillip Donely *Vistas*. 7th ed., Vista Higher Learning, 2024.



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DE for SPAN 2A Intermediate Spanish I

DE Proposal

Delivery Methods

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

Rationale for DE

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

There must be a way to offer the Advanced Spanish classes online in case of an emergency. This will allow all students to complete the required sequence without prolonging their academic career when there is an emergency beyond our control.

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

The decision was made after attending several related webinars and by reviewing the class curriculum.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: 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 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: Once a week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Two times a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Two times a week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Once a month.

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 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: Four times per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Twice a 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 a 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: Four times per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Six times a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Once a week.
- **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: Twice a semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Twice a week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Twice 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: One time per semester.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: Two times per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: Every other week.
- **Other:**
Frequency: Twice a semester.

Requisite Skills:

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

A. SPAN 1B

1. Communicate using the indicative and subjunctive moods
2. Use correct direct, indirect and reflexive pronouns
3. Use idiomatic expressions with tener to describe people's feelings
4. Create comparative and superlative sentences
5. Recombine learned structures and vocabulary to create simple paragraphs using correct word order
6. Use cognates and context to understand reading passages
7. Recognize errors in Spanish caused by direct, word-for-word translation from English
8. Compare and contrast the nuances of everyday life in the Hispanic world with those of the English speaking in the U.S.
9. 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)

10. Narrate and describe past real-life events from several perspectives
11. Use and apply acquired culturally appropriate communicative skills
12. Prepare and extend invitations
13. Ask for and give directions
14. Compare and contrast common Hispanic and U.S. cultural hobbies and favorite pastimes
15. Talk about health issues, including accidents and stressful events using culturally and linguistically appropriate inflections
16. Talk about relationships (marriage/divorce/family/friendships) by comparing and contrasting personal relationships in the U.S. and the Hispanic world
17. Influence friends and others culturally
18. Use of subjunctive to understand Hispanic cultural aspects when giving commands
19. Express some personal attitudes towards events using the subjunctive



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Course Outline for Spanish 2B Intermediate Spanish II

Effective: Fall 2025

Catalog Description:

SPAN 2B - Intermediate Spanish II 4.00 Units

A course covering the reading of contemporary works, advanced review of grammar emphasis on speaking and composition, and further discussion of cultural topics.

Prerequisite: SPAN 2A with a minimum grade of C

Course Grading: Optional

Lecture Hours	72
Inside of Class Hours	72
Outside of Class Hours	144

Discipline:

Foreign Languages

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Use the future tenses correctly.
- B. Compose an essay using advanced grammar, spelling, punctuation and vocabulary correctly.
- C. Use por and para correctly.
- D. Use binary and non-binary grammar and vocabulary correctly and be able to explain it in Spanish.
- E. Use the conditional, present perfect, and past perfect tense correctly
- F. Use subjunctive mode correctly in all tenses
- G. Use advanced interrogative sentences
- H. Use the passive with "se" as well as the "true passive" correctly
 - I. Link ideas with appropriate relative pronouns
 - J. Speak in advanced Spanish sentences about readings and in class discussions in Spanish

- K. Summarize media in varied and appropriate tenses Spanish sentences
- L. Understand native speakers engaged conversations at normal speed
- M. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
- N. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
- O. Speak, write, read and listen at the high-intermediate level

Course Content:

1. Culture: exploration of cultures of the Spanish speaking world
 1. Values
 2. Lifestyle
 3. Geography
 4. Art
 5. History Literature
2. Review of upper intermediate linguistic/grammatical structures
 1. Vocabulary expansion
 2. Formal versus informal speech
 3. Situational discourse
 4. Improved application of challenging grammatical concepts for non-native speakers of Spanish
3. Advanced interrogitive language
4. The "true passive" and the passive with "se"
5. Linking ideas with appropriate relative pronouns
6. Summary and discussion in advanced Spanish about stories, articles, audio/visual materials
7. Compositions using new vocabulary and language

Methods of Instruction:

1. Discussion - Discussion in Spanish of assigned readings.
2. Audio-visual Activity - Presentation of audio-visual material to promote understanding and discussion of the culture and society of Spanish-speaking countries.
3. Lecture - Lectures in Spanish based on current events, grammar and vocabulary, culture and history, and equity.
4. Projects - As individual project in Spanish based on a grammatical or cultural point discussed in class.
5. Simulations - Simulations in Spanish based on a TV or radio commercial.
6. Student Presentations - A final presentation of five to six minutes in Spanish bases on an "announcement" in Canvas. These include announcements with topics such as culture, history, grammar, vocabulary, etc.
7. Written Exercises - Students complete written exercises based on the current grammar and/ or vocabulary lesson.
8. Use of intermediate text, workbook and online materials for listening comprehension
9. Review of homework assignments, additional class group and partner assignments such as dialogues, compositions, skits

Typical Assignments

A. Reading:

1. Readings in Spanish

1. Students answer questions in written Spanish based on readings

B. Writing:

1. Short compositions in Spanish

1. Students incorporate grammar as well as new language under review

C. Other:

1. Grammar review assignments in workbook/lab manual

1. Students listen to web content to be able to do some of these required activities

2. Oral presentations in Spanish

1. Topics are assigned, and students use grammar as well as new language under review.

Methods of Evaluating Student Progress

A. Exams/Tests

1. One test per chapter for a total of six chapter tests.

B. Quizzes

1. At least one quiz per chapter for a minimum of six quizzes.

C. Papers

1. Two written papers per semester.

D. Oral Presentation

1. Two times per semester.

E. Class Participation

1. Class participation is required two times per week.

F. Home Work

1. At least one homework assignment per week.

G. Projects

1. One individual project per semester and one group project per semester.

H. Simulation

1. Two individual simulations per semester and one group simulation per semester.

I. Final Class Performance

1. One final individual presentation to the class of five to six minutes in length.

Student Learning Outcomes

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

- A. Comprehend spoken Spanish at the advanced intermediate level.
- B. Orally communicate at the advanced intermediate level.
- C. Write at the advanced intermediate level.

Textbooks (Typical):

Textbook:

1. James C. Courtad, Kathryn Everly and Martín Gaspar *Intrigas*. 4th ed., Vistas, 2024.
2. José Blanco, María Isabel García, and María C. Aprisi *Revista: Conversación sin barreras*. 6th ed., Vistas, 2022.

3. Ana Beatriz Chiquito *A Handbook of Contemporary Spanish Grammar*. 2nd ed., Vista Higher Learning, 2022.



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DE for SPAN 2B Intermediate Spanish II

DE Proposal

Delivery Methods

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

Rationale for DE

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

There has to be a way to offer the Advanced Spanish classes, Intermediate I and II in case of an emergency, if students and instructors cannot meet face-to-face. Students need to be able to complete the required sequence without prolonging their academic career.

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

The decision was made after attending several related webinars and by reviewing the course curriculum.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: 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 a 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: At least once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Two times a week.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Once a month.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: 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 a month.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Four times per semester.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Two times a 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 a 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: Four times per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: two times per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: One time per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: At least once a month.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency: At least once a month.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Two times each week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: Two times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Several times a month.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Two times per week.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Once per semester.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: Two times per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: Two times per semester.

Requisite Skills:

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

A. SPAN 2A

1. Use the "personal a" correctly
2. Use reflexive verbs in sentences with more than one clause
3. Use the preterit and imperfect tense appropriately
4. Know the variety of meanings/uses of the word "se" and recognize them in readings
5. Use "por" and "para" appropriately
6. Use double object pronouns correctly
7. Create negative sentences with more than one clause

8. Speak in complete Spanish sentences about readings and participate in class discussions in Spanish
9. Understand native speakers engaged conversations at moderate speed
10. Use knowledge of English to recognize Spanish cognates as an aid to comprehension
11. Recognize, discuss in Spanish and compare aspects of the culture and society of Hispanic and English speaking countries
12. Speak, write, read and listen at the intermediate level
13. Compare and contrast cultural nuances of the Hispanic world
14. Compose an essay using intermediate grammar, spelling, punctuation, and vocabulary.



LAS POSITAS

COLLEGE

Course 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.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze and 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

Typical 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

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 2x per semester
- B. Quizzes
 1. weekly
- C. Papers
 1. 2x per semester
- D. Oral Presentation
 1. 2x per semester
- E. Projects
 1. 1x per semester
- F. Group Projects
 1. 1x per semester
- G. Class Participation
 1. weekly
- H. Class Performance
 1. 1x per semester
- I. Attendance

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 liveperformance

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.



LAS POSITAS

COLLEGE

Course Outline for Theater Arts 1A Theory/Practice of Acting I

Effective: Fall 2025

Catalog Description:

THEA 1A - Theory/Practice of Acting I 3.00 Units

This course prepares a student to apply basic acting theory to performance and develops the skills of interpretation of drama through acting. Special attention is paid to skills for performance: memorization, stage movement, vocal production, and interpretation of text. An introduction to the techniques and theories of acting, explored through improvisation, exercises and scene study. Students should be able to demonstrate the following skills: development of the physical and psychological resources for acting including relaxation, concentration, creativity, believability, and commitment.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Discuss the basic techniques and principles of acting
- B. Read and analyze works of theater by 20th century playwrights for cultural connection to 20th century realism and social/cultural issues
- C. Recognize theater performance as an aesthetic and creative process, analyzing live performance for theatrical style and cultural narrative

- D. Use written analysis and/or group discussion to explore personal reflection to prominent works for culturally responsive contemporary theater
- E. Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements
- F. Participate in acting improvisations, warm-ups, technique work and scene study
- G. Work individually and with a partner in the process of rehearsing and performing an acting scene
- H. Use and apply a basic craft of acting in performance
 - I. Perform in both scripted and improvisational scenes in front of an audience
 - J. Analyze a character, scene, and play as part of the actor's preparation
 - 1. Compose a character analysis
 - 2. Analyze dramatic textual components as they pertain to performance
 - 3. Utilize appropriate theatrical terminology and jargon
- K. Critically evaluate the acting performances of other students and other actors
 - 1. Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation

Course Content:

- 1. Application of acting methods; theoretical approaches to acting.
 - 1. Concentration and focus
 - 2. Basic vocal and physical technique
 - 3. Principals of stage movement and blocking
 - 4. Opportunities to apply basic craft approaches for acting.
 - 5. Introduction to script analysis
 - 6. Improvisation
 - 7. Basic acting and theatre terminology and vocabulary
 - 8. Performance, evaluation processes and techniques
- 2. Theater Performance Social and Cultural Connections
 - 1. Introduction to 20th century playwrights of Realism as an exploration of social and cultural connectivity to theater, which may include:
 - 1. August Wilson
 - 2. Tony Kushner
 - 3. Anna Deveare Smith
 - 4. Luis Valdez
 - 2. Play reading and analysis
 - 3. Critical response essays, discussions, and group projects
- 3. Aesthetic Evaluation of Theater Arts
 - 1. Introduction to the process of theater performance as a creative endeavor
 - 2. Terminology and styles
 - 3. Live viewing of performance for aesthetic evaluation and analysis
 - 4. Critical response essays, discussions, and group projects
- 4. Acting Theory and Technique
 - 1. Subtext and inner monologue
 - 2. Beats of Action
 - 3. Objectives, tactics, obstacles

4. Believability and truthfulness
 5. "In the moment" presence
 6. Listening and reacting
 7. Relationships
 8. Concentration and focus
 9. Commitment and energy
 10. Physical life and stage movement
 11. Personalization
 12. Characterization
5. Exercises
 1. Relaxation
 2. Body awareness and movement
 3. Vocal freedom and technique
 4. Development of individual creativity and imagination
 5. Development of group/partner awareness and creativity
6. Scene Preparation
 1. Character, scene and play analysis
 2. Memorization
 3. Rehearsals with partner, in and out of class
 4. Blocking
7. Scene Presentation
 1. Performing scene before the class and instructor
 2. Feedback and coaching from instructor
 3. Second presentation of scene after feedback

Methods of Instruction:

1. Research - research historical/cultural events of assigned plays, relating events to play analysis, character development, and acting and behavior choices.
2. Written Exercises - Read and provide written analysis of female, disabled, and BIPOC playwrights in the Western canon
3. Discussion - Discuss with classmates social issues as presented in specific works of 20th century theater and their impact on performance theory and production staging.
4. Student participation in warm up exercises, improvisations and acting technique work
5. Lectures, demonstrations and discussions on acting theories and techniques
6. Reading from textbooks or handouts
7. Prepared performances of scenes and monologues. Evaluation and critique of this performance work by instructor
8. Reading and analyzing the plays from which scenes are taken
9. In-class and outside-of-class rehearsal of scenes and monologues, with as much coaching and guidance by the instructor as possible

Typical Assignments

- A. Other:

1. Read the entire play from which an individual's acting scene is taken, for the purpose of understanding characterization, theme, plot, style, etc.
2. Write a play and character analysis based on an outline provided by the instructor.
3. Present a rehearsed scene in class, with lines memorized and blocking created, using acting techniques and principles learned in class
4. Write a review of a live theatrical performance, with particular attention given to a critique of the acting.
5. Read and provide written analysis of female, disabled, and BIPOC playwrights in the Western canon
6. Research historical/cultural events of assigned plays, relating events to play analysis, character development, and acting and behavior choices.
7. Discuss with classmates social issues as presented in specific works of 20th century theater and their impact on performance theory and production staging.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1 time per semester
- B. Quizzes
 1. 1-2 times per semester
- C. Research Projects
 1. 1 per semester
- D. Papers
 1. 1 per semester
- E. Class Participation
 1. daily
- F. Grading of prepared scenes and monologues, based on the objective quality of the work and the amount of improvement and growth shown by student - at least 3 times per semester Grading of written play and character analyses - at least 3 times per semester Grading of tests or quizzes - 1 final exam Judgment of participation in class improvisations, discussions and technique work - at least 3 times per semester Grades should be assigned and communicated as soon as possible after prepared work is done. Participation grade should be made known to student at least once in the middle of the semester, via Blackboard or some other means of communication

Student Learning Outcomes

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

- A. Participate with creativity and confidence in group theater exercises and improvisations.
- B. Perform a scripted scene with a partner before a live audience.
- C. Perform a short monologue at an audition.
- D. Speak and write constructive criticism of acting in live performance.
- E. Write a character and play analysis based on the play from which an acting scene has been assigned.

Textbooks (Typical):

Textbook:

1. Playwrights Canada Press, Jill Lloyd-Jones *Truth in Play: Drama Strategies for Building Meaningful Performances*. 1st ed., Playwrights Canada Press, 2015.
2. Barton, Robert, Robert Barton *Acting: On Stage and Off*, Hartcourt Brace Jovanovich, 2011.
3. Niki Flacks *Acting With Passion: A Performer's Guide to Emotions on Cue (Performance Books)*. 1st ed., Bloomsbury Methuen Drama, 2015.
4. David Carey, Clark Carey *The Dramatic Text Workbook and Video*. 2nd ed., Methuen Drama, 2019.
5. Sinéad Rushe *Michael Chekhov's Acting Technique: A Practitioner's Guide*. 2nd ed., Methuen Drama, 2019.
6. Uta Hagen *A Challenge for the Actor*. "Later Printing" ed., Charles Scribner's Sons, 1991.

Other Materials Required of Students

Other Materials Required of Students:

1. Handouts provided by instructor.



LAS POSITAS

COLLEGE

Course Outline for Theater Arts 39A Musical Theater Workshop - Beginning

Effective: Fall 2025

Catalog Description:

THEA 39A - Musical Theater Workshop - Beginning 3.00 Units

Training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Solo, duet and ensemble work, possibly leading to a culminating public performance.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Perform a musical theater solo for an audition
- B. Perform successfully in multiple group ensemble musical theater numbers
- C. Express and exhibit the fundamentals of musical theater voice and movement

Course Content:

Lab:

1. Rehearsals and performance of the following musical theater scenes and musical numbers:
 1. An ensemble scenes and songs
 2. A duet scene and song, or other small ensemble numbers

3. A solo for audition

Lecture:

1. Coaching by the instructor in the preparation and performances of the above scenes/songs for a culminating public performance
2. Feedback on prepared and performed work
3. Equity is addressed by introducing foundational musical theater skills through diverse performance styles and inclusive material that reflects varied cultural perspectives.

Methods of Instruction:

1. Classroom Activity - Feedback and reactions to performed work, both by students and instructors.
2. Directed Study - Guidance by the instructor in the selection of material to be performed. Coaching and evaluation of individual and group work in the process of rehearsing.
3. Student Presentations - Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos.

Typical Assignments

A. Other:

1. Present a rehearsed duet song in class with a partner, with lines memorized and staging created by the students.
2. Participate in the rehearsing and performing of an ensemble number with the rest of the class.
3. Work toward class presentation of selected material.
4. Complete a character analysis of selected material.

Methods of Evaluating Student Progress

A. Group Projects

1. Approximately 3x per semester Grading of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

B. Class Participation

1. Daily Evaluation of participation by the student in class technique work and discussions

C. Class Work

1. Daily

D. Home Work

1. Weekly

E. Class Performance

1. 3-4x per semester

F. Final Public Performance

1. 1x per semester

Student Learning Outcomes

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

- A. Create a professional portfolio for auditioning with sheet music.
- B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
- C. Examine major genres and contributors of the American Musical Theater.
- D. Prepare, rehearse and perform a duet scene/song from a musical.
- E. Research and analyze the character, scene, song and show of a performed musical theater solo.
- F. Synthesize basic acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance*. 2nd ed., Bloomsbury, 2022.
2. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course*. 3rd ed., Routledge, 2021.
3. David Henson, Kenneth Pickering *Musical Theatre: A Workbook for Further Study*. 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Del Vara *Acting in Musical Theatre: A comprehensive course*. 2nd ed., Routledge, 2016.

Other Learning Materials:

1. The Typical Texts section supports equity by incorporating songs and scenes from a broad spectrum of musicals, representing different voices, identities, and storytelling traditions to create an inclusive learning environment..



LAS POSITAS
COLLEGE

Las Positas College

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(925) 443-0742 (Fax)

DE for THEA 39A Musical Theater Workshop - Beginning

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussing with my theater arts colleagues and our Dean, we felt offering the course Partially Online frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.

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 about their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2 times weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 times weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 2 times weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Four times per semester

- **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 synchronous lectures and course work at scheduled times
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 3 to 4 times per semester
- **Other:**
Frequency: 3 to 4 times per semester



LAS POSITAS

COLLEGE

Course Outline for Theater Arts 39B Musical Theater Workshop - Intermediate

Effective: Fall 2025

Catalog Description:

THEA 39B - Musical Theater Workshop - Intermediate

3.00 Units

Intermediate training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Study includes written analyses, musical theater staging and basic acting and vocal techniques. Solo, duet, and ensemble work possibly leading to culminating public performance.

Prerequisite: THEA 39A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze in writing a musical theater scene, characters, music and lyrics in preparation for performing or directing musical theater
- B. Describe the techniques used in acting and movement in a musical theater duet or solo
- C. Critically evaluate the musical theater acting/singing performances of other students and performers
- D. Perform with improved skills in terms of acting, movement characterization and vocal production a musical theater scene/song duet with a partner - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, operette, opera, rock opera, revue

- E. Perform with improved skills in terms of acting, movement, characterization and vocal production a musical theater solo - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, operetta, opera, rock opera, revue
- F. Perform with improved skills in terms of acting and movement a musical theater ensemble number with a group

Course Content:

Lab:

1. Show/scene/song/character analysis through written work
2. Basic principles of musical theater voice and staging
3. Basic acting technique
4. Rehearsals and performance of the following musical theater scenes and musical numbers
5. A duet scene and song
6. A musical solo
7. An ensemble number with a group
 1. Note: The duet, solo and ensemble number will be from a genre not experienced in Theater 39 A: musical comedy, musical drama, operetta, opera, rock opera, revue. Choices to be determined and monitored by instructor and student.

Lecture:

1. Musical Theater Dance technique for the Actor
2. Introductory music theory
3. Coaching by the instructor in the preparation and performances of the above scenes/songs for a possible culminating public performance
4. Written and spoken feedback on prepared and performed work by fellow students
5. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Methods of Instruction:

1. Demonstration - Demonstrations, lectures and discussions on basic acting techniques and vocal production Demonstrations and lectures on movement, staging and choreography
2. Directed Study - Guidance by the instructor in the selection of material to be performed in solos and duets
3. Lecture - Guidance and instruction in the preparation of a written show/scene/song/character analysis
4. Individualized Instruction - Coaching and evaluation of individual and group work Feedback and reactions to performed work, both by students and other instructors
5. Student Presentations - Preparation, rehearsal and in-class performance of musical theater ensemble numbers, duets and solos

Typical Assignments

A. Other:

1. Write an analysis of the show, the scene and the song that is being performed with a partner.
2. Write an analysis of the particular character being played.

3. Write a critique of a performance by a fellow student.
4. Present a rehearsed solo as from a work of musical theater.
5. Work collaboratively with fellow performers to present an ensemble number from a given style and era of Musical Theater.
6. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Methods of Evaluating Student Progress

- A. Papers
 1. 2x per semester
- B. Class Participation
 1. Daily Evaluation of participation by the student in class technique work and discussions
- C. Class Work
 1. Weekly
- D. Home Work
 1. Weekly Grading of written work - show/song and character analyses for both the duet and solo
- E. Class Performance
 1. 2-3x per semester
- F. Final Public Performance
 1. 1x per semester Grading of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

Student Learning Outcomes

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

- A. Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
- B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
- C. Examine major genres and contributors of the American Musical Theater.
- D. Synthesize intermediate acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance.*, Bloomsbury, 2022.
2. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course.*, Routledge, 2022.
3. David Henson, Kenneth Pickering *Musical Theater: A workbook for further study.* 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre A Comprehensive Course.* 2nd ed., Routledge, 2016.

Other Learning Materials:

1. Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater..



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DE for THEA 39B Musical Theater Workshop - Intermediate

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussing with my theater arts colleagues and our Dean, we felt offering the course Partially Online frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.

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 about their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2 times weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 times weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 2 times weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Four times per semester (may include papers)

- **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 synchronous lectures and course work at scheduled times
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 3 to 4 times per semester (may include papers)
- **Other:**
Frequency: 3 to 4 times per semester

Requisite Skills:

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

A. THEA 39A

1. Perform a musical theater solo for an audition
2. Perform successfully in multiple group ensemble musical theater numbers
3. Express and exhibit the fundamentals of musical theater voice and movement



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Course Outline for Theater Arts 39C Musical Theater Workshop - Advanced

Effective: Fall 2025

Catalog Description:

THEA 39C - Musical Theater Workshop - Advanced 3.00 Units

Advanced training in performance skills for the musical theater, with emphasis on acting, stage movement and vocal production. Study includes auditioning techniques and critical analyses of musical theater performances. Culminating public performance required.

Prerequisite: THEA 39B with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Audition for a musical comedy or musical drama
- B. Describe various musical theater styles, writers and performing artists
- C. Evaluate in written form the production of a live musical
- D. Create the staging for a musical theater solo or duet
- E. Perform at an advanced level in terms of believable acting, appropriate movement, well defined characterization and vocal production a musical theater solo - preferably from one of these genres not

experienced in Theater 39 A and 39 B - musical comedy, musical drama, operetta, opera, rock opera, revue

- F. Perform in an advanced level in terms of acting, movement and group awareness and synchronization a musical theater ensemble number with a group
- G. Perform at an advanced level in terms of believable acting, appropriate movement, well defined characterization and vocal production a musical theater duet with a partner - preferably from one of these genres not experienced in Theater 39 A or 39 B - musical comedy, musical drama, operetta, opera, rock opera, revue

Course Content:

Lab:

- 1. Musical theater audition techniques and practice
- 2. Study of musical theater artists, writers, styles and history
- 3. Staging musical theater solos and duets
- 4. Rehearsals and performance of the following musical theater scenes and musical numbers:
 - 1. A duet scene and song
 - 2. A musical solo
 - 3. An ensemble musical number
 - 1. Note: The duet, solo and ensemble number will be from a genre not experienced in Theater 39 A or 39 B: musical comedy, musical drama, operetta, opera, rock opera, revue. Choices to be determined and monitored by instructor and student.

Lecture:

- 1. Instruction in writing a critical review of a musical
- 2. Musical Theater Dance for the Actor
- 3. Basic music theory
- 4. Coaching by the instructor in the preparation and performances of the above scenes/songs
- 5. Feedback on prepared and performed work
- 6. The Course Content emphasizes inclusive learning by exploring musical theater techniques from a variety of cultural perspectives.

Methods of Instruction:

- 1. Discussion - Lecture, discussion and demonstration of audition techniques for musical theater
- 2. Directed Study - Lecture and written assignments on musical theater artists, writers, styles and history
- 3. Individualized Instruction - Coaching of the staging of solos and duets
- 4. Critique - Feedback and reactions to performed work, both by students and instructors
- 5. Discussion and shared written examples of theatrical reviews

Typical Assignments

A. Other:

- 1. Write a critical review of a musical theater production seen outside of class.
- 2. Write and then present to the class a report on Rodgers and Hammerstein.
- 3. Present a solo as if you are auditioning for a musical theater company.

4. Equity is addressed by allowing students to select pieces that align with their personal identities and backgrounds, fostering a sense of authenticity and representation in performance.

Methods of Evaluating Student Progress

- A. Papers
 1. 2x per semester Evaluation of the written review of a musical theater production
- B. Oral Presentation
 1. 1x per semester Evaluation of in class report on a musical theater performer, writer or style
- C. Class Participation
 1. Daily Evaluation of participation by the student in class technique work and discussion
- D. Class Work
 1. Weekly
- E. Home Work
 1. Weekly
- F. Class Performance
 1. 3x per semester Evaluation of audition presentation
- G. Final Public Performance
 1. 1x per semester Evaluation of prepared duet scenes/songs and solos, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student.

Student Learning Outcomes

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

- A. Create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
- B. Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
- C. Examine major genres and contributors of the American Musical Theater.
- D. Synthesize advanced acting, movement and singing skills to create a truthful song performance.

Textbooks (Typical):

Textbook:

1. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre: A Comprehensive Course.*, Routledge, 2021.
2. Steven Chicurel *Musical Theatre Song: A Comprehensive Course in Selection, Preparation, and Performance.*, Bloomsbury, 2022.
3. David Henson, Kenneth Pickering *Musical Theater: A workbook for further study.* 1st ed., Red Globe Press, 2017.
4. Joe Deer, Rocco Dal Vera *Acting in Musical Theatre A Comprehensive Course.* 2nd ed., Routledge, 2016.

Other Learning Materials:

1. Works by diverse composers and playwrights to ensure students engage with a wide range of voices and experiences in musical theater..



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DE for THEA 39C Musical Theater Workshop - Advanced

DE Proposal

Delivery Methods

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

Rationale for DE

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

In discussing with my theater arts colleagues and our Dean, we felt offering the course Partially Online frees up scheduling complications within the discipline for students and staff. This course serves as the foundation, and prerequisite for 2 other courses throughout the theater arts degrees.

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 about their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: 2 times weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 times weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 2 times weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Four times per semester (may include papers)

- **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 synchronous lectures and course work at scheduled times
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 3 to 4 times per semester (may include papers)
- **Other:**
Frequency: 3 to 4 per semester

Requisite Skills:

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

A. THEA 39B

1. Analyze in writing a musical theater scene, characters, music and lyrics in preparation for performing or directing musical theater
2. Describe the techniques used in acting and movement in a musical theater duet or solo
3. Critically evaluate the musical theater acting/singing performances of other students and performers
4. Perform with improved skills in terms of acting, movement characterization and vocal production a musical theater scene/song duet with a partner - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, operette, opera, rock opera, revue
5. Perform with improved skills in terms of acting, movement, characterization and vocal production a musical theater solo - preferably from one of the genres not experienced in Theater 39 A - musical comedy, musical drama, operetta, opera, rock opera, revue
6. Perform with improved skills in terms of acting and movement a musical theater ensemble number with a group



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Course Outline for Theater Arts 4 Modern American Theater

Effective: Fall 2025

Catalog Description:

THEA 4 - Modern American Theater 3.00 Units

This class examines and celebrates various works of Modern American Theater and the history, representation and contribution of Modern American theater as an instrument for expressing and understanding cultural identity. Focus will be applied to at least three playwrights who identify as African-American, Latin-American, Asian, indigenous people, women, LGBTQ, or belong to a religious minority.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. For each group studied:

1. Trace the history of the group in American Theater as represented by the majority culture and the group itself.
2. Describe the history, techniques and purpose of theater in the group's country of origin
3. List significant plays, writers, performers and theatrical styles of the group
4. Describe and discuss in detail at least one play or musical from the group
5. Discuss theater related issues particular to each group
6. Compare and contrast theatrical and artistic expressions in various American ethnic groups;

- B. Demonstrate an appreciation for theatrical experiences from ethnic cultures other than their own;
- C. Discuss ethnic theater related issues such as:
 - 1. Assimilation versus cultural uniqueness
 - 2. Differences in perceptions and values between various ethnic groups
 - 3. Open ("color blind") casting
- D. Critique and evaluate theatrical experiences, making particular reference to the elements of dramatic art.
- E. Define and describe the elements of dramatic art;

Course Content:

- 1. Elements of dramatic art
 - 1. Plot/Dramatic Action
 - 2. Character (including acting)
 - 3. Theme/Idea
 - 4. Spectacle (including scenery, costumes, lighting and elements of design)
 - 5. Diction (language)
 - 6. Music
 - 7. Applications of these Aristotelian elements to theater
- 2. Purposes of Theater
 - 1. Reflection of society and human behavior
 - 2. Venue for celebration, community and catharsis
 - 3. Instrument for social criticism and change
- 3. Study of three ethnic groups in theater and film. Each of the three groups will be covered with the following topics:
 - 1. History and background
 - 1. Style and purpose of theater in the country of origin
 - 2. Representations by the dominant ethnic group
 - 1. e.g. African American – Uncle Tom’s Cabin, Minstrel Shows, Porgy and Bess, Six Degrees of Separation
 - 3. Representations by the group itself:
 - 1. e.g. African American – A Raisin in the Sun, Dutchman, Fences, The Wiz, The Colored Museum, Tyler Perry Musicals
 - 2. Elements of Theatrical Expression
 - 1. Periods and styles
 - 2. Writers
 - 3. Plays and musicals
 - 4. Performers
 - 3. Themes and Issues expressed in plays and musicals
 - 1. Ethnic identity and pride
 - 2. Social and economic issues
 - 3. Relations between ethnic groups
 - 4. Theater as celebration and life affirmation
- 4. Issues related to ethnic theater
 - 1. Assimilation versus cultural uniqueness

2. Open ("colorblind") casting
3. Differences and similarities in perceptions and values between various ethnic groups

Methods of Instruction:

1. Projects
2. Lecture
3. Field Trips - Attendance at live theatrical productions, at least one from each group studied
4. Guest Lecturers - or artists
5. Student Presentations
6. Audio-visual Activity - Viewing of films and videos of stage productions and documentaries
7. Whole class and small group discussions
8. In class performance readings of scenes from plays and musicals
9. Assigned readings from plays and articles
10. Group Projects

Typical Assignments

A. Project:

1. Group Project

1. Rehearse and perform for the class a scene from the Latino play, *Los Vendidos*, by Luis Valdez

B. Writing:

1. Research a Bay Area theater group or playwright from one of the cultures studied
 1. Write a five-page report describing and evaluation of the group or playwright

C. Reading:

1. Read the play, *Ma Rainey's Black Bottom*, and be prepared by the next class session to:
 1. Take a quiz on the content of the play
 2. Discuss the themes and ideas expressed in the play

D. Other:

1. Theatrical Performance:

1. Attend a performance of a play or musical by authors and artists of a studied ethnic group (eg. *M. Butterfly* at the Asian American Theatre Company in San Francisco)
2. Write a descriptive and critical response to
 1. The play or musical as written
 2. The play or musical as produced and performed

Methods of Evaluating Student Progress

A. Exams/Tests

1. 2x per semester

B. Quizzes

1. weekly

C. Research Projects

1. 1 per semester

D. Papers

1. 2x per semester
- E. Field Trips
 1. 1 per semester
- F. Group Projects
 1. 1 per semester

Student Learning Outcomes

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

- A. Discuss ethnic-theater related issues.
- B. Identify and analyze a work of American Theater, arguing its relevance in the American canon.
- C. Trace the history of a specific ethnic group and articulate their representation in the canon of American Theater.

Textbooks (Typical):

Textbook:

1. Jacqueline Springfield *Black Playwrights and Heightened Text When Shakespeare Ain't Enuf.*, Routledge, 2025.
2. Paul Thifault *The Routledge Introduction to American Drama.* 1st ed., Routledge, 2022.
3. Savran, David, Ed, *In Their Own Words (B. Interviews by playwrights such as David Henry Hwang, Luis Valdez, August Wilson, Wallace Shawn).*, Theater Communications Group, 1988.
4. Stewart Lane *Jews on Broadway: An Historical Survey....* 2 ed., Mcfarland & Co Inc Pub, 2017.
5. Joi Carr *Encountering Texts: The Multicultural Theatre Project and "Minority" Literature.* 2 ed., Peter Lang Inc., International Academic Publishers, 2015.
6. Roger Ellis *Multicultural Theatre 2: Contemporary Hispanic, Asian and African-American Plays.* 1st ed., Meriwether Pub, 1998.
7. Stephen Greer *Queer exceptions: Solo performance in neoliberal times (Theatre Theory Practice Performance MUP).* 1st ed., Manchester University Press, 2019.
8. Alan Nadel , Kevin Wetmore *The Theatre of August Wilson (Critical Companions).* 1st ed., Methuen Drama, 2019.

Other Learning Materials:

1. Plays and readings from a variety of authors representing different identities and cultural backgrounds are used..

Other Materials Required of Students

Other Materials Required of Students:

1. Tickets will need to be purchased to live theatrical productions.



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DE for THEA 4 Modern American Theater

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

A fully online modality increases accessibility, allowing students from diverse backgrounds and locations to engage with the material and it supports inclusive learning through digital resources, interactive forums, and multimedia content, all of which can enhance engagement with Modern American Theater in a dynamic and accessible format.

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 discuss in multiple dept meetings over multiple years. This has been a successful modality.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Most email instruction and communication will be instructor initiated. However, students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- **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 make substantive comments on student submissions, such as written assignments and exam essay questions
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: The telephone will be used to interact with students individually to answer questions, review student work, etc.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: As an adjunct to the group discussion board, students will use the class chatroom to discuss their group project in real-time.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is: after reading the *Los Vendidos*, by Luis Valdez, relate the text and the character within to the farmworkers rights movement.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is: Exploring three groups of Modern American Theater, write an essay on the the representation of women within each culture.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is reading review questions for each text.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an antiplagiarism service to ensure that no plagiarism is involved. There will be a term paper on the use of stereotyping in Modern American Theater.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Video can be used to demonstrate procedures and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. An example would be various videos from American Theater Wing "Working in the Theater."

Requisite Skills:

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

- A. ENGL C1000



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Course Outline for Theater Arts 53 Script Analysis

Effective: Fall 2025

Catalog Description:

THEA 53 - Script Analysis 3.00 Units

Develops critical thinking , analysis, and writing skills as they apply to the exploration of the principles, theories and techniques of play script analysis for theatrical production. Class content includes the historical and cultural importance of various kinds of script; genre and form; narrative and plot analysis; linguistic analysis; interpreting stage directions; and identification of main themes. Emphasis on effective written communication in literature. Research required.

Prerequisite: ENGL C1000 with a minimum grade of C.

Course Grading: Optional

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze a play script:
 1. Recognize the elements of the "well made" play by studying play scripts.
 2. Identify cause and effect relationship of actions on the stage.
 3. Discuss how to recognize the theme of a play.
 4. Recognize how the analysis differs for a director, actor, and designer.
 5. Determine background information, subtext, and the unique factor of a play.
- B. Obtain a greater comprehension and satisfaction when reading a play.

- C. Discover the patterns common to most, if not all, dramatic storytelling.
- D. Practice applying an analytical framework to several model plays.
- E. Write critically, both personally and academically, about drama and script analysis in a sequence of essays throughout the semester, as a response to each play read. Essays should approximate between 1000-2000 words in length, for not less than 6000 words per semester.
- F. Undertake individually both a creative and analytical response to a chosen play.
- G. Communicate an understanding on the relationship between language, theatrical literature, and performance of works of theater.
- H. Analyze various works of theatrical importance, as they relate to the exploration of cultural philosophies and human behaviors and histories
 - I. Evaluate the relationship between a scripts meaning, author intent, cultural reflection and connection, and the presentation intent for stage.
 - J. Explain, analyze, and apply a literary argument and related critical evaluation using logical patterns of reasoning, such as induction and deduction.
- K. Identify logical and literary fallacies in scripts--in themes, plots, or the perspectives of characters--and/or in student and published literary analysis, such as hasty generalization, and appeals to fear, pity, aesthetics, or pathos.
- L. Demonstrate composition skills:
 - 1. Explore a line of inquiry and limit the topic appropriately.
 - 2. Establish and state clearly a unifying thesis or proposition select examples, details, and other evidence to support or validate the thesis and other generalizations and elaborate upon subtopics.
 - 3. Use principles of inductive and deductive logic to support and develop ideas.
 - 4. Create coherence in paragraphs and in the overall focus of the essay.
 - 5. Format all major essays according to MLA guidelines.
 - 6. Use appropriate diction, logic, variety of sentence structure, coherence, citation, and sophistication of ideas, including originality of thought and an avoidance of cliché and repetition.

Course Content:

- 1. Develop critical thinking, analysis, and writing skills as they apply to script analysis for theatrical production.
- 2. Using critical analysis, explain, analyze, and apply literary argument and related critical evaluation using logical patterns of reasoning.
- 3. Identify logical and literary fallacies in scripts, critically evaluating theme, character perspective, and plot.
- 4. Fully explore an in-depth methodology of reading, analyzing and understanding play scripts in a variety of genres and styles intended for production.
- 5. Investigate techniques used to determine how to read a play for its' structure.
- 6. Scrutinize the playwright's methods of creating theatre through plot, character and imagery.
- 7. Using critical analysis, understand what scripts "mean" to the professional theatre artist and theatre-goer as distinct from other forms of literature.
- 8. Complete research as a means of understanding historical and cultural importance of theatrical plays as a means of communication, understanding the human condition, and/or cultural experiences.

9. Compose critical analysis in the form of essay for communication of said analysis.
10. Evaluate multiple scripts from various cultures, periods and sources, such as (but not limited to):
 1. Caryl Churchill. *Cloud Nine*.
 2. August Wilson. *The Piano Lesson*
 3. Zeami. *Hagaromo*
 4. Sophocles. *Antigone*
 5. Suzan-Lori Parks. *Topdog/Underdog*
 6. Molière. *The Imaginary Invalid*
 7. Tennessee Williams. *A Streetcar Named Desire*
 8. Calderon de la Barca. *Life Is a Dream*
 9. Georg Büchner. *Woyzeck*
 10. Dion Boucicault. *The Poor of New York*
 11. Arthur Miller. *Death of a Salesman*
 12. Bertolt Brecht. *Mother Courage and Her Children*
 13. William Shakespeare. *Henry IV pt. 1*

Methods of Instruction:

1. Guest Lecturers - Once
2. Lecture - Daily
3. Research - 1-2x per semester
4. Written Exercises - Weekly - includes in-class writing; informal writing, including essay drafts; summary/response writing; multiple essays (essays must total at least 6,000 words of "final draft" writing).
5. Critique - 1-2x per semester for live theater 3-5x per semester for script analysis
6. Group work when reading and evaluating at least one (1) work of theater

Typical Assignments

A. Other:

1. In essay format, describe Aristotle's most important arguments in his critical work *The Poetics*.
2. Compare the turning point to the climax using one play in a short essay/written assignment.
3. Illustrate the main points an assigned play using visuals. Visuals might include drawings, photos, performance, models, etc.
4. Identify and analyze three images in one play, and describe your process for selection and critical analysis.
5. Identify theme in a selected work. Argue its use throughout the play as a writing device, citing references from the play. 1 research source required.
6. In written analysis, discuss the components of language using one scene from an assigned work as an example.
7. Participate in a panel discussion on a topic, case study, play, or production concept.
8. Select a specific work of culturally important theater. Analyze work as it relates to the exploration of cultural philosophies and human behaviors and histories. Use specific examples from within the text, coupled with appropriate academic research for supporting evidence.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 2-4 per semester
- B. Quizzes
 - 1. 2-4 per semester
- C. Research Projects
 - 1. 1 per semester
- D. Papers
 - 1. 2-4 per semester
- E. Class Participation
 - 1. weekly
- F. Class Work
 - 1. weekly

Student Learning Outcomes

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

- A. Compare a live theatre production to it's original script, identifying artistic choices that support or distract from the original script.
- B. Evaluate scripts using a variety of different critical analysis methods: Formalistic, Historical, Genre, Socio-Political, Mythic-Psychological.
- C. Identify production aspects within a script that might influence performance, costume, scenic, sound, lighting, or props.

Textbooks (Typical):

Textbook:

- 1. James Thomas *Script Analysis for Actors, Directors, and Designer*. 6 ed., Focal press, 2019.
- 2. Kim Whiltshire *Writing for Theatre: Creative and Critical Approaches (Approaches to Writing)* . 1 ed., Palgrave Macmillan, 2015.
- 3. Lee Jacobus *The Bedford Introduction to Drama*. 8 ed., Bedford/St. Martin's, 2018.
- 4. David Ball *Backwards & Forwards: A Technical Manual for Reading Plays*. 1 ed., Southern Illinois University Press, 1983.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Assigned scripts selected by instructor, reflective of contemporary culture. Selected scripts may change from semester to semester of course offering, dependent on trends and new relevant works of theater.



Course Outline for Work Experience 94 Occupational Work Experience/Internship

Effective: Fall 2025

Catalog Description:

WRKX 94 - Occupational Work Experience/Internship

1.00 - 10.00 Units

May be repeated time(s)

Work Experience Education supports career success by combining workplace experience with classroom instruction in professional work skills and career planning. This course is designed for students who work in positions related to their major field of study. Students must secure a work experience position to enroll in the course; positions can be paid or unpaid, part time or full time. In this variable-unit course, students earn units based on the number of hours worked during the term; 54 hours equals 1.00 academic unit. Students can earn 1 to 10 units per term. Students can enroll in only one WRKX course per term, either WRKX 94 or WRKX 95.

Course Grading: Optional

Work Experience Hours 54 - 540

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

No limitation on repeatability

Course Objectives:

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

- A. Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are specific, measurable, achievable, relevant, and time-based (SMART).
- B. Apply classroom education toward a discipline-specific job and identify areas where change may be needed.
- C. Identify career opportunities, job requirements, employer expectations, and promotional requirements in a discipline-specific job setting, while developing professional networks.

- D. Evaluate workplace performance and assess work skills in preparation for employment or advancement in a career.
- E. Assess academic and career pathway and plan changes if needed.

Course Content:

1. Career preparation and planning
 1. Academic and career pathway assessment
 2. Action plans
 3. Job search resources
 1. Résumé writing
 2. Job interviewing
2. Workplace performance
 1. Workplace learning objective development, performance, and evaluation
 1. SMART learning objective process: specific, measurable, attainable, relevant, time-based
 2. Achievements and areas for improvement
3. Professional work skills
 1. Skill development and application to support career success
 2. Transferable work skills learned on the job and in the classroom
 3. Industry skills learned on the job and their connection to courses in major field of study
4. Workplace record keeping
 1. Workplace records
 2. Hours worked during the course

Methods of Instruction:

1. On-the-job, supervised work experience - Consultation with student and supervisor
2. Individualized Instruction - Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor
3. Audio-visual Activity - Course orientation
4. Discussion - Professional work skills and career planning
5. Lecture - Professional work skills and career planning
6. Written Exercises - Professional résumé and journal entries for reflection
7. Work Experience - On-the-job, supervised work experience

Typical Assignments

- A. Project:
Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

- B. Other:

Submit workplace records.

C. Other:

Keep an accurate record of hours worked during the class.

D. Writing:

Keep a weekly journal for reflection.

E. Writing:

Write a professional résumé including the workplace experience.

F. Other:

Participate in class discussions.

Methods of Evaluating Student Progress

A. Class Performance

1. Semester long

B. Individual consultation with students

1. At least twice per semester

C. Individual consultation with employer

1. Once per semester

D. Class Participation

1. Semester long

E. Final Performance

1. Once per semester

Student Learning Outcomes

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

A. Upon completion of WRKX 94, the student should be able to demonstrate development of professional work skills at the workplace.

B. Upon completion of WRKX 94, the student should be able to create a professional résumé.

Textbooks (Typical):

Other Learning Materials:

1. This is a zero textbook cost course. A handbook is provided in the course..

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet connection..



LAS POSITAS

COLLEGE

Course Outline for Work Experience 95 General Work Experience

Effective: Fall 2025

Catalog Description:

WRKX 95 - General Work Experience

1.00 - 10.00 Units

May be repeated time(s)

Work Experience Education supports career success by combining workplace experience with classroom instruction in professional work skills and career planning. This course is designed for students who work in positions unrelated to their major field of study. Students must secure a work experience position to enroll in the course; positions can be paid or unpaid, part time or full time. In this variable-unit course, students earn units based on the number of hours worked during the term; 54 hours equals 1.00 academic unit. Students can earn 1 to 10 units per term. Students can enroll in only one WRKX course per term, either WRKX 94 or WRKX 95.

Course Grading: Optional

Work Experience Hours 54 - 540

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

No limitation on repeatability

Course Objectives:

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

- A. Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are specific, measurable, achievable, relevant, and time-based (SMART).
- B. Apply professional work skills at the workplace.
- C. Analyze job requirements, employer expectations, and skills required for promotional opportunities.
- D. Evaluate workplace performance to identify strengths and areas for improvement that will increase employability.

- E. Complete academic and career pathway activities to assess interests, develop career awareness, and plan for a career.

Course Content:

1. Career preparation and planning
 1. Academic and career pathway exploration and planning
 2. Action plans
 3. Job search resources
 1. Résumé writing
 2. Job interviewing
2. Workplace performance
 1. Workplace learning objective development, performance, and evaluation
 1. SMART learning objective process: specific, measurable, attainable, relevant, time-based
 2. Achievements and areas for improvement
3. Professional work skills
 1. Skill development and application to support career readiness and career success
 2. Transferable work skills learned on the job and in the classroom
4. Workplace record keeping
 1. Workplace records
 2. Hours worked during the course

Methods of Instruction:

1. On-the-job, supervised work experience - Consultation with student and supervisor
2. Audio-visual Activity - Course orientation
3. Discussion - Professional work skills and career planning
4. Individualized Instruction - Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor
5. Lecture - Professional work skills and career planning
6. Work Experience - On-the-job, supervised work experience
7. Written Exercises - Self-reflection essay

Typical Assignments

- A. Other:
Participate in class discussions.
- B. Other:
Submit workplace records.
- C. Other:
Keep an accurate record of hours worked during the class.
- D. Writing:
Write a self-reflection essay about your learning objectives, workplace experience, and goals for future career success.

E. Project:

Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

Methods of Evaluating Student Progress

A. Class Performance

1. Semester long

B. Individual consultation with students

1. At least twice per semester

C. Individual consultation with employer

1. Once per semester

D. Class Participation

1. Semester long

E. Final Performance

1. Once per semester

Student Learning Outcomes

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

- A. Upon completion of WRKX 95, the student should be able to demonstrate development of professional work skills at the workplace.
- B. Upon completion of WRKX 95, the student should be able to evaluate workplace performance in a reflective essay.

Textbooks (Typical):

Other Learning Materials:

1. This is a zero textbook cost course. A handbook is provided in the course..

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet connection..

5.3. Course Deactivations

Effective Term: **Fall 2025**

CIS 8 Essential Computing Skills

CIS 65 Introduction to Desktop Operating Systems

CIS 71 Computer Typing

CIS 84 Windows

GDDM 67 Adobe InDesign II

SPAN 29 Independent Study, Spanish

5.4 New Programs

Narrative and Program Map - Effective Term: **Fall 2025**

Achievement in Community College for ESL Students, NCY

Cal-GETC, CA

Modern Policing, AS

Physical Therapy Aide, CA



New Program: Achievement in Community College for ESL Students - Certificate of Competency

1. Statement of Program Goals and Objectives

Those who complete Achievement in Community College for ESL Students will improve their English language skills while simultaneously establishing a sense of place at Las Positas College, improving persistence rates, and developing short and long-term academic and professional goals. Successful completion also has the ability to impact a student's quality of life academically, professionally and personally.

2. Catalog Description

The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.

3. Program Requirements

Course	Title	Hours	Term
<i>Required Core: (9 Hours)</i>			
NESL 260	Introduction to Achievement in Community College for ESL Students	3.0	1st
NESL 261	Achievement in Community College for ESL Students 1	2.0	1st
NESL 262	Achievement in Community College for ESL Students 2	2.0	1st
NESL 263	Achievement in Community College for ESL Students 3	2.0	1st

Total: 9.0

4. Master Planning

This certificate maps to goal A: educational excellence. It specifically maps to A1, A2, A3, and A6.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs



LAS POSITAS
COLLEGE

New Program: Achievement in Community College for ESL Students - Certificate of Competency

The Certificate of Competency in Achievement in Community College for ESL Students Program will teach English Language Learners the reading, vocabulary, speaking and listening skills necessary to succeed and thrive at Las Positas College.

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

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

Term 1 - Fall Semester

Units: 0.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NESL 260	Introduction to Achievement in Community College for ESL Students	0.0	Major/Required	
NESL 261	Achievement in Community College for ESL Students 1	0.0		
NESL 262	Achievement in Community College for ESL Students 2	0.0		
NESL 263	Achievement in Community College for ESL Students 3	0.0		

Total: 0.0



LAS POSITAS
COLLEGE

New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

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 Requirements



LAS POSITAS
COLLEGE

New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Cal-GETC

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

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
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*Area 1: (9-10 Units)**Area 1A: (3 Units)*

ENGL C1000	Academic Reading and Writing	3.0
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Area 1B: Select One (3-4 Units)

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

Area 1C: (3 Units)

COMM C1000	Introduction to Public Speaking	3.0
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Area 2: Select One (3-5 Units)

CS 17	Discrete Mathematical Structures	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10	Discrete Mathematical Structures	4.0
MATH 30	College Algebra for STEM	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

*Area 3: (6-9 Units)**Area 3A: Select One (3-4 Units)*

ARHS 1	Introduction to Art History	3.0
ARHS 2	Art of the Ancient Americas	3.0
	Arts of Africa, Oceania, and Indigenous North	
ARHS 3	Americas	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
	Western Art History - Renaissance to	
ARHS 5	Contemporary	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
GDDM 3	History of Graphic Design	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
	Culture and the Arts I: Ancient World to the	

HUMN 11	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)

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
	Critical Thinking and Writing Across	
ENG 7	Disciplines	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
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 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	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 2	Introduction to Film Studies	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
	Culture and the Arts I: Ancient World to the	

HUMN 11	Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
HUMN 28	World Mythology	3.0
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	Intro 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 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Area 4: Select Two from at least 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 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
CMST 4	Introduction to Communication Studies	3.0
CMST 10	Interpersonal Communication	3.0
CMST 11	Intercultural Communication	3.0
ECE 10	Introduction to Education	3.0
ECE 56	Child Growth and Development	3.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
ETHS 1	Introduction to Ethnic Studies	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
	Introduction to African American and Black	

ETHS 10	Studies	3.0
	Introduction to Asian and Pacific Islander	
ETHS 20	American Studies	3.0
ETHS 30	Introduction to Chicanx and Latinx Studies	3.0
	Introduction to Native American and	
ETHS 40	Indigenous 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	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 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	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
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
	Lesbian, Gay, Bisexual, Transgender, and Queer	
LGBT 2	Psychology	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
	Introduction to California State and Local	
POLI 12	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	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	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 5	Introduction to Global Studies	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

Area 5: (7-10 Units)

Area 5A: Select One (3-5 Units)

ASTR 31	Introduction to Astronomy: The Solar System	3.0
	Introduction to Astronomy: Stars and the	
ASTR 32	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
	Environmental Geology: Resources, Use	
GEOL 7	Impact & Pollution	3.0
GEOL 12	Introduction to Oceanography	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

Area 5B: Select One (3-5 Units)

ANTR 1	Biological Anthropology	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
BIO 1A	General Botany*	5.0
BIO 1B	General Zoology*	5.0
BIO 1C	Cell and Molecular 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
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 1L	Biological Anthropology Laboratory	1.0
ANTR 2L	Archaeology Field Laboratory	1.0
ASTR 30L	Introduction to Astronomy Laboratory	1.0
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 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
ETHS 10	Introduction to African American and Black Studies	3.0
ETHS 30	Introduction to Chicanx and Latinx Studies	3.0
PSYC 21	Psychology of Race and Identity	3.0
SOC 3	Introduction to Race and Ethnicity	3.0

* Satisfies 5C

Total: 34.0-45.0



New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

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 Semester

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 Semester

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 Semester

Units: 9.0-11.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)	3.0	Major/Required	
Humanities (Area 3B)	3.0 - 5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	Major/Required	

Term 4 - Spring Semester**Units: 7.0-9.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Sciences (Area 5B)	3.0 - 5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	Major/Required	
Laboratory (Area 5C)	1.0	Major/Required	

If 5A and 5B do not include a laboratory

Total: 34.0-45.0



New Program: Modern Policing - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Modern Policing Associate of Science degree satisfies California Assembly Bill 89 (2021) and provides training for careers in law enforcement as well as related fields in corrections, probation, security, the courts and community service. The program is also designed to enhance professional skills and qualifications. Upon successful completion of the program, students will be able to effectively and ethically apply analytical and critical thinking skills to evaluate and assess law enforcement interactions with multicultural communities; analyze the key concepts/theories of past and current practices of the American justice system; and apply ethical and professional standards of conduct in a law enforcement setting, especially as they pertain to modern policing.

2. Catalog Description

The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (43 Units)

			3.0
AJ 50	Introduction to Administration of Justice	1st	3.0
AJ 60	Criminal Law	2nd	3.0
AJ 68	Police Ethics and Leadership	4th	3.0
AJ 70	Community Relations	1st	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	4th	3.0
COMM C1000	Introduction to Public Speaking	2nd	3.0
CMST 11	Intercultural Communication	1st	3.0
ENGL C1000	Academic Reading and Writing	1st	3.0
ENGL C1001	Critical Thinking and Writing	3rd	3.0
ETHS 6 OR	Introduction to Race and Ethnicity	2nd	3.0
SOC 3	Introduction to Race and Ethnicity	2nd	3.0
PHIL 2	Ethics	3rd	3.0
PSYC 3	Introduction to Social Psychology	3rd	3.0
SOC 6	Social Problems	3rd	3.0
STAT C1000	Introduction to Statistics	2nd	4.0
<i>List A: Select One (3 Units)</i>			
AJ 55	Introduction to Correctional Science	2nd	3.0
AJ 61	Evidence	2nd	3.0
AJ 63	Criminal Investigation	2nd	3.0
<i>Total Units for the Major</i>			46.0

Additional General Education and Elective Units

14.0

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

Total: 60.0**4. Career Opportunities**

Law enforcement officer (employment as a peace officer referenced in subdivision (a) of Section 1031.4 of the Government Code).

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

Approximately 5 per academic year.

7. Place of Program in Curriculum/Similar Programs

Will be part of the Administration of Justice Program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



New Program: Modern Policing - Associate of Science Degree

The Modern Policing Associate of Science Degree program guides students toward careers in law enforcement and policing, and is committed to equity, affordability, access, student-centered design, holistic support, and modernized curriculum for the profession of policing. The degree complies with the requirements of A.B. 89, which requires all Police and Sheriff's patrol officers in California to obtain a Modern Policing degree as of November 2025. Students wishing to transfer should use the CALGETC pattern to meet general education requirements.

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

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

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	
AJ 50	Introduction to Administration of Justice	3.0	Major/Required	
AJ 70	Community Relations	3.0	Major/Required	
CMST 11	Intercultural Communication	3.0	Major/Required	
ENGL C1000	Academic Reading and Writing	3.0	Major/Required	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required	
OR				
SOC 3	Introduction to Race and Ethnicity	3.0	Major/Required	
AJ 70	Community Relations	3.0	Major/Required	
COMM C1000	Introduction to Public Speaking	3.0	Major/Required	

STAT C1000	Introduction to Statistics	4.0	Major/Required
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Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		3.0	Elective	
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
PHIL 2	Ethics	3.0	Major/Required	
PSYC 3	Introduction to Social Psychology	3.0	Major/Required	
SOC 6	Social Problems	3.0	Major/Required	

Term 4 - Spring Semester**Units: 14.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		4.0	Elective	
Kinesiology (Area 7)		1.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
AJ 68	Police Ethics and Leadership	3.0	Major/Required	
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0	Major/Required	

Total: 60.0



New Program: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

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.

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	2nd	3.0
KIN 17	Introduction to Athletic Training and Sports Medicine	1st	4.0
KIN 18A	Athletic Training Practicum 1	1st	1.0
KIN 18B	Athletic Training Practicum 2	2nd	1.0
KIN 19	Care and Prevention of Athletic Injuries	2nd	3.0
EMS 62	Basic Medical Terminology	1st	3.0

List A: Select One (1 Unit)

KIN AR1	Archery 1 - Beginning Archery	2nd	1.0
KIN BD1	Badminton 1	2nd	1.0
KIN BK1	Basketball 1	2nd	1.0
KIN BL1	Bowling 1	2nd	1.0
KIN DA1	Dance Aerobics 1	2nd	1.0
KIN FJW1	Fitness Jog Walk 1	2nd	1.0
KIN GF1	Golf 1	2nd	1.0
KIN GBW1	Guts and Butts Workout 1	2nd	1.0
KIN JDR1	Jujutsu - Danzan Ryu 1	2nd	1.0
KIN PF	Personal Fitness	2nd	1.0
KIN PIC1	Pickleball 1	2nd	1.0
KIN PL1	Pilates 1	2nd	1.0
KIN SI1	Soccer - Indoor 1	2nd	1.0
KIN SO1	Soccer - Outdoor 1	2nd	1.0

KIN SW1	Swimming 1	2nd	1.0
KIN SWF1	Swimming for Fitness 1	2nd	1.0
KIN VB1	Volleyball Beginning	2nd	1.0
KIN WT1	Weight Training 1	2nd	1.0
KIN WTW1	Women's Weight Training 1	2nd	1.0
KIN YO1	Yoga 1	2nd	1.0

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.



New Program: Physical Therapy Aide - Certificate of Achievement (16 to fewer than 30 units)

The Physical Therapy Aide Certificate of Achievement is designed to prepare students for entry level employment in the field of Physical Therapy (PT). The courses offered will provide students with the education, training, and hands-on experience necessary to successfully work in clinical facilities. The PT Aide is generally responsible for carrying out the non-technical duties of physical therapy, such as preparing treatment areas, maintaining the organization and cleanliness of the clinical area, ordering devices and supplies, and transporting patients. Under the direction of the physical therapist or physical therapy assistant, the aide will provide services that help facilitate treatment plans that improve mobility, relieve pain, and prevent or limit permanent physical disabilities of patients suffering from injuries or disease. Students will learn specific responsibilities and skill sets desired by healthcare agencies to work alongside various clinical professionals.

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

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

Term 1 - Fall Semester

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
KIN 17	Introduction to Athletic Training and Sports Medicine	4.0	Major/Required	
KIN 18A	Athletic Training Practicum 1	1.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 2 - Spring Semester

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0	Major/Required	
KIN 18B	Athletic Training Practicum 2	1.0	Major/Required	
KIN 19	Care and Prevention of Athletic Injuries	3.0	Major/Required	
KIN 14	Responding to Emergencies: Comprehensive First	3.0	Major/Required	Spring

Aid/CPR/AED

Gateway Course

Total: 16.0

5.5 Program Modifications

Narrative, Program Requirements, and Program Map – Effective Term: **Fall 2025**

Administration of Justice, AA

Administration of Justice, AS-T

Administrative Medical Assistant, CA

Anthropology, AA-T

Business Administration, AA

Business Workforce Proficiency, CA

Child and Adolescent Development, AA-T

Computer Applications Software, CA

Commercial Music: Music Technology Fundamentals, CA

Communication Studies 2.0, AA-T

Customer Service, NCL

Cybersecurity and Network Administration, AS

Digital Illustration, CA

Economics, AA-T

Elementary Teacher Education, AA-T

Emergency Medical Sciences, AS

Engineering Technology, AA

Engineering Technology, CA

English, AA-T

Film Studies, AA

Film Studies, CA

Geography, AA-T

Graphic Design, AA

Graphic Design, CA

Humanities, AA

Humanities, CA

Innovation, Entrepreneurship, and Small Business Management, NCL

Journalism, AA-T

Kinesiology, AA-T

Liberal Arts & Sciences: Arts and Humanities, AA

Liberal Arts & Sciences: Business, AA
Liberal Arts & Sciences: Computer Studies, AA
Liberal Arts & Sciences: Language Arts and Communication, AA
Liberal Arts & Sciences: Mathematics and Science, AA
Liberal Arts & Sciences: Social and Behavioral Sciences, AA
Marine Technology Yachting 101, CA
Mathematics, AS-T
Music, AA
Norcal Laborers Construction, CA
Norcal Laborers LiUNA! Laborers' Construction, CA
Norcal Laborers Traffic Control, CA
Nutrition and Dietetics, AS-T
Paramedic Sciences, CA
Philosophy, AA-T
Psychology, AA-T
Public Health, AS-T
Social Justice Studies: Gender Studies, AA-T
Social Justice Studies: LGBTQ Studies, AA-T
Social Work and Human Services, AA-T
Studio Arts, AA-T
Web & Interaction Design, CA

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Administration of Justice - Associate in Science Degree for Transfer

Program Title

Administration of Justice

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts in Administration of Justice for transfer degree. The Associates in Art in Administration of Justice for Transfer prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Administration of Justice or similar major. This new degree provides Administration of Justice students assurance that their undergraduate work will prepare them for junior status within the CSU system. Completing this degree will provide a stronger foundation for further educational endeavors. After completing the required courses in this program students will graduate with a broad-based understanding of the field of administration of justice, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term
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Required Core: (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
AJ 60	Criminal Law	3.0

List A: Select Two (6 Units)

AJ 55	Introduction to Correctional Science	3.0
AJ 61	Evidence	3.0
AJ 63	Criminal Investigation	3.0
AJ 66	Juvenile Procedures	3.0
AJ 70	Community Relations	3.0

List B: Select Two (6-7 Units)

Any List A course not already used		3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

41.0-42.0

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

Total: 60.0



Technical Program Revision: Administration of Justice - Associate in Science Degree for Transfer

The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts in Administration of Justice for transfer degree. The Associates in Art in Administration of Justice for Transfer prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Administration of Justice or similar major. This new degree provides Administration of Justice students assurance that their undergraduate work will prepare them for junior status within the CSU system. Completing this degree will provide a stronger foundation for further educational endeavors. After completing the required courses in this program students will graduate with a broad-based understanding of the field of administration of justice, its demands, required skill-sets, needed abilities, and career opportunities.

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

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

Term 1 - Fall Semester

Units: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 50 Introduction to Administration of Justice	3.0	Major/Required	
List A Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
AD Elective	1.0	Elective	

Term 2 - Spring Semester

Units: 16.0

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

Arts (Area 3A)		3.0	General Education
Physical Sciences (Area 5A)		3.0	General Education
STAT C1000	Introduction to Statistics	4.0	Major/Required

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 60	Criminal Law	3.0	Major/Required	
List B Course		3.0	Major/Required	
Biological Sciences with Lab (Area 5B and 5C)		4.0	General Education	
Humanities (Area 3B)		3.0	General Education	
AD Elective		3.0	Elective	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective		12.0	Elective	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0



Technical Program Revision: Administrative Medical Assistant - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Administrative Medical Assistant provides students with the required knowledge to work in healthcare providers' offices such as physicians' offices, ancillary healthcare providers such as physical therapy, laboratory, radiology, and a wide variety of other supportive healthcare agencies.

2. Catalog Description

The Certificate of Achievement in Administrative Medical Assistant provides students with the required knowledge to work in healthcare providers' offices such as physicians' offices, ancillary healthcare providers such as physical therapy, laboratory, radiology, and a wide variety of other supportive healthcare agencies. Courses in this comprehensive program provide a broad foundation of computer skills, healthcare terminology, and medical office skills designed to acquaint students with the roles and responsibilities related to the healthcare field, medical office procedures, healthcare finance and insurance issues, and actual practice in the healthcare arena.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (19.5 Units)

BIO 20	Contemporary Human Biology	3.0
BIO 55	Orientation to Health Care	2.0
CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
CIS 55	Integrating Office Applications	4.0
CIS 75	Office Technology/Communications	1.0
CIS 79	Medical Office Procedures	3.0
EMS 62	Basic Medical Terminology	3.0
EMS 70	CPR for Healthcare Providers	0.5

List A: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

Total: 22.5**4. Career Opportunities**

Jobs include working in a physicians office, clinical laboratory, hospital admissions and records, urgent care centers, surgical clinics, physical therapy clinics, radiology centers, and medical billing practices.

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

Estimate 20-30 students per semester with 5 completers per year.

7. Place of Program in Curriculum/Similar Programs

The Administrative Medical Assistant certificate is housed in the Computer Information Systems program. The certificate includes, Computer Information Systems (CIS), Biology (BIO), Emergency Medical Services (EMS), and Work Experience (WRKX) courses.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Administrative Medical Assistant - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Administrative Medical Assistant provides students with the required knowledge to work in healthcare providers' offices such as physicians' offices, ancillary healthcare providers such as physical therapy, laboratory, radiology, and a wide variety of other supportive healthcare agencies. Courses in this comprehensive program provide a broad foundation of computer skills, healthcare terminology, and medical office skills designed to acquaint students with the roles and responsibilities related to the healthcare field, medical office procedures, healthcare finance and insurance issues, and actual practice in the healthcare arena.

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

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

Term 1 - Fall Semester

Units: 10.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 55	Integrating Office Applications	4.0	Major/Required	
BIO 55	Orientation to Health Care	2.0	Major/Required	
CIS 75	Office Technology/Communications	1.0	Major/Required	
EMS 70	CPR for Healthcare Providers	0.5	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 2 - Spring Semester

Units: 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
BIO 20	Contemporary Human Biology	3.0	Major/Required	
CIS 79	Medical Office Procedures	3.0	Major/Required	
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				

CS 43

Professional Communications

3.0

Major/Required

Total: 22.5



Program Modification: Anthropology - Associate in Arts Degree for Transfer

Program Title

Anthropology

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Anthropology program offers courses that lead to an Associate in Arts in Anthropology for Transfer degree . The major requirements for the Associate in Arts in Anthropology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Anthropology. 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
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Required Core: (9 Units)

ANTR 1	Biological Anthropology	3.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0

List A: Select One (3-4 Units)

ANTR 4	Language and Culture	3.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One to Two (3-8 Units)

Any List A course not already used		3.0-4.0
GEOL 1	Physical Geology* Must be taken together and count as one course.	3.0
AND		
GEOL 1L	Physical Geology Laboratory*	1.0
GEOG 15	Introduction to GIS** GEOG 15 cannot satisfy List B or C on its own.	3.0

List C: Select One (3-4 Units)

Any List A or B course not already used		3.0-4.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
PSYC 21	Psychology of Race and Identity	3.0
SOC 3	Introduction to Race and Ethnicity	3.0

Total Units for the Major

18.0-23.0

Additional General Education and Electives Units

37.0-42.0

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

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.

*Must be taken together and count as one course.

**GEOG 15 cannot satisfy List B or C on its own.

Total: 60.0-62.0



Program Modification: Anthropology - Associate in Arts Degree for Transfer

The Las Positas College Anthropology program offers courses that lead to an Associate in Arts in Anthropology for Transfer degree. The major requirements for the Associate in Arts in Anthropology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Anthropology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ANTR 3 Cultural Anthropology	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	
AD Elective	6.0	Elective	

*Course can also be used to satisfy American Institutions CSU grad requirement (see catalog).

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 Introduction to Statistics	4.0	Major/Required	
Arts (Area 3A)	3.0	General Education	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
AD Elective	3.0	Elective	

ANTR 2	Introduction to Archaeology	3.0	Major/Required
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Term 3 - Fall Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ANTR 1L (Area 5C)	1.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	4.0	Elective	
ANTR 1	Biological Anthropology	3.0	Major/Required

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	6.0	Major/Required	
List C Course	3.0	Major/Required	
Physical Sciences (Area 5A)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0



Technical Program Revision: Business Administration - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Associate of Arts in Business Administration degree prepares students interested in advancing in their current profession or improving his or her acumen in business administration.

2. Catalog Description

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

3. Program Requirements

Course	Title	Units	Term
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Required Core: (22 Units)

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

List A: Select One (3 Units)

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

List B: Select One (3-4 Units)

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

List C: Select One (3-4 Units)

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

List D: Select One (3 Units)

ECON 1	Principles of Microeconomics	4th	3.0
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ECON 2

Principles of Macroeconomics

4th

Total Units for the Major

34.0-

36.0

Additional General Education and Elective Units

25.0-

26.0

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

Total: 60.0-61.0**4. Career Opportunities**

Students who earn an AA degree in Business Administration are suited to work in a variety of industries and positions including, but not limited, to customer service associate, retail sales worker, assistant store manager, administrative assistant, warehouse/distribution supervisor, relationship banker, store manager, sales consultant, contracts administrator, human resources assistant, sales support specialist, payroll clerk/administrator, accounts receivable clerk, collections analyst, sales supervisor, marketing coordinator, and executive assistant.

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

There have been 22 degrees offered in this program over the past 3 years. We expect the number of degrees offered to increase as students have more clarity on how this degree contributes to their professional career.

7. Place of Program in Curriculum/Similar Programs

This program is currently housed in the Business department, which is consistent with other California Community Colleges.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Business Administration - Associate of Arts Degree

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

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

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

Term 1 - Fall Semester

Units: 16.0

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

Term 2 - Spring Semester

Units: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
List B Course	3.0	Major/Required	

American Institutions (Area 9)		3.0	General Education
BUSN 56	Introduction to Management	3.0	Major/Required

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

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

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

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

Total: 60.0



LAS POSITAS
COLLEGE

Technical Program Revision: Business Workforce Proficiency - Certificate of Achievement (12 to fewer than 16 units)

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.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (11 Units)

BUSN 40	Introduction to Business	1st	3.0
BUSN 48	Human Relations in Organizations	1st	3.0
CIS 74	Administrative Office Professional	1st	3.0
PCN 15	College Study Skills	1st	2.0

List A: Select One (1 Unit)

CIS 72A	Data Management	1st	1.0
CIS 72B	Basic Office Integration	1st	1.0
CIS 73A	Ten-Key Skill Development	1st	1.0
CIS 75	Office Technology/Communications	1st	1.0
CIS 89A	Desktop Presentation	1st	1.0

List B: Select One (3 Units)

CIS 43	Professional Communications	1st	3.0
CNT 43	Professional Communications	1st	3.0
CS 43	Professional Communications	1st	3.0

Students must demonstrate keyboarding speed of 40 net words per minutes. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minutes in a five (5) minute timing.

Total: 15.0

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.

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.



Technical Program Revision: Business Workforce Proficiency - Certificate of Achievement (12 to fewer than 16 units)

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.

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

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

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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	
PCN 15	College Study Skills	2.0	Major/Required	
List A Course		1.0	Major/Required	
List B Course		3.0	Major/Required	

Total: 15.0

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Child and Adolescent Development - Associate in Arts Degree for Transfer

Program Title

Child and Adolescent Development

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Child and Adolescent Development for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the fields of Child and Adolescent Development, Human Development and Early Childhood Education, to name a few. Completion of the Child and Adolescent Development Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Child and Adolescent Development or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term
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Required Core (10 units)

ECE 56	Child Growth and Development	3.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select Three (9-10 units)

ANTR 3	Cultural Anthropology	3.0
OR		
ECE 62	Child, Family and Community	3.0
OR		
SOC 1	Principles of Sociology	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 4	Marriage and Family Relations	3.0
BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECE 50	Early Childhood Principles and Practices	3.0
PSYC 12	Life-Span Psychology	3.0

Total Units for the Major

19.0-20.0

Additional General Education and Electives

40.0-41.0

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

Total: 60.0



Technical Program Revision: Child and Adolescent Development - Associate in Arts Degree for Transfer

The Associate in Arts in Child and Adolescent Development for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the fields of Child and Adolescent Development, Human Development and Early Childhood Education, to name a few. Completion of the Child and Adolescent Development Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Child and Adolescent Development or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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

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

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
AD Elective	2.0	Elective	
PSYC C1000 Introduction to Psychology	3.0	Major/Required	
ECE 56 Child Growth and Development	3.0	Major/Required	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 Introduction to Statistics	4.0	Major/Required	
List A Course	3.0	Major/Required	
Humanities (Area 3B)	3.0	General Education	

Critical Thinking and Composition (Area 1B)	3.0	General Education
AD Elective	3.0	Elective

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List A Course	3.0 - 4.0	Major/Required	
Physical Sciences (Area 5A)	3.0	General Education	
AD Elective	6.0 - 5.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Sciences with Lab (Area 5B and 5C)	4.0	General Education	
AD Elective	5.0	Elective	
Arts (Area 3A)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	

Total: 60.0



Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is a Career Technical Education program designed to prepare students to work in Music Technology related careers. Students that complete the program will have developed expertise in areas such as mixing, mastering, engineering, and signal flow.

2. Catalog Description

The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is designed for students who wish to learn or enhance their skills in the music technology and become proficient in industry standard software and equipment such as Logic, ProTools, Sibelius, and a variety of microphones and plug-ins. Completion of the program will give students the fundamental knowledge and hands-on experience needed to pursue a career in the field.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (7 Units)

MUS 21A	Beginning Piano	1st	1.0
MUS 35	Introduction to Music Technology	1st	3.0
MUS 36	Intermediate Music Technology	2nd	3.0

List A: Select One (1-2 Units)

MUS 11	Commercial Music Combo	2nd	1.0
MUS 14	Jazz Workshop	2nd	1.0
MUS 17A	Jazz Combo 1	2nd	1.0
MUS 17B	Jazz Combo 2	2nd	1.0
MUS 41	Instrumental Chamber Music	2nd	1.0
MUS 44	Concert Choir	2nd	1.0
MUS 45	Chamber Choir	2nd	2.0
MUS 46	Vocal Jazz Ensemble	2nd	2.0
MUS 48	Improvisation Lab	2nd	1.0

List B: Select One (2-4 Units)

MUS 6	Basic Music Skills	3rd	2.0
MUS 8A	Music Theory and Musicianship 1	3rd	4.0

Total: 10.0-13.0**4. Career Opportunities**

Careers in Music Technology include recording engineer, producer, sound technician, foley artist, live sound engineer, mastering engineer, recording mixer, music editor, sound designer, DJ/remixer.

5. Master Planning

This CTE certificate helps our institution fulfill the goal of offering certificates that will allow students to be gainfully employed.

6. Enrollment and Completer Projections

10

7. Place of Program in Curriculum/Similar Programs

Students can easily earn this CA on their way to earning our AA-T in music. It is one of our stackable certificates and conforms to the guided pathways initiative.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units)

The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is designed for students who wish to learn or enhance their skills in the music technology and become proficient in industry standard software and equipment such as Logic, ProTools, Sibelius, and a variety of microphones and plug-ins. Completion of the program will give students the fundamental knowledge and hands-on experience needed to pursue a career in the field.

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

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

Term 1 - Fall Semester

Units: 6.0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 6	Basic Music Skills	2.0	Major/Required	
OR				
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	
MUS 35	Introduction to Music Technology	3.0	Major/Required	
MUS 21A	Beginning Piano	1.0	Major/Required	

Term 2 - Spring Semester

Units: 4.0-5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		1.0 - 2.0	Major/Required	
MUS 36	Intermediate Music Technology	3.0	Major/Required	

Total: 10.0-13.0

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Communication Studies 2.0 - Associate in Arts Degree for Transfer

Program Title

Communication Studies 2.0

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Communication Studies program offers courses that lead to an Associate in Communication Studies 2.0 for Transfer degree. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Communication Studies. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should talk with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The course work required for the AA-T in Communication Studies 2.0 provides students with fundamental understanding of the principles of speech communication as well as experience in the application of these principles. Participation in Communication Studies classes develops critical thinking, personal growth, research abilities, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind human communication.

Program Requirements

Course	Title	Units	Term
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Required Core: (6 Units)

COMM C1000	Introduction to Public Speaking	3.0
CMST 10	Interpersonal Communication	3.0

List A: Select Three (9 Units)

CMST 2	Oral Interpretation of Literature	3.0
CMST 3	Group Communication	3.0
CMST 11	Intercultural Communication	3.0
CMST 46	Argumentation and Debate	3.0
CMST 48	Activities in Forensics	3.0
JAMS 1	Introduction to Mass Communications	3.0

List B: Select One (3 Units)

Any List A course not already used		3.0
ANTR 3	Cultural Anthropology	3.0
CMST 4	Introduction to Communication Studies	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

18.0

Additional General Education and Elective Units

42.0

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

Total: 60.0



Technical Program Revision: Communication Studies 2.0 - Associate in Arts Degree for Transfer

The Las Positas College Communication Studies program offers courses that lead to an Associate in Communication Studies 2.0 for Transfer degree. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Communication Studies. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should talk with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The course work required for the AA-T in Communication Studies 2.0 provides students with fundamental understanding of the principles of speech communication as well as experience in the application of these principles. Participation in Communication Studies classes develops critical thinking, personal growth, research abilities, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind human 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 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CMST 10	Interpersonal Communication	3.0	Major/Required	
ENG 4	Critical Thinking and Writing about Literature	3.0	Major/Required	
OR				
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
Hist 7 (Area 3B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	
Plus support				
AD Elective		3.0	Elective	

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
COMM C1000 Introduction to Public Speaking	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
AD Elective	6.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List A Course	3.0	Major/Required	
Physical Sciences (Area 5A)	3.0	General Education	
HIST 8 or HIST 14 or POLC C1000 (Area 4 and American Institutions)	3.0	General Education	
AD Elective	3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Biological Sciences with Lab (Area 5B and 5C)	4.0	General Education	
AD Elective	5.0	Elective	
Ethnic Studies (Area 6)	3.0	General Education	

Total: 60.0



LAS POSITAS
COLLEGE

Technical Program Revision: Computer Applications Software - Certificate of Achievement (30 to fewer than 60 units)

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.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (24 Units)

CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
OR		
CIS 43	Professional Communications	3.0
Introduction to Computing Information Technology		
CIS 50	Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS 57	Database Concepts	3.0
CIS 65	Introduction to Desktop Operating Systems	2.0
CIS 75	Office Technology/Communications	1.0
CIS 88A	Introduction to Microsoft Word	1.5
CIS 88B	Adv Microsoft Word	1.5
CIS 89A	Desktop Presentation	1.0

List A: Select Two (6 Units)

CIS 59	Web Dev: HTML/CSS/Javascript	3.0
CIS 59C	Web Programming - JavaScript	3.0
Introduction to Computer Programming Concepts		
CS 7	Concepts	3.0

List B: Select from the Following (4-6 Units)

CIS 55B	Advanced MS Office Skills	2.0
CIS 60	Systems Analysis and Design	3.0
CIS 62	Project Management	3.0
CIS 66	Networking Fundamentals	3.0
OR		
CNT 52	Networking Fundamentals	3.0
CompTIA's A+ Certification Computer Technician		
CNT 51	Technician	4.0

Total: 34.0-36.0**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.



Technical Program Revision: Computer Applications Software - Certificate of Achievement (30 to fewer than 60 units)

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 Semester

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	1.5	Major/Required	
CIS 88B	Adv Microsoft Word	1.5	Major/Required	
CIS 89A	Desktop Presentation	1.0	Major/Required	

Term 2 - Spring Semester

Units: 14.0-16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	
List A Course		3.0	Major/Required	

List B Course		2.0 - 4.0	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 Semester**Units:** 10.0-8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 57	Database Concepts	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		4.0 - 2.0	Major/Required	

Total: 36.0



Program Modification: Customer Service - Certificate of Completion

1. Statement of Program Goals and Objectives

Students will earn a Certificate of Completion which will aid them in obtaining in all levels of employment and workforce readiness in the field of Business. Students will become familiar with the basics and best practices of soft skills (skills to help interact effectively and harmoniously with others) needed to succeed in any business venture including communication, time management, and change management. Students will develop the necessary skills to be effective in their interactions with both internal and external customers.

2. Catalog Description

This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels of their career from interviewing, managing, decision making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.

3. Program Requirements

Course	Title	Hours	Term
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Required Core: Select One (9 Hours)

NBUS 200	Communication in the Workplace	1st	9.0
NBUS 210	Customer Service	1st	9.0

List A: Select Four (36 Hours)

List A course not used			9.0
NBUS 202	Attitude in the Workplace	1st	9.0
NBUS 203	Decision Making and Problem Solving	1st	9.0
NBUS 205	Team Building	1st	9.0
NBUS 206	Time Management	1st	9.0
NBUS 207	Conflict Resolution	1st	9.0

Total: 45.0**4. Master Planning**

This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist under prepared students," and A6 "Focus on workforce readiness."

5. Enrollment and Completer Projections**6. Place of Program in Curriculum/Similar Programs**



Program Modification: Customer Service - Certificate of Completion

This customer service program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students for workplace readiness in all levels of business. The program will help students at all levels in their career from interviewing, managing, decision making, and working with people on a daily basis. The program will also aid students in preparing for college-level courses in Business.

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

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

Term 1 - Fall Semester

Units: 45.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
NBUS 200	Communication in the Workplace	9.0	Major/Required	Spring, Fall
OR				
NBUS 210	Customer Service	9.0	Major/Required	Spring, Fall
List A courses		36.0	Major/Required	Spring, Fall

Gateway Course

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
				Total: 45.0



Program Modification: Cybersecurity and Network Administration - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs, industry partners, and the National Institute of Standards and Technology's (NIST) National Initiative for Cybersecurity Education (NICE) to provide students with a breadth of coursework and practical hands-on experience needed by computer networking and cybersecurity professionals. Our program is in alignment with the NICE Cybersecurity Workforce Framework.

2. Catalog Description

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (40 Units)

	CompTIA's A+ Certification Computer Technician	4.0
CNT 51		
CNT 52	Networking Fundamentals	3.0
OR		
CIS 66	Networking Fundamentals	3.0
	Windows Server Installation, Storage, and Compute	3.0
CNT 55		
CNT 56	Networking with Windows Server	3.0
CNT 68	Digital Forensics Fundamentals	3.0
	Network Security; CompTIA Security + Certification	3.0
CNT 69		
	Cloud Infrastructure: CompTIA Cloud+ Certification	3.0
CNT 7285		
CNT 7401	Red Hat Linux Administration I	3.0
OR		
CS 41	Red Hat Linux Administration I	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0
	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0
CNT 8002		
	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0
CNT 8003		
CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0

Total Units for the Major

40.0

Additional General Education and Elective Units

22.0

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

toplan the courses necessary to achieve your academic goal.

Total: 62.0

4. Career Opportunities

Students who complete the Associate of Sciences in Network Security and Administration degree will be prepared for careers in:

Network Specialist/Technician/Engineer, Systems Specialist/Technician/Engineer, Microsoft Specialist/Technician/Engineer, Cisco Specialist/Technician/Engineer, Information Security Specialist, Cybersecurity Specialist, IT Specialist Information Security, IT Security Specialist/Consultant, Information Technology Specialist information Security, Incident Analyst/Responder, IT Auditor, Cyber Crime Analyst/Investigator, Cybersecurity Specialist/Technician, Cyber Risk Analyst, Cybersecurity Analyst, Cybersecurity Consultant, Information Security Consultant, Penetration & Vulnerability Tester, Cybersecurity Manager/Administrator, Cybersecurity Engineer, Cybersecurity Architect.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

This program will be part of the Computer Networking Technology program within the Computer Studies department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Cybersecurity and Network Administration - Associate of Science Degree

The Associate of Science in Cybersecurity and Network Administration degree was developed in conjunction with our local national labs and industry partners to provide students with a solid background in the fields of Computer Networking and Cybersecurity. The focus on Cybersecurity will provide the student with many of the important skills needed for an entry-level career in Cybersecurity. The courses provide an overview of the entire field. Topics covered will include Cisco Security, Windows Operating System security, Linux security, firewalls, cloud computing, security policies and procedures, e-mail & web security, and designing and building a secure computer network.

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

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

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0	Major/Required	
CNT 8002	Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)	3.0	Major/Required	
CNT 52	Networking Fundamentals	3.0	Major/Required	
OR				
CIS 66	Networking Fundamentals	3.0	Major/Required	
CNT 51	CompTIA's A+ Certification Computer Technician	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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MATH 47 (Area 2)		3.0	General Education
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education
CIS 43	Professional Communications	3.0	Major/Required
OR			
CNT 43	Professional Communications	3.0	Major/Required
OR			
CS 43	Professional Communications	3.0	Major/Required
CNT 8003	Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)	3.0	Major/Required
CNT 55	Windows Server Installation, Storage, and Compute	3.0	Major/Required

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
CNT 7401	Red Hat Linux Administration I	3.0	Major/Required	
OR				
CS 41	Red Hat Linux Administration I	3.0	Major/Required	
CNT 56	Networking with Windows Server	3.0	Major/Required	
CNT 68	Digital Forensics Fundamentals	3.0	Major/Required	
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 7285	Cloud Infrastructure: CompTIA Cloud+ Certification	3.0	Major/Required	

CNT 7501	Ethical Hacking	3.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education
Arts and Humanities (Area 3)		3.0	General Education
Ethnic Studies (Area 6)		3.0	General Education

Total: 62.0



LAS POSITAS
COLLEGE

Technical Program Revision: Digital Illustration - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Digital Illustration will prepare students to work on and create illustrations for a variety of clients in diverse industries. The course work will prepare students for work in digital illustration related fields.

2. Catalog Description

The Certificate of Achievement in Digital Illustration will prepare students to work on and create traditional illustrations for magazines, newspapers and children's book or storyboards, scenery, characters, and concept art for video games and multimedia.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (21 units)

ARTS 2A	Introduction to Drawing	3.0
GDDM 45A	Digital Painting I	3.0
GDDM 45B	Digital Painting II	3.0
GDDM 51	Color Theory	3.0
OR		
ARTS 26	Color Theory	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator I	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	3.0

List A: Select Two (6 Units)

ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
GDDM 58	Adobe Photoshop II	3.0
GDDM 59	Adobe Illustrator II	3.0

List B: Select One (3 Units)

ARTS 23	2-D Design	3.0
GDDM 56	Introduction to Graphic Design	3.0

Total: 30.0**4. Career Opportunities**

Children's Book Illustrator; Illustrator; Concept Artist; Character Designer; Layout Artist; Graphic Artist; Production Artist; Graphic Designer; Visual Designer; Senior Designer; Web Designer; Freelance Designer; Art Director; Creative Director; Creative Services Manager;

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

Five students are projected to complete this program annually.

7. Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Digital Illustration will be part of the colleges existing Graphic Design & Digital Media department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Digital Illustration - Certificate of Achievement (30 to fewer than 60 units)

The Certificate of Achievement in Digital Illustration will prepare students to work on and create traditional illustrations for magazines, newspapers and children's book or storyboards, scenery, characters, and concept art for video games and multimedia.

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

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

Term 1 - Fall Semester

Units: 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 26	Color Theory	3.0	Major/Required
OR			
GDDM 51	Color Theory	3.0	Major/Required
ARTS 2A	Introduction to Drawing	3.0	Major/Required
GDDM 53	Adobe Photoshop I	3.0	Major/Required

Term 2 - Spring Semester

Units: 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required
GDDM 45A	Digital Painting I	3.0	Major/Required
GDDM 54	Adobe Illustrator I	3.0	Major/Required

Term 3 - Fall Semester

Units: 6.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 45B	Digital Painting II	3.0	Major/Required

List B Course

3.0

Major/Required

Term 4 - Spring Semester

Units: 6.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

List A Course

3.0

Major/Required

GDDM 60

Creative Portfolio Development
& Self Promotion

3.0

Major/Required

Total: 30.0

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Economics - Associate in Arts Degree for Transfer

Program Title

Economics

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
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Required Core: (14-15 Units)

ECON 1	Principles of Microeconomics	1st	3.0
ECON 2	Principles of Macroeconomics	2nd	3.0
MATH 1	Calculus I	2nd	5.0
OR			
MATH 34	Business Calculus	2nd	4.0
STAT C1000	Introduction to Statistics	1st	4.0

List A: Select One (3-5 Units)

BUSN 1A	Financial Accounting	3rd	4.0
BUSN 1B	Managerial Accounting	3rd	4.0
CS 1	Computing Fundamentals I	3rd	4.0
CS 7	Introduction to Computer Programming Concepts	3rd	3.0
CIS 50	Introduction to Computing Information Technology	3rd	3.0
MATH 2	Calculus II	3rd	5.0
MATH 33	Finite Mathematics	3rd	4.0

List B: Select One (3-5 Units)

Any List A course not already used.		4th	3.0-5.0
MATH 3	Multivariable Calculus	4th	5.0
MATH 7	Elementary Linear Algebra	4th	3.5

Total Units for the Major

20.0-25.0

Additional General Education and Elective Units

35.0-40.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the

of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Economics - Associate in Arts Degree for Transfer

The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON 1 Principles of Microeconomics	3.0	Major/Required	
STAT C1000 Introduction to Statistics	4.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
AD Elective	5.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON 2 Principles of Macroeconomics	3.0	Major/Required	
MATH 1 Calculus I	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 Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0 - 5.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Biological Sciences (Area 5B)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
AD Elective	1.0 - 3.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0 - 5.0	Major/Required	
*Humanities (Area 3B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	4.0 - 6.0	Elective	

*Course can also be used to satisfy American Institutions CSU grad requirement (see catalog)

Total: 60.0



LAS POSITAS
COLLEGE

Technical Program Revision: Elementary Teacher Education - Associate in Arts Degree for Transfer

Program Title

Elementary Teacher Education

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts in Elementary Teacher Education for Transfer Degree. The major requirements for the Associate in Arts in Elementary Teacher Education for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education. 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
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Required Core: (46 Units)

BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 30	Introduction to College Biology	4.0
CHEM 31	Introduction to College Chemistry	4.0
COMM C1000	Introduction to Public Speaking	3.0
ECE 10	Introduction to Education	3.0
ECE 56	Child Growth and Development	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1000	Academic Reading and Writing	3.0
GEOG 5	World Regional Geography	3.0
GEOL 20	Earth Science for Educators	4.0
HIST 3	World History to 1500	3.0
HIST 7	US History Through Reconstruction	3.0
MATH 27	Number Systems for Educators	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
POLS C1000	American Government and Politics	3.0

List A: Select One (3 Units)

ENGL C1001	Critical Thinking and Writing	3.0
THEA 53	Script Analysis	3.0

List B: Select One (3 Units)

ARHS 1	Introduction to Art History	3.0
MUS 1	Introduction to Music	3.0
THEA 10	Introduction to Dramatic Arts	3.0

Total Units for the Major

52.0

Additional General Education and Elective Units

8.0

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

Highly recommended electives: ECE 62 Child, Family and Community ECE 79 Teaching in a Diverse Society

Total: 60.0



Technical Program Revision: Elementary Teacher Education - Associate in Arts Degree for Transfer

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts in Elementary Teacher Education for Transfer Degree. The major requirements for the Associate in Arts in Elementary Teacher Education for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 47 (Area 2)		3.0	General Education	
ECE 56	Child Growth and Development	3.0	Major/Required	
GEOG 5	World Regional Geography	3.0	Major/Required	
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required	
BIO 10	Introduction to the Science of Biology	4.0	Major/Required	
OR				
BIO 30	Introduction to College Biology	4.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		2.0	Elective	
MATH 27	Number Systems for Educators	3.0	Major/Required	
ECE 10	Introduction to Education	3.0	Major/Required	

ENG 4	Critical Thinking and Writing about Literature	3.0	Major/Required
GEOL 20	Earth Science for Educators	4.0	Major/Required

Term 3 - Fall Semester**Units: 13.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
HIST 3	World History to 1500	3.0	Major/Required	
POLS C1000	American Government and Politics	3.0	Major/Required	
PHYS 10	Descriptive Physics	3.0	Major/Required	
PHYS 10L	Descriptive Physics Laboratory	1.0	Major/Required	

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

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)		3.0	General Education	
List B Course		3.0	Major/Required	
COMM C1000	Introduction to Public Speaking	3.0	Major/Required	
CHEM 31	Introduction to College Chemistry	4.0	Major/Required	
HIST 7	US History Through Reconstruction	3.0	Major/Required	

Total: 60.0



Program Modification: Emergency Medical Sciences - Associate of Science Degree

1. Statement of Program Goals and Objectives

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students will be precepted by registered nurses and licensed paramedics.

2. Catalog Description

The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (46 Units)

BIO 50	Anatomy and Physiology	2nd	4.0
EMS 10	Paramedic Theory 1	3rd	6.0
EMS 11	Paramedic Theory 2	4th	6.0
EMS 12	Paramedic Laboratory 1	3rd	4.0
EMS 13	Paramedic Laboratory 2	4th	4.0
EMS 16	Paramedic Clinical Internship	5th	3.0
EMS 17	Paramedic Field Internship	6th	9.0
EMS 20	Emergency Medical Technician	1st	7.0
EMS 62	Basic Medical Terminology	2nd	3.0

Total Units in the Major

46.0

Additional General Education and Elective Units

19.0

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

Total: 65.0**4. Career Opportunities**

Students that earn the Emergency Medical Sciences Associate of Science degree are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

5. Master Planning

This is an update to a current program. The update is in line with the Education Master Plan strategies of A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness"

6. Enrollment and Completer Projections

10 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of our EMS department

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Emergency Medical Sciences - Associate of Science Degree

The Emergency Medical Sciences Associate of Science degree is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. This degree can be useful in gaining employment in states that requires paramedics with degrees or assume a leadership position in EMS where a degree is desired.

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

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

Term 1 - Fall Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)	3.0	General Education	
English Composition (Area 1A)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
EMS 20 Emergency Medical Technician Recommend taking EMS 30 previous Summer	7.0	Major/Required	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
MATH 47 (Area 2)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
BIO 50 Anatomy and Physiology	4.0	Major/Required	

EMS 62	Basic Medical Terminology	3.0	Major/Required
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Term 3 - Fall Semester**Units: 11.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Kinesiology (Area 7)		1.0	General Education	
EMS 10	Paramedic Theory 1	6.0	Major/Required	
EMS 12	Paramedic Laboratory 1	4.0	Major/Required	

Term 4 - Spring Semester**Units: 10.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 11	Paramedic Theory 2	6.0	Major/Required	
EMS 13	Paramedic Laboratory 2	4.0	Major/Required	

Term 5 - Summer Semester**Units: 3.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 16	Paramedic Clinical Internship	3.0	Major/Required	

Term 6 - Fall Semester

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 17	Paramedic Field Internship	9.0	Major/Required	

Total: 65.0



Program Modification: Engineering Technology - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. Students receive foundational training in engineering, mathematics, physics, and welding, and develop skills in manufacturing and fabrication, problem-solving, and critical thinking.

2. Catalog Description

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (21 Units)

ENGR 1	Introduction to Engineering	2.0
ENGR 23	Engineering Graphics	3.0
ENGR 37	Applied Statics and Materials	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
WLDT 10	Machining for the Metal Trades	4.0
WLDT 61	Welding Ferrous Metals	3.0
OR		
WLDT 62	Welding Nonferrous Metals	3.0
WLDT 62AL	GTAW Skills Laboratory	2.0

List A: Select One (4 Units)

Option 1		-
ENGR 50	Introduction to Electronic Systems and Measurements	4.0
Option 2		-
WLDT 63	Welding Layout and Fitting	2.0
AND		
WLDT 79	Manufacturing Processes	2.0

List B: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

List C: Select One Option (6-8 Units)

Option 1		-
MATH 39	Trigonometry	4.0
AND		
MATH 21	Precalculus	4.0
Option 2		-
MATH 22	Precalculus & Trigonometry	6.0
Option 3		-
MATH 30	College Algebra for STEM	4.0
AND		
MATH 39	Trigonometry	4.0

Total Units for the Major

34.0-

Additional General Education and Elective Units

24.0-

26.0

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

Total: 60.0**4. Career Opportunities**

Graduates of the program may find employment as mechanical technicians, mechanical technologists, stationary engineers, or in other applied engineering fields and may collaborate with scientists, engineers, designers, and manufacturing professionals.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

10-15 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will remain part of the Engineering family of programs

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Engineering Technology - Associate of Science Degree

The Associate of Science in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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

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

Term 1 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
MATH 30	College Algebra for STEM	4.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	

Kinesiology (Area 7)	1.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	

Term 4 - Fall Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 10 Descriptive Physics	3.0	Major/Required	
PHYS 10L Descriptive Physics Laboratory	1.0	Major/Required	
List A Course	2.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
AD Elective	5.0 - 3.0	General Education	

Term 5 - Spring Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37 Applied Statics and Materials	3.0	Major/Required	
List B Course or Elective	2.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0



Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. Students receive foundational training in engineering, mathematics, physics, and welding, and develop skills in manufacturing and fabrication, problem-solving, and critical thinking.

2. Catalog Description

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (21 Units)

ENGR 1	Introduction to Engineering	2.0
ENGR 23	Engineering Graphics	3.0
ENGR 37	Applied Statics and Materials	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
WLDT 10	Machining for the Metal Trades	4.0
WLDT 61	Welding Ferrous Metals	3.0
OR		
WLDT 62	Welding Nonferrous Metals	3.0
WLDT 62AL	GTAW Skills Laboratory	2.0

List A: Select One Group (4 Units)

Group 1		-
	Introduction to Electronic Systems and	
ENGR 50	Measurements	4.0
		-
Group 2		-
WLDT 63	Welding Layout and Fitting	2.0
WLDT 79	Manufacturing Processes	2.0

List B: Select One (3 Units)

WRKX 94	Occupational Work Experience/Internship	3.0
WRKX 95	General Work Experience	3.0

List C: Select One (6-8 Units)

Option 1		-
MATH 39	Trigonometry	4.0
AND		
MATH 21	Precalculus	4.0
		-
Option 2		-
MATH 22	Precalculus & Trigonometry	6.0
		-
Option 3		-
MATH 30	College Algebra for STEM	4.0
AND		
MATH 39	Trigonometry	4.0

Total: 34.0-36.0

4. Career Opportunities

Graduates of the program may find employment as mechanical technicians, mechanical technologists, stationary engineers, or in other applied engineering fields and may collaborate with scientists, engineers, designers, and manufacturing professionals.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

10-15 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will remain part of the Engineering family of programs

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Engineering Technology - Certificate of Achievement (30 to fewer than 60 units)

The Certificate of Achievement in Engineering Technology program at Las Positas College is designed for those who want a hands-on engineering career with a focus on mechanical technology in an applied setting. The emphasis is on Mechanical Engineering applications and developing an understanding of how engineering, technology and manufacturing principles are applied in practice. The program provides students with foundational knowledge in mathematics, critical thinking, problem solving, and engineering design, as well as skills in manufacturing, fabrication, and welding so that students are able to adapt to the ever-changing modern industrial workplace. Students may also choose to continue their education towards a degree in a related engineering discipline.

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

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

Term 1 - Fall Semester

Units: 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 30	College Algebra for STEM	4.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
OR				
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	

Term 2 - Spring Semester

Units: 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
WLDT 10	Machining for the Metal Trades	4.0	Major/Required	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	

Term 4 - Fall Semester**Units: 6.0-8.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	2.0 - 4.0	Major/Required	
PHYS 10 Descriptive Physics	3.0	Major/Required	
PHYS 10L Descriptive Physics Laboratory	1.0	Major/Required	

Term 5 - Spring Semester**Units: 5.0-3.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 37 Applied Statics and Materials	3.0	Major/Required	
List B Course (if needed)	2.0 - 0.0	Major/Required	

Total: 36.0



Technical Program Revision: English - Associate in Arts Degree for Transfer

Program Title

English

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

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
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Required Core: (6 Units)

ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0

List A: (6 Units)

ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0

List B: Select One (3 Units)

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 19A	Journal of Arts, Literature, and Academic Writing A	3.0
OR		
JAMS 19A	Journal of Arts, Literature, and Academic Writing A	3.0
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3.0
OR		
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0

Total Units for the Major

18.0

Additional General Education and Electives

42.0

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

acounselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: English - Associate in Arts Degree for Transfer

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 Semester

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	2.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
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ENG 4	Critical Thinking and Writing about Literature	3.0	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		3.0	Elective

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)	3.0	General Education	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1001	Critical Thinking and Writing	3.0	Major/Required
ENG 41	Modern World Literature	3.0	Major/Required
Social and Behavioral Sciences (Area 4)		3.0	General Education
AD Elective		6.0	Elective

Term 5 - Spring Semester**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



Program Modification: Film Studies - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Film Studies AA degree is a local program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can also choose to explore the following areas of film studies: basic film production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.

2. Catalog Description

The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (6 Units)

HUMN 2	Introduction to Film Studies	3.0
PHTO 58	Introduction to Videography	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

FLMS 5	Introduction to Film Editing	3.0
HUMN 4	Global Cinemas	3.0
JAMS 23	Multimedia Reporting	3.0
KIN 3	Sports in Films & Documentaries	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 69	Intermediate Videography	3.0
SOC 12	Popular Culture	3.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 11	Stage to Screen	3.0

Total Units for the Major

18.0

Additional General Education and Elective Units

42.0

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

Total: 60.0**4. Master Planning**

This is a new program that is being created according the Educational Master Plan strategy A2 to "Support existing and new programs." It will be a collaborative program drawing from various LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music. These programs will work together to coordinate the scheduling and frequency of course offerings, as well as intersections between courses. It will use existing FTEF.

5. Enrollment and Completer Projections

4-6 per year.

6. Place of Program in Curriculum/Similar Programs

This will be an interdisciplinary program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.

7. Similar Programs at Other Colleges in Service Area

DVC, CCSF, and De Anza have AA degrees in "Cinema" or "Film & TV." BCC and other local CCs have Film Studies courses as part of other degrees.



Program Modification: Film Studies - Associate of Arts Degree

The Film Studies AA degree is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this AA also provides students with the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields, such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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

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

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 2 Introduction to Film Studies	3.0	Major/Required	
PHTO 58 Introduction to Videography	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
AD Elective	6.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Health (Area 8)	3.0	General Education	

MATH 47 (Area 2)

3.0

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	5.0	Elective	

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

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	9.0	Elective	

Total: 60.0



Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

The Film Studies Certificate of Achievement is a local program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, students can also choose to explore the following areas of film studies: basic film production, acting for film, the intersections between film and theater, the music of great film composers, multimedia reporting, or major global cinema traditions and directors.

2. Catalog Description

The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (6 Units)

HUMN 2	Introduction to Film Studies	3.0
PHTO 58	Introduction to Videography	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

KIN 3	Sports in Films & Documentaries	3.0
FLMS 5	Introduction to Film Editing	3.0
HUMN 4	Global Cinemas	3.0
JAMS 23	Multimedia Reporting	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 22B	Scoring for Film and Multimedia 2	3.0
MUS 34	Music in Film	3.0
PHTO 50	Introduction to Photography	3.0
PHTO 69	Intermediate Videography	3.0
SOC 12	Popular Culture	3.0
THEA 1A	Theory/Practice of Acting I	3.0
THEA 11	Stage to Screen	3.0

Total: 18.0**4. Master Planning**

This is a new program that is being created according the Educational Master Plan strategy A2 to "Support existing and new programs." It will be a collaborative program drawing from various LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music. These programs will work together to coordinate the scheduling and frequency of course offerings, as well as intersections between courses. It will use existing FTEF.

5. Enrollment and Completer Projections

With this new certificate option, we are hoping to see approximately 4 new COA completions per year.

6. Place of Program in Curriculum/Similar Programs

A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Film Studies courses, whether their intention is to transfer or finish with a local AA. This will be an interdisciplinary certificate program that draws on various preexisting LPC programs, such as Humanities, Theater, Photography, Mass Communications, and Music.

7. Similar Programs at Other Colleges in Service Area

Sacramento City College has a Certificate of Achievement in Film Studies, De Anza has a Certificate of Achievement in Film/TV.



Program Modification: Film Studies - Certificate of Achievement (16 to fewer than 30 units)

The Film Studies Certificate of Achievement is an LPC program designed to offer students an introduction to the history, analysis, and art of filmmaking. Students will learn about the development of film as an art form, cinematic language, the impact of film on modern media and contemporary culture, and various approaches to film criticism. Depending on their interests, this Certificate of Achievement also provides students the chance to explore basic film production, acting for film, the intersections between film and theater, music of great film composers, multimedia reporting, as well as major global cinema traditions and directors. Film Studies courses prepare those interested in majoring and/or working in fields such as Film, Theater, Multimedia Studies, Liberal Arts, Interdisciplinary Studies, Cultural Studies, or Humanities.

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

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

Term 1 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 2	Introduction to Film Studies	3.0	Major/Required	
PHTO 58	Introduction to Videography	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Courses		9.0	Major/Required	

Total: 18.0



Technical Program Revision: Geography - Associate in Arts Degree for Transfer

Program Title

Geography

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Greek derivation of the word geography is "earth description." Geography studies natural features such as mountain ranges, rivers, valleys, forests, deserts, and grasslands, as well as man-made features such as cities, roads, dams, and bridges. Geography is truly an integrated discipline. It helps us to understand our natural environment and its capacity to maintain life. Is this capacity of supporting human civilization unlimited? If not, how much more can we abuse our physical environment without diminishing its capacity to sustain life? Geography is central to an understanding of the international global arena and provides an exciting and challenging way to examine our planet. The Associate in Arts in Geography for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Geography. Completion of the Associate in Arts in Geography Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Geography or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term
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Required Core: (7 units)

GEOG 1	Introduction to Physical Geography	3.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOG 2	Cultural Geography	3.0
OR		
GEOG 5	World Regional Geography	3.0

List A: Select Two (6 units)

Any Required Core course not already used		3.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOG 15	Introduction to GIS	3.0

List B: Select Two (6-7 units)

Any List A course not already used		3.0
ANTR 3	Cultural Anthropology	3.0
GEOL 1	Physical Geology	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units in the Major

19.0-20.0

Additional General Education and Electives

40.0-41.0

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

Total: 60.0



Technical Program Revision: Geography - Associate in Arts Degree for Transfer

The Greek derivation of the word geography is "earth description." Geography studies natural features such as mountain ranges, rivers, valleys, forests, deserts, and grasslands, as well as man-made features such as cities, roads, dams, and bridges. Geography is truly an integrated discipline. It helps us to understand our natural environment and its capacity to maintain life. Is this capacity of supporting human civilization unlimited? If not, how much more can we abuse our physical environment without diminishing its capacity to sustain life? Geography is central to an understanding of the international global arena and provides an exciting and challenging way to examine our planet. The Associate in Arts in Geography for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Geography. Completion of the Associate in Arts in Geography Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Geography or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals.

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

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

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOG 1	Introduction to Physical Geography	3.0	Major/Required
GEOG 1L	Introduction to Physical Geography Laboratory	1.0	Major/Required
English Composition (Area 1A)		3.0	General Education
Social and Behavioral Sciences (Area 4)		3.0	General Education
CSU Elective		4.0	Elective

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000	Introduction to Statistics	4.0	Major/Required

GEOG 2	Cultural Geography	3.0	Major/Required
OR			
GEOG 5	World Regional Geography	3.0	Major/Required
Critical Thinking and Composition (Area 1B)		3.0	General Education
Humanities (Area 3B)		3.0	General Education
CSU Elective		3.0	Elective

Term 3 - Fall Semester**Units: 12.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
Ethnic Studies (Area 6)		General Education	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Biological Science (Area 5B)	3.0		
CSU Elective	9.0	Elective	

Total: 57.0



LAS POSITAS
COLLEGE

Program Modification: Graphic Design - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Associate of Arts in Graphic Design is designed to prepare students for work in the graphic design profession. The course work will prepare students to undertake a position in graphic design related fields.

2. Catalog Description

The Associate of Arts of Graphic Design is designed to prepare students for work in the graphic design profession. The course work will prepare students to undertake a position in an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (30 Units)

GDDM 51	Color Theory	4th	3.0
OR			
ARTS 26	Color Theory	4th	3.0
GDDM 52	Introduction to Typography	2nd	3.0
GDDM 53	Adobe Photoshop I	1st	3.0
GDDM 54	Adobe Illustrator I	1st	3.0
GDDM 56	Introduction to Graphic Design	3rd	3.0
GDDM 57	Branding and Identity Design	4th	3.0
GDDM 58	Adobe Photoshop II	2nd	3.0
GDDM 59	Adobe Illustrator II	4th	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	5th	3.0
GDDM 64	Adobe InDesign I	4th	3.0

List A: Select One (3 Units)

GDDM 2	Wordpress and Content Management Systems	2nd	3.0
GDDM 3	History of Graphic Design	2nd	3.0
GDDM 4	User Interface and User Experience Design	2nd	3.0
GDDM 40	Design Shop: The Business of Design	2nd	3.0
GDDM 55	Web Design I	2nd	3.0
GDDM 70	Photoshop and Lightroom for Photographers	2nd	3.0
PHTO 70	Photoshop and Lightroom for Photographers	2nd	3.0

Total Units for the Major

33.0

Additional General Education and Elective Units

27.0-

28.0

See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0-61.0**4. Career Opportunities**

Graphic Artist; Production Artist; Graphic Designer; Visual Designer; Senior Designer; Web Designer; Freelance Designer; Art Director; Creative Director; Creative Services Manager; User Interface Designer; User Experience Designer

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

Five students are projected to complete this program annually.

7. Place of Program in Curriculum/Similar Programs

The Associate of Arts in Graphic Design will be part of the colleges existing Graphic Design & Digital Media department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Graphic Design - Associate of Arts Degree

The Associate of Arts of Graphic Design is designed to prepare students for work in the graphic design profession. The course work will prepare students to undertake a position in an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 53 Adobe Photoshop I	3.0	Major/Required	
GDDM 54 Adobe Illustrator I	3.0	Major/Required	
GDDM 56 Introduction to Graphic Design	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 52 Introduction to Typography	3.0	Major/Required	
GDDM 58 Photoshop II	3.0	Major/Required	
List A Course	3.0	Major/Required	
Critical Thinking and Oral Communication (Area 1B)	3.0	General Education	
MATH 47 (Area 2)	3.0	General Education	

Term 3 - Summer Semester

Units: 3.0



Program Modification: Graphic Design - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Graphic Design is designed to prepare the students for work in the graphic design profession. The course work will prepare students to undertake a position in graphic design related fields.

2. Catalog Description

The Certificate of Achievement in Graphic Design is designed to prepare the students for work in the graphic design profession. This certificate gives the students the knowledge and experience to enter the graphic design profession as a member of an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (30 units)

GDDM 51	Color Theory	3.0
OR		
ARTS 26	Color Theory	3.0
GDDM 52	Introduction to Typography	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator 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
Creative Portfolio Development & Self		
GDDM 60	Promotion	3.0
GDDM 64	Adobe InDesign I	3.0

List A: Select One (3 Units)

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 70	Photoshop and Lightroom for Photographers	3.0
PHTO 70	Photoshop and Lightroom for Photographers	3.0

Total: 33.0**4. Career Opportunities**

Graphic Artist; Production Artist; Graphic Designer; Visual Designer; Senior Designer; Web Designer; Freelance Designer; Art Director; Creative Director; Creative Services Manager; User Interface Designer; User Experience Designer

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

Five students are projected to complete this program annually.

7. Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Graphic Design will be part of the colleges existing Graphic Design & Digital Media department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Graphic Design - Certificate of Achievement (30 to fewer than 60 units)

The Certificate of Achievement in Graphic Design is designed to prepare the students for work in the graphic design profession. This certificate gives the students the knowledge and experience to enter the graphic design profession as a member of an advertising agency, creative services team, design studio, in-house design team, print shop, or web development firm.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 26	Color Theory	3.0	Major/Required	
OR				
GDDM 51	Color Theory	3.0	Major/Required	
GDDM 53	Adobe Photoshop I	3.0	Major/Required	
GDDM 56	Introduction to Graphic Design	3.0	Major/Required	

Term 2 - Spring Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 52	Introduction to Typography	3.0	Major/Required	
GDDM 54	Adobe Illustrator I	3.0	Major/Required	
GDDM 58	Adobe Photoshop II	3.0	Major/Required	

Term 3 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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GDDM 57	Branding and Identity Design	3.0	Major/Required
GDDM 59	Adobe Illustrator II	3.0	Major/Required
GDDM 64	Adobe InDesign I	3.0	Major/Required

Term 4 - Spring Semester**Units: 6.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
GDDM 60	Creative Portfolio Development & Self Promotion	3.0	Major/Required	

Total: 33.0



Technical Program Revision: Humanities - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Humanities AA degree is a local program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time.

2. Catalog Description

The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

ARHS 7	Modern Art History	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
	Western Art History - Renaissance to	
ARHS 5	Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
	Culture and the Arts I: Ancient World to the	
HUMN 11	Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total Units for the Major

18.0

Additional General Education and Electives

42.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double

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 is an update to an existing program and is being updated according the Educational Master Plan strategy A2 to "Support existing and new programs."

5. Enrollment and Completer Projections

With these changes to the degree I am hoping to see 2-3 new majors per year

6. Place of Program in Curriculum/Similar Programs

This will continue to be part of the Humanities Program in the Humanities Cluster.

7. Similar Programs at Other Colleges in Service Area

DVC, Chabot, Berkeley City College all have Humanities AA degrees.



Technical Program Revision: Humanities - Associate of Arts Degree

The Humanities AA degree is a program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 3	Introduction to Humanities	3.0	Major/Required	
PHIL 1	God, Nature, Human Nature	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		6.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 28	World Mythology	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Health (Area 8)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	3.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course	3.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	11.0	Elective	

Total: 60.0



Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

The Humanities Certificate of Achievement is a local program designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time.

2. Catalog Description

The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (9 Units)

HUMN 3	Introduction to Humanities	3.0
HUMN 28	World Mythology	3.0
PHIL 1	God, Nature, Human Nature	3.0

List A: Select One (3 Units)

ENG 32	U.S. Women's Literature	3.0
ENG 41	Modern World Literature	3.0
HIST 32	U.S. Women's History	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
PHIL 2	Ethics	3.0
RELS 1	Religions of the World	3.0
WMST 2	Global Perspective of Women	3.0

List B: Select One (3 Units)

ARHS 7	Modern Art History	3.0
HUMN 4	Global Cinemas	3.0
MUS 3	World Music	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0

List C: Select One (3 Units)

ARHS 2	Art of the Ancient Americas	3.0
	Western Art History - Renaissance to	
ARHS 5	Contemporary	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
	Culture and the Arts I: Ancient World to the	
HUMN 11	Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0

Total: 18.0**4. Master Planning**

This local program fits our Educational Master Plan strategies A2 to "Support existing and new programs."

5. Enrollment and Completer Projections

We hope to see 4-5 HUMN C of A's completed in the first years after this has been approved.

6. Place of Program in Curriculum/Similar Programs

A certificate would potentially attract many students who are majoring in other fields but who value and enjoy Humanities Cluster courses, whether their intention is to transfer or finish with a local AA.

7. Similar Programs at Other Colleges in Service Area

Both De Anza and Foothill Colleges have a Humanities Certificate of Achievement.



Technical Program Revision: Humanities - Certificate of Achievement (16 to fewer than 30 units)

The Humanities Certificate of Achievement is designed to offer students a broad introduction to the history and analysis of art forms, styles, and movements, as well as introducing them to important themes and aspects of human creativity seen in material culture, belief systems, and major ideas throughout time. Humanities courses prepare those interested majoring in fields, such as Liberal Arts, Interdisciplinary Studies, Cultural Studies, English, Art History, Film, Classical Studies, Philosophy, or Humanities.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 3	Introduction to Humanities	3.0	Major/Required	
PHIL 1	God, Nature, Human Nature	3.0	Major/Required	
List A Course		3.0	Major/Required	

Term 2 - Spring Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HUMN 28	World Mythology	3.0	Major/Required	
List B Course		3.0	Major/Required	
List C Course		3.0	Major/Required	

Total: 18.0



Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion

1. Statement of Program Goals and Objectives

Our goal is to greatly increase the availability of business management expertise throughout the Tri-Valley, and greater Bay Area.

Students will earn a Certificate of Completion which will aid them in obtaining skills for both new and experienced small business managers. Students will learn best practices for planning, managing, and growing a small business.

2. Catalog Description

This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.

3. Program Requirements

Course	Title	Hours	Term
<i>Required Core: (18 Hours)</i>			
NBUS 212	Developing Your Business Plan	9.0	
NBUS 213	Legal Aspects of Small Business	9.0	
<i>List A: Select Three (27 Hours)</i>			
NBUS 200	Communication in the Workplace	9.0	
NBUS 202	Attitude in the Workplace	9.0	
NBUS 203	Decision Making and Problem Solving	9.0	
NBUS 205	Team Building	9.0	
NBUS 206	Time Management	9.0	
NBUS 207	Conflict Resolution	9.0	
NBUS 210	Customer Service	9.0	

Total: 45.0

4. Master Planning

This program fits with the Las Positas College Educational Master Plan strategies A1 "Address the educational needs of a diverse student population and global workforce," A4 "Address the needs of basic skills students," A5 "Assist underprepared students," and A6 "Focus on workforce readiness."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs



Program Modification: Innovation, Entrepreneurship, and Small Business Management - Certificate of Completion

This small business management program is a short-term (typically one year) non-credit program. It is a career technical education program designed to prepare students and managers of all levels in operating, managing, and growing a small business. Learning from real-life small business management cases and projects, you'll develop the business acumen and technical expertise needed to launch a new enterprise, take over an existing business, or be the one employee who can make a difference to the future of the company. The program will also aid students in preparing for college-level courses in Business.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 45.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered	
List A courses	27.0	Major/Required	Summer	
NBUS 212	Developing Your Business Plan	9.0	Major/Required	Summer
NBUS 213	Legal Aspects of Small Business	9.0	Major/Required	Summer

Total: 45.0

Program Requirements



LAS POSITAS
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Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

Program Title

Journalism

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills.

Program Requirements

Course	Title	Units	Term
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Required Core: (9 units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 21A	Express College Newspaper A	3.0

List A: Select One (3 Units)

JAMS 3	Introduction to Public Relations	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 23	Multimedia Reporting	3.0

List B: Select Two (6-7 Units)

CMST 4	Introduction to Communication Studies	3.0
CMST 46	Argumentation and Debate	3.0
ECON 1	Principles of Microeconomics	3.0
OR		
ECON 2	Principles of Macroeconomics	3.0
ENGL C1001	Critical Thinking and Writing	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
PHIL 6	Introduction to Logic	3.0
OR		
PHIL 8	Logic and Argumentation	4.0
POLI 20	Comparative Government	3.0
POLS C1000	American Government and Politics	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 1 Introduction to Mass Communications	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	6.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 11 Introduction to Reporting and Newswriting	3.0	Major/Required	Spring
Oral Communication (Area 1C)	3.0	General Education	
List B Course	3.0	Major/Required	

Humanities (Area 3B)	3.0	General Education
STAT C1000 or MATH 47 (Area 2)	3.0 - 4.0	General Education
CSU Elective	1.0 - 0.0	Elective

Gateway Course

Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 21A Express College Newspaper A	3.0	Major/Required	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
List B Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 4 - Spring Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Biological Science with Lab (Area 5B and 5C)	4.0	General Education	
CSU Elective	4.0	Elective	

Total: 60.0



Technical Program Revision: Kinesiology - Associate in Arts Degree for Transfer

Program Title

Kinesiology

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Program Requirements

Course	Title	Units	Term
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Required Core: (13 Units)

BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
KIN 30	Introduction to Kinesiology	3.0

*Movement-Based Courses: Select One Course Maximum from Any**Three of the Following Areas (3-5 Units)*

Area 1: Aquatics		-
KIN DV1	Springboard Diving	1.0
KIN SW1	Swimming 1	1.0
KIN SW2	Swimming 2	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN SWF2	Swimming for Fitness 2	1.0
Area 2: Combatives		-
KIN ETD1	Eskrima - Tenio DeCuerdas 1	1.0
KIN JDR1	Jujutsu - Danzan Ryu 1	1.0
Area 3: Dance		-
KIN DA1	Dance Aerobics 1	1.0
KIN ZUM1	Zumba Fitness Workout 1	1.0
Area 4: Fitness		-
KIN AF1	Aerobic Fitness 1	1.0
KIN CRT	Cross Training	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN FJW2	Fitness Jog Walk 2	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN PF	Personal Fitness	1.0
KIN PL1	Pilates 1	1.0
KIN WT1	Weight Training 1	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN YIN1	Yin Yoga 1	1.0
KIN YO1	Yoga 1	1.0
Area 5: Individual Sports		-
KIN AR1	Archery 1 - Beginning Archery	1.0
KIN BL1	Bowling 1	1.0
KIN BL2	Bowling 2	1.0
KIN FG1	Footgolf 1	1.0
KIN GF1	Golf 1	1.0
KIN GF2	Golf 2	1.0

Area 6: Team Sports		-
KIN BD1	Badminton 1	1.0
KIN BD2	Badminton 2	1.0
KIN BK1	Basketball 1	1.0
KIN BK2	Basketball 2	1.0
KIN SI1	Soccer - Indoor 1	1.0
KIN SO1	Soccer - Outdoor 1	1.0
KIN VB1	Volleyball Beginning	1.0
KIN 32A	Fall Intercollegiate Men's Basketball	3.0
KIN 38B	Intercollegiate Men's Soccer	3.0
KIN 40B	In Season Intercollegiate Women's Volleyball	1.0-3.0
KIN 41B	Fall Intercollegiate Basketball - Women	1.5
KIN 48B	Intercollegiate Athletics: Women's Soccer	3.0
KIN 50B	Intercollegiate Swimming & Diving	3.0

List A: Select Two (6-10 Units)

CHEM 1A	General College Chemistry I	5.0
HEA 1	Introduction to Personal Health	3.0
	Responding to Emergencies: Comprehensive	
KIN 14	First Aid/CPR/AED	3.0
PHYS 1A	General Physics I	5.0
OR		
PHYS 2A	Introduction to Physics I	4.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

22.0-28.0

Additional General Education and Elective Units

32.0-38.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for alisting of areas and courses. Double counting courses in GE and the major is permissible. The numberof units that may be double counted will depend on the entry point to the degree program and theoptional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or acounselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Kinesiology - Associate in Arts Degree for Transfer

The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 30	4.0	Elective	
English Composition (Area 1A)	3.0	General Education	
STAT C1000 (Area 2)	4.0	General Education	
Activity Course	1.0		
KIN 30	3.0	Major/Required	
Introduction to Kinesiology			

*3 activity course must all come from different Areas (i.e. Aquatics, Combatives, Dance, Fitness, Individual Sports, & Team Sports) - See Catalog

Term 2 - Spring Semester

Units: 15.0-16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7A	5.0	Major/Required	
HUMAN ANATOMY			
CHEMA 1A or 31 or 30A (Area 5A and 5C)	4.0 - 5.0	General Education	

Critical Thinking and Composition (Area 1B)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7B Human Physiology	5.0	Major/Required	
Humanities (Area 3B)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0		
Activity Course	1.0	Major/Required	

Term 4 - Spring Semester**Units: 15.0-14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0 - 4.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	5.0 - 3.0	Elective	
Activity Course	1.0	Major/Required	

Total: 60.0



Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree

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
	Arts of Africa, Oceania, and Indigenous North	
ARHS 3	Americas	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
	Western Art History - Renaissance to	
ARHS 5	Contemporary	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 2B	Drawing and Composition	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
FLMS 7	Introduction to Screenwriting	0.0
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	Color Theory	3.0
FLMS 5	Introduction to Film Editing	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 51	Color Theory	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
	Creative Portfolio Development & Self	
GDDM 60	Promotion	3.0
GDDM 62	Web Design II	3.0
GDDM 64	Adobe InDesign I	3.0
GDDM 70	Photoshop and Lightroom for Photographers	3.0
JAMS 12	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
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
PHTO 70	Photoshop and Lightroom for Photographers	3.0
PHTO 72	Introduction to Photojournalism	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 39A	Musical Theater Workshop - Beginning	3.0
THEA 39B	Musical Theater Workshop - Intermediate	3.0
THEA 39C	Musical Theater Workshop - Advanced	3.0
	Performance in Production: Introduction to Live	
THEA 47A	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 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 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	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
KIN 3	Sports in Films & Documentaries	3.0
HIST 32	U.S. Women's History	3.0
HUMN 2	Introduction to Film Studies	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
LIBR 1	Working with Sources	1.0
LIBR 4	College Research Techniques	0.5
LIBR 6	Research in Special Subjects	0.5
LIBR 7	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	Intro 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	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Total Units in Area of Emphasis

18.0-

21.0

Additional General Education and Elective Units

39.0-

42.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

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.



Program Modification: Liberal Arts & Sciences: Arts and Humanities - Associate of Arts Degree

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 Semester

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	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Humanities 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
MATH 47 (Area 2)	3.0	General Education

Term 3 - Fall Semester**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 Semester**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

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
	The Fundamentals of Personal and Family	
BUSN 33	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 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	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

40.0-
42.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

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.



Program Modification: Liberal Arts & Sciences: Business - Associate of Arts Degree

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 Semester

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 Semester

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 Semester****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 Semester**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

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	Professional Communications	3.0
CIS 44	IT Fundamentals+	2.0
CIS 50	Introduction to Computing Information Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS 55B	Advanced MS Office Skills	2.0
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	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	3.0
CIS 9005	Oracle: APEX Application Development	3.0
CNT 43	Professional Communications	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CNT 52	Networking Fundamentals	3.0
CNT 55	MCSA I Windows Server Installation, Storage, and Compute	3.0
CNT 56	MCSA II Networking with Windows Server	3.0
CNT 57	MCSA III Identity 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	3.0
CNT 7401	Red Hat Linux Administration I	3.0
CNT 7402	Red Hat Linux Administration II	3.0
CNT 7501	Ethical Hacking	3.0
CNT 8001	Cisco CCNA1/3 Introduction to Networks (ITN)	3.0
	Cisco CCNA2/3 Switching, Routing, and	

CNT 8002	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 3	Red Hat Linux Administration II	3.0
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 41	Red Hat Linux Administration I	3.0
CS 43	Professional Communications	3.0
CS 45	Database Programming	4.0
CS 47	Capstone Project	3.0

Total Units in the Area of Emphasis

18.0-
20.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 18.0-20.0

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.



Program Modification: Liberal Arts & Sciences: Computer Studies - Associate of Arts Degree

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 Semester

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 Semester

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 (Area 4)	3.0	General Education	

American Institutions (Area 9)	3.0	General Education
STAT C1000 or MATH 47 (Area 2)	3.0 - 4.0	General Education

Term 3 - Fall Semester**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 Semester**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: Language Arts and Communication - Associate of Arts Degree

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 4	Critical Thinking and Writing about Literature	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	Writing A Journal of Arts, Literature, and Academic	3.0
ENG 19B	Writing B	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
ENGL C1000	Academic Reading and Writing	3.0
ENGL C1001	Critical Thinking and Writing	3.0
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	Introduction to Photojournalism	3.0
	Journal of Arts, Literature, and Academic	
JAMS 19A	Writing A	3.0
	Journal of Arts, Literature, and Academic	
JAMS 19B	Writing B	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 24A	Naked Magazine: College Magazine A	3.0
JAMS 24B	Naked Magazine: College Magazine B	3.0
PHTO 72	Introduction to Photojournalism	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	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Total Units in the Area of Emphasis

18.0-
22.0

General Education and Electives

38.0-
42.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

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.



Program Modification: Liberal Arts & Sciences: Language Arts and Communication - Associate of Arts Degree

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 Semester

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 Semester

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 Semester**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 Semester**Units: 16.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	13.0	Elective	

Total: 60.0



Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree

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		-
CS 17	Discrete Mathematical Structures	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10	Discrete Mathematical Structures	4.0
MATH 21	Precalculus	4.0
MATH 22	Precalculus & Trigonometry	6.0
MATH 27	Number Systems for Educators	3.0
MATH 30	College Algebra for STEM	4.0
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	Introduction to Astronomy Laboratory	1.0
ASTR 31	Introduction to Astronomy: The Solar System	3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
BIO 1A	General Botany	5.0
BIO 1B	General Zoology	5.0
BIO 1C	Cell and Molecular 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
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 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

39.0-
42.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses.

Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

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.



Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree

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 Semester

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 Semester

Units: 15.0-17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	3.0 - 0.0	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
Health (Area 8)	3.0	General Education

Term 3 - Fall Semester**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 Semester**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

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	Patrol Procedures	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 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
ENG 44	Literature of the American West	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
GEOG 2	Cultural Geography	3.0
GEOG 5	World Regional Geography	3.0
GEOG 12	Geography of California	3.0

GS 1	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	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 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	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
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
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
	Lesbian, Gay, Bisexual, Transgender, and Queer	
LGBT 2	Psychology	3.0
NTRN 10	Perspectives in Cultural Nutrition	3.0
	Introduction to California State and Local	
POLI 12	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
	Theories And Concepts Of Counseling: An	
PCN 3	Introduction	3.0
	Introduction to Social Work and Human	
PCN 5	Services	3.0
PCN 13	Multicultural Issues in Contemporary America	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	Psychology of Race and Identity	3.0
PSYC 25	Research Methods	4.0
PSYC 27	Introduction to Cognitive Science	3.0

PSYC 27	Introduction to Cognitive Science	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 5	Introduction to Global Studies	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

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 18.0-20.0

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.



Program Modification: Liberal Arts & Sciences: Social and Behavioral Sciences - Associate of Arts Degree

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 Semester

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 Semester

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

Term 3 - Fall Semester**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 Semester**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: Marine Technology Yachting 101 - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

This apprenticeship program is CTE focused and will help students attain a job-ready state to gain employment in the Marine Technology industry.

2. Catalog Description

The Marine Technology Yachting 101 Certificate of Achievement can provide the skills necessary for an apprentice to qualify as trained entry-level marine technicians, as well as for career advancement. This apprenticeship program focuses on the mechanical and electrical side of marine equipment. Students who would like to gain employment at aftermarket shops could take this program and excel in a shop that services many types of marine equipment from multiple manufacturers. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility. This program include a work experience component.

3. Program Requirements

Course	Title		Units	Term
<i>Required Core: (16.5 Units)</i>				
APMT 51	Boatworks 101 Yacht Electrical Systems	1st	4.0	
APMT 52	Boatworks 101 Yacht Propulsion Systems	1st	4.0	
APMT 53	Boatworks 101 Yacht Craftsmanship Lab	1st	0.5	
APWX 94	Apprenticeship Work Experience	2nd	8.0	

Total: 16.5

4. Career Opportunities

Marine Technician, Marine Sales representative, Marine parts person, Marine Service writer, Marine Service Manager.

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

After one year 12. 12 more every 6 months after that.

7. Place of Program in Curriculum/Similar Programs

This will be placed with the other Marine Technology Apprenticeship program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



LAS POSITAS
COLLEGE

Technical Program Revision: Mathematics - Associate in Science Degree for Transfer

Program Title

Mathematics

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics for Transfer degree . The major requirements for the Associate in Science in Mathematics 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 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
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Required Core: (15 units)

MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0

List A: Select one (3.5 units)

MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5

List B: Select one (3.5-5 units)

Any List A course not already used.		3.5
CS 1	Computing Fundamentals I	4.0
PHYS 1A	General Physics I	5.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

22.0-23.5

Additional General Education and Elective Units

36.5-38.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Mathematics - Associate in Science Degree for Transfer

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics for Transfer degree. The major requirements for the Associate in Science in Mathematics 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 should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1 Calculus I	5.0		
English Composition (Area 1A)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	4.0	Elective	

Term 2 - Spring Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2 Calculus II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	

Term 3 - Fall Semester**Units: 15.0-16.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3 Multivariable Calculus	5.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Physical Science with Lab (Area 5A and 5B)	4.0 - 5.0	General Education	
If Phys 1A not planned as List B course.			
Humanities (Area 3B)	3.0	General Education	
Course can be used to satisfy American Institutions requirement (CSU grad): -Hist 7 & 8 -Hist 7 & 14 OR -Hist (7, 8, 25 or 32) & Poli 7 (Area D)			

Term 4 - Spring Semester**Units: 16.0-15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.5	Major/Required	
List B Course	3.5 - 5.0	Major/Required	
Biological Science (Area 5B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	3.0 - 0.5	Elective	

Total: 60.0



Technical Program Revision: Music - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Associate of Arts in Music is a local program designed to prepare students to transfer to many four-year colleges. Students who obtain the Associate of Arts in Music degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Music, as well as most UCs and private institutions.

2. Catalog Description

The Associate of Arts in Music offers a secure foundation for further study in music, and is designed to prepare students to transfer to many four-year colleges. Courses in the Music Department will fulfill the needs of music majors, professional musicians, and those whose interest is recreational. Students who obtain this degree will have completed the common core of lower division courses, including piano courses required for a CSU baccalaureate degree in Music, as well as most UCs and private institutions.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (22 units)

MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 10A	Music Theory and Musicianship 3	4.0
MUS 10B	Music Theory and Musicianship 4	4.0
MUS 21A	Beginning Piano	1.0
OR		
MUS 18A	Jazz/Pop Piano 1	1.0
MUS 21B	Intermediate Piano	1.0
OR		
MUS 18B	Jazz/Pop Piano 2	1.0
MUS 38	Applied Lessons* To be taken four times	4.0

List A: Select from Below (4 Units)

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 13	History of Rock & Roll	3.0
MUS 18A	Jazz/Pop Piano 1** May only be selected for List A if not taken as part of Required Core	1.0
MUS 18B	Jazz/Pop Piano 2**	1.0
MUS 19	Studies in Music Composition	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 23A	Elementary Voice	1.0
MUS 23B	Intermediate Voice	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

List B: Select from Below (4 Units)

MUS 11	Commercial Music Combo	1.0
MUS 14	Jazz Workshop	1.0
MUS 15	Jazz Ensemble	1.0
MUS 16	Philharmonic Orchestra	1.0
MUS 17A	Jazz Combo 1	1.0
MUS 17B	Jazz Combo 2	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 40	VOCAL JAZZ ENSEMBLE	2.0
MUS 48	Improvisation Lab	1.0

Total Units for the Major

30.0

Additional General Education and Elective Units

30.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

** May only be selected for List A if not taken as part of Required Core

* To be taken four times

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing local degrees designed for transfer.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

7. Similar Programs at Other Colleges in Service Area

Chabot, DVC, Ohlone, Foothill, and Los Medanos



Technical Program Revision: Music - Associate of Arts Degree

The Associate of Arts in Music offers a secure foundation for further study in music, and is designed to prepare students to transfer to many four-year colleges. Courses in the Music Department will fulfill the needs of music majors, professional musicians, and those whose interest is recreational. Students who obtain this degree will have completed the common core of lower division courses, including piano courses required for a CSU baccalaureate degree in Music, as well as most UCs and private institutions.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	1.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Health (Area 8)	3.0	General Education	
American Institutions (Area 9)	3.0	Major/Required	
MUS 8A 1	Music Theory and Musicianship 4.0	Major/Required	
MUS 21A	Beginning Piano 1.0	Major/Required	
MUS 38	Applied Lessons 1.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	2.0	Elective	
MUS 8A 1	Music Theory and Musicianship 4.0	Major/Required	
MUS 21B	Intermediate Piano 1.0	Major/Required	
MUS 38	Applied Lessons 1.0	Major/Required	

List B Course	1.0	Major/Required
MATH 47 (Area 2)	3.0	General Education
Critical Thinking and Oral Communication (Area 1B)	3.0	General Education

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 3 World Music	3.0	Major/Required	
OR			
MUS 4 Jazz in American Culture	3.0	Major/Required	
OR			
MUS 5 American Cultures in Music	3.0	Major/Required	
MUS 10A Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38 Applied Lessons	1.0	Major/Required	
List B Course	1.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 4 - Spring Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10A Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38 Applied Lessons	1.0	Major/Required	
List A Course	1.0	Major/Required	
List B Course	1.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Total: 60.0



Technical Program Revision: Norcal Laborers Construction - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

This apprenticeship program is CTE focused and will help students attain a job-ready state to gain employment in the heavy truck driving industry.

2. Catalog Description

The Norcal Laborers Construction Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (34 Units)</i>			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 100	Forklift Orientation Initial	2.5	
APCL 101	Fundamentals of Construction	4.5	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 103	Safety Certification	2.5	
APCL 104	Aerial Work Platform Initial	1.0	
APCL 105	Rigging and Signaling	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	

Total: 34.0

4. Career Opportunities

Construction site worker

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

4000 as soon as the program is approved.

7. Place of Program in Curriculum/Similar Programs

This will be placed with the Norcal Construction program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Norcal Laborers LiUNA! Laborers' Construction - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

This apprenticeship program is CTE focused and will help students attain a job-ready state to gain employment in the heavy truck driving industry.

2. Catalog Description

The Norcal Laborers LiUNA Laborers' Construction Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal LiUNA Laborers' Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (43.5 Units)</i>			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 100	Forklift Orientation Initial	2.5	
APCL 101	Fundamentals of Construction	4.5	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 103	Safety Certification	2.5	
APCL 104	Aerial Work Platform Initial	1.0	
APCL 105	Rigging and Signaling	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	
APCL 107	Concrete Techniques	5.0	
APCL 108	Asphalt Paving Techniques	4.5	

Total: 43.5

4. Career Opportunities

Construction site worker

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

4000 as soon as the program is approved.

7. Place of Program in Curriculum/Similar Programs

This will be placed with the Norcal Construction program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Norcal Laborers Traffic Control - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

This apprenticeship program is CTE focused and will help students attain a job-ready state to gain employment in the heavy truck driving industry.

2. Catalog Description

The Norcal Laborers Traffic Control Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (27.5 Units)</i>			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	
APCL 109	Blueprint Reading Orientation, Basic	1.5	
APCL 110	Confined Space Awareness	0.5	
APCL 111	First Aid, CPR and AED	0.5	
APCL 112	Flagging Certification	0.5	
APCL 113	Traffic Control	0.5	
APCL 114	OSHA 10 Hour Norcal	1.0	
APCL 115	OSHA 30 Hour Norcal	2.0	

Total: 27.5

4. Career Opportunities

Construction site worker

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

4000 as soon as the program is approved.

7. Place of Program in Curriculum/Similar Programs

This will be placed with the Norcal Construction program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Program Title

Nutrition and Dietetics

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

Program Requirements

Course	Title	Units	Term
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Required Core: (16 Units)

BIO 7C	Microbiology	5.0
CHEM 1A	General College Chemistry I	5.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC C1000	Introduction to Psychology	3.0

List A: Select Two (9-10 Units)

CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One (3-5 Units)

CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

28.0-31.0

Additional General Education and Elective Units

29.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
NTRN 1	Introduction to Nutrition Science	3.0	Major/Required
BIO 30		4.0	General Education
Prerequisite for BIO 7C			
English Composition (Area 1A)		3.0	General Education
STAT C1000	Introduction to Statistics	4.0	Major/Required
Area 2			

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC C1000	Introduction to Psychology	3.0	Major/Required
CHEM 1A	General College Chemistry I	5.0	Major/Required

Elective	4.0	Elective
Oral Communication (Area 1C)	3.0	General Education

Term 3 - Summer Semester**Units: 3.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective	3.0	Elective	

Term 4 - Fall Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective	5.0	Elective	
ECON 1 or 2 or SOC 1 Area 4	3.0	Major/Required	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Term 5 - Spring Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts (Area 3A)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	8.0	Elective	

Total: 60.0



Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

1. Statement of Program Goals and Objectives

This program is designed to prepare students to take and pass the National Registry Emergency Medical Technician - Paramedic (NREMT-P) examination so they can become Licensed Paramedics in the state of California. It also prepares students to transfer and earn a BA in Paramedics.

2. Catalog Description

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

3. Program Requirements

Course	Title		Units	Term
<i>Required Core: (46 Units)</i>				
BIO 50	Anatomy and Physiology	2nd	4.0	
EMS 10	Paramedic Theory 1	3rd	6.0	
EMS 11	Paramedic Theory 2	4th	6.0	
EMS 12	Paramedic Laboratory 1	3rd	4.0	
EMS 13	Paramedic Laboratory 2	4th	4.0	
EMS 16	Paramedic Clinical Internship	5th	3.0	
EMS 17	Paramedic Field Internship	6th	9.0	
EMS 20	Emergency Medical Technician	1st	7.0	
EMS 62	Basic Medical Terminology	2nd	3.0	

Total: 46.0

4. Career Opportunities

Students that earn this degree can find employment as a firefighter, paramedic with an ambulance company, and in specific and limited cases, work in a hospital.

5. Master Planning

This is an update to a current program. The update is in line with the Education Master Plan strategies of A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness"

6. Enrollment and Completer Projections

10 per academic year

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of our EMS department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Program Modification: Paramedic Sciences - Certificate of Achievement (30 to fewer than 60 units)

This program is designed to prepare students to take and pass the National Registry Paramedic (NRP) examination so they can become Licensed Paramedics in the state of California. Students that complete the Certificate of Achievement in Paramedic Science are able to gain employment as paramedic firefighters, paramedics on ambulances that serve the community as Advanced Life Support 9-1-1 providers, and in certain limited situations work in the hospital setting.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 20	Emergency Medical Technician	7.0	Major/Required	

Term 2 - Spring Semester

Units: 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 50	Anatomy and Physiology	4.0	Major/Required	
EMS 62	Basic Medical Terminology	3.0	Major/Required	

Term 3 - Fall Semester

Units: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 10	Paramedic Theory 1	6.0	Major/Required	
EMS 12	Paramedic Laboratory 1	4.0	Major/Required	

Term 4 - Spring Semester

Units: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 11	Paramedic Theory 2	6.0	Major/Required	
EMS 13	Paramedic Laboratory 2	4.0		

Term 5 - Summer Semester**Units: 3.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 16	Paramedic Clinical Internship	3.0	Major/Required	

Term 6 - Fall Semester

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
EMS 17	Paramedic Field Internship	9.0	Major/Required	

Total: 46.0



LAS POSITAS
COLLEGE

Technical Program Revision: Philosophy - Associate in Arts Degree for Transfer

Program Title

Philosophy

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

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 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, American Cultures, and Wellness do not apply and are not required of students earning this degree.

Program Requirements

Course	Title	Units	Term
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Required Core: (6-7 Units)

PHIL 1	God, Nature, Human Nature	3.0
OR		
PHIL 2	Ethics	3.0
OR		
PHIL 6	Introduction to Logic	3.0
OR		
PHIL 8	Logic and Argumentation	4.0

List A: Select One (3 Units)

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

List B: Select Two (6 Units)

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

List C: Select One (3 Units)

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

41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

*Students cannot take both PHIL 6 and PHIL 8

Total: 60.0



Technical Program Revision: Philosophy - Associate in Arts Degree for Transfer

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, American Cultures, and Wellness 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 Semester

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 Semester

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 Semester**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	2.0	Elective	

Term 4 - Spring Semester**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: Psychology - Associate in Arts Degree for Transfer

Program Title

Psychology

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2024

Program Description

The Associate in Arts in Psychology for Transfer is to assist students in transferring into the California State University System. Students completing the AA-T degree receive a guarantee of admission with junior status into the California State University System. The CSU system 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. In addition, a student shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University. Students who complete the program will have a basic understanding of psychological theory, skills and methods relevant to conducting rigorous psychological research, and critical knowledge of various substantive topics of psychology.

Program Requirements

Course	Title	Units	Term
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Required Core: (11 Units)

PSYC 25	Research Methods	4.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select One (3-4 Units)

BIO 10	Introduction to the Science of Biology	4.0
BIO 30	Introduction to College Biology	4.0
PSYC 4	Brain, Mind, and Behavior	3.0

List B: Select One (3-4 Units)

Any List A course not already used		3.0-4.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 12	Life-Span Psychology	3.0

List C: Select One (3-5 Units)

Any List A or B course not already used.		3.0-4.0
ANTR 1	Biological Anthropology	3.0
ANTR 3	Cultural Anthropology	3.0
ETHS 5	Psychology of Race and Identity	3.0
MATH 1	Calculus I	5.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	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	Psychology of Race and Identity	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

20.0-24.0

Additional General Education and Elective Units

36.0-40.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Psychology - Associate in Arts Degree for Transfer

The Associate in Arts in Psychology for Transfer is to assist students in transferring into the California State University System. Students completing the AA-T degree receive a guarantee of admission with junior status into the California State University System. The CSU system 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. In addition, a student shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University. Students who complete the program will have a basic understanding of psychological theory, skills and methods relevant to conducting rigorous psychological research, and critical knowledge of various substantive topics of psychology.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC C1000 Introduction to Psychology	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 Introduction to Statistics	4.0	Major/Required	
List B Course	3.0	Major/Required	

Critical Thinking and Composition (Area 1B)	3.0	General Education
Humanities (Area 3B)	3.0	General Education
CSU Elective	2.0	Elective

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 10, BIO 30, or PSYC 4 Area 5B	3.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	6.0 - 5.0	Elective	
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC 25 Research Methods	4.0	Major/Required	
List C Course	3.0	Major/Required	
Physical Science with Lab (Area 5A and 5C)	4.0	General Education	
CSU Elective	4.0	Elective	

Total: 60.0



LAS POSITAS
COLLEGE

Technical Program Revision: Public Health - Associate in Science Degree for Transfer

Program Title

Public Health

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Science in Public Health for Transfer Degree is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Public Health. Completion of the AS-T degree in Public Health, opens doors to entry-level careers in a wide variety of health-related agencies, medical centers, long-term care facilities, private and public health organizations, and local, state, and federal health departments. After completion of the AS-T in Public Health, transfer, and further education, additional career paths are possible including health educator, health care manager, nurse, physical therapist, community college health instructor, physician, public health advisor, health informatics, and medical scientist. Whether students choose selective employment or further education, they have the opportunity to become the new generation of health professionals prepared to face the emerging challenges to human health. Completion of the AS-T degree in Public Health provides a streamlined path for transfer to a California State University (CSU) campus with a public health science related major such as: Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health Option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention, Collaborative Health, and Human Services with Community Health option. 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.

Program Requirements

Course	Title	Units	Term
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Required Core: (14 Units)

BIO 30	Introduction to College Biology	4.0
HEA 1	Introduction to Personal Health	3.0
HEA 7	Introduction to Public Health	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select One (4-5 Units)

BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
CHEM 1A	General College Chemistry I	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 31	Introduction to College Chemistry	4.0

List B: (3 Units)

HEA 11	Health and Social Justice	3.0
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List C: Select One (3 Units)

HEA 3	Women's Health	3.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

24.0-25.0

Additional General Education and Elective Units

35.0-36.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Public Health - Associate in Science Degree for Transfer

The Associate in Science in Public Health for Transfer Degree is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Public Health. Completion of the AS-T degree in Public Health, opens doors to entry-level careers in a wide variety of health-related agencies, medical centers, long-term care facilities, private and public health organizations, and local, state, and federal health departments. After completion of the AS-T in Public Health, transfer, and further education, additional career paths are possible including health educator, health care manager, nurse, physical therapist, community college health instructor, physician, public health advisor, health informatics, and medical scientist. Whether students choose selective employment or further education, they have the opportunity to become the new generation of health professionals prepared to face the emerging challenges to human health. Completion of the AS-T degree in Public Health provides a streamlined path for transfer to a California State University (CSU) campus with a public health science related major such as: Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health Option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention, Collaborative Health, and Human Services with Community Health option. 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.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 30	Introduction to College Biology	4.0	Major/Required	
HEA 1	Introduction to Personal Health	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
STAT C1000 (Area 2)		4.0	General Education	
CSU Elective		1.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HEA 7 Introduction to Public Health	3.0	Major/Required	
List A Course	4.0 - 5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
CSU Elective	2.0 - 1.0	Elective	

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List C Course	3.0	Major/Required	
HIST 7, 8, 25, or 32 (Area 4 and American Institutions)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
CSU Elective	6.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
HIST 7, 8 or 14; POLS C1000	3.0	Elective	
Arts (area 3A)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	
CSU Elective	3.0	Elective	

*Course can be used to satisfy American Institutions requirement (CSU grad): -Hist 7 & 8 OR -Hist 7 & 14
OR -Hist (7, 8, 25 or 32) & Poli 7

Total: 60.0

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer

Program Title

Social Justice Studies: Gender Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

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
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Required Core: Select Three (9 Units)

ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

*List A: Select Three Courses from at least Two of the Following Areas**(9-10 Units)*

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

41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer

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 Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000	Introduction to Statistics	4.0	Major/Required	
ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required	
OR				
SOC 3	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 Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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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 Semester**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 Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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 Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer

Program Title

Social Justice Studies: LGBTQ Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

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
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Required Core: Select Three (9 Units)

LGBT 1	Introduction to LGBTQ Studies	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
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

List A: Select Three Courses from at least Two of the Following Areas (9-10 Units)

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	Feminist Philosophy	3.0
RELS 3	Introduction to Women's Spirituality	3.0
		-
Area 3: Social Science		-
GS 1	Introduction to Global Studies	3.0
OR		
SOC 5	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
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

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer

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 Semester

Units: 12.0

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 Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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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 Semester**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 Semester**Units: 12.0**

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: 54.0



LAS POSITAS
COLLEGE

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

Program Title

Social Work and Human Services

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term
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Required Core: (22-23 Units)

	Introduction to Social Work and Human Services	3.0
PCN 5		
PCN 50	Social Work and Human Services Seminar	1.0
PCN 50L	Social Work and Human Services Fieldwork	2.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
STAT C1000	Introduction to Statistics	4.0
BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 20	Contemporary Human Biology	3.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECON 1	Principles of Microeconomics	3.0
OR		
ECON 2	Principles of Macroeconomics	3.0

List A: Select Two (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
ANTR 3	Cultural Anthropology	3.0
CMST 11	Intercultural Communication	3.0
ECE 56	Child Growth and Development	3.0
ECE 62	Child, Family and Community	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
PCN 35	Drugs, Health, and Society	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 12	Life-Span Psychology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
SOC 6	Social Problems	3.0

Total Units in the Major

28.0-29.0

Additional General Education and Elective Units

Total Units	31.0-32.0
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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 advisor on a

optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 5 Introduction to Social Work and Human Services	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
MATH 40 (Area 2)	4.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	1.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000 Introduction to Statistics	4.0	Major/Required	

BIO 10	Introduction to the Science of Biology	4.0	Major/Required
OR			
BIO 20	Contemporary Human Biology	3.0	Major/Required
OR			
BIO 30	Introduction to College Biology	4.0	Major/Required
OR			
BIO 50	Anatomy and Physiology	4.0	Major/Required
Critical Thinking and Composition (Area 1B)		3.0	General Education
Humanities (Area 3B)		3.0	General Education
CSU Elective		3.0 - 2.0	Elective

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SOC 1	Principles of Sociology	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 50	Social Work and Human Services Seminar	1.0	Major/Required	
PCN 50L	Social Work and Human Services Fieldwork	2.0	Major/Required	
ECON 1	Principles of Microeconomics	3.0	Major/Required	
OR				
ECON 2	Principles of Macroeconomics	3.0	Major/Required	
List A Course		3.0	Major/Required	

Physical Science with Lab (Area 5A and 5C)	4.0	General Education
CSU Elective	2.0	Elective

Total: 60.0

Program Requirements



LAS POSITAS
COLLEGE

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

Program Title

Studio Arts

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

This Associate in Arts in Studio Arts for Transfer degree is designed to prepare students for transfer to a CSU institution to continue their studies toward earning a B.A. in Art or Studio Arts. The students who earn a Studio Arts AA-T degree will have an understanding of art and design concepts, the ability to communicate using visual media, and will possess a portfolio of work reflecting their knowledge, techniques, and creativity gained during the course of study.

Program Requirements

Course	Title	Units	Term
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Required Core: (12 units)

	Western Art History - Renaissance to Contemporary	3.0
ARHS 5		
ARTS 2A	Introduction to Drawing	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0

List A: Select One (3 units)

	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 3		
ARHS 4	Western Art History - Ancient to Medieval	3.0
ARHS 8	Asian Art History	3.0

List B: Select One Course from Three Curricular Areas (9 units)

Color		-
ARTS 26	Color Theory	3.0
OR		
GDDM 51	Color Theory	3.0
		-
Drawing		-
ARTS 2B	Drawing and Composition	3.0
ARTS 3A	Figure and Composition I	3.0
		-
Painting		-
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
		-
Photography		-
PHTO 50	Introduction to Photography	3.0
		-
Second Semester Course		-
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0

Total Units in the Major

24.0

General Education and Electives

36.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0



Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

This Associate in Arts in Studio Arts for Transfer degree is designed to prepare students for transfer to a CSU institution to continue their studies toward earning a B.A. in Art or Studio Arts. The students who earn a Studio Arts AA-T degree will have an understanding of art and design concepts, the ability to communicate using visual media, and will possess a portfolio of work reflecting their knowledge, techniques, and creativity gained during the course of study.

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 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 24	Three-Dimensional Design and Modeling	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

Term 1 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A Introduction to Drawing	3.0	Major/Required	
ARTS 23 2-D Design	3.0	Major/Required	
ARHS 5 Western Art History - Renaissance to Contemporary	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
HIST 7 (Area 4 and American Institutions)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Biological Sciences (Area 5B)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	Major/Required	
POLS C1000 (Area 4 and American Institutions)	3.0	General Education	
CSU Elective	2.0	Elective	

Total: 60.0



Technical Program Revision: Web & Interaction Design - Certificate of Achievement (16 to fewer than 30 units)

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Web & Interaction Design is designed to prepare students for work in the design profession with an emphasis on developing interactive elements for web and mobile devices. The course work will prepare students to work in web and interaction design related fields.

2. Catalog Description

The Certificate of Achievement in Web & Interaction Design is designed to prepare students for work in the design profession with an emphasis on developing interactive elements for web and mobile devices. The certificate prepares students to work for variety of clients working in diverse industries to design, create and maintain websites and design web and mobile applications.

3. Program Requirements

Course	Title	Units	Term
<i>Required Core: (24 Units)</i>			
GDDM 2	Wordpress and Content Management Systems	3.0	
GDDM 4	User Interface and User Experience Design	3.0	
GDDM 51	Color Theory	3.0	
OR			
ARTS 26	Color Theory	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 60	Creative Portfolio Development & Self Promotion	3.0	
<i>List A: Select One (3 Units)</i>			
GDDM 3	History of Graphic Design	3.0	
GDDM 40	Design Shop: The Business of Design	3.0	
GDDM 62	Web Design II	3.0	

Total: 27.0

4. Career Opportunities

User Interface Designer, User Experience Designer; Graphic Artist; Production Artist; Graphic Designer; Visual Designer; Senior Designer; Web Designer; Freelance Designer; Art Director; Creative Director; Creative Services Manager

5. Master Planning

The program meets LPC's Education Master Plan 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

Five students are projected to complete this program annually.

7. Place of Program in Curriculum/Similar Programs

The Certificate of Achievement in Web Interaction Design will be part of the colleges existing Graphic Design & Digital Media department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.



Technical Program Revision: Web & Interaction Design - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Web & Interaction Design is designed to prepare students for work in the design profession with an emphasis on developing interactive elements for web and mobile devices. The certificate prepares students to work for variety of clients working in diverse industries to design, create and maintain websites and design web and mobile applications.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 26	Color Theory	3.0	Major/Required	
OR				
GDDM 51	Color Theory	3.0	Major/Required	
GDDM 53	Adobe Photoshop I	3.0	Major/Required	
GDDM 56	Introduction to Graphic Design	3.0	Major/Required	

Term 2 - Spring Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 54	Adobe Illustrator I	3.0	Major/Required	
GDDM 55	Web Design I	3.0	Major/Required	

Term 3 - Fall Semester

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	

GDDM 4	User Interface and User Experience Design	3.0	Major/Required
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Term 4 - Spring Semester**Units: 6.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GDDM 2	Wordpress and Content Management Systems	3.0	Major/Required	
GDDM 60	Creative Portfolio Development & Self Promotion	3.0	Major/Required	

Total: 27.0

5.6 Credit for Prior Learning

Effective Term: **Spring 2025**

AUTO L1L2 Smog Level One and Level Two

AUTO SDR Specified Diagnostic and Repair

MATH 1 Calculus I

MATH 2 Calculus II



LAS POSITAS
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Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

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 valid California smog licence. Must have both EI and EO.

Effective Term Spring 2025



LAS POSITAS
COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

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 valid California smog licence. Must have both EI and EO.

Effective Term Spring 2025



LAS POSITAS
COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam Yes

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

Additional Detail (List articulated courses, etc.) No

Effective Term Spring 2025



LAS POSITAS
COLLEGE

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam Yes

Credit-by-Portfolio No

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

Additional Detail (List articulated courses, etc.) No

Effective Term Spring 2025