

Las Positas College
Curriculum Committee Meeting
10/05/2026
5.0 First Reading Packet

5.1. New Courses

- NCOM 248 Activities in Forensics for Older Adults
- NCIS 288A Word Processing Essentials: MS Word, Google Docs, AI Tools
- NTHE 248 Technical Theater in Production



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Computer Information Systems 288A

Word Processing Essentials: MS Word, Google Docs, AI Tools

Effective: Fall 2027

Catalog Description:

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

108 Hours

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

27 hours lecture, 27 hours laboratory.

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

Course Grading:

Pass/No Pass

Justification for course proposal

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

Discipline:

Computer Information Systems.

Student Learning Outcomes

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

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Methods of Evaluation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

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

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

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

[Prior note]

Approved for DE mode 2004/05

Accessibility:

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

Syllabus:

- Instructor response time.
- Grade turnaround time.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Minimum of 1 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: A minimum of two times.

Student-Student Interaction

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

Student-Content Interaction

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

Frequency: at least once

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

Frequency: weekly

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

Frequency: weekly

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

Frequency: twice every semester

Codes and Dates

Course CB Codes

CB03: TOP Code

070210 - Software Applications

CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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



Admin Outline for Noncredit Communication Studies 248 Activities in Forensics for Older Adults

Effective: Fall 2027

Catalog Description:

NCOM 248 - Activities in Forensics for Older Adults 54 - 216 Hours

Competition in the areas of public speaking and oral interpretation. Preparation, including research and writing; practice; and participation and performance in intercollegiate speech and debate tournaments.
54 - 216 hours laboratory.

Total Lab Hours	54 - 216
Total Inside of Class Hours	54 - 216
Total Outside of Class Hours	0
Total Student Learning Hours	54 - 216

Course Grading:

Pass/No Pass

Justification for course proposal

Current eligibility rules for our collegiate organization allows for 3 years of competition at the national tournament. Currently, students can take CMST 48 for a total of 4 semesters. Additionally, if a student attends our college for 3 years, the only barrier for the student to compete is being registered for the class.

Discipline:

Communication Studies.

Student Learning Outcomes

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

- A. Conduct rigorous academic research to construct evidence-based arguments and organized content for competitive advocacy.
- B. Perform a platform speech in a competitive situation.
- C. Perform an oral interpretation presentation in a competitive situation.

Course Objectives:

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

- A. Distinguish major types of competitive speeches;
- B. Employ the tools of information competency including but not limited to logical thinking, effective advocacy, appropriate use of forms of support, and critical deliberation for event preparation;
- C. Exhibit the ability to write for performance;
- D. Demonstrate speaking effectiveness and confidence by managing communication apprehension;
- E. Collect, arrange and edit literature for oral interpretation presentation;
- F. Integrate coach, peer, and self-critique for the purpose of speech and delivery improvements;
- G. Illustrate effective blocking techniques for multiple speaking genres;
- H. Demonstrate improvement in delivery skills;
- I. Demonstrate personal growth as a result of the competitive forensics experience.

Course Content:

- 1. Overview of forensics (debate formats, platform, limited preparation, oral interpretation, and readers theater)
- 2. The application of theory and principles of communication to forensics
- 3. Information competency as it pertains to the research, analysis, and writing for at least one event
 - 1. Supporting your speech
 - 1. What to look for
 - 2. Where to look – research techniques
 - 3. Types of evidence
 - 4. Evaluation of evidence
 - 2. Speech organization
 - 1. Components of an introduction
 - 2. Structural patterns of organizing the body of a speech
 - 3. Components of a conclusion
 - 4. Incorporation of research
- 4. Learning to compile an oral interpretation program
 - 1. Different genres of literature
 - 1. Poetry
 - 2. Prose
 - 3. Drama
 - 2. Where to find literature – research techniques
 - 3. Developing a theme for a program
 - 4. Editing strategies and techniques
 - 5. Writing an introduction
- 5. Practicing advocacy and presentational skills for at least one event
- 6. Participation in at least one competitive forensics event
- 7. Ethics and etiquette for event participation
- 8. Practicing under the guidance of coaches and with peers in preparation for competitive forensics
- 9. Post-event participation evaluation and self-reflection under the guidance of coaches and peers

Methods of Instruction:

1. Lecture
2. Audio-visual Activity - Video and audio demonstrations of performances
3. Research
4. Individualized Instruction - Individual student-instructor coaching sessions
5. Critique - Self, peer, and coaches' critiques
6. Demonstration - Live demonstrations of performances
7. Library orientations
8. Peer group evaluation
9. Participation in forensic activities

Methods of Evaluation

- A. Class Participation
 1. 2 times per week.
- B. Field Trips
 1. 4 per semester
- C. Oral Presentation
 1. Weekly
- D. Research Projects
 1. Weekly
- E. Written manuscripts of all created platform speeches (Once per semester) Written manuscripts of all edited and/or compiled literature for oral interpretation (Once per semester) Instructor affirmation of overall student preparedness for competition (Weekly) Participation in forensic competition (Up to 4 times per semester depending on unit load)

Typical Outside-of-Class Assignments

- A. Other:
 1. **Informative Speech:** Write an original, factual speech on a realistic subject that fulfills the main purpose of informing the audience. Audio and/or visual aids may be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech. Minimal notes are permitted. Maximum time is 10 minutes including introduction.
 2. **Communication Analysis:** Write an original speech which offers an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc., through the use of rhetorical principles. Audio and/or visual aids may be used to supplement and reinforce the message. Manuscripts are permitted. Maximum time limit is 10 minutes.
 3. **Prose Interpretation:** Using the art of oral interpretation, perform a selection or selections of prose material of literary merit, which may be drawn from more than one source. Play cuttings are prohibited. Use of manuscript is required. Maximum time limit is 10 minutes, including introduction.
 4. **Readers Theater:** Create a Readers Theater with a group of three to five other individuals. Any genre of literature, published or original, is permissible. All literature should reinforce a common theme. Recorded or live incidental music is permissible. Manuscripts must be

psychologically present. No costumes beyond ensemble costumes are permitted. Reading stands, chairs, stools, ladders, platforms, steps, props, lighting effects may be used, however, facilities limitations should govern these choices. Time limit: 25 minutes.

Textbooks (Typical):

Due to the competitive nature of Speech and Debate competition, there aren't any authors or coaches that will give away their competitive secrets for free. Therefore, there are no OER at this time.

Textbook:

1. Josh Hamzehee *Forensics Speech and Public Performance: The Art and Science of Competitive Public Speaking*. 1st Kendall Hunt Publishing ed., Kendall Hunt Publishing, 2026.
2. Jory Baker *Little Black Book: A Forensics Anthology*. 1st ed., CreateSpace Independent Publishing Platform, 2015.
3. Stephen E. Lucas *The Art of Public Speaking*. 13th, ISE ed., McGraw Hill Education, 2023.
4. Shawn F. Briscoe *Policy Debate: A Guide for High School and College Debaters*. 1st ed., Southern Illinois University Press, 2017.
5. Ramakrishna Reddy *Connect Using Humor and Story*. 1st ed., CreateSpace Independent Publishing Platform, 2018.

Other Materials Required of Students

1. Visual aid stand provided by the college. .
2. Performance binder .
3. Visual aid carrying case provided by the college. .
4. Page protectors .

Equity Based Curriculum

- Other Materials Required of Students
- DE Course Interaction

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

Forensics tournaments now have an online option. As we finished the 2019-2020 school year online, we were able to see how tournaments can be run online effectively. Coaching sessions over Zoom (or whatever platform used) are useful in teaching how to perform in an online setting.

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

This decision was made after consulting with the CMST department, our dean, and from the feedback we received from our students. The ideal would be face to face but there is no reason why this class could not be

taught fully online.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed every week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: The discussion board will be used weekly to facilitate learning.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Students will receive feedback every week on their coaching sessions.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: There will be at least one announcement per week.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Students will meet over web conferencing at least 2 times per week.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Social networking will be used weekly.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Texting will be used weekly to confirm appointments.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: The discussion board will be used weekly for students to respond to each other's speeches
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Weekly breakout groups will be used to provide feedback to each other.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Weekly peer critiquing will take place.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Social networking will be used weekly for students to communicate ideas with each other.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students will meet weekly to watch and evaluate each other's performances.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: At least once per week.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 Unit=One Speech/Paper written. 2 Units=Two Speeches/Papers written. 3 Units=Three Speeches/Papers written. 4 Units=Four Speeches/Papers written
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 1 lecture per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: At least 2 video performances will be viewed.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Roughly 4 virtual tournaments per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: The speeches will serve as the projects they will perform. 1 to 4 depending on the number of units signed up for.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: Weekly

- **Other:**
Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000350501

CB03: TOP Code

150600 - Speech Communication

CIP Code

09.0101 - Speech Communication and Rhetoric

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



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Admin Outline for Noncredit Theater Arts 248

Technical Theater in Production

Effective: Fall 2027

Catalog Description:

NTHE 248 - Technical Theater in Production

162 Hours

Students will gain practical experience in the application of production responsibilities in any of the following: stage management, house management, construction, scenery, properties, costume, lighting, sound, and running crews. Enrollment is for the duration of the production, from the beginning of the build process to the final strike and clean up/reorganization phase.

18 hours lecture, 108 hours laboratory.

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

Course Grading:

Pass/No Pass

Justification for course proposal

This course is for the continued development of skills in various technical theater related to the selected theatrical work.

Discipline:

Drama/Theater Arts, Stagecraft.

Student Learning Outcomes

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

- Recognize and use backstage and shop terminology, tools, materials and techniques.
- Serve as a member of the running crew of a play or musical.
- Work collaboratively with designers, technicians, and other theatre personnel.

Course Objectives:

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

- A. Demonstrate proficiency in the skills required for a technical theatre crew, specifically as they relate to backstage skills, running crew, costume crew, prop management, and general costume management and assistance.
- B. Employ basic skills to address the technical demands of a theatrical production, as a member of the backstage and/or pre-production crew.
- C. Execute assignment responsibilities in technical rehearsals, during production run, and strike.
- D. Work safely and effectively in one or more of the following areas of technical theater: props construction, set construction, scenery painting, lighting equipment rigging, work on a running crew, costume construction

Course Content:

Lecture:

1. Assignment to production and performance responsibilities
2. Preparation for production including necessary theatrical techniques.
3. Identify and safely utilize appropriate tools to fulfill production requirements for performance.
4. Basic technical theatre terminology.
5. Recognize and demonstrate collaborative responsibilities with the director, designers, and crew supervisors.
6. Demonstrate and apply basic skills in running a production.

Lab Activities:

1. Create, maintain or construct basic production elements.
2. Active participation in the creation of theatrical sets and props.
 1. Construction
 2. Painting
3. Active participation in preparing lighting
 1. Hanging, gelling and focusing lights
 2. Electrical hook-ups
4. Participation in the running of a show
 1. Working on the running crew (set changers)
5. Work on the strike (taking down) of the set and lights
6. Active participation in costuming a show
 1. Building costumes
 2. Finding costumes
 3. Organizing the costumes
 4. Cleaning and return

Methods of Instruction:

1. Classroom Activity - Students work in class on the technical elements needed to produce a particular show being performed on campus — lighting, scenic construction and painting, costumes, etc.

2. Lab - Students are responsible for being the running crew needed for a live show produced on campus, acting as lighting operator, stagehand, costume dresser, etc.
3. Lecture - Instructions are given on best practices for creating technical production elements and being part of a stage crew for a live production.
4. Pre-work instruction on the handling of materials and tools 1. Techniques 2. Safety
5. Hands-on instruction in the process of creating the scenery pieces, costumes and lighting
6. Presence and supervision during performances.
7. Hands-on instruction in running a lighting and sound board during rehearsals
8. Pre-work instruction in the techniques and procedures of running a lighting or sound board

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Class Work
 1. Throughout the semester
- C. Lab Activities
 1. Throughout the semester
- D. Projects
 1. Throughout the semester

Typical Outside-of-Class Assignments

- A. Project:
 1. Constructing a theatrical "flat" for use in a play or musical
 1. Assembling the wood framework
 2. Attaching the canvas or luan
 3. Painting
 4. Creating the means of support
 5. Handling the piece on stage
 2. Building or gathering materials for a specific costume to be used in production
 3. Hanging and focusing a light required for use in production
 4. Striking the set and costumes, post-production

Textbooks (Typical):

Textbook:

1. Paul Colwell *Creativity in Theatre-Making Collaboration and Innovation for Theatre Production* . 1st ed., Routledge, 2026.
2. J. Michael Gillette *Theatrical Design and Production: An Introduction* . 9th ed., McGraw-Hill, 2024.

Manual:

1. Carter, P. Backstage Handbook: An Illustrated Almanac of Technical Information. Broadway Press, 1994.

Other Materials Required of Students

1. Students will be required to own and utilize safety glasses and work boots.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Assignments

Codes and Dates

Course CB Codes

CB00: State ID

CCC000560356

CB03: TOP Code

100600 - Technical Theater

CIP Code

50.0502 - Technical Theatre/Theatre Design and Technology

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

5.2. Course Modifications

- AUTO A2 Automatic Transmission/Transaxle
- BUSN 20 International Business
- BUSN 52 Business Communications
- CIS 88A Word Processing Essentials: MS Word, Google Docs, AI Tools
- CMST 48 Activities in Forensics
- CNT 68 Digital Forensics Fundamentals
- CNT 7285 Cloud Computing: CompTIA Cloud+ Certification
- FLMS 5 Introduction to Film Editing
- NENG 210 Craft of the Sentence
- NFRN 201 Beginning French for Older Adults
- NFRN 202 Elementary French for Older Adults
- NMAT 200C Concurrent Support for SLAM Mathematics



Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle

Credit for Prior Learning: AUTO A2 - Automatic Transmission/Transaxle (Launched)
compared with
AUTO A2 - Automatic Transmission/Transaxle (Active - Implemented 08-15-2026)

Admin Outline for Automotive Technology A2 Automatic Transmission/Transaxle Effective: Fall 2026

Catalog Description:

AUTO A2 - Automatic Transmission/Transaxle 4.00 Units

An in - _ depth study of engine, transmission, transaxles: mechanical, measurement, and assembly. - _ An in-
depth study of the above - _ mentioned components including theory, teardown, **evaluate** evaluation ,
qualifying, and rebuilding. - _ Students are encouraged to enroll in Automotive Lab concurrently.
2 Units Lecture 2 Units Lab

Prerequisite(s):

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

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Replace front pump seal.
- B. Obtain and interpret powertrain data related to the transmission.
- C. Apply transmission/ ~~Transaxle~~ transaxle repair safety precautions.

Course Objectives:

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

- A. Demonstrate the basic safety procedures of handling hazardous waste materials.
- B. Explain the history of powertrain evolution.
- C. Operate a wide variety of precision measurement equipment.
- D. Explain transmission gear ratio and hydraulic theory.
- E. Teardown typical transmission assembly.
- F. Take measurements of transmission components and compare to specifications.
- G. Qualify new and used transmission components
- H. Rebuild transmission to manufacturer specifications.
 - I. Maintain a clean and professional environment.
- J. Demonstrate Ohm's law
- K. Test transmission valve bodies and diagnose issues

Course Content:

Lecture:

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

3. Snap gauges
4. Straight edge
5. Feeler gauges
6. Hole gauges
4. Automatic Transmission Theory
 1. Gear Ratios
 1. Shift Points
 2. Planetary gear sets
 3. Valves
 4. Clutches
 5. Sprags
 2. Hydraulics
 1. Basic and advanced hydraulics
 2. Hydraulic control components
 3. Fluid pressures
 1. Line
 2. Apply
 3. Release
 4. Clutch
 5. Accumulator
 6. Torque
 7. Servo
 8. D4, D3, D2, D1
 3. Other Components
 1. Final Drives
 2. Torque converters
 3. Apply systems
 4. Differential components
 5. Electrical components
 1. TCM, THECM, PCM
 2. Fluid temperature sensor
 3. TISS and TOSS
 4. TCC
 5. PRNDL
5. Transmission Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
6. Component measurement
 1. Specification lookup
 2. Comparison
 1. Component diagnosis
 1. Failure analysis
7. . Qualification of replacement components

1. Correct component?
2. New and used part comparison
8. Transmission rebuilding
 1. Manufacturer Procedures
 1. Component sequence
 2. Torque specifications
 3. Tightening sequences
 4. Special concerns
 2. Assembly lube
 3. Gaskets and sealers
9. Ohm's law
10. Valve body diagnosis
11. Professionalism
 1. Safety glasses
 2. Working shop expectations
 3. Attitude
 4. Cleanliness
 5. Maintenance of work areas and tools

Lab Activities:

1. Safety
2. Powertrain evolution
 1. Internal design improvements
3. Measurement tools usage
4. Transmission ~~Tear-down~~ Teardown
 1. Removal and identification of FWD
 1. Special procedures
 2. Removal and identification of RWD
 1. Special procedures
5. Component measurement
6. Qualification of replacement components
7. Transmission rebuilding
8. Ohm's law usage
9. Valve body diagnosis
10. Professionalism

Methods of Instruction:

1. Lab
2. Lecture

Methods of Evaluation

- A. Exams/Tests
 1. ~~monthly~~ Monthly
- B. Lab Activities

1. ~~weekly~~ Weekly

C. Quizzes

1. ~~weekly~~ Weekly

Typical Outside-of-Class Assignments

A. Reading:

1. Read ~~Chapter~~ chapter ~~One~~ one in text

B. Research:

1. Transmission replacement research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Tim Giles *Automotive Service: Inspection, Maintenance, Repair*. 6 ed., Cengage, 2020.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology*. 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

- Methods of ~~Instruction~~
- - Methods of Evaluation
- Typical ~~Texts~~ Assignments

Requisite Validation

A. NAUT INT

Content Review

Required

- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Discuss four stroke engine cycle and identify engine parts;
- Identify emissions components, understand 5 gas theory;

Not Necessary Skills

- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;

- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;
- Theorize on the future of the automotive industry.

B. NAUT INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

C. AUTO INTL

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Utilize and apply hazardous waste handling;
- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Perform basic engine teardown and reassembly;
- Discuss heating and cooling systems, perform basic cooling systems tests;

- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

D. AUTO INT

Content Review

Required

- Identify different transmissions, understand theory of operation of both manual and automatic transmissions and fluid requirements;

Recommended

- Identify and describe uses of automotive related tools;
- Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
- Apply Ohm's law, read basic schematics, test automotive electrical systems;
- Identify emissions components, understand 5 gas theory;
- Theorize on the future of the automotive industry.

Not Necessary Skills

- Discuss four stroke engine cycle and identify engine parts;
- Discuss heating and cooling systems, perform basic cooling systems tests;
- Identify air conditioning systems, understand cycles of refrigerant;
- Discuss braking systems, perform a brake inspection, identify parts;
- Differentiate between suspension and steering system types, inspect and qualify components;
- Restraints system identification, know safety concerns of each system and inspection of restraint systems;

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Weekly lab sessions

- **Other:**

Frequency: PO: Student interaction, fulfillment of **SLO's** **SLOs** and measurable objectives will be done on campus in the labs, weekly. FO: Student interaction, fulfillment of **SLO's** **SLOs** and measurable objectives will be monitored through the accounting set up in the online lab software, weekly.

Student-Student Interaction

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

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

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

Frequency: Fully online only: Minimum weekly

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

Frequency: Fully online only: once every other week

- **Other:**

Frequency: PO: Students will interact during on-campus weekly labs FO: Student will interact online in chat.

Student-Content Interaction

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

Frequency: Fully online only: weekly

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

Frequency: PO and FO: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.

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

Frequency: PO: _ At least once per week FO: At least once per week

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

Frequency: FO: _ Weekly

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

Frequency: PO: Weekly, in on-campus labs FO: _ Weekly, recorded by the student and completed using online software.

- **Other:**

Frequency: Both PO and FO: Homework, assigned weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam ~~Yes~~ No

Credit-by-Portfolio No

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

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

Credit-by-Industry-Recognized-Training Yes

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

See Current attached ASE A2 certification from the National Institute of Automotive Service Excellence

Codes and Dates

Course CB Codes

CB00: State ID

CCC000569977

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: BUSN 20 - International Business

Course Modification: BUSN 20 - International Business (Launched)

compared with

BUSN 20 - International Business (Active - Implemented 08-15-2025)

Admin Outline for Business 20 International Business

Effective: Fall ~~2025~~ 2027

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~~ Discusses options for emerging markets; international marketing ; , manufacturing, physical distribution, and foreign investment options are explored along with ~~State~~ state and federal resources available to facilitate importing and exporting.

3 Units Lecture

Recommended Course Preparation:

- ENGL C1000
- BUSN 40

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Analyze how globalization shapes international business operations.
- B. Compare and contrast the financial implications of international trade.
- C. Describe procedures and documentation necessary to import a product from a foreign country.

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~~, that 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~~ Describe 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~~ international ~~Business~~ business

3. Cross-Border Trade and Investment

1. European Economic Community
2. Multi- ~~Country~~ country ~~Trade~~ trade ~~Blocs~~ blocs
3. Regional ~~Trade~~ trade ~~Integrations~~ integrations

4. Global Investment Environment

1. International trade theories
2. Investment ~~Strategies~~ strategies
3. Foreign direct investment
4. Regional ~~Economic~~ economic ~~Integration~~ 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~~ outsourcing , and ~~Logistics~~ 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 Discussion utilizing - Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard~~
3. Small Group Discussion
4. ~~Case Research studies~~
5. - Research group assignments on current events, best practices and foundation concepts
6. Lecture - Lecture utilizing slides, computer media, handouts, whiteboard
7. Audio-visual Activity - Videos with handouts followed by group analysis and discussion
8. Case studies

Methods of Evaluation

- A. Class Participation
 1. ~~discussions~~ Weekly Discussions
- B. Class Work
 1. ~~in-~~ In- class assignments from discussion and text
- C. Exams/Tests
 1. 1 exam every 4-5 chapters
- D. Group Projects
 1. Final group research project
- E. Home Work
 1. ~~assignments~~ Assignments ~~pertaining for to~~ each chapter ~~content~~

F. Oral Presentation

1. Final class presentation on team project

G. Research Projects

1. Culminating team project

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

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.

B. Research:

1. Research selected group topic and collectively develop group data submitted in a research paper at the conclusion of the course.

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~~ 2023 .
3. John ~~- D -~~ Daniels ~~, Lee H Radebaugh, Daniel P Sullivan~~ *International Business :Environment and Operations* . ~~16th~~ 17 ed., ~~Prentice Hall~~ Pearson , ~~2017~~ 2022 .
4. McGraw-Hill *International Business: Competing in the Global Marketplace*. ~~12th ed.~~ , McGraw-Hill, ~~2019~~ 2025 .

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.

Equity Based Curriculum

- Course Content
- Course Objectives
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

In discussion with business colleagues, supervisor, and feedback from many students, this course was identified as an elective that should be taught online. This is one of the courses that satisfies degree and certificate requirements.

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

The decision was made after discussion with colleagues, our supervisor, and feedback from students.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: 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

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: 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: Minimum of weekly
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four exams per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Once a week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Games:** *Games will be used to reinforce learned material.*
Frequency: Minimum three times per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Once per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: 2-3 times per semester

- - Other: _

Frequency: _ Once per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000365317

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: BUSN 52 - Business Communications

Course Modification: BUSN 52 - Business Communications (Launched)
compared with
BUSN 52 - Business Communications (Active - Implemented 08-15-2025)

Admin Outline for Business 52 Business Communications

Effective: Fall ~~2025~~ 2027

Catalog Description:

BUSN 52 - Business Communications **3.00 Units**

This practical course supports career success by covering principles, strategies, and applications of effective business communications. The course emphasizes critical thinking, problem solving, and ethical practices. Focus is placed on cultural dimensions of communication, listening skills, nonverbal communication, the writing process, social media, professionalism, teamwork, meeting management, presentation skills, and employment communication, including job interviewing and résumé writing.

3 Units Lecture

Recommended Course Preparation:

- ENGL C1000

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Management, or, Business, or, Marketing.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Evaluate the quality of business communication.
- B. Plan for a job interview.
- C. Solve a variety of communication problems.

Course Objectives:

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

- A. Analyze two-way communication and diagnose the barriers that prevent the transfer of meaning, action and cooperation;
- B. Use empathy and perception checking in everyday speaking and listening to improve listening skills;
- C. Explain the essentials of interpersonal communication;
- D. Describe the basic factors, benefits and obstacles of nonverbal communication;
- E. Identify techniques that lead to more productive relationships with customers and co-workers;
- F. Demonstrate increased success in communication ideas through the group dynamics of the class;
- G. Describe obstacles to ethical communication and various cultural differences;
- H. Identify the different types of interviews and the type of preparation needed for each form;
 - I. Develop agendas for meetings of various size and identify materials required for agenda completion;
 - J. Identify strategies for leading positive interactions and conflict resolution during meetings;
- K. Give an organized 3 – 5 minute presentation to the class.

Course Content:

- 1. The communication model
- 2. Management theories and communication
- 3. Effective listening strategies and techniques
- 4. Interpersonal communication
- 5. Non-verbal communication
- 6. Communication network barriers and obstacles
- 7. Communication among diverse cultures
- 8. Ethics in communication

9. Interviewing
10. Organization and management of meetings
11. Business presentations

Methods of Instruction:

1. Audio-visual Activity - For example: videos and podcasts
2. Guest Lecturers - ~~as~~ As appropriate.
3. Classroom Activity - Efforts which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
4. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
5. Critical thinking exercises to integrate students' overall ability to understand the material.
6. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions ;
7. ~~Lecture utilizing PowerPoint, overhead transparencies, computer media, handouts, whiteboard and/or blackboard .~~
8. ~~In-class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.~~
9. ~~Readings in text and handouts or study guide applications.~~
10. ~~Written exercises and case studies to evaluate concepts and facts.~~
11. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
12. Lecture - For example: Slide presentations, computer media, handouts, whiteboard and/or blackboard
13. Directed Study - For example: Readings in text and handouts or study guide applications.
14. Written Exercises - For example: Written exercises and case studies to evaluate concepts and facts.
15. Student Presentations - For example: Student presentations to develop verbal and non-verbal communication skills.
16. Discussion - In class current topic discussions and assignments handled individually, with class partners, in teams, and/or as the whole class. Informal lectures and classroom discussion based on student questions related to the material.

Methods of Evaluation

- A. Class Participation
 1. Weekly
- B. Exams/Tests
 1. Minimum of two
- C. Oral Presentation
 1. One business presentation
- D. Papers

1. Minimum of two
- E. Quizzes
 1. For each chapter
- F. Research Projects
 1. Minimum of one

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. ~~One business presentation~~
2. ~~Preparation of meetings and agendas~~
3. ~~Tests plus final examination~~
4. ~~Class participation/discussion~~
5. ~~Chapter assignment~~
6. ~~Vocabulary and definition matching~~
7. ~~Brief case analysis on chapter content~~
8. Watch the video on listening

1. Analyze your listening habits
2. Write a one-page paper about listening, strategies to improve listening and feedback to enhance listening

B. Project:

1. One business presentation
2. Preparation of meetings and agendas
3. Chapter assignment
4. Vocabulary and definition matching
5. Brief case analysis on chapter content

Textbooks (Typical):

OER: _

1. [Doug Williamson](#) *Business Communications in the Modern Age of Artificial Intelligence*. [N/A /e, Metadata, 2025](#). <https://txwes.pressbooks.pub/bcomm/>.

_ Textbook:

1. ~~Cheryl Hamilton~~ *Communicating for Results: A Guide for Business and the Professions*. ~~11th ed., Cengage, 2018~~.
2. Mary Ellen Guffey *Essentials of Business Communication*. ~~11th~~ [12th](#) ed., Cengage, ~~2019~~ [2023](#) .
3. Peter Cardon *Business Communication: Developing Leaders for a Networked World*. ~~3rd~~ [5th](#) ed., McGraw-Hill Education, ~~2018~~ [2024](#) .
4. John Thill *Excellence in Business Communication*. ~~13th~~ [14th](#) ed., Pearson, ~~2020~~ [202](#) .

Other Materials Required of Students

1. Computer, Printer and Internet access.
2. Access to recent editions of journals, newspapers and periodicals.

Equity Based Curriculum

- ~~DE~~ [Catalog](#) [Description](#)
- _ [Course](#) [Interaction](#) [Content](#)
- _ [Methods of Instruction](#)
- _ [Textbooks/Materials](#)

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

BUSN 52 is a requirement for a number of BUSN degrees and certificates, as well as a General Education course. In discussion with my colleagues, we discovered that many students were requesting this course to be offered fully online so they complete their academic goals.

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

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

Accessibility:

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

Syllabus:

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Minimum once per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: At least four times per semester for meetings and office hours

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Once per week
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Minimum of two quizzes and/or tests/exams per semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency: Minimum of two quizzes and/or tests/exams per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Once per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Minimum once per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
Frequency: Once per semester
- **Other:**
Frequency: One per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

Resume with relevant industry experience of 3 to 5 years

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589138

CB03: TOP Code

050100 - Business and Commerce, General

CIP Code

52.0101 - Business/Commerce, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools

Course Modification: CIS 88A - Word Processing Essentials: MS Word, Google Docs, AI Tools
(Launched - Implemented 04-09-2026)

compared with

CIS 88A - Introduction to Microsoft Word (Active - Implemented 01-02-2018)

Admin Outline for Computer Information Systems 88A

Introduction Word to Processing Microsoft Essentials: MS Word , Google Docs, AI Tools

Effective: Spring Fall 2018 2027

Catalog Description:

CIS 88A - Introduction Word to Processing Microsoft Essentials: MS Word , Google Docs, AI Tools

1 2 . 50 00 Units

Develop This the word processing course is designed to review a student's current word processing skills needed and in build the essential workplace skills to for produce creating, formatting, and managing common business documents ; . Students will gain hands-on experience with widely used tools such as letters; Microsoft resumes, flyers; Word and reports: Google Topics Docs, include learning document how creation to produce clear, well-organized documents that meet modern standards for communication and editing; collaboration. In addition, the course introduces the responsible use of Microsoft AI-powered Word writing features and productivity tools to apply support character and paragraph formatting; creating and formatting tables drafting , enhancing visual appeal by incorporating graphics elements; using the mail merge feature editing , and printing revising documents. Emphasis is placed on understanding when and how these tools can enhance efficiency while maintaining originality, accuracy, and academic integrity.

1 .5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 71A

Total Lecture Hours	18 27
Total Lab Hours	27
Total Inside of Class Hours	45 54

Total Outside of Class Hours	36	54
Total Student Learning Hours	81	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. ~~Create; Demonstrate save; the retrieve; ability edit~~ to navigate Microsoft Word and ~~print~~ Google Docs interfaces, including screen elements, basic settings, and help features.
- B. Apply formatting skills such as text styles, paragraph formatting, tables, and layout tools to create well-structured documents.
- C. Produce professional business documents in such correct as business letters, formats reports, newsletters, and brochures using appropriate formatting, visuals, and design elements.
- D. Utilize cloud storage, document sharing, mail merge, and AI tools to enhance document creation, collaboration, and distribution .

Course Objectives:

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

- A. ~~Create; save; retrieve; edit~~ Identify and ~~print documents;~~
- B. ~~Format common business documents, including letters, resumes, brochures/newletters, and reports;~~
- C. ~~Navigate~~ navigate the Microsoft Word ~~window and~~ effectively;
- D. ~~Incorporate~~ Google ~~graphic~~ Docs interface, including key screen elements ~~to such~~ enhance visual appeal;
- E. ~~Use as~~ the ~~mail~~ Ribbon, ~~merge tabs,~~ ~~feature~~ scroll ~~to bars,~~ ~~generate~~ views, ~~personalized and documents;~~ zoom settings.
- F. Apply basic document creation skills, including entering text, using the insertion point, exploring help features, and understanding default settings.
- G. Create, format, and edit tables ;
- H. ~~Apply decision-making skills in determining the most efficient way~~ to produce organize and present information effectively.
- I. Enhance document design using multiple columns, column breaks, page breaks, and graphic elements to improve visual presentation.

- J. Produce professional business documents such as letters, reports, newsletters, and brochures using appropriate formatting and layout standards.
- K. Utilize advanced productivity tools, including AI applications (Copilot, Gemini), cloud storage, document sharing, and mail merge for creating and distributing customized documents.

Course Content:

Lecture:

1. Introduction to ~~the~~ Microsoft Word , ~~window~~
Google Docs interface
 1. Screen elements, including the Ribbon, Tabs, scroll bars, views, and zoom settings
 2. Default/initial settings
 3. Explore the Help features
2. Enter and format
 1. The Insertion Point
 2. Apply text attributes, change fonts and font sizes, bold, italics, and underline
3. Document and Paragraph formatting
 1. Margins
 2. Indents
 3. Set tabs
 4. Headers/Footers
4. Create, format, and edit tables
5. Document production features: find, replace, move/copy text, spell check, and thesaurus
6. Effectively produce business documents using correct document formats

1. Letters
2. Reports
3. Newsletters
4. Brochures

7. Arrange text in multiple columns

1. Insert column breaks
2. Insert page breaks

8. Incorporate graphic images and other graphic elements to enhance visual appear

9. AI Tools

1. Incorporate various AI Tools for document creation
2. CoPilot, Gemini

10. Cloud Storage

1. Upload documents to the cloud
2. Share the documents

11. Mail Merge

1. Create a data source
2. Create a main document
3. Use merge to create customized ~~letters~~ letter

Lab Activities:

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

Methods of Instruction:

1. Lecture - Explore versions of MS Word, and Google Docs
2. Lab - Hands-on lab assignments assignments that select and present data
3. Discussion - class discussion
4. Demonstration - Computer demonstrations
5. Class Audio-visual discussion Activity - Screen-recorded tutorials
6. Classroom Activity - Hands-on in-class exercises
7. Learning Management System - Canvas
8. Instructions will include demonstrations, hands-on practice, tutorials, and collaborative activities using Microsoft Word and Google Docs. Multiple formats (Visual slides, screen recordings, and printed instructions etc.) and flexible support will be used to promote inclusivity and equitable learning outcomes for all students.

Methods of Evaluation

- A. Lab Class Activities Participation
 1. Projects Online Discussion Weekly
- B. Quizzes Exams/Tests
 1. Midterms/ Finals
- C. Final Class Performance
 1. Performance mastery projects
- D. Lab Activities
 1. Weekly
- E. Oral Presentation
 1. Present and share their work
- F. Projects
 1. twice every semester
- G. Quizzes
 1. Weekly

- H. Evaluation will include labs, quizzes, and document-based projects. Students may demonstrate learning through multiple formats such as written documents, screen recordings, or presentations using clear rubrics and flexible submission options.

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. Reading

1. Read the chapter on Creating and Editing Business Documents. Complete the Develop Your Skills sections within the chapter.

B. Laboratory:

1. Videos

1. Access the online videos related to the chapter

2. Hands-on Lab assignments

1. Complete Reinforce Your Skills W1-R1 (Create an Informal Letter) on pages 21-22. Print the document or submit it online as directed by instructor.
2. Complete Apply Your Skills W1-A3 (Edit and Format a Letter) on pages 30-31. Print the document or submit it online as directed by instructor.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

1. Storage media.
2. ~~Go-Print Card.~~

Equity Based Curriculum

- [Methods of Instruction](#)
- [Methods of Evaluation](#)

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

~~In the past, students with Macs or older PCs could not complete assignments using their own equipment; therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer. [Prior note] Approved for DE mode 2004/05~~

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

Accessibility:

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

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

Syllabus:

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584360

CB03: TOP Code

070200 - Computer Information Systems

CIP Code

11.0103 - Information Technology

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: CMST 48 - Activities in Forensics

Course Modification: CMST 48 - Activities in Forensics (Launched)
compared with
CMST 48 - Activities in Forensics (Active - Implemented 08-15-2021)

Admin Outline for Communication Studies 48 Activities in Forensics

Effective: Fall ~~2021~~ 2027

Catalog Description:

CMST 48 - Activities in Forensics 1.00 - 4.00 Units

Competition in the areas of public speaking and oral interpretation. Preparation, including research and writing; practice; and participation and performance in intercollegiate speech and debate tournaments.

1 - 4 Units Lab

Total Lab Hours	54 - 216
Total Inside of Class Hours	54 - 216
Total Student Learning Hours	54 - 216

Course Grading:

Optional

Justification for course proposal

Discipline:

Communication Studies.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

- A. Conduct rigorous academic research to construct evidence-based arguments and organized content for competitive advocacy.
- B. Perform a platform speech in a competitive situation.
- C. Perform an oral interpretation presentation in a competitive situation.

Course Objectives:

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

- A. Distinguish major types of competitive speeches;
- B. Employ the tools of information competency including but not limited to logical thinking, effective advocacy, appropriate use of forms of support, and critical deliberation for event preparation;
- C. Exhibit the ability to write for performance;
- D. Demonstrate speaking effectiveness and confidence by managing communication apprehension;
- E. Collect, arrange and edit literature for oral interpretation presentation;
- F. Integrate coach, peer, and self-critique for the purpose of speech and delivery improvements;
- G. Illustrate effective blocking techniques for multiple speaking genres;
- H. Demonstrate improvement in delivery skills;
- I. Demonstrate personal growth as a result of the competitive forensics experience.

Course Content:

- 1. Overview of forensics (debate formats, platform, limited preparation, oral interpretation, and readers theater)
- 2. The application of theory and principles of communication to forensics
- 3. Information competency as it pertains to the research, analysis, and writing for at least one event
 - 1. Supporting your speech
 - 1. What to look for
 - 2. Where to look – research techniques
 - 3. Types of evidence
 - 4. Evaluation of evidence
 - 2. Speech organization
 - 1. Components of an introduction
 - 2. Structural patterns of organizing the body of a speech
 - 3. Components of a conclusion
 - 4. Incorporation of research
- 4. Learning to compile an oral interpretation program
 - 1. Different genres of literature
 - 1. Poetry
 - 2. Prose
 - 3. Drama
 - 2. Where to find literature – research techniques
 - 3. Developing a theme for a program
 - 4. Editing strategies and techniques
 - 5. Writing an introduction
- 5. Practicing advocacy and presentational skills for at least one event
- 6. Participation in at least one competitive forensics event

7. Ethics and etiquette for event participation
8. Practicing under the guidance of coaches and with peers in preparation for competitive forensics
9. Post-event participation evaluation and self-reflection under the guidance of coaches and peers

Methods of Instruction:

1. Lecture
2. Audio-visual Activity - Video and audio demonstrations of performances
3. Research
4. Individualized Instruction - Individual student-instructor coaching sessions
5. Critique - Self, peer, and coaches' critiques
6. Demonstration - Live demonstrations of performances
7. Library orientations
8. Peer group evaluation
9. Participation in forensic activities

Methods of Evaluation

- A. Class Participation
 1. 2 times per week.
- B. Field Trips
 1. 4 per semester
- C. Oral Presentation
 1. Weekly
- D. Research Projects
 1. Weekly
- E. Written manuscripts of all created platform speeches (Once per semester) Written manuscripts of all edited and/or compiled literature for oral interpretation (Once per semester) Instructor affirmation of overall student preparedness for competition (Weekly) Participation in forensic competition (Up to 4 times per semester depending on unit load)

Typical Outside-of-Class Assignments

- A. Other:
 1. **Informative Speech:** Write an original, factual speech on a realistic subject that fulfills the main purpose of informing the audience. Audio and/or visual aids may be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech. Minimal notes are permitted. Maximum time is 10 minutes including introduction.
 2. **Communication Analysis:** Write an original speech which offers an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc., through the use of rhetorical principles. Audio and/or visual aids may be used to supplement and reinforce the message. Manuscripts are permitted. Maximum time limit is 10 minutes.
 3. **Prose Interpretation:** Using the art of oral interpretation, perform a selection or selections of prose material of literary merit, which may be drawn from more than one source. Play cuttings

are prohibited. Use of manuscript is required. Maximum time limit is 10 minutes, including introduction.

4. **Readers Theater:** Create a Readers Theater with a group of three to five other individuals. Any genre of literature, published or original, is permissible. All literature should reinforce a common theme. Recorded or live incidental music is permissible. Manuscripts must be psychologically present. No costumes beyond ensemble costumes are permitted. Reading stands, chairs, stools, ladders, platforms, steps, props, lighting effects may be used, however, facilities limitations should govern these choices. Time limit: 25 minutes.

Textbooks (Typical):

Due to the competitive nature of Speech and Debate competition, there aren't any authors or coaches that will give away their competitive secrets for free. Therefore, there are no OER at this time.

Textbook:

1. [Josh Hamzehee](#) *Forensics Speech and Public Performance: The Art and Science of Competitive Public Speaking*. 1st ed., Kendall Hunt Publishing, 2026.
2. Jory Baker *Little Black Book: A Forensics Anthology*. 1st ed., CreateSpace Independent Publishing Platform, 2015.
3. Stephen E. Lucas *The Art of Public Speaking*. 13th [ISE](#) ed., McGraw Hill Education, ~~2019~~ [2023](#) .
4. Shawn F. Briscoe *Policy Debate: A Guide for High School and College Debaters*. 1st ed., Southern Illinois University Press, 2017.
5. Ramakrishna Reddy *Connect Using Humor and Story*. 1st ed., CreateSpace Independent Publishing Platform, ~~2016~~ [2018](#) .

Other Materials Required of Students

1. Visual aid stand [provided by the college](#) .
2. Performance binder .
3. Visual aid carrying case [provided by the college](#) .
4. Page protectors .

Equity Based Curriculum

- [Course Content](#)
- [Textbooks/Materials](#)
- [Other Materials Required of Students](#)
- [DE Course Interaction](#)

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

Forensics tournaments now have an online option. As we finished the 2019-2020 school year online, we were able to see how tournaments can be run online effectively. Coaching sessions over Zoom (or whatever platform used) are useful in teaching how to perform in an online setting.

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

This decision was made after consulting with the CMST department, our dean, and from the feedback we received from our students. The ideal would be face to face but there is no reason why this class could not be taught fully online.

Accessibility:

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

Syllabus:

- [Instructor response time.](#)
- [Grade turnaround time.](#)
- [Student participation.](#)
- [Instructor participation.](#)
- [Student rights and responsibilities.](#)
- [Student behavior in a DE course.](#)
- [Academic Integrity.](#)

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed every week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: The discussion board will be used weekly to facilitate learning.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Students will receive feedback every week on their coaching sessions.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: There will be at least one announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Students will meet over web conferencing at least 2 times per week.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Social networking ~~we~~ will be used weekly.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
Frequency: Texting will be used weekly to confirm appointments.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: The discussion board will be used weekly for students to respond to each other's speeches
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Weekly breakout groups will be used to provide feedback to each other.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Weekly peer critiquing will take place.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: Social networking will be used weekly for students to communicate ideas with each other.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will meet weekly to watch and evaluate each other's performances.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: At least once per week.
- **Written papers:** *Papers will be written on various topics.*
Frequency: 1 Unit=One Speech/Paper written. 2 Units=Two Speeches/Papers written. 3 Units=Three Speeches/Papers written. 4 Units=Four Speeches/Papers written
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 1 lecture per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: At least 2 video performances will be viewed.
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Roughly 4 virtual tournaments per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: The speeches will serve as the projects they will perform. 1 to 4 depending on the number of units signed up for.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: Weekly
- **Other:**
Frequency: Weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: COMM 160B - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000350501

CB03: TOP Code

150600 - Speech Communication

CIP Code

09.0101 - Speech Communication and Rhetoric

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Credit for Prior Learning: CNT 68 - Digital Forensics Fundamentals

Credit for Prior Learning: CNT 68 - Digital Forensics Fundamentals (Launched)
compared with
CNT 68 - Digital Forensics Fundamentals (Active - Implemented 08-22-2024)

Admin Outline for Computer Networking Technology 68 Digital Forensics Fundamentals **Effective:** Fall 2024

Catalog Description:

CNT 68 - Digital Forensics Fundamentals 3.00 Units

A practical course in Digital Forensics; the detection, and investigation of incidents involving computers, networks, the Internet, and digital information. Case oriented, following the objectives for the CFE Computer Forensics Examiner certification exam and the International Association of Computer Investigative Specialists (IACIS), the class includes understanding and practice in basic computer forensics, methods of investigation, analysis of storage media, logs, and tracking persons and data, using court-approved evidence collection tools. Also covered, computer forensics as a profession, the computer investigation process, and technical writing.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 66 **or** CNT 52

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Apply standard computer forensics methodologies and tools to acquire, store, and analyze data.

Course Objectives:

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

- A. Define computer forensics
- B. Summarize how to prepare for a computer investigation
- C. Summarize the certification requirements for computer forensics labs
- D. Measure the different ways for proper data acquisition
- E. Classify the rules for proper digital evidence handling
- F. Analyze how data is stored and managed by an operating system
- G. Analyze various computer forensics tools
- H. Validate the evidence during the analysis process
 - I. Identify and reconstruct graphics files
- J. Describe the importance of network forensics
- K. Analyze email investigations
- L. Generate a forensic report
- M. Describe guidelines for testifying in court
- N. Maintain a high level of ethical behavior in their work

Course Content:

Lecture:

1. Digital investigation / forensics careers, including Computer forensics, History of digital investigation, Forensic training and resources, and Code of conduct.
2. The lab and forensic tools, including Lab certification and standards, Physical requirements, Workstation components, Forensic software, and Evidence handling and storage.
3. Operating systems and data storage basics, including Windows, Macintosh/OS X, Unix / Linux, Hard drive storage concepts, and Investigation methods, tools and skills.
4. Laws, regulations and standards, including SB1386, Federal, State and local, and Policy and procedures.
5. Network fundamentals, including OSI model for forensics, TCP/IP for forensics, IP addressing for forensics, Network devices and concepts, Evidence handling / investigative procedures, Methods, tools and procedures, Site plan, Reception / Coverage, and Measurement and documentation.
6. Data acquisition & forensic analysis, including Evidence seizure / chain of custody, Imaging, Backup and storage, Analyzing files, and Procedures and documentation.

7. Email investigations, including Internet fundamentals, Crimes and violations, Messages and logs, Procedure and documentation, and Methods, tools, and skills.
8. Images, files and Steganography, including Image file formats, Encryption, Steganography, File recovery, Password recovery, Data hiding techniques, and Methods, tools, and skills.
9. Forensics and security management, including Computer and investigative policy, Disaster planning / business continuity, Whitehat hacking, Best Practices, Intrusion detection, Backup / data integrity, and Network monitoring / threat management.
10. Reports and documentation, including Legal versus technical reports, Analysis and conclusions, Layout and presentation, Verbal and written reports, and Fact versus opinion.

Lab Activities:

Methods of Instruction:

1. Discussion
2. Classroom Activity
3. Student Presentations
4. Demonstration
5. Lab
6. Lecture
7. Critique

Methods of Evaluation

- A. Exams/Tests
 1. Periodically
- B. Lab Activities
 1. Weekly
- C. Projects
 1. Periodically
- D. Quizzes
 1. Weekly
- E. Hands-on projects Examinations Presentations Discussions Problem-solving assignments

Typical Outside-of-Class Assignments

- A. Other:
 1. Reading / listening to presentations and readings
 1. Presentations and lectures: Lecture on the use of writeblockers
 2. Selected current online reading: Example: <http://www.nsrl.nist.gov/> (file hash libraries)
 2. Search for relevant material and read
 1. Students use search engines to find readings relevant for each module Example: Find resources describing MD 5hash vulnerabilities, select three to read.

3. Performing lab experiments using forensic software
 1. Use FTK to image the target USB drive and search for social security numbers
4. Answer comments and questions from fellow students and instructor
 1. Students must participate in group discussion. Example: Is it possible to recover data inserted in a graphic? Why or why not.

Textbooks (Typical):

Textbook:

1. Jason T. Luttgens, Matthew Pepe *Incident Response & Computer Forensics*. 3 ed., McGraw-Hill Education, 2014.
2. EC-Council *Computer Forensics: Investigating File and Operating Systems, Wireless Networks, and Storage (CHFI)*. 2 ed., Cengage Learning, 2016.
3. Ayman Shaaban, Konstantin Sapronov *Practical Windows Forensics*. 1 ed., Packt Publishing, 2016.
4. Bill Nelson *Guide to Computer Forensics and Investigations*. 6th edition ed., Cengage, 2019.

Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address..
2. Association of Computing Machinery ACM.org student membership.

Equity Based Curriculum

- Methods of Instruction
- Assignments
- Methods of Evaluation
- Typical Texts

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students -- most of whom work full- or part-time-- to access our courses.

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

After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

[Prior note]

already approved

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will use web conferencing to interact with students on a weekly basis.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: On a weekly basis.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: At least twice during the semester.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 1 mid-term exam, 1 final exam, and weekly quizzes.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: A minimum of 10 per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: A minimum of 6 per semester.
- **Other:**
Frequency: 1 per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 165 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

~~Individuals holding the~~ Certified Forensic Computer Examiner (CFCE) Certification ~~—~~ issued by the International Association of Computer Investigative Specialists (IACIS) within the last 10 years ~~will be awarded credit for the APIS-55 or CNT-68 course~~ .

Codes and Dates

Course CB Codes

CB00: State ID

CCC000354371

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Credit for Prior Learning: CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification

Credit for Prior Learning: CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification (Launched)

compared with

Course Modification: CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification (Approved - Implemented 08-15-2027)

Admin Outline for Computer Networking Technology 7285

Cloud Computing: CompTIA Cloud+ Certification

Effective: Fall 2027

Catalog Description:

**CNT 7285 - Cloud Computing: CompTIA Cloud+ Certification
3.00 Units**

This course is designed for anyone looking to learn about the hardware and software used in data centers; IT professionals and system administrators will get updates on the latest infrastructure technologies. The course is structured to cover the CompTIA Cloud+ Certification. The hands-on labs consist of the industry-leading platforms such as Amazon AWS, Microsoft Azure, and Google Cloud Platform (GCP). Labs include: - Learning to navigate AWS services, including EC2, S3, RDS, DNS. - Exploring Microsoft Azure's virtual machines, networking, and storage solutions. - Understanding Google Cloud Platform services and tools for computing, storage, machine learning. - Virtualization software used in data centers, such as VMware or Proxmox. Topics, common to major cloud providers: Cloud Computing Concepts; Compliance requirements and strategies for ensuring data security in the cloud; Disk Storage Systems; Network Infrastructure; Virtualization and the Cloud; Performance Tuning; Systems; Business Continuity and Disaster Recovery; Testing; Automation. The students may opt to prepare for and earn certifications from CompTIA, Amazon AWS, Microsoft Azure, and Google Cloud (GCP).

2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 8001

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

Total Student Learning Hours 162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems, or, Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Configure, deploy, and manage cloud facilities, including simple and complex compute instances, web servers, and web services.
- B. Describe and explain the cloud computing model, including its history, vendor perspectives, and industry offerings.
- C. Understand and implement the features of cloud services and their applications in computing and data center deployments.

Course Objectives:

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

- A. Explain the importance and benefits of cloud computing and the need for its rapid adoption
- B. Explain roadmap for transformation from classic to cloud environment
- C. Identify and differentiate various infrastructure components of classic and virtualized data center
- D. Explain virtualization requirements and available tools at each layer of IT infrastructure
- E. Explain business continuity options in a virtualized environment
- F. Discuss effective cloud computing deployment models for businesses /IT organizations
- G. Perform detailed exploration of cloud products and services
- H. Describe infrastructure framework and service management activities in cloud computing
 - I. Address security concerns commonly found in cloud computing environments
 - J. Formulate high-level cloud migration strategy and best practices

Course Content:

Lecture:

- 1. Cloud Computing Concepts, Models, and Terminology
 - 1. Cloud Service Models
 - 1. Infrastructure as a Service (IaaS)
 - 2. Platform as a Service (PaaS)

3. Software as a Service (SaaS)
 4. Database as a Service (DBaaS)
 5. Communications as a Service (CaaS)
 6. Business Process as a Service (BPaaS)
 7. Anything as a Service (XaaS)
 8. Accountability and Responsibility by Service Model
2. Cloud Deployment Models and Services
 1. Private Cloud
 2. Public Cloud
 3. Hybrid Cloud
 4. Community Cloud
 5. On-Premises vs. Off-Premises Hosting
 6. Orchestration Platforms
3. Cloud Characteristics and Terms
 1. Elasticity
 2. Demand-Driven Service
 3. Pay-as-You-Grow
 4. Chargeback
 5. Ubiquitous Access
 6. Metering
 7. Multitenancy
 8. Cloud Bursting
 9. Baselines
 10. Source and Target Hosts
 11. Existing Systems
 12. Cloud Elements
4. Object Storage Concepts
 1. Object ID
 2. Metadata
 3. Data BLOB
 4. Policies
 5. Replicas
2. Disk Storage Systems
 1. Disk Types and Configurations
 1. Rotational Media
 2. Solid State Drive (SSD)
 3. USB Drive
 4. Tape
 5. Interface Types
 6. Access Speed
 7. Redundant Array of Independent Disks (RAID)
 2. Tiering
 1. Performance Levels of Each Tier
 2. Policies
 3. File System Types

1. Unix File System
 2. Extended File System
 3. File Allocation Table File System
 4. New Technology File System
 5. Resilient File System
 6. Virtual Machine File System
 7. Z File System
3. Storage Networking
 1. Storage Types and Technologies
 1. Direct Attached Storage (DAS)
 2. Storage Area Network (SAN)
 3. Network Attached Storage (NAS)
 4. Object Storage
 5. Deduplication Technologies
 6. Compression Technologies
 2. Storage Access Protocols
 1. Fibre Channel (FC)
 2. Fibre Channel Protocol
 3. Fibre Channel over Ethernet (FCoE)
 4. Ethernet
 5. TCP/IP
 6. Internet Fibre Channel Protocol
 7. Internet Small Computer System Interface (iSCSI)
 3. Storage Provisioning
 1. Performance
 2. Logical Unit Numbers (LUNs)
 3. Network Shares
 4. Zoning and LUN Masking
 5. Multipathing
 6. Provisioning Model
 7. Encryption Requirements
 8. Tokenization
 4. Storage Protection
 1. High Availability
 2. Storage Replication
4. Network Infrastructure
 1. Network Types
 1. Intranet
 2. Internet
 3. Extranet
 2. Network Optimization
 1. Network Scope
 2. Network Topologies
 3. Bandwidth and Latency
 4. Load Balancing

3. Routing and Switching

1. Network Address Translation (NAT)
2. Port Address Translation (PAT)
3. Subnetting and Supernetting
4. Network Segmentation and Micro-Segmentation
5. Virtual Local Area Network (VLAN)
6. Virtual Extensible LAN (VXLAN)
7. Routing Tables

4. Network Ports and Protocols

1. Hypertext Transfer Protocol (HTTP)
2. Hypertext Transfer Protocol Secure (HTTPS)
3. File Transfer Protocol (FTP)
4. FTP over SSL (FTPS)
5. Secure Shell File Transfer Protocol (SFTP)
6. Domain Name System (DNS)
7. Dynamic Host Configuration Protocol (DHCP)
8. Simple Mail Transfer Protocol (SMTP)
9. Well-Known Ports

5. Virtualization Components

1. Hypervisor

1. Type
2. Proprietary
3. Open Source
4. Consumer vs. Enterprise

2. Virtualization Host

1. Hardware-Assisted Virtualization
2. BIOS
3. UEFI
4. Firmware Configurations
5. CPU and Cores
6. Memory Capacity and Configurations
7. NIC

3. Virtual Machine

1. Virtual Disks
2. vNIC
3. Virtual Switches
4. Memory
5. Storage Virtualization
6. Guest Tools

4. Virtualized Infrastructure Service Elements

1. Certificate Services
2. DNS
3. DHCP
4. Local Agents
5. Antivirus

6. Load Balancing
 7. Multifactor Authentication
 8. Firewall
 9. IDS/IPS
6. Virtualization and the Cloud
 1. Benefits of Virtualization in a Cloud Environment
 1. Shared Resources
 2. Elasticity
 3. Network and Application Isolation
 4. Infrastructure Consolidation
 5. Virtual Data Center Creation
 2. Virtual Resource Migrations
 1. Virtual Machine Templates
 2. Physical to Virtual (PV)
 3. Virtual to Virtual (VV)
 4. Virtual to Physical (VP)
 5. Virtual Machine Cloning
 6. Virtual Machine Snapshots
 7. Clones vs. Snapshots
 8. Storage Migration
 9. Host Clustering and HA/DR
 10. Cloud Provider Migrations
 3. Migration Considerations
 1. Requirements Gathering
 2. Migration Scheduling
 3. Upgrading
 4. Testing
7. DevOps
 1. Resource Monitoring Techniques
 1. Protocols and Methods
 2. Baselines and Thresholds
 3. Automated Event Responses
 2. Remote-Access Tools
 1. Remote Hypervisor Access
 2. RDP
 3. Console Port
 4. SSH
 5. HTTP
 3. Life Cycle Management
 1. Application Life Cycle
 2. ITIL
 3. Application Replacement
 4. Application Retirement
 5. Application Migration
 6. Application Feature Use (Increase/Decrease)

- 7. Business Needs Change
- 8. Performance Tuning
 - 1. Host and Guest Resource Allocation
 - 1. Host Resource Allocation
 - 2. Guest Resource Allocation
 - 2. Optimizing Performance
 - 1. Configuration Best Practices
 - 2. Common Issues
 - 3. Scalability
 - 4. Performance Concepts
 - 5. Performance Automation
- 9. Systems Management
 - 1. Policies and Procedures
 - 1. Standard Operating Procedures
 - 2. Workflow
 - 3. Capacity Management
 - 2. Systems Management Best Practices
 - 1. Documentation
 - 2. Standardization
 - 3. Metrics
 - 4. Planning
 - 3. Systems Maintenance
 - 1. Code Updates
 - 2. Patch Management
 - 3. Maintenance Automation
- 10. Security in the Cloud
 - 1. Data Security
 - 1. Public Key Infrastructure
 - 2. Encryption Protocols
 - 3. Tunneling Protocols
 - 4. Ciphers
 - 5. Storage Security
 - 6. Protected Backups
 - 2. Network Security
 - 1. Security Systems
 - 2. Security Applications
 - 3. Impact of Security Tools to Systems and Services
 - 3. Access Control
 - 1. Identification
 - 2. Authentication
 - 3. Authorization
 - 4. Federation
 - 5. Access Control Methodologies
 - 6. Multifactor Authentication
 - 7. Single Sign-On

11. Security Best Practices

1. Cloud Security Engineering

1. Host and Guest Computer Hardening
2. Implementing Layered Security
3. Protecting Against Availability Attacks
4. Least Privilege
5. Separation of Duties
6. Security Automation

2. Security Governance and Strategy

1. Developing Company Security Policies
2. Account Management Policies
3. Documenting Security Procedures
4. Assessment and Auditing
5. Leveraging Established Industry Standards and Regulations
6. Applying Platform-Specific Security Standards
7. Data Classification
8. Keeping Employees and Tools Up to Date
9. Roles and Responsibilities

3. Vulnerability Management

1. Testing Methods
2. Vulnerability Scanning
3. Penetration Testing
4. Roles and Responsibilities

12. Business Continuity and Disaster Recovery

1. Business Continuity Methods

1. Business Continuity Plan
2. Contingency
3. Resiliency
4. High Availability
5. Service Level Agreements for BCP and HA

2. Disaster Recovery Methods

1. Corporate Guidelines
2. Replication
3. File Transfer
4. Service Level Agreements for DR

3. Backup and Recovery

1. Backup Types
2. Backup Target
3. Other Backup Considerations
4. Archiving

13. Testing, Automation, and Changes

1. Testing Techniques

1. Baseline Comparisons
2. Performance Testing
3. Configuration Testing

- 4. Testing in the Cloud Landscape
 - 5. Validating Proper Functionality
 - 6. SLA Comparisons
 - 7. Testing Sizing Changes
 - 8. Testing High Availability
 - 9. Testing Connectivity
 - 10. Verifying Data Integrity
 - 11. Evaluating Replication
 - 12. Testing Load Balancing
- 2. Automation and Orchestration
 - 1. Event Orchestration
 - 2. Scripting
 - 3. Custom Programming
 - 4. Runbook Management for Single Nodes
 - 5. Orchestration for Multiple Nodes and Runbooks
 - 6. Automation Activities
- 3. Change and Configuration Management
 - 1. Change Management
 - 2. Configuration Management
- 14. Troubleshooting
 - 1. Troubleshooting Tools
 - 1. Connectivity Tools
 - 2. Configuration Tools
 - 3. Query Tools
 - 4. Remote Administration Tools
 - 2. Documentation and Analysis
 - 1. Documentation
 - 2. Log Files
 - 3. Troubleshooting Methodology
 - 1. Deployment Issues
 - 2. Capacity Issues
 - 3. Connectivity Issues
 - 4. Automation/Orchestration Issues
 - 5. Security Issues

Lab Activities:

- 1. Create, configure, maintain, and troubleshoot various cloud-based solutions using various cloud platforms and deployment methods.
- 2. Implement different disk types and file system solutions.
- 3. Implement various storage provisioning and protections using various storage types and protocols.
- 4. Implement and optimize various network types, including routing and switching technologies, and network ports and protocols.
- 5. Configure various hypervisors, virtual hosts, virtual machines, and other virtualized infrastructure elements.
- 6. Investigate various DevOps techniques.
- 7. Configure performance tuning.

8. Work with a variety of systems management tools.
9. Implement security best practices.
10. Configure business continuity solutions and disaster recovery.
11. Business Continuity and Disaster Recovery
12. Test, automate, and troubleshoot various implementations.

Methods of Instruction:

1. Lecture - Students will be introduced to new content through explanations, demonstrations, and modeling.
2. Lab - Students will apply their learning by doing hands-on lab activities.
3. Discussion - Collaborative learning and class discussions will be utilized.

Methods of Evaluation

- A. Exams/Tests
 1. One mid-term and one final exam.
- B. Home Work
 1. Read the chapter assignments. Weekly.
- C. Lab Activities
 1. Weekly labs on a virtual network of computers, routers and switches.
- D. Quizzes
 1. Weekly
- E. A variety of evaluation methods are used to promote equitable outcomes.

Typical Outside-of-Class Assignments

- A. Activity:
 1. Log on to the NETLAB+ virtual laboratory. Create and configure a virtual data center using vSphere and vCenter applications.
- B. Reading:
 1. Read the textbook chapter on Virtualized Data Center-Compute. Compare and contrast the hardware resources required to host multiple web sites, including load balancing and redundancy.

Textbooks (Typical):

Textbook:

1. Ben Piper *CompTIA Cloud+ Study Guide: Exam CV0-004*. 4th ed., Sybex, 2025.
2. James Walker *CompTIA Cloud+ CV0-004*. 1st ed., Independently Published (Amazon/James Walker), 2026.
3. William Rothwell *Cloud+ CertMaster Learn*. V4 ed., CompTIA/CertMaster, 2026.

Other Materials Required of Students

1. Access to Internet for remote labs..

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

One of the goals in our Program Review is to meet the needs of our students through new, relevant courses, degrees, and certificates offered at a distance.

Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

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

Advisory board recommendations include the increased availability of DE classes for students.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Bi-weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Bi-weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: Weekly.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Weekly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

CompTIA Cloud+ Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589345

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

11.0902 - Cloud Computing

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Course Modification: FLMS 5 - Introduction to Film Editing

Course Modification: FLMS 5 - Introduction to Film Editing (Launched)
compared with
FLMS 5 - Introduction to Film Editing (Active - Implemented 08-15-2025)

Admin Outline for Film Studies 5 Introduction to Film Editing Effective: ~~Fall~~ Spring ~~2025~~ 2027

Catalog Description:

FLMS 5 - Introduction to Film Editing 3.00 Units

This course introduces students to the fundamentals of digital editing for short films and videos. Students will learn about the history of film and video editing, important theories for analyzing editing, and various approaches to and styles of editing. Students will also learn about and practice using computers to edit film and video based on key digital editing concepts and technical elements.

2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- PHTO 58

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Media Production, or, Film Studies.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

- A. Organize and manage data and use editing software to complete digital editing projects.
- B. Identify the contributions of people from diverse backgrounds and cultures to the field of film and video editing, and discuss how film editing is impacted by a variety of socio-cultural issues.
- C. Explain current and historical theories and approaches to non-linear digital editing in post-production and apply them in their own projects.
- D. Critically analyze film editing as seen in movies, their own short films, and those of their classmates.

Course Objectives:

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

- A. Describe the history and development of film and video editing as both a technology and an art form.
- B. Explain and incorporate the major theories and approaches to film editing, both in their own filmmaking and in film analysis.
- C. Critique the creative and technical decisions made in the process of digital editing.
- D. Identify and describe the language and characteristics of non-linear digital editing in post-production.
- E. Recognize and appreciate the contributions made by people from diverse cultures and backgrounds to film and video editing.
- F. Discuss the socio-cultural issues that impact editing, including the power of editing in visual communication, the editor's identity and self-expression, and AI issues in the industry.
- G. Apply an understanding of the video post-production process through planning and teamwork, as well as organizing and managing data.
- H. Use computers and editing program software for digital editing projects, including sound editing and mixing, color grading, and compressing media for web presentation.

Course Content:

Lecture:

1. History of film and video editing:

- 1. Early cinema and the birth of editing: focus on pioneers in the field, basic editing techniques, and innovations in narrative storytelling.
- 2. Soviet Montage theory.
- 3. Editing for silent vs. sound cinemas.

4. Classical Hollywood continuity and realism.
5. French New Wave and post-war cinema unconventional editing.
6. Postmodern and non-linear editing.
7. Digital revolution impact on editing.
8. Music video and advertising editing.
9. Global approaches to editing.

2. Essential theories and approaches to film and video editing:

1. Understanding linear and time-based compositions.
2. The grammar of film editing: types of cuts, when to use them, shot selection, shot patterns and sequencing, pacing and rhythm.
3. Storytelling strategies through editing.
4. The communicative power of editing.
5. Cutting for emotion.
6. Sound design and editing.
7. Color correction and grading.

3. Digital editing in post-production:

1. The role of the editor and their relationship to other members of the production team.
2. Best practices for organizing and managing footage and data, as well as setting up workflow.
3. Fundamentals of the computer operating system and digital video interface.
4. Editing ~~softwares~~ **software** : overview of latest software and how to choose the right tools for specific budgets and projects.

5. Encoding and decoding video.

4. Socio-cultural issues related to digital editing:

1. The role of editing in conveying information and communicating cross-culturally.
2. The role of the editor's identity and positionality in editing choices and self-expression.
3. AI issues in editing in the film, TV, and video industries.

5. Analysis of editing:

1. ~~Critical~~ Critical thinking and use of film theory to analyze the psychological effects of editing on the audience, as well as the ethical considerations and impact of edited content on messaging.
2. Screening and analysis of effective and ineffective film and video editing.
3. Screening and analysis of student editing projects.

Lab Activities:

1. Post-production planning and teamwork.
2. Using computer facilities and programs for digital editing projects.
3. Program and software training.
4. Importing, logging, and organizing digital media.
5. Post-production basics for sound editing and mixing.
6. Compression of media for web presentation.

Methods of Instruction:

1. Audio-visual Activity -
2. Classroom Activity
3. Discussion -
4. Critique
5. Lab -
6. Lecture -
7. Projects -
8. Student Presentations -
9. Written Exercises -

Methods of Evaluation

- A. Class Participation
 - 1. Weekly.
- B. Class Work
 - 1. Weekly.
- C. Exams/Tests
 - 1. At least two tests per semester.
- D. Group Projects
 - 1. At least one per semester.
- E. Home Work
 - 1. Weekly.
- F. Lab Activities
 - 1. Weekly.
- G. Papers
 - 1. At least one 2-3 page essay per semester.
- H. Projects
 - 1. At least 3 edited sequences and/or short films or videos per semester.
- I. Quizzes
 - 1. At least two quizzes per semester.

Typical Outside-of-Class Assignments

- A. Other:
 - 1. Read and discuss chapters from assigned textbooks on the history and major theories of film and video editing. Watch and discuss related clips in class.
 - 2. Basic Editing and Sequence Creation. Objective: To learn the fundamentals of Adobe Premiere Pro and understand the basics of creating a cohesive video sequence. Students will create a 2-minute video using provided clips (or clips they shoot themselves). The video should include basic cuts, transitions, and a simple title sequence. The goal is to tell a short, coherent story or present an idea.
 - 3. Sound Editing and Mixing. Objective: To develop skills in sound editing, including dialogue, background music, and sound effects to enhance the visual experience. Students will edit a provided video clip by removing the original audio and replacing it with their own dialogue recording, sound effects, and music. The final product should demonstrate a balanced and effective audio mix that supports the visual content.
 - 4. Color Correction and Grading. Objective: To understand and apply color correction and grading techniques to enhance the visual quality of video footage. Students will color correct and grade a provided video clip (or one of their own) that has issues with color balance, exposure, and contrast. The final video should have a consistent look and feel that enhances the mood and tone of the content.
 - 5. Advanced Effects and Keyframing. Objective: To master advanced editing techniques, including the use of effects and keyframing to create dynamic video content. Students will create a 1-

minute video that utilizes a variety of effects (e.g., motion effects, transitions, keying) and keyframe animations to enhance visual storytelling. Creativity in how effects are used to convey emotion or emphasize key moments is encouraged.

6. Documentary Editing Project. Objective: To combine all learned skills into a comprehensive project that involves narrative building, sound editing, color grading, and the use of advanced effects. Students will edit a 5-10 minute documentary using footage they shoot or provided archival footage. The documentary should tell a compelling story, supported by interviews, b-roll, music, and natural sound. The final project should demonstrate proficiency in editing techniques, narrative construction, audio mixing, color correction, and the use of effects.
7. Analyzing Film Editing Essay. Objective: To demonstrate knowledge of the history of film editing and the various theories to and approaches seen in film editing over time. Students will write a 3-page essay in which they compare the technicality, aesthetics, and effectiveness of editing in two films that take contrasting approaches to movie editing.

Textbooks (Typical):

Textbook:

1. Walter Murch *In the Blink of an Eye: A Perspective on Film Editing*. 2nd ed., Silman-James Press, 2001.
2. Aaron Goold *The Video Editing Handbook*. 2nd ed., John Goold, 2021.
3. Ken Dancyger *The Technique of Film and Video Editing: History, Theory, and Practice*. 6th ed., Routledge, 2018.
4. Edward Dymtryk *On Film Editing: An Introduction to the Art of Film Construction*. 1st ed., Routledge, 2019.
5. Maxim Jago *Adobe Premiere Pro Classroom in a Book*. 1st ed., Adobe Press, 2022.
6. Jacob Bricca *Documentary Editing*. 2nd ed., Routledge, 2023.
7. Jesonar Mehonay *Premiere Pro Quick and Clear 2024 Guide: Master the Art of Video Creation*. 1st ed., Independently published, 2023.

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

General Education/Transfer

General Education/Transfer Request -

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000646239

CB03: TOP Code

061220 - Film Production

CIP Code

50.0699 - Film/Video and Photographic Arts, Other

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course



Credit for Prior Learning: NENG 210 - Craft of the Sentence

Credit for Prior Learning: NENG 210 - Craft of the Sentence (Launched)

compared with

NENG 210 - Craft of the Sentence (Active - Implemented 08-15-2025)

Admin Outline for Noncredit English 210

Craft of the Sentence

Effective: Fall ~~2025~~ 2027

Catalog Description:

NENG 210 - Craft of the Sentence

108 Hours

Practice in sentence-level writing that focuses on possibilities rather than rules, as well as editing in any genre of writing, including—but not limited to—academic writing. Practice in writing and editing sentences that achieve desired stylistic effects based on the writing situation and audience. Develops strategies to communicate complex ideas at the sentence level. Discusses multifaceted and changing nature of language and writing. This course is open to students currently enrolled in ENGL C1000, or students who have passed ENGL C1000 or the equivalent.

36 hours lecture.

Prerequisite(s):

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

- ENGL C1000, may be taken concurrently.

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

Course Grading:

~~Pass/No-Pass~~ Optional

Justification for course proposal

Discipline:

English.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Course Objectives:

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

- A. Use coordination in sentences to express logical relationships of ideas
- B. Use subordination in sentences to express logical relationships of ideas
- C. Use transitions in and between sentences to express logical relationships of ideas
- D. Create parallel structures in sentences
- E. Use and place modifying words, phrases, and clauses with intent (including adjectives, adverbs, prepositional phrases, verbal phrases, appositives, and adjective clauses)
- F. Choose words that help achieve the writer's intention and show consideration of audience
- G. Describe what makes writers' voices, including their own, unique
- H. Describe how the writing situation and intended audience influence the writer's decision-making process
 - I. Punctuate according to conventions of a given genre
 - J. Use sentence variety to control emphasis

Course Content:

- 1. Sentence-combining and expression of logical relationships of ideas in and between sentences
- 2. Instruction in sentence-level editing including subjects, verbs, and modifiers; joining words; parallelism; word choice; sentence style; and voice
- 3. Reading and analysis of theories of language
- 4. Discussion of various genres' effects on reader expectations including grammar and structure

Methods of Instruction:

- 1. Lecture - Short lecture with classroom activities. Modeling of writing, editing, and word choice strategies.
- 2. Written Exercises - Practice in writing and editing sentences in a workbook and in the students' own writing.
- 3. Student Presentations - Group or oral presentations on the effect of audience and the writing situation in a writer's decision-making process.

Methods of Evaluation

- A. Class Work
 - 1. Weekly workbook exercises
- B. Exams/Tests
 - 1. At least two per semester
- C. Oral Presentation
 - 1. One per semester

Typical Outside-of-Class Assignments

A. Other:

1. Complete writing workbook exercises on the use of subordinating conjunctions to express logical relationships of ideas and control emphasis.
2. Apply knowledge of the effects of punctuation to something you're writing outside of this class.
3. Read "Students' Right to Their Own Language" and write a reflection.
4. Edit sentences to show consideration of the conventions of a chosen style guide or genre (e.g., MLA, fiction).
5. Give a presentation on a published author's voice and stylistic use of sentences in their writing.

Textbooks (Typical):

Textbook:

1. Karen Elizabeth Gordon *The New Well-Tempered Sentence*. Illustrated ed., Collins Reference, 2003.
2. Pam, et al Altman *Sentence-Combining Workbook*. 5th ed., Cengage Learning, 2018.
3. Geraldine Woods *Twenty-Five Great Sentences and How They Got That Way*. Reprint ed., W. W. Norton & Company, 2022.
4. Stanley Fish *How to Write a Sentence: And How to Read One*. Reprint ed., Harper, 2012.
5. University of Chicago Press Editorial Staff *Chicago Manual of Style*. 17th ed., University of Chicago Press, 2017.
6. Associated Press *The Associated Press Stylebook: 2022-2024*. 56th ed., Basic Books, 2022.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives
- Typical Assignments
- Textbooks/Materials

Requisite Validation

- A. ENGL C1000
Closely-related Lec/Lab Course

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

FO: This class will provide support to students taking asynchronous classes. They will be able to access online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

OFl: This class will provide support to students taking asynchronous, combo, hybrid, and in-person classes. It will allow for HyFlex attendance. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of breakout room group work and instructor meetings, video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

PO: This class will provide support to students taking hybrid classes. Students will be able to access in-person coaching from their instructor and Instructional Assistants, online support in the form of video-assisted coaching, assignments requiring online or in-person visits to the Reading and Writing Center, Tutoring, and/or Smart Shops, and meetings with other students and their instructors.

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

Department discussion

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: weekly

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: approximately 4 times/semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: As needed, approximately 4 times per semester
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Individual conferences during office hours to check in with students individually at least once per semester

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Group presentations at least once per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: As needed, at least two times per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: At least once per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency: At least once per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: weekly quizzes, midterm and final exams
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency: Two times (practice midterm and final)

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000639113

CB03: TOP Code

150100 - English

CIP Code

23.0101 - English Language and Literature, General

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status



Credit for Prior Learning: NFRN 201 - Beginning French for Older Adults

Credit for Prior Learning: NFRN 201 - Beginning French for Older Adults (Launched)
compared with
NFRN 201 - Beginning French for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit French 201 Beginning French for Older Adults

Effective: Fall ~~2026~~ 2027

Catalog Description:

NFRN 201 - Beginning French for Older Adults 270 Hours

This introductory-level course will enable students to begin speaking, reading, and writing elementary-level French as well as understanding the spoken language. Students are introduced to concepts of grammar, vocabulary, and verb tenses in a variety of auditory, visual, and written contexts. By the end of this course, learners will be able to engage in basic French conversations about daily life, health, family, and travel, with a focus on building confidence, memory, and enjoyment through cultural exploration and social connection. 90 hours lecture.

Recommended Course Preparation:

- ENGL C1000

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

~~Pass/No-Pass~~ Optional

Justification for course proposal

This Non-Credit Course is offered primarily for older students.

Discipline:

Foreign Languages.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Communicate orally at the beginning level.
- B. Comprehend spoken French at the beginning level.
- C. Write at the beginning level.

Course Objectives:

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

- A. Communicate in basic French in common travel situations such as ordering in restaurants, asking for directions, checking into hotels, and introducing themselves.
- B. Identify basic parts of a sentence in French;
- C. Use nouns and accompanying adjectives in correct form;
- D. Use regular and key irregular verbs in the present tense;
- E. Use the immediate future tense in short sentences;
- F. Use singular and plural possessive adjectives appropriately;
- G. Speak in short sentences using simple vocabulary on topics such as clothing, food, family, quantities, time, weather;
- H. Summarize a video episode in simple French sentences;
 - I. Understand native speakers engaged in simple conversation speaking at a slower than normal pace;
- J. Use knowledge of English to recognize French cognates as an aid to comprehension;
- K. Recognize, discuss and compare several aspects of the culture and society of several Francophone countries, in English.
- L. Ask and answer questions in the present tense.

Course Content:

- 1. Emphasis is placed on practical vocabulary, pronunciation, and cultural tips to help older adult learners feel confident and comfortable while traveling in French-speaking countries
- 2. Exercise cognitive ability through memorization of new vocabulary and learning new grammatical structures
- 3. Review of basic grammatical terminology, parts of speech in English
- 4. Gender and number agreement of nouns and adjectives
- 5. Subject pronouns
- 6. Basic prepositions
- 7. Present tense of regular and irregular verbs
- 8. Possessive adjectives
- 9. Forming and answering questions
- 10. Basic vocabulary on topics such as numbers, foods, clothing, physical description, time, weather, etc.
- 11. Introduction to the use of English cognates to recognize French vocabulary
- 12. Introduction of reading strategies to deduce meaning if it is not apparent. This includes a comparison of English and French syntax
- 13. Using context for clues to meaning

14. Introduction to translating by word groups rather than word-for-word
15. Introduction to Francophone culture and history through readings and videos: daily life, tourist attractions, geography, social and political structure, educational system, etc.

Methods of Instruction:

1. Summarizing the content of a video episode or cultural reading
2. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.
3. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French, or a more complex analysis in English.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. One final exam
- D. Home Work
 1. daily
- E. Oral Presentation
 1. One cumulative final presentation
- F. Papers
 1. Short writing assignments with each learning segment.
- G. Quizzes
 1. Chapter quizzes about every 2 weeks,

Typical Outside-of-Class Assignments

- A. Writing:
 1. Homework exercises from an online workbook:
 2. Recognition tasks, matching, true/false, fill-in-the-blank
 3. Changing the subject of a sentence and making any other necessary changes
 4. Reacting to pictures or situations involving comprehension and the use of new structures
 5. Creating personal responses using new vocabulary and structures
 6. Creating who, what, when, where, and why questions
- B. Reading:
 1. Reading comprehension questions that call for evaluation, comparison, and contrast of a short reading in French.
- C. Project:
 1. Paragraph: 6-8 sentences in present indicative tense.
 1. Write about your life in California.
 2. Describe your family.

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar*, The Center for Open Educational Resources and Language Learning (COERLL), 2025. <https://www.laits.utexas.edu/tex/>.

Textbook:

1. James G. Mitchell, Cheryl Tano *Promenades: a travers le monde francophone*. 5 ed., Vista Higher Learning, 2026.
2. Evelyne Amon *Vis-à-Vis*. 8 ed., McGraw Hill, 2023.

Other Learning Materials:

1. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]

1) Increasing difficulty for students to be on campus because of work schedules. Enrollments seem to be increasing for courses that offer a DE component, which indicates their desirability to today's student. I have

spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once every other week.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 3-4 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on homework, quizzes, writing assignments, and submitted speaking samples.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Regular weekly announcements as needed.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Once weekly office hours.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly class lectures and office hours.

- **Other:**

Frequency: Recorded feedback in response to student speaking samples in French.

Student-Student Interaction

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

Frequency: Weekly.

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

Frequency: Minimum 2 per semester.

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

Frequency: 1-2 per semester.

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

Frequency: The final presentation will go through the peer-editing process.

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

Frequency: Student-led study sessions or chats via Pronto or on TechConnect Zoom.

Student-Content Interaction

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

Frequency: 2 minimum discussion board assignments per semester.

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

Frequency: 3-4 per semester.

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

Frequency: Chapter quizzes every two weeks, and a final exam.

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

Frequency: Included in weekly assignments.

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

Frequency: Weekly live or recorded lectures.

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

Frequency: Weekly videos.

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: 1-2 times per semester.

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

Frequency: In hybrid instruction during face/face class meetings.

- **Other:**

Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000657879

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course



Credit for Prior Learning: NFRN 202 - Elementary French for Older Adults

Credit for Prior Learning: NFRN 202 - Elementary French for Older Adults (Launched)
compared with
NFRN 202 - Elementary French for Older Adults (Active - Implemented 04-06-2026)

Admin Outline for Noncredit French 202 Elementary French for Older Adults

Effective: Fall ~~2026~~ 2027

Catalog Description:

NFRN 202 - Elementary French for Older Adults 270 Hours

This is the second semester of the introductory level course, which will enable students to continue learning to speak, read, and write elementary-level French and understand the spoken language. Students are introduced to concepts of grammar, vocabulary, and verb tenses in a variety of auditory, visual, and written contexts. Designed with older adults in mind, this course offers an encouraging environment for learning and practicing intermediate French. Activities include travel-related scenarios, guided discussions based on French films and readings, and opportunities to share personal experiences and perspectives in French.
90 hours lecture.

Prerequisite(s):

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

- NFRN 201 **or** FREN 1A **or** appropriate skill level demonstrated through the assessment process.

Total Lecture Hours	90
Total Inside of Class Hours	90
Total Outside of Class Hours	180
Total Student Learning Hours	270

Course Grading:

~~Pass/No-Pass~~ Optional

Justification for course proposal

This Non-Credit Course is offered primarily for older students.

Discipline:

Foreign Languages.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Communicate orally at the advanced-beginning level.
- B. Comprehend spoken French at the advanced-beginning level.
- C. Write at the advanced-beginning level.

Course Objectives:

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

- A. Build confidence in French for travel, conversation, and cultural exploration.
- B. Encourage lifelong learning through French language, culture, and communication.
- C. Use regular and key irregular verbs in the passé composé, imperfect, and recent past tenses.
- D. Recognize and understand the meaning of the future and conditional tenses.
- E. Create commands in both formal and informal discourse;
- F. Use correct direct, indirect and reflexive pronouns with comfort;
- G. Create a variety of types of negative sentences;
- H. Use and recognize idioms with the verbs avoir, être, faire and other expressions learned.
 - I. Recognize comparative and superlative sentences;
 - J. Use the pronouns y and en in simple sentences;
- K. Engage in discussion of household chores, travel, quantities, clothing, food, parts of the body, etc., using appropriate vocabulary;
- L. Recombine learned structures and vocabulary to create simple paragraphs using correct word order;
- M. Draw and express conclusions about content and story line after viewing videos with native speakers talking at near normal rate;
- N. Use cognates and context to understand reading passages;
- O. Use and understand reflexive verbs in sentences.

Course Content:

1. Emphasis is placed on practical vocabulary, pronunciation, and cultural knowledge to help older adult learners feel confident and comfortable while traveling in French-speaking countries
2. Exercise cognitive ability through memorization of new vocabulary and learning new grammatical structures
3. Past tense; contrast of passé composé and imperfect tenses
4. Apply knowledge of transitive and pronominal verbs (using être) and other verbs (using avoir) in the passé composé
5. Immediate future tense and recent past
6. Future and Conditional tenses will be introduced
7. Negation including negative adverbs

8. Comparative and superlative structures and usage
9. Commands: formal and informal
10. Direct and indirect object pronouns used in conjunction with the pronouns "y" and "en"
11. Activities designed for older learners include travel-related scenarios, guided discussions based on French films and readings, and opportunities to share personal experiences and perspectives in French.
12. Parts of the body, additional vocabulary on food, time, weather, clothing, quantities, and other vocabulary as needed to enable discussion
13. Practice creating written and oral sentences describing facts or opinions based on videos and cultural and historical readings
14. Continued emphasis on using cognates and context for clues to meaning
15. Continued emphasis on creating French by word groups or meaning rather than by word-for-word translation

Methods of Instruction:

1. Lecture - Instructor will explain and elaborate on grammar, vocabulary and culture to elucidate the content. Instructor will present additional examples for students from the textbook.
2. Simulations - Creating sentences and dialogues in pairs or groups. Interviewing another student and reporting information to the class.
3. Audio-visual Activity - Viewing video clips in French to introduce cultural materials or stories which promote discussion.
4. Classroom Activity - Reviewing more advanced text or workbook assignments which could include true/false, fill-in-the-blank, editing sentence structures for proper agreement of gender and number, as well as short answer or essays to express personal opinions or experience. Responding in complete French sentences to questions posed by the instructor or other students using the structures and vocabulary under study. Reading cultural materials aloud to practice pronunciation and then carrying on a simple discussion in French.
5. Learning Management System - Canvas contains information about the course, including the syllabus, details about assignments, announcements, and due dates.
6. Student Presentations - The final presentation will be on a cultural topic of the student's choice from some aspect of francophone culture. The presentation will be delivered in French, accompanied by visuals to aid comprehension. For example, a slideshow.
7. Written Exercises - Two short papers will be required. One is due at the midterm, and the second is due toward the end of the semester.
8. Summarizing the content of a video episode or cultural reading.
9. Comparing French-speaking countries in terms of pronunciation of French, history of settlement and development of government, cultural and artistic endeavors, economies, etc.

Methods of Evaluation

- A. Class Participation
 1. daily
- B. Class Work
 1. daily
- C. Exams/Tests
 1. Bi-weekly chapter exams and one final exam

D. Home Work

1. weekly

E. Oral Presentation

1. one at the end of the term

F. Papers

1. 1 paper due before midterm. 2nd paper due before final exam.

G. Quizzes

1. chapter quizzes (at instructor's discretion)

Typical Outside-of-Class Assignments

A. Project:

1. Oral Presentation: French culture topic of choice. To be delivered in French, 3–5 minutes on a French culture topic of interest to the student. PowerPoint Presentations encouraged.

B. Writing:

1. Homework exercises from on-line workbook:
 1. Recognition tasks, matching, true/false, fill-in-the-blank
 2. Changing the subject of a sentence and making any other necessary changes
 3. Changing the tense of a sentence, active use of the past tenses.
 4. Reacting to pictures or situations involving comprehension and use of new structures
 5. Creating personal responses using new vocabulary and structures
 6. Creating who, what, when, where, why questions in past tense.
 7. Reading comprehension questions which call for evaluation, comparison, contrast
 8. Instructional software exercises for review of selected topics of grammar as well as to practice vocabulary and comprehension
 9. Taking self-tests in preparation for classroom tests

Textbooks (Typical):

OER:

1. Carl Blyth, Karen Kelton *Tex's French Grammar*, The Center for Open Educational Resources and Language Learning (COERLL), 2025. <https://www.laits.utexas.edu/tex/>.

Textbook:

1. James Mitchell, Cheryl Tano *Promenades: à travers le monde francophone*. 5th ed., Vista Higher Learning, 2026.
2. Evelyn Amon *Vis-à-Vis*. 8th ed., McGraw Hill, 2023.

Other Learning Materials:

1. French: Short Stories for Beginners Frederic Bibard 978-1519063984
2. French Workbook for Dummies, by Laura K. Lawless 2022 978-1119982036

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Evaluation

Requisite Validation

- A. NFRN 201
4-Year Institution Requirement
- B. FREN 1A
4-Year Institution Requirement
- C. appropriate skill level demonstrated through the assessment process.
Multiple Measures

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

In discussing with other Foreign Language educators in the California, we recognize the need for more Distance Education in our field. Students who work full-time, or have other obligations that make it difficult to attend classes on campus need more options so that they are not prolonging their academic careers because of difficulties with scheduling the courses they need for transfer.

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

In conjunction with my supervisors, Dr. Stuart McElderry and Amy Mattern, in addition to requests from students.

[Prior note]

The busy lives of adult learners requires more flexible and adaptive teaching methods to allow them to access courses. DE would open up French instruction to more students. I have spoken with the Dean of Arts and Humanities about this need and received approval for this course development.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once every other week.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: 2-4 assigned per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on most homework assignments, and every quiz, writing assignment, and submitted speaking sample.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 1-3 announcements per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Once weekly as an open Office Hour, or by appointment.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly class lectures and office hours.

Student-Student Interaction

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

Frequency: Weekly.

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

Frequency: 2 minimum per semester.

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

Frequency: Weekly.

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

Frequency: The final cultural presentation will go through a peer-editing process.

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

Frequency: Student-led study sessions or chats via Proto.

Student-Content Interaction

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

Frequency: Minimum of 2 discussion board assignments per semester.

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

Frequency: 2-4 per semester.

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

Frequency: Between 6-8 quizzes per semester. A Final Exam may be used if deemed appropriate.

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

Frequency: Included in weekly assignments.

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

Frequency: Weekly live or recorded lectures.

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

Frequency: Weekly videos.

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

Frequency: One final presentation of a cultural topic.

- **Other:**

Frequency: Recorded speaking samples on topics in French.

General Education/Transfer

General Education/Transfer Request

IGETC GE

- 6A - Language Other Than English

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000657979

CB03: TOP Code

110200 - French

CIP Code

16.0901 - French Language and Literature

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status



Credit for Prior Learning: NMAT 200C - Concurrent Support for SLAM Mathematics

Credit for Prior Learning: NMAT 200C - Concurrent Support for SLAM Mathematics
(Launched)

compared with

NMAT 200C - Concurrent Support for SLAM Mathematics (Active - Implemented 08-15-2025)

Admin Outline for Noncredit Mathematics 200C Concurrent Support for SLAM Mathematics

Effective: Fall 2025 2026

Catalog Description:

NMAT 200C - Concurrent Support for SLAM Mathematics

54 Hours

Concurrent Support for SLAM Math is for students interested in disciplines that require Statistics and Liberal Arts Mathematics (SLAM) courses. This course offers structured support to students who are concurrently enrolled in a first-level transfer course, such as Statistics and Mathematics for Liberal Arts, and Finite Mathematics. The support course includes material to prepare students for the rigor of the transfer math course by teaching learning skills necessary to succeed in college courses as well as review of relevant prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.

hours lecture, 54 hours laboratory.

Corequisite:

- STAT C1000 **or** MATH 47 **or** MATH 33

Total Lab Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	0
Total Student Learning Hours	54

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Mathematics.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

- A. Develop study skills and life skills that will improve the likelihood of succeeding in their academic goals, such as identifying individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Identify challenging mathematics topics and be able to communicate in writing the correct strategies and processes for solving relevant mathematics problems.
- C. Read mathematical writing with understanding and use this skill as preparation to solve relevant mathematics problems.
- D. Utilize online and other technological resources effectively to enhance their understanding of a mathematics topic.

Course Objectives:

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

- A. Develop study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset and learning about brain research, personal time management, study skills, test taking and conquering math anxiety strategies, etc.
- B. Use a problem solving process to read mathematical problems with understanding, identify relevant information, define variables, execute relevant procedures and interpret results in the context of the problem.
- C. Apply relevant prerequisite math concepts at a higher level.
- D. Organize and justify their mathematical thinking on relevant math problems.
- E. Use effective strategies to monitor their own understanding of math concepts.
- F. Use learning strategies to identify and communicate in their own words key mathematical concepts.

Course Content:

1. Learn appropriate skills necessary to become more productive, successful and independent learners.
 1. Students will engage in metacognitive activities around new math concepts.
 2. Students will participate in Growth Mindset, Brain Research and learning skills activities.
 3. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
 4. Students will actively participate in activities around topics such as time management, note-taking, study habits, test taking strategies and dealing with math anxiety.
2. Successfully solve context problems by learning how to:
 1. Read context problems with understanding
 2. Identify relevant information.
 3. Define variables.

4. Execute relevant procedures.
5. Interpret results in the context of the problem.
3. Review Algebraic and Geometric concepts and practice completing many math problems.
4. Read mathematical text for understanding.
 1. Make a skeleton outline of material covered in the class and textbook.
 2. Highlight important facts in the material or textbook.
5. Learn and apply effective strategies to monitor understanding.
 1. Create summary sheets and/or practice exams before assessments.
 2. Correct any assessments and practice explaining the concepts to someone else.
6. Practice organizing their thinking and justifying each mathematical steps while simplifying or solving math problems.
7. Regular small group workshops will focus on identifying and mastering key mathematical learning objectives.
 1. Students will learn how to communicate their thinking on math problems.
 2. Students will learn how to synthesize big ideas in the material.

Methods of Instruction:

1. Discussion - Instructor should allow time during workshops to discuss what main algebraic and geometric concepts were covered in their math course, what the big ideas are, citing their classroom notes and mathematical textbook for evidence.
2. Demonstration - Instructor should model examples of what a mathematician should do when approaching the math content. Students should then practice applying those strategies to additional problems.
3. Directed Study - Class will spend time in directed math content activities, with students practicing applying concepts individually, in workshops, or in small groups.
4. Lecture - Lecture will only be in small, relevant amounts, with specific skills-building goal in mind and time left for students to practice applying the demonstrated skill described.
5. Individualized Instruction - Instructor will provide individualized instruction as often as possible.
6. Audio-visual Activity - Personalized learning supports and practice on prerequisite material.

Methods of Evaluation

- A. Class Participation
 1. Attendance will be recorded hourly
- B. Class Work
 1. Regular assignments and workshops on learning skills and mastery of relevant mathematical concepts
- C. Home Work
 1. Students will monitor their progress under the supervision of instructors and/or tutors by completing daily homework

Typical Outside-of-Class Assignments

- A. Other:
 1. Attend three Smart Shops based on their independent learning needs

2. Homework - students will be encouraged to continue work outside of class each day towards the following:
 1. Mastery of key mathematical concepts
 2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

B. Laboratory:

1. Workshops: Review of relevant basic and secondary education prerequisite algebraic and geometric concepts, and more in-depth investigation of core concepts in their concurrent math course.
 1. Students will regularly participate in workshops
 2. Students will then complete worksheets on the material to test for understanding.
2. Students will read, watch videos, practice problems, and study material based on their personalized learning goals.
3. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the math concepts.
4. Complete assignments around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career Development, and dealing with Math Anxiety.
5. Monitor their progress in their concurrent math course by utilizing study skills learned such as correcting graded assignments, practicing time management, etc.

Textbooks (Typical):

OER:

1. Larry Green *Support Course for Elementary Statistics*. Current /e, LibreTexts, 2024.
https://stats.libretexts.org/Bookshelves/Introductory_Statistics/Support_Course_for_Elementary_Statistics.
2. Lake Tahoe Community College *MATH-201: Elements of Statistics and Probability*. Current /e, LibreTexts, 2024. https://stats.libretexts.org/Courses/Lake_Tahoe_Community_College/MATH-201%3A_Elements_of_Statistics_and_Probability.
3. Dave Dillon *Blueprint for Success in College - Indispensable Study Skills and Time Management Strategies*. Current /e, LibreTexts, 2024.
[https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_\(Dillon\)](https://socialsci.libretexts.org/Bookshelves/Counseling_and_Guidance/Blueprint_for_Success_in_College_-_Indispensable_Study_Skills_and_Time_Management_Strategies_(Dillon)).

Other Materials Required of Students

1. Access to a computer and internet.

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offering this course via online instruction will increase access to this learning support, allow working students the flexibility they need to participate in this concurrent support while continuing to work. This concurrent support course is designed to offer students personalized instruction to help them be successful in their concurrently enrolled math class. Students will be given a rigorous assessments that will ensure that their experience is focused and personalized. Online software and instructor supports will be available to students to support their math learning goals from anywhere.

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

The decision was made to offer this course as both face-to-face and online by experienced math faculty, used to teaching Hybrid and Online courses. In addition, from anecdotal observation from similar classes, such as Math Jam, students would cumulatively miss hours of the course due to work schedules but were able to successfully make up the time and material missed in class using the online material from home.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
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- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Weekly email will be an essential means of communication between student and instructor in a hybrid course. The instructor will use it to make announcements, answer individual questions, form groups, send reminders for tests, etc.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Bi-monthly class discussion Board will be utilized for introductions, recommending websites, and other student-instructor interactions. One of the more common uses of the Discussion Board will be instructor posted responses to students' questions on group work, homework, etc. For example, a math question such as "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Within a week, instructors will provide regular substantive and academic feedback to students on assignments and assessments. Rubrics will be used for grading all assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly announcements will be posted on the announcements page in Canvas. Any important announcements will also be emailed to the entire class.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Daily chat will be utilized. An appropriate web-conferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The instructor and tutors will hold virtual help sessions and use it to go through problems in a step by step fashion.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Daily, students will use this to set up and work with study groups and ask/answer any student-to-student questions. Students will also complete group assignments and post them in the Discussion Board. They will be responsible for answering questions on their assignments in the Discussion Board and responding to other student's posts. For example, an instructor assignment may be to post three sample questions from the chapter as part of a review and then post three responses to other student posted questions. Instructors would then read each students' response and provide personalized feedback as well as students to student feedback.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Daily students will work in groups both in-class and online (via Discussion Board and email). Group work may include projects, presentations, and reading assignments. Study groups for exams will be encouraged.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Daily appropriate webconferencing tool, such as Conferzoom, will be utilized to help give individual assistance to students. The Chatroom and virtual classroom may be used by students to ask/answer questions, critique group assignments (as directed by the instructor), and get help from one another.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Monthly students will use this to introduce themselves to each other, and ask/answer any student-to-student questions. A typical classroom discussion prompt will be "What strategies can you use during the semester when you get stuck on a math problem?" or "Your friend is struggling with answering the following math problem... Please describe how you would help them understand how to approach the problem and describe each step to solve." Instructors would then read each students' response and provide personalized feedback as well as students to student feedback. Other parts of the Discussion board will be used for group projects, and any important instructor posted responses to questions.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Daily video mini-lectures targeting core concepts or skills may be assigned or recommended for viewing prior to class, to prepare students for the new content to be learned or explored in class.

General Education/Transfer

General Education/Transfer Request

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam Yes

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602613

CB03: TOP Code

170200 - Mathematics Skills

CIP Code

27.0301 - Applied Mathematics, General

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.3. New Programs

- Early Childhood Administration, CA



New Program: Early Childhood Administration - Certificate of Achievement (30 to fewer than 60 units)

Rationale

For state licensing and work permit requirements, students who want to earn site supervisor and/or program director status must complete these three courses.

Child Development Permit Matrix: [https://www.childdevelopment.org/docs/default-source/default-document-library/child-development-permit-preschool-matrix-\(english-pdf\)/d4d59a8e-40b1-49c2-b780-8ba7e891ecd3.pdf?sfvrsn=e2ecc05c_1](https://www.childdevelopment.org/docs/default-source/default-document-library/child-development-permit-preschool-matrix-(english-pdf)/d4d59a8e-40b1-49c2-b780-8ba7e891ecd3.pdf?sfvrsn=e2ecc05c_1)

Child Care Center Director Qualifications and Duties: 101215.1:
<https://t22.caqualityearlylearning.org/continuing-requirements/child-care-center-director-qualifications-and-duties>

TOP Code

1305.80 - Child Development Administration and Management*

CIP Code

13.0414 - Early Childhood Program Administration

1. Statement of Program Goals and Objectives

This CTE program prepares individuals to work as program directors, administrators, mentors, or supervisors in early childhood settings.

2. Catalog Description

The Early Childhood Administration Certificate of Achievement is a work-based certificate that prepares students with the skills to open, operate, and effectively manage early childhood programs for children from birth to age five. This will include licensing requirements, strategic fiscal planning, management, evaluation of quality programs, facilities, and operations, and effective mentoring and supervision of adults and staff. There will be a focus on professional relationships, including facilitating collaboration and communication among colleagues, families, and stakeholders to administer care and education programs that support positive, developmental play and learning outcomes for all children.

3. Program Requirements

Course	Title	Units	Term
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Required Core: (31 Units)

CDEV C1000	Child Growth and Development	3.0	1st
ECE 50	Early Childhood Principles and Practices	3.0	1st
ECE 54	Child Health, Safety and Nutrition	3.0	2nd
ECE 62	Child, Family and Community	3.0	1st
ECE 63	Early Childhood Curriculum	4.0	2nd
ECE 65	Administration I: Programs in Early Childhood Education	3.0	3rd
ECE 68	Administration II: Personnel and Leadership in Early Childhood Education	3.0	4th
ECE 69	Child Study: Observation and Assessment	3.0	3rd
ECE 83	Adult Mentoring and Supervision	2.0	4th
ECE 90	Practicum-Supervised Experience	4.0	3rd

List A: Select One (3 Units)

ECE 60	Introduction to the Young Child with Exceptional Needs	3.0	4th
ECE 67	Infant and Toddler Development and Caregiving	3.0	4th
ECE 87	Quality Environments for Infants and Toddlers	3.0	4th
ECE 79	Teaching in a Diverse Society	3.0	4th

Total: 34.0

4. Career Opportunities

There are many career options for students who complete this certificate of achievement. Some of these include:

Early Childhood Program Director, Program Supervisor, Assistant Director, After-School Manager or Director, or Mentor Teacher.

5. Master Planning

This certificate connects to the Educational Master Plan Goals: A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals. A4. Provide students with the knowledge and skills necessary for career readiness and advancement.

6. Enrollment and Completer Projections

In spring 2025, 28% of students enrolled in the ECE program listed "Occupational Certificate / Job Training" as their primary goal. This is an occupational certificate.

26% of students in the Spanish-speaking cohort identified their interest in taking the three administration courses (internal survey, Spring 2026)

According to the most recent LMI, Child Care and Support Services Management ranked among the top 5 educational goals in the Bay Area. Also, "Retirement risk is high in your area." 47.6% of the ECE population is age 45+, and are clustered in managerial roles.

7. Place of Program in Curriculum/Similar Programs

This is part of the Early Care and Education program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Early Childhood Administration Certificate of Achievement is a work-based certificate that prepares students with the skills to open, operate, and effectively manage early childhood programs for children from birth to age five. This will include licensing requirements, strategic fiscal planning, management, evaluation of quality programs, facilities, and operations, and effective mentoring and supervision of adults and staff. There will be a focus on professional relationships, including facilitating collaboration and communication among colleagues, families, and stakeholders to administer care and education programs that support positive, developmental play and learning outcomes for all children.

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

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

Term 1 - Fall

Units: 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CDEV C1000	Child Growth and Development ➡	3.0	Major/Required	Spring, Summer, Fall
ECE 50	Early Childhood Principles and Practices ➡	3.0	Major/Required	Spring, Summer, Fall
ECE 62	Child, Family and Community ➡	3.0	Major/Required	Spring, Summer, Fall

➡ Gateway Course

Term 2 - Spring

Units: 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	Rotating
ECE 63	Early Childhood Curriculum ➡	4.0	Major/Required	Spring, Fall
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	Rotating

➡ Gateway Course

Term 3 - Fall

Units: 7.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 65	Administration I: Programs in Early Childhood Education	3.0	Major/Required	Fall, Rotating
ECE 90	Practicum-Supervised Experience ➡	4.0	Major/Required	Spring, Fall

➡ Gateway Course

Term 4 - Spring

Units: 8.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Elective	
ECE 68	Administration II: Personnel and Leadership in Early Childhood Education ➡	3.0	Major/Required	Spring, Rotating
ECE 83	Adult Mentoring and Supervision	2.0	Major/Required	Rotating

➡ Gateway Course

Total: 34.0

5.4. Program Modifications

- Liberal Arts & Sciences: Mathematics and Science, AA
- Social Justice Studies: Gender Studies, AA-T

Program Modification: Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Launched)

compared with

Liberal Arts & Sciences: Mathematics and Science - Associate of Arts Degree (Active - Implemented 08-15-2026)**Rationale****TOP Code**

4901.00 - Liberal Arts and Sciences, General

CIP Code

24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives

~~The Liberal Arts & Sciences: Mathematics and Science AA is designed to prepare the students to enter the workforce prepared with an associate degree. The curriculum allows student to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.~~

The Liberal Arts & Sciences: Mathematics and Science AA is designed to prepare students to enter the workforce prepared with an associate degree. The curriculum allows students to develop an appreciation of the beauty and values that have shaped and enriched our culture. This program prepares students in analytical thinking, critical analysis, group collaboration, and effective communication.

2. Catalog Description

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

3. Program Requirements

Course	Title	Units	Term
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Required Core: Select at least 18 units
from below with at least 6 units from
Science and 3 units from Mathematics
(18-21 units)

Mathematics	-	
MATH 1 <u>C2210</u>	Calculus I <u>Calculus I: Early Transcendentals</u>	5.0
MATH 2 <u>C2220</u>	Calculus II <u>Calculus II: Early Transcendentals</u>	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10 <u>CS</u> <u>17</u>	Discrete Mathematical Structures	4.0
MATH 21	Precalculus	4.0
MATH 27	Number Systems for Educators	3.0
MATH 33	Finite Mathematics	4.0
MATH 34	Business Calculus	4.0
MATH 39	Trigonometry	4.0
MATH 47	Mathematics for Liberal Arts	3.0
STAT C1000	Introduction to Statistics	4.0
	-	
Science	-	
ANTR 1	Biological Anthropology	3.0
ANTR 1L	Biological Anthropology Laboratory	1.0
ANTR 2L	Archaeology Field Laboratory	1.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ASTR 30L ASTR 31	Introduction to Astronomy Laboratory Introduction to Astronomy: The Solar System	1.0 3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
<u>ASTR</u> <u>C1001L</u>	<u>Introduction to Astronomy Lab</u>	<u>1.0</u>
BIO 1C	Cell and Molecular Biology	5.0
BIO 1R	Organismal Biology	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
BIO 7C	Microbiology	5.0
BIO 10 BIO 20	Introduction to the Science of Biology Contemporary Human Biology	4.0 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 BIOL C1000	Field Biology <u>Introduction to Biology with Lab</u>	3 <u>4</u> .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 13	Introduction to Climate Science	3.0
GEOL 20	Earth Science for Educators	4.0
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0
PHYS 1D	General Physics IV	3.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
PSYC 4	Brain, Mind, and Behavior	3.0

Total Units in the Area of Emphasis

18.0-21.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer

39.0-42.0

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

Total: 60.0

4. Master Planning

~~This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."~~

This local program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."

5. Enrollment and Completer Projections

15 per academic year.

6. Place of Program in Curriculum/Similar Programs

This program will remain part of the Liberal Arts & Sciences family of programs.

7. Similar Programs at Other Colleges in Service Area

Almost all California Community Colleges have some form of these types of degrees.

The Liberal Arts & Sciences: Mathematics and Science AA courses emphasize the natural sciences, which examine the physical universe, its life forms and its natural phenomena. Courses in math emphasize the development of mathematical and quantitative reasoning skills beyond the level of intermediate algebra. Students will be able to demonstrate an understanding of the methodologies of science as investigative tools. Students will also examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.

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

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

Term 1 - Fall

Units: 15.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

Mathematics Course in Program	3.0 - 6.0	Major/Required
English Composition (Area 1A)	3.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
AD Elective	5.0 - 2.0	Elective
Kinesiology (Area 7)	1.0	General Education

Term 2 - Spring

Units: 15.0-17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 3.0	Elective	
Science course in Program	3.0 - 5.0	Major/Required	
Math or Science course in program	3.0 - 6.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 3 - Fall

Units: 15.0-13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	6.0 - 1.0	Elective	
Math or Science Course in Program	3.0 - 6.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Humanities (Area 3)	3.0	General Education	

Term 4 - Spring

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
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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: Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer (Launched)

compared with

Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Rationale

TOP Code

2201.70 - Social Justice: Gender Studies

CIP Code

05.0207 - Women's Studies

1. Statement of Program Goals and Objectives

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Women and Gender Studies or a similar major. Students who obtain the Associate in Arts in Social Justice Studies: Gender Studies for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Women and Gender Studies or a similar major.

2. Catalog Description

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major.

Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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

Program Title

Social Justice Studies: Gender Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Fall 2027

Program Description

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major.

Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term
<i>Required Core: Select Three (9 Units)</i>			
SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0	
WMST 1	Introduction to Women's Studies	3.0	
WMST 2	Global Perspective of Women	3.0	
<i>List A: Select Three Courses from at least Two of the Following Areas (9-10 Units)</i>			
Area 1: History or Government		-	
HIST 32	U.S. Women's History	3.0	
		-	
Area 2: Arts and Humanities		-	
ENG 32	U.S. Women's Literature	3.0	
PHIL-5 LGBT	Feminist Philosophy Transgender Lives	3.0	
3			
RELS 3	Introduction to Women's Spirituality	3.0	
		-	
Area 3: Social Science		-	
HEA 3	Women's Health	3.0	
LGBT 1	Introduction to LGBTQ Studies	3.0	
PSYC 13	Psychology of Women	3.0	
SOC 11	Sociology of Gender	3.0	

Area 4: Quantitative Reasoning		-
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	41.0-42.0
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Total: 60.0

The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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

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

Term 1 - Fall				Units: 15.0
Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
STAT C1000	Introduction to Statistics	4.0	Major/Required	

SOC 3/ETHS 6	Introduction to Race and Ethnicity	3.0	Major/Required
English Composition (Area 1A)		3.0	General Education
CSU Elective		5.0	Elective

Term 2 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WMST 1	Introduction to Women's Studies	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	

Term 3 - Fall

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WMST 2	Global Perspective of Women	3.0	Major/Required	
List A Course		3.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 4 - Spring

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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Biological Science with Lab (Area 5B and 5C)	4.0	
Social and Behavioral Sciences (Area 4)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	5.0	Elective

Total: 60.0

5.5. Course Deactivations

- BIO 70 Field Biology

Justification: BIO 70 has not been successfully offered in three years due to low enrollment. There are no plans to offer it in the future.

5.6. Curriculum Committee Policy

- CCP 1050 Credit for Prior Learning Criteria

CCP 1050 CREDIT FOR PRIOR LEARNING CRITERIA

Courses require approval of the Curriculum Committee to allow students to earn course credit through Credit for Prior Learning (CPL). The specific criteria for approving courses for each method of CPL are outlined below:

Credit by Exam

There are no specific criteria required to request credit by exam. ~~but a~~ An ~~department-wide~~ examination that measures a student's competency in ~~both~~ the Course ~~course~~ Content ~~content~~ and Course Outcomes ~~shall be developed and assessed by the appropriate discipline faculty.~~ is required for the assessment and must be checked for bias.

Credit by ~~Portfolio~~ Authenticated Competencies

The specific ~~elements~~ evidence ~~of the Portfolio~~ students are expected to submit must be identified to request credit by authenticated competencies. ~~and the course must have P/NP as a grading option.~~

Credit by Industry Recognized Certifications and Documented Training ~~Recognized Training~~

The specific certification/licensure/credential/coursework, required recency, and issuing agency are required. Unless letter grades can be determined for the training/certification, the course must have P/NP as a grading option.

Credit ~~by~~ for Military ~~JST~~ Service/Training

There are no specific criteria required to request credit ~~by~~ for military ~~JST~~ service/training, but the course must have P/NP as a grading option.

Adopted: March 3, 2025; Revised October XX, 2026

5.7. Curriculum Committee Administrative Procedures

- CCAP 1050 Credit for Prior Learning

CCAP 1050 CREDIT FOR PRIOR LEARNING

Credit for Military Service/Training

- Students interested in Credit for Prior Learning using Joint Service Transcripts (JSTs) shall receive credit as recommended by the American Council on Education (ACE) Directory, approved by the appropriate discipline faculty of the college, and part of their intended major
- Official Joint Services Transcripts (JSTs) must be on file with Admissions and Records
- Course equivalency shall be determined by the faculty of the appropriate discipline
- Students can only earn a P grade

Credit by Industry Recognized Certifications and Documented Training

- Students must submit all industry recognized certifications and evidence of documented training as part of the request for credit for prior learning
- Evaluations shall grant credit for industry recognized certifications or documented training that have already been evaluated and approved by the Curriculum Committee per CCP 1050
- Students can only earn a P grade

Credit by Authenticated Competencies

- A department approved portfolio assessment rubric for the course is on file
- Students must submit all required evidence as part of the request for credit for prior learning
- The department chair or faculty designee determines if the provided evidence adequately measures mastery of the course content as set forth in the Course Outline of Record
- Students can only earn a P/NP grade

Credit by Examination

- A department approved exam and assessment rubric for each approved course is on file

- Based upon a review of previous course work and/or experience, the department chair or faculty designee shall determine whether a student requesting credit by examination is sufficiently well prepared to warrant being given this opportunity.
- Students may be able to take the exam with an identified proctor
- The final grade shall be determined by the discipline faculty member grading the exam

Credit for Noncredit

- Students request to earn credit for satisfactorily completing the noncredit version through Credit by Exam
- The grade for the credit course will be the same grade they earned or the noncredit course

Credit for Prior Learning Request Process

Step 1: Refer

During the creation of a Student Education Plan, students will be referred to the CPL Counselor if they are identified as having prior learning relevant to their major(s).

Step 2. Eligibility

The CPL Counselor will verify student eligibility for CPL and make sure the requested credit helps them complete their educational goals.

Step 3: Submission

Upon verified eligibility and with the assistance of the CPL Counselor, students will forward the form the Articulation Officer with all required materials.

Step 4: Review

The Articulation Officer will verify the materials submitted are correct and write in the grade and submit the form to A&R for credit by industry recognized certifications and documented training, credit for military service/training, and credit for noncredit requests. They will send requests for credit by authenticated competencies and credit by exam to the department coordinator or faculty designee for evaluation and grade determination.

Step 5: Evaluation

Discipline faculty will evaluate the exam and determine the grade for credit by exam, evaluate the evidence and determine if the student earns a P (Pass) for credit by authenticated competencies, and may be asked to verify the industry recognized certifications and/or documented training. Discipline faculty will meet with students before they take credit by exam to determine if they are adequately prepared to pass the exam successfully. Reviewing authenticated competencies may require faculty to meet with the students as well. Faculty will apply the appropriate grade, sign the form, and send it to their Division Dean.

Step 6: Administrative Review

The Division Dean will review the requests of credit by authenticated competencies and exam for final grade for accuracy, sign the form, and send it back to the Articulation Officer.

Step 7: Grade Confirmation

The Articulation Officer will submit the final grade to the student, who will be given an opportunity to accept or decline the grade earned through credit for prior learning. The form will be forwarded to Admissions and Records for uploading to the student file. Students wishing to challenge the grade must first accept it and can then reach out to faculty to request a grade change.

Step 8: Transcription

Upon student acceptance, Admissions and Records will enter the resulting credit and grade into Banner. For credit by exam, including credit for noncredit requests, students will first be charged before the course is transcribed.

Adopted: October XX, 2026