Las Positas College

Curriculum Committee Meeting

11/16/2026

6.0 Second Reading/Voting Packet

6.1. New Courses

Course Outline of Record – Effective Term: **Fall 2027**

- PCN 3XX Theories and Concepts of Counseling: An Introduction
- PCN 6XX Introduction to Case Management for Human Services
- PCN 45 Social Work and Human Services Fieldwork
- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

Enrollment Limitations – Effective Term: **Fall 2027**

- PCN 45 Social Work and Human Services Fieldwork
- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

Distance Education (DE)– Effective Term: **Fall 2027**

- PCN 3XX Theories and Concepts of Counseling: An Introduction (FO, OFI, PO)
- PCN 6XX Introduction to Case Management for Human Services (FO, EFO)
- PCN 45 Social Work and Human Services Fieldwork (FO, OFI, PO)
- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences (FO, PO)

CSU Transfer – Effective Term: **Fall 2027**

- PCN 3XX Theories and Concepts of Counseling: An Introduction
- PCN 6XX Introduction to Case Management for Human Services
- PCN 45 Social Work and Human Services Fieldwork
- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

Associate Degree GE – Effective Term: **Fall 2027**

- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences (Area 2)

LAS POSITAS COLLEGE

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

Effective: Fall 2027

Catalog Description:

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

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

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

Discipline:

Counseling.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

Methods of Instruction:

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

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

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

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

C. Research:
    1.

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Course Content
- Methods of Evaluation
- Typical Assignments

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: weekly participation in discussions, initiated by instructor
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Biweekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Meeting monthly for office hours and exams
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: biweekly

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

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

CSU GE
- D - Social Science

CSU Transfer
- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID

CCC000370047

CB03: TOP Code

210400 - Human Services

CIP Code

44.0701 - Social Work

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Psychology-Counseling 6
Introduction to Case Management for Human Services
Effective: Fall 2027

Catalog Description:

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

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

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

Discipline:

Counseling.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

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

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

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

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

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

Student-Student Interaction

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

Student-Content Interaction

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

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

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

Codes and Dates

Course CB Codes

CB00: State ID
CCC000376776

CB03: TOP Code
210400 - Human Services

CIP Code
44.0701 - Social Work

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
B - Advanced Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

LAS POSITAS COLLEGE

Admin Outline for Psychology-Counseling 45
Social Work and Human Services Fieldwork
Effective: Fall 2027

Catalog Description:

PCN 45 - Social Work and Human Services Fieldwork
3.00 - 4.00 Units

This course combines a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in prerequisite courses and the lecture portion of this course to the field experience will be emphasized, allowing students to learn new skills outside the classroom environment. Through observation and practice, students develop skills that would facilitate gaining employment in the human services field. The fieldwork experience includes 108–150 hours per term, including both in and out-of-class hours.

1 Units Lecture 2 - 3 Units Work Experience

Prerequisite(s):

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

- SOCI C1000 **or** PCN 5 **or** PSYC C1000

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

Course Grading:

Optional

Justification for course proposal

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

Discipline:

Counseling.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

6. Exploring the progressive nature and skills of generalist practice.

Work Experience:
Application of the following to the fieldwork experience:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Activity:
    1. Assignments are individualized according to student placement and fieldwork goals. Typical assignments may include:
        1. Conducting an intake and establishing rapport;
        2. Gathering information and assessing clients' needs;
        3. Developing a client service plan;

4. Providing resources and referrals;
5. Client record safeguarding and data management;
6. Career research and exploration.

B. Writing:
    1. Fieldwork Journals:
        1. Each journal entry should reflect on your fieldwork experiences and address topics, such as:
            1. Personal values, cultural responsiveness and humility
            2. Ethical dilemma(s) and navigating conflict
            3. Self-disclosure and professional boundaries
            4. Teamwork, collaboration and supervision
            5. Professional Development; self-reflection, self-evaluation, self-care
    2. Self Analysis Paper: provides you with an opportunity to reflect on your fieldwork experience and evaluate your ongoing personal and professional growth. This includes challenges faced, successes achieved, diversity and social justice exposures, professional development, and experiences working directly with clients and within the agency system.
        1. Sample topics:
            1. Agency Description: mission and goals, structure, organization, programs and staffing, service delivery, populations served etc.
            2. Experience navigating agency systems and workplace culture, collaborating with supervisors and colleagues, and identifying your professional strengths and areas for growth.
            3. How cultural and ethnic exposures have shaped your understanding of and sensitivity toward diverse populations, particularly historically marginalized groups.
            4. Experiences working with vulnerable populations and how those interactions have shaped both your personal growth and professional development.
    3. Oral presentation of your Self Analysis paper:
        1. This is an opportunity to showcase your fieldwork journey and learn from your peers' experiences. The content of the presentation will be based on your “Self Analysis Paper”.

Textbooks (Typical):

Textbook:

1. Ann Obermann, Kristin Danhoff, Jessica A. Ritter *101 Careers in Social Work*. 4 ed., Springer, 2025.
2. John Poulin, Selina Matis, Heather Witt *The Social Work Field Placement: A Competency-Based Approach*. 2 ed., Springer , 2023.
3. Dean H. Hepworth, Pa Der Vang, Joan Marie Blakey etc... *Empowerment Series: Direct Social Work Practice* . 11 ed., Cengage, 2023.

Other Materials Required of Students

1. Access to a computer and internet connection..

Equity Based Curriculum

- Course Content
- Typical Assignments

Requisite Validation

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

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course is offered in a DE mode to allow for accessibility by all types of students, including non-traditional college students.

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

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

Accessibility:

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

Syllabus:

- Instructor response time.

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4-6 per term
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Instructor discretion
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: weekly
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: One per term
- **Other:**
  Frequency: Successful completion of required fieldwork hours; Supervisor's performance evaluation; Student's self performance evaluation. Frequency: End of term

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

C-ID: SWHS 120A

Codes and Dates

Course CB Codes

CB00: State ID
CCC000630060

CB03: TOP Code
210400 - Human Services

CIP Code
44.0701 - Social Work

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

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

Catalog Description:

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

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines. Designed for psychology and social science majors, with applications using data from psychology, the social sciences, health science, and education. Emphasizes selecting appropriate analyses, interpreting software output, and communicating findings in APA style over hand computation. Students may take PSYC 24 or STAT C1000, but not both.
3 Units Lecture 1 Units Activity

Prerequisite(s):

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

- Intermediate Algebra or a higher level of mathematics.

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

Course Grading:

Optional

Justification for course proposal

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

Discipline:

Psychology, or, Mathematics.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

1. Simple linear regression and prediction
2. t-tests and ANOVA as special cases of the general linear model

Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Reading:
    1. Homework will include reading the textbook.
    2. Homework problems will be assigned from each chapter/module/section to be covered.
B. Project:
    1. Take a sample dataset and run correlation, t-test, and ANOVA on variables selected by the student. Report the findings in APA 7th edition and create a write up for a Results section of a research paper.

Textbooks (Typical):

OER:

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

Textbook:

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

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

The course content is well suited to online delivery. Students learn to organize and describe data, calculate and interpret measures of central tendency and variability, and conduct and interpret inferential tests such as correlation, regression, t-tests, ANOVA, and chi-square, along with p-values and effect sizes. These skills translate naturally to the learning management system through step-by-step worked examples, short instructional videos students can pause and replay, interactive practice problems with immediate feedback, and data analysis assignments using spreadsheet or statistical software. Many students who experience math anxiety benefit from the ability to review explanations at their own pace and practice repeatedly before graded assessments. Working with real datasets from the social and behavioral sciences in a digital environment also builds the technology skills students will need in upper-division coursework and careers.

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Monthy

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 3 times a term
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once a term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Once a term

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning

UC Transfer

- Transfers to UC

C-ID: MATH 110

Codes and Dates

Course CB Codes

CB03: TOP Code

200100 - Psychology, General

CIP Code

42.0101 - Psychology, General

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

6.2. Course Modifications

Course Outline of Record – Effective Term: **Spring 2027**

- AJ 50 Introduction to Administration of Justice
- AJ 70 Community Relations

Course Outline of Record – Effective Term: **Fall 2027**

- AJ 89 Family Violence
- BIO 1R Organismal Biology
- BUSN 87 Organizational Management and Leadership
- CIS 71C Skills Improvement
- CIS 79 Medical Office Procedures
- CIS 81A Introduction to Cloud Computing
- CIS 81B Database Essentials in the Cloud
- CMST 2 Oral Interpretation of Literature
- CS 4 Introduction to Artificial Intelligence
- FST 30 Basic Firefighter Skills and Update
- FST 31 Intermediate Firefighter Skills and Update
- FST 32 Advanced Hazmat and Wildland Training for Firefighters
- HIST 28 History of the American West
- HIST C1002 United States History since 1865
- KIN 19 Care and Prevention of Athletic Injuries
- LIBR 1 Working with Sources
- LIBR 4 College Research Techniques
- LIBR 7 The Open Web and Search Engines
- LIBR 29 Independent Study, Library Studies
- MATH 3 Multivariable Calculus
- MIND 15 Mindfulness, Meditation and Self Compassion

Enrollment Limitations – Effective Term: **Fall 2027**

- CS 4 Introduction to Artificial Intelligence
- FST 30 Basic Firefighter Skills and Update
- MATH 3 Multivariable Calculus

Distance Education (DE) – Effective Term: **Fall 2027**

- AJ 89 Family Violence (FO)
- CIS 81A Introduction to Cloud Computing (FO)
- FST 30 Basic Firefighter Skills and Update (EOFI)
- FST 31 Intermediate Firefighter Skills and Update (EOFI)

Credit for Prior Learning– Effective Term: **Fall 2026**

- AJ 50 Introduction to Administration of Justice (Industry-Recognized-Training)

- AJ 70 Community Relations (Industry-Recognized-Training)
- BUSN 55 Business Mathematics (Portfolio, Industry-Recognized-Training)
- CIS 59C Web Programming – Javascript
- CNT 51 CompTIA's A+ Certification Computer Technician (Industry-Recognized-Training)
- CNT 55 Windows Server Installation, Storage, and Compute (MJST, Industry-Recognized-Training)
- CNT 56 Networking with Windows Server (MJST, Industry-Recognized-Training)
- CNT 69 Network Security; CompTIA Security + Certification (Industry-Recognized-Training)
- CNT 7401 Red Hat Linux Administration I (Industry-Recognized-Training)
- CNT 7402 Red Hat Linux Administration II (MJST, Industry-Recognized-Training)
- CNT 8002 Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (MJST, Industry-Recognized-Training)
- CNT 8003 Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (MJST, Industry-Recognized-Training)
- FST 7 Fire Service Conditioning & Physical Agility Development (Industry-Recognized-Training)
- NMUS 215 Jazz Band for Older Adults (Credit-by-Exam; noncredit mirror MUS 15)
- PHTO 50 Introduction to Photography (Portfolio)
- PHTO 56 Introduction to Digital Photography (Portfolio, MJST)
- PHTO 57 Intermediate Digital Photography (Portfolio, MJST)
- PHTO 58 Introduction to Videography (Portfolio, MJST)
- PHTO 64A Artificial Light Photography (Portfolio, MJST)
- PHTO 66 Digital Imaging (Portfolio, MJST)
- PHTO 68 Color Field Photography (Portfolio)

Credit for Prior Learning – Effective Term: **Fall 2027**

- BUSN 87 Organizational Management and Leadership (Portfolio)
- CNT 7501 Ethical Hacking (MJST, Industry-Recognized-Training)
- KIN 19 Care and Prevention of Athletic Injuries (MJST)

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: AJ 50 - Introduction to Administration of Justice

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

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

Catalog Description:

AJ 50 - Introduction to Administration of Justice
3.00 Units

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

3. Sociological theories
4. Conflict theory

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

2. Goals
3. Sentencing strategies
4. Capital punishment

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

OER:

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

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

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

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Participate in a minimum of eight discussion boards per semester including a minimum of one reply to other student postings.

Student-Content Interaction

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

General Education/Transfer

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

CSU Transfer
- Transfers to CSU - Approved

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

UC Transfer
- Transfers to UC - Approved

C-ID: AJ 110 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000348890

CB03: TOP Code
210500 - Administration of Justice

CIP Code
43.0103 - Criminal Justice/Law Enforcement Administration

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status
Y - Credit Course

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: AJ 70 - Community Relations

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

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

Catalog Description:

AJ 70 - Community Relations
3.00 Units

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

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

4. Police and policing the community

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

5. Courts and the community

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

6. Managing/Policing diverse populations in correctional settings

    1. Multicultural populations and corrections

7. Strategies for facilitating conflict resolution in a multicultural society

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~Weekly reading assignments~~

        1. Read chapters assigned from course textbook

    B. Writing:

        1. Problem analysis paper

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

    C. Project:

        1. In class presentation

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

Textbooks (Typical):

OER:

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

Textbook:

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

Other Materials Required of Students

1. Internet access.

Equity Based Curriculum

- Course Content
- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of two times each semester.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on a minimum of one assignment or assessment on a biweekly basis.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of one announcement each week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: AJ - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000370024

CB03: TOP Code
210500 - Administration of Justice

CIP Code

43.0100 - Criminal Justice and Corrections, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: AJ 89 - Family Violence

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

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

Catalog Description:

AJ 89 - Family Violence
3.00 Units

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

3 Units Lecture

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

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

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

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

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

4. Role play exercises

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

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

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

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

B. Research:

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Daily minus weekends
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: When applicable
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: When applicable

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: When applicable
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: When applicable
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Discussion Boards will be made available for students to chat and comment bi-weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Discussion Boards will be made available for students to chat and comment bi-weekly.

Student-Content Interaction

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

Frequency: Bi-weekly

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000574803

CB03: TOP Code
210500 - Administration of Justice

CIP Code

43.0103 - Criminal Justice/Law Enforcement Administration

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: BIO 1R - Organismal Biology

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

Admin Outline for Biological Sciences 1R Organismal Biology

Effective: Fall ~~2026~~ 2027

Catalog Description:

BIO 1R - Organismal Biology
5.00 Units

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

Prerequisite(s):

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

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

Recommended Course Preparation:

- BIO 30

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

Course Grading:

Letter Grade Only

Justification for course proposal

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

Discipline:

Biological Sciences.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

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

Course Content:

Lecture:

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

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

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

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

Mutation and recombination

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

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

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

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

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

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

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

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

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

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

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

4. Algal ecology and importance

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

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

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

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

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

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

15. Invertebrates – from basal animals to tunicates

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

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

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

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

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

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

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

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

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

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

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

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

4. Food webs and the movement of energy and matter

5. Ecological succession

25. Biodiversity

    1. Levels of biodiversity

    2. Measuring biodiversity

    3. Ecosystem services

    4. Threats to biodiversity

    5. Conservation

Lab Activities:

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

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

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

4. Invertebrate Deuterostomes (Echinodermata and Invertebrate Chordates)

5. Vertebrates

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

    1. Circulatory System and Respiratory System

    2. Digestion and Excretory System

    3. Other Body Systems

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

OER:

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

Textbook:

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

Manual:

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

Other Materials Required of Students

1. PPE (personal protective equipment).

Equity Based Curriculum

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

Requisite Validation

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

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

Cal-GETC

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

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: BIOL 140

Codes and Dates

Course CB Codes

CB00: State ID
CCC000654067

CB03: TOP Code
040100 - Biology, General

CIP Code
26.0101 - Biology/Biological Sciences, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: BUSN 87 - Organizational Management and Leadership

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

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

Catalog Description:

BUSN 87 - Organizational Management and Leadership
3.00 Units

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

Recommended Course Preparation:

- BUSN 40

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Business, or, Management.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Other:

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

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

Accessibility:

- Closed captioning for videos.

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 2 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly

Student-Content Interaction

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

  Frequency: **Once per semester**

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

Credit for Prior Learning

Credit for Prior Learning **Yes**

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

Credit-by-Exam **No**

Credit-by-Portfolio **Yes**

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

Resume with relevant industry experience of 3 to 5 years

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

Credit-by-Industry-Recognized-Training **No**

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606103

CB03: TOP Code

050600 - Business Management

CIP Code

52.0201 - Business Administration and Management, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: CIS 71C - Skills Improvement

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

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

Catalog Description:

CIS 71C - Skills Improvement
1.00 Units

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

Recommended Course Preparation:

- CIS 71B

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :

1. Textbook Lesson Assignment

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

2. Practice Time Writings

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

3. Official Timed Writings

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

Textbooks (Typical):

Textbook:

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

Software:

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

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

Previously approved for DE.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Once in 2 Weeks. Students are encouraged to reflect on their progress and make a plan to improve their performance ~~,~~ in discussion with other students .
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly feedback at minimum with analysis of student work at the keystroke level, as well as evaluation of overall speed and accuracy results

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000361958

CB03: TOP Code

~~070200 - Computer Information Systems~~

051400 - Office Technology/Office Computer Applications

CIP Code

52.0408 - General Office Occupations and Clerical Services

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: CIS 79 - Medical Office Procedures

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

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

Catalog Description:

CIS 79 - Medical Office Procedures
3.00 Units

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

Recommended Course Preparation:

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

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

Lab Activities:

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- **Transfers to CSU - Approved**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589351

CB03: TOP Code

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

120820 - Administrative Medical Assisting

CIP Code

51.0710 - Medical Office Assistant/Specialist

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: CIS 81A - Introduction to Cloud Computing

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

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

Catalog Description:

CIS 81A - Introduction to Cloud Computing
3.00 Units

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

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

    1. Understanding the IAM
    2. IAM user management

6. AWS budgets and alarms

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

7. Hosting a static website in AWS

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

8. Introduction to web services

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

9. Amazon AWS Elactic Compute Cloud (EC2) Services

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

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

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

10. AWS Educate Platorm OR Microsoft AZURE Platform introduction

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

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

B. Project:

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

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

Textbooks (Typical):

Textbook:

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

Other Learning Materials:

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

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

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

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

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

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

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

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606108

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

070700 - Computer Software Development

CIP Code

11.0103 - Information Technology

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

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

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

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

Catalog Description:

CIS 81B - Database Essentials in the Cloud
3.00 Units

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

Recommended Course Preparation:

- CIS 81A

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

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

Methods of Instruction:

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

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

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

Other Learning Materials:

1. Vendor maintained tutorial websites:

   www.awseducate.com

   www.awsacademy.com

   https://skillbuilder.aws/

Other Materials Required of Students

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

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

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

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

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

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

Accessibility:

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

- Modifying assignment time limits for students with accommodations.

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Email - The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on Assignments - The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements - Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Students will come to campus during face-to-face class hours and/or online office hours to discuss any facet of the course and receive direction and/or feedback.

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606109

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

070720 - Database Design and Administration

CIP Code

11.0802 - Data Modeling/Warehousing and Database Administration

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: CMST 2 - Oral Interpretation of Literature

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

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

Catalog Description:

CMST 2 - Oral Interpretation of Literature
3.00 Units

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

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Communication Studies.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

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

    2. Analysis of literature for performance

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

    3. Editing techniques
    4. Writing introductions

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

    1. Oral interpretation of prose

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

    2. Oral interpretation of poetry

        1. Choices of poetry literature for performance

2. Component features of poetry

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

3. Poetry performance decisions

3. Oral interpretation of drama

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

6. Verbal and nonverbal elements of performance

    1. Verbal factors

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

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

2. Nonverbal factors

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

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

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

7. Analysis of audience
8. Performance of literature

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

9. Critical listening and analysis of performance
    1. Listening factors
    2. Effective evaluative comments

Methods of Instruction:

1. Audio-visual Activity - Video/audio tapes
2. Demonstration - Live demonstrations of oral interpretation
3. Critique - Instructor and peer critique of performances
4. Classroom Activity - Class activities dealing with course content
5. Student Presentations - Solo, duo, and/or group performances
6. Discussion - Discussion of course content
7. Lecture - Lecture of course content
8. Peer group evaluation

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. ~~3~~ 2 per semester
C. Oral Presentation
    1. 4 per semester
D. Papers
    1. 1 per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :
    1. **Poetry Analysis** : Write a 3 - 4 page essay that explores a poem you will be performing. Examine the component features of the poem and describe performance choices you will make

to create an outstanding oral interpretation performance. Students are encouraged to perform literature that reflects their own culture and backgrounds. Attach a copy of the poem.

B. Project:

1. **Narrative/Dialogue Prose**: Find a selection of prose literature that has both descriptive narration and dialogue. Make appropriate performance choices for prose literature and rehearse so that you know the selection very well. Perform your selection for class, staying within a 2 - 4 minute time frame. Students are encouraged to perform literature that reflects their own culture and backgrounds. You will be graded on whether your selection fits the assignment, fits the time limit, how well you know the literature, how effectively you use change in focus, and how you use your voice and body to portray the literature.

2. ~~**Poetry Analysis : Write a 3 - 4 page essay that explores a poem you will be performing. Examine the component features of the poem and describe performance choices you will make to create an outstanding oral interpretation performance. Attach a copy of the poem.**~~

3. **Mini-Thematic Group Performance: Students will be assigned to groups that will compile and perform a script on one theme. The scripts must have at least four separate pieces of literature from at least two separate sources and genres. (Example: Two poems and two prose selections; OR one poem and three drama selections, etc.) The script must include an introduction of the theme, and the author and title of each selection. All group members must participate in the compilation, staging, rehearsal, and performance of their show. The time limit for the performance is 9 - 12 minutes.**

Textbooks (Typical):

OER:

1. **Anna Martinez *Oral Interpretation of Literature.* , LibreTexts, 2024. https://human.libretexts.org/Courses/Clovis_Community_College/Oral_Interpretation_of_Literature_(Martinez)/00%3A_Front_Matter/03%3A_Table_of_Contents.**

Textbook:

1. **Henry Bial and Sara Brady *The Performance Studies Reader.* 4th ed., Routledge, 2025.**
2. **Richard T. Young *Oral Interpretation: A Creative Performance Approach.* 1st ed., Integratio Press, 2024.**
3. **John Gillett, Christina Gutekunst *Voice into Acting: Integrating voice and the Stanislavski approach.* 2nd ed., Bloomsbury Methuen Drama, 2021.**
4. **Richard Schechner *Performance Studies: An Introduction.* 4th ed., Routledge, 2020 .**
5. ~~**Timothy Gura, Benjamin Powell**~~ **Oral Interpretation.** ~~**13th ed., Routledge, 2018**~~ **.**
6. **Soyini Madison *Critical Ethnography: Method, Ethics, and Performance.* 3rd ed., Sage Publications, 2019.**

Other Materials Required of Students

1. **Performance binder .**

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

The requirements of the course and the delivery methods can be performed in an online modality. There is really no reason not to offer this class as distance education.

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

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

Accessibility:

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

Syllabus:

- **Instructor response time.**
- **Grade turnaround time.**
- **Student participation.**
- **Instructor participation.**

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed every week.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: The discussion board will be used weekly to facilitate learning.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Students will receive feedback every week on their assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: There will be at least one announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Students will meet 4 times per semester.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: The discussion board will be used weekly for students to respond to each other's performances.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly breakout groups will be used to provide feedback to each other.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Weekly peer critiquing will take place.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Students will meet 4 times over the semester to watch and evaluate each other's performances.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1 per week.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: At least once per week.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 2 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: There will be three during the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 1 per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least 2 videos will be used for demonstration per semester.
- **Other:**
  Frequency: Students will perform at least 4 times over the semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- **Transfers to CSU - Approved**

Las Positas College GE

- **3 - Arts and Humanities - Approved**

UC Transfer

- **Transfers to UC - Approved**

C-ID: COMM 170 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000349841

CB03: TOP Code
150600 - Speech Communication

CIP Code
09.0101 - Speech Communication and Rhetoric

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: CS 4 - Introduction to Artificial Intelligence

Course Modification: CS 4 - Introduction to Artificial Intelligence (Launched)
compared with
CS 4 - Introduction to Artificial Intelligence (Active - Implemented 08-15-2025)

Admin Outline for Computer Science 4
Introduction to Artificial Intelligence
Effective: Fall ~~2025~~ 2027

Catalog Description:

CS 4 - Introduction to Artificial Intelligence
3.00 Units

An introduction to artificial intelligence (AI) and modern AI programming libraries. Basic discrete mathematics and statistics. Problem solving using uninformed, informed, local, and adversarial search algorithms. Knowledge representation, inference, and reasoning using propositional and first-order logic. Quantifying and reasoning about uncertainty with Bayesian networks and Markov decision processes. Ethical considerations of artificial intelligence.
2.5 Units Lecture 0.5 Units Lab

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

- CS 1 **or** CS 7

Recommended Course Preparation:

- ~~CS 7~~
- STAT C1000

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Analyze ~~Formulate~~ the effectiveness, limitations, and societal impacts of an artificial intelligence system.
B. Develop and evaluate an artificial intelligence solution using appropriate ~~model~~ algorithms, ~~for~~ tools, and techniques.
C. Formulate a well-defined problem ~~by~~ and ~~defining~~ select ~~states~~ an appropriate artificial intelligence approach for its solution.
D. Critically analyze an AI application for safety , ~~actions~~ equity , ~~a transition model~~ fairness , and ~~goal~~ ethical ~~testing~~ concerns .

Course Objectives:

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

A. Formulate an appropriate model for a well-defined problem by defining states, actions, a transition model, and goal testing.
B. Explain artificial intelligence and how an agent can be considered intelligent and rational.
C. Design and implement problem-solving agents to solve search problems using appropriate search algorithms.
D. Develop and implement admissible and consistent heuristic functions for a search problem.
E. Design and implement knowledge-based agents that utilize propositional/first-order logic to infer and prove facts about the environment of the agent.
F. Design and implement decision-theoretic agents that select rational actions for a problem containing uncertainty.
G. Discuss the underlying ethical issues in developing artificial intelligence.

Course Content:

Lecture:

1. Intelligent agents
    1. Rationality
    2. Task environments
    3. Agent structure
2. Mathematical foundations
    1. Sets
    2. Functions

    3. Recursion
    4. Graphs
    5. Trees
    6. Statistics
3. Search in simple environments
    1. Formulating a well-defined problem
        1. States
        2. Actions
        3. Transition model
        4. Goal testing
    2. Uninformed graph algorithms
        1. Best-first search
        2. Breadth-first search
        3. Uniform-cost search
        4. Depth-first search
        5. Iterative deepening search
    3. Informed graph algorithms
        1. Heuristic functions
        2. Greedy best-first search
        3. A* search
4. Search in complex environments
    1. Hill-climbing search
    2. Simulated annealing
    3. Local beam search
    4. Genetic algorithms
5. Adversarial search in games
    1. Game theory
    2. Minimax algorithm
    3. Alpha-beta pruning
    4. Monte Carlo tree search
    5. Stochastic games
6. Logical agents
    1. Propositional logic
        1. Propositional theorem proving
        2. WalkSAT
    2. First-order logic
        1. Forward chaining
        2. Resolution theorem proving
    3. Knowledge engineering
7. Probabilistic reasoning
    1. Probabilistic inference
    2. Naïve Bayes models
    3. Bayesian networks
    4. Markov decision process
        1. Value iteration

2. Policy iteration

8. Ethics of artificial intelligence

Lab Activities:

Application of problem-solving and algorithm selection and implementation techniques to develop AI applications.

Labs will cover these AI algorithms:

1. Best-first search
2. Iterative deepening search
3. Depth-first search
4. Uniform-cost search
5. Breadth-first search
6. A* search
7. Greedy best-first search
8. Heuristic functions
9. Hill-climbing search
10. Simulated annealing
11. Local beam search
12. Genetic algorithms
13. Adversarial search in games
14. Minimax algorithm
15. Alpha-beta pruning

16. Monte Carlo tree search
17. Stochastic games
18. Logical agents
19. Naïve Bayes models
20. Bayesian networks
21. Markov decision process

Methods of Instruction:

1. Audio-visual Activity -
2. Classroom Activity -
3. Demonstration -
4. Discussion -
5. Lecture -
6. Projects -
7. Written Exercises -
8. Intructors will present information in multiple ways to meet the needs of diverse learners.

Methods of Evaluation

A. Class Participation
    1. Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
B. Exams/Tests
    1. There should be at least two exams that each cover one half of the course content.
C. Home Work
    1. Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.
D. Projects
    1. A semester project should be incorporated that allows students to apply the majority of the course content.

Typical Outside-of-Class Assignments

A. ~~Other~~ Project :
    1. Give a PEAS description for different task environments, such as playing soccer or shopping.
    2. Assume you are navigating a robot in a maze. Formulate the problem with a PEAS description, determine the state space, and perform both breadth-first search and depth-first search to find a path out of the maze. Implement this solution using Python.
    3. Implement and test hill-climbing search in Python to solve the traveling salesperson problem.

4. For a game tree that is two moves deep, perform alpha-beta pruning and determine the minimax value of the root max node. How many nodes were pruned compared to the minimax algorithm?
5. For a 2-CNF propositional expression, prove using resolution that it entails a given knowledge base.
6. Model a simple, probabilistic grid environment in Python. Create an agent that uses policy iteration to find an optimal policy for a given start state.

Textbooks (Typical):

Textbook:

1. Rushal Hurbans *Grokking Artificial Intelligence Algorithms.* ~~1~~ 2 ed., Manning Publications Co, ~~2020~~ 2026 .
2. Perry Xiao *Artificial Intelligence Programming with Python: From Zero to Hero.* 1 ed., Wiley, 2022.
3. Stuart Russell, Peter Norvig *Artificial Intelligence: A Modern Approach.* 4 ed., Pearson, 2020.
4. Alberto Artasanchez, Prateek Joshi *Artificial Intelligence with Python.* 2 ed., Packt, 2020.

Other Materials Required of Students

1. Access to a computer with an active Internet connection.

Equity Based Curriculum

- ~~Course Content~~
- - Methods of Instruction
- ~~Assignments~~
- Methods Typical of Texts
- - DE Course Interaction Evaluation

Requisite Validation

A. CS 1

Content Review

Required

- ~~Interpret and apply C++ control structures for sequencing, selection and iteration.~~
- ~~Interpret and implement programmer-defined functions in C++.~~
- ~~Create and interpret expressions involving arithmetic and logical operators;~~
- Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
- Choose appropriate conditional and iteration constructs for a given programming task.
- Modify and expand short programs that use standard conditional and iterative control structures and functions.
- Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.

~~Recommended~~

- ~~Design, create~~ Create and ~~compile~~ interpret expressions involving arithmetic and logical operators;
- Interpret and implement programmer-defined functions in C++.

- Interpret and apply C++ ~~programs~~ control ~~within~~ structures ~~multiple~~ for ~~development~~ sequencing, ~~environments~~ selection and ~~operating systems, including the use of command-line tools in Unix/Linux~~ iteration .

Recommended

- Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
- Discuss and apply the concept of algorithms in problem-solving processes.
- Describe, interpret and apply the mechanics of parameter passing.
- Analyze and explain the behavior of simple programs .
- Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux .

Not Necessary Skills

- Develop a complex C++ project comprised of source and header files with multiple compilation steps
- Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- Describe and apply effective debugging strategies.
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.

B. CS 7

Content Review

Required

- Design simple algorithms to solve a variety programming problems.
- Explain what an algorithm is and its importance in computer programming.

Recommended

- Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.
- Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
- Analyze and investigate program behavior to effectively alter or debug existing code.
- Design and implement specific program steps and components to achieve desired program behavior.

Not Necessary Skills

- Describe the software development life-cycle.
- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.
- Design and implement simple graphical and command line user interfaces implementing the students algorithms.

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

~~Artificial intelligence is a combination of theory and application. While the theory portion should be handled synchronously with the instructor, the application programming aspect can be done online.~~

Offering this course in DE mode is important to make the course accessible to as wide a range of students as possible.

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

As computers and Internet access become ubiquitous, in conjunction with the rise of telecommunication technology, it seems natural to offer this course in a DE mode. Additionally, it offers students more flexibility.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Daily/Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly/Bi-weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Daily
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Weekly/Bi-weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least 2 spread across the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly/Bi-weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000621880

CB03: TOP Code
079900 - Other Information Technology

CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: FST 30 - Basic Firefighter Skills and Update

Course Modification: FST 30 - Basic Firefighter Skills and Update (Launched)
compared with
FST 30 - Basic Firefighter Skills and Update (Active - Implemented 04-19-2022)

Admin Outline for Fire Service Technology 30
Basic Firefighter Skills and Update
Effective: Fall ~~2022~~ 2027

Catalog Description:

FST 30 - Basic Firefighter Skills and Update
2.00 Units

This course is designed for currently employed and volunteer Firefighters and covers fire service topics in a classroom and manipulative setting that includes required skills maintenance and updated tactical techniques. All subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

Enrollment Limitation:

- Must be currently enrolled in LPCs Fire academy or a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Fire Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon~~ Demonstrate ~~completion~~ proficiency ~~of~~ in ~~FST~~ Hazardous ~~30~~ Materials skills , ~~the~~ written ~~student~~ assessment ~~should~~ and ~~be~~ hands-on ~~able~~ testing. ~~to~~
B. Demonstrate ~~demonstrate~~ proficiency in wildland skills, written assessment and hands-on testing.
C. Demonstrate proficiency in structure skills, written assessment and hands-on testing.
D. Demonstrate and show proficiency in the ~~-~~ _ current Firefighter I curriculum skills.

Course Objectives:

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

A. Demonstrate a wide variety of firefighter skills and maintain a high level of proficiency to meet State Mandates.
B. Identify the various course ~~require~~ requirements for fire fighter, ~~wild land~~ wildland fire fighters, fire operations and incident command.
C. Demonstrate how to open and complete a task book
D. Discuss and be proficient in knowing NFPA standards in health and safety as well as how personal protection gear plays a role in individual safety
E. Identify the roles in emergency operations and be able to understand the processes between a call for service to operating at an emergency scene.
F. Demonstrate and show proficiency in various ropes and knot tying, various ~~fire~~ firefighting tools and ~~its~~ their application, proper ladder and hose applications, and maintenance of all ~~needed and~~ necessary equipment
G. Discuss and demonstrate their knowledge in fire behavior and its different classifications as well as those extinguishers used to extinguish fires.

Course Content:

Lecture:

1. Orientation and Administration
    1. Identify facility requirements
        1. Restroom locations
        2. Food locations

3. Smoking locations
4. Emergency procedures

2. Identify classroom requirements

    1. Start and end times
    2. Breaks
    3. Electronic device policies
    4. Special needs and accommodations
    5. Other requirements as applicable

3. Review course syllabus

    1. Course objectives
    2. Calendar of events
    3. Course requirements
    4. Student evaluation process
    5. Assignments
    6. Activities
    7. Required student resources
    8. Class participation requirements

2. Fire Fighter I Certification Process

    1. Identify the different levels of certification in the Fire Fighter I certification track

1. Fire Fighter I
2. Wildland Fire Fighter I
3. NFPA 472 Awareness/Operations Level Responder: Hazardous Materials/Weapons of Mass Destruction Incidents

2. Identify the courses required for Fire Fighter I

    1. Fire Fighter I
    2. Wildland Fire Fighter I
    3. First Responder Operations
    4. Confined Space Awareness
    5. IS-100 Introduction to Incident Command System
    6. IS-700A National Incident Management System, An Introduction
    7. Identify any other requirements for Fire Fighter I

3. Describe the certification task book process

    1. Complete all prerequisites and course work
    2. Submit application and fees to request certification task book
    3. Complete all job performance requirements included in the task book
    4. Must have identified evaluator verify individual task completion via signature
    5. Must have Fire Chief or authorized representative verify task book completion via signature
    6. Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training

4. Describe the certification examination process

    1. Complete course work
    2. Schedule online certification exam
    3. Schedule skills evaluation exam

3. General Knowledge Requirements

    1. Describe the organization of the fire department

        1. Equal Employment Opportunity
        2. Harassment
        3. Diversity

    2. Define the role of Fire Fighter I in the organization

        1. Describe the mission of the fire service
        2. Describe fire department standard operating procedures and rules and regulations as they apply to the Fire Fighter I
        3. Identify the role of other agencies as they relate to the fire department
        4. Identify aspects of the fire department's member assistance program
        5. Locate information in departmental documents and standard or code materials

4. Health and Safety

    1. List common types of accidents or injuries and their causes

2. Discuss the importance of physical fitness and a healthy lifestyle to the performance and duties of a fire fighter

3. Define the critical aspects of NFPA 1500, Standard on Fire Department Occupational

    1. Safety and Health Program

4. Discuss the value of fire and life safety initiatives in support of the fire department's mission to reduce fire fighter line-of-duty injuries and fatalities

5. Structural Personal Protective Ensemble

    1. Identify the components of structural personal protective ensemble

    2. Describe the protection provided by structural personal protective ensemble

    3. Explain the importance of standards for structural personal protective ensemble

    4. Describe the limitations of structural personal protective ensemble

    5. Identify the proper method for inspecting, cleaning, and maintaining structural personal protective ensemble

    6. Don structural personal protective ensemble

    7. Doff structural personal protective ensemble and prepare for reuse

6. Self-Contained Breathing Apparatus

    1. Identify conditions requiring respiratory protection

        1. NFPA 1500

        2. Code of Federal Regulations 29, 1910.134

        3. California Code of Regulations Title 8, 5144K

2. Describe potential long-term consequences of exposure to products of combustion
3. Describe the uses and limitations of a self-contained breathing apparatus
4. Identify the components of a self-contained breathing apparatus
5. Describe operational inspection for a self-contained breathing apparatus
6. Describe different donning procedures
7. Describe different breathing techniques
8. Describe indications for and emergency procedures used with a self-contained breathing apparatus
9. Identify physical requirements of the self-contained breathing apparatus wearer
10. Demonstrate different controlled breathing techniques
11. Replace self-contained breathing apparatus air cylinders
12. Use a self-contained breathing apparatus to exit through restricted passages
13. Initiate and complete emergency procedures in the event of self-contained breathing apparatus failure or air depletion
14. Perform operational inspection for a self-contained breathing apparatus
15. Complete donning procedures to include:

    1. Coat
    2. Over-the-head
    3. Seat mounted

7. Responding on an Apparatus

    1. Describe mounting and dismounting procedures for riding an apparatus

2. Identify hazards associated with riding an apparatus and ways to avoid them
3. Describe prohibited practices
4. Identify different types of department personal protective equipment and their use(s)
    1. Hearing protection
    2. Seat belts
    3. Safety gates
5. Use each piece of provided safety equipment

8. Operating at an Emergency Scene
    1. Identify potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions
    2. Describe proper procedures for mounting and dismounting an apparatus in traffic
    3. Describe procedures for safe operation at emergency scenes
    4. Identify the personal protective equipment available for members' safety on emergency scenes and work zone designations
    5. Use personal protective equipment
    6. Deploy traffic and scene control devices
    7. Dismount an apparatus
    8. Operate in protected work areas as directed

9. Operating a Phone in a Non-emergency Situation
    1. Describe fire department procedures for answering non-emergency phone calls
    2. Operate fire station telephone and intercom equipment

10. Initiating a Response to an Emergency

    1. Explain the procedures for reporting an emergency
    2. Identify department standard operating procedures for taking and receiving alarms
    3. Identify radio codes, procedures, and clear text for communications
    4. List information needs of dispatch center
    5. Identify the different types of fire department communications equipment
    6. Operate fire department communications equipment
    7. Relay information
    8. Record information

11. Operating Fire Department Radios

    1. Describe fire department procedures and etiquette for routine radio traffic
    2. Describe fire department procedures and etiquette for emergency radio traffic
    3. Describe fire department procedures and etiquette for emergency radio evacuation signals
    4. Identify basic types and operations of fire department radios
    5. Operate fire department radios and equipment
    6. Identify the difference between routine and emergency radio traffic

12. Ropes and Knots

    1. Identify the types and uses of ropes
    2. Identify the types and uses of knots

3. Describe the difference between life safety and utility rope
4. Identify reasons for placing rope out of service
5. List types of knots to use for given tools
6. List types of knots to use for given ropes
7. Describe types of knots to use for given situations
8. Describe hoisting methods for tools and equipment
9. Discuss the use of rope(s) to support response activities
10. Handcuff

13. Hand and Power Tools

1. Describe types of and uses for hand and power tools
2. Transport and operate hand and power tools

14. Portable Electric and Lighting Equipment

1. Discuss safety principles and practices for portable electrical equipment
2. Identify power supply capacity and limitations
3. Describe light deployment methods
4. Operate department power supply and lighting equipment
5. Deploy cords and connectors
6. Reset ground-fault interrupter (GFI) devices
7. Locate lights for best effect

15. Maintenance

1. Describe types of cleaning methods for various tools and equipment

    1. Ladders
    2. SCBAs
    3. Ventilation equipment
    4. Hand tools
    5. Salvage equipment
    6. Ropes

2. Discuss the correct use of cleaning solvents
3. Identify manufacturer or departmental guidelines for cleaning equipment and tools, and removal from service
4. Select correct tools to maintain various parts and pieces of equipment
5. Complete recording and reporting procedures

16. Building Construction and Related Hazards

    1. Describe common building materials and construction types
    2. Identify the effects of each construction type and elapsed time under fire conditions on structural integrity
    3. Identify dangerous building conditions created by fire
    4. Describe basic construction of typical doors, windows, walls, and roofs within the department's community or service area

17. Fire Behavior

    1. List physical states of matter in which fuels are found

2. Describe the stages of fire
3. Describe the classifications of fire
4. Describe the methods of heat transfer
5. Describe the relationship of oxygen concentration to life safety and fire growth
6. Describe fire behavior in a structure
    1. Energy efficient buildings
    2. High rise structures
    3. Below-grade structures
    4. Wind-driven environments
7. Describe the principles of thermal layering within a structure fire
8. List the products of combustion found in a structure fire
9. Identify the signs, causes, effects, and prevention of backdraft/smoke explosion
10. Identify the signs, causes, effects, and prevention of flashover

18. Fire Extinguishers
    1. Identify the types of, rating systems for, and risks associated with, each class of fire extinguisher
    2. Discuss the operating methods and limitations of portable extinguishers
    3. Operate portable fire extinguishers
        1. Select an appropriate extinguisher based on the size and type of fire
        2. Safely carry portable fire extinguishers
        3. Approach fire with portable fire extinguishers

19. Water Supply Systems

    1. Describe types and components of municipal and rural water systems
    2. Discuss loading and off-loading procedures for a mobile water supply apparatus
    3. Describe fire hydrant operations
    4. Identify suitable static water supply sources
    5. Describe procedures and protocols for connecting to various water sources
    6. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
    7. Fully open and close the hydrant

Lab Activities:

1. ~~Personel~~ Personal Protection ~~ensemble~~ Ensemble

    1. Don structural personal protective ensemble
    2. Doff structural personal protective ensemble and prepare for reuse
    3. Perform self-examination of breathing apparatus
    4. Demonstrate different breathing techniques
    5. Replace self-contained breathing apparatus air cylinder

2. ~~Reponses~~ Responses on an apparatus

    1. Perform mounting and dismounting procedures
    2. Perform and demonstrate safety precautions and response.

3. Demonstrate the ability to use all safety gear and other protective gear.

3. Emergency Hazard

    1. Demonstrate how to set up at a scene
    2. Demonstrate the proper techniques to identify ~~hazard~~ hazards and deal with emergency scenes
    3. Demonstrate the use of different protective gear and other equipment at an emergency scene.

4. Demonstrate proper protocol to begin dispatch to an emergency scene

    1. Demonstrate proper radio procedures and use of radio terminology
    2. Demonstrate operational equipment used on emergency scenes

5. Ropes and Knots

    1. Tie knots

        1. Overhand
        2. Half hitch
        3. Clove hitch
        4. Beckett bend
        5. Bowline
        6. Figure 8
        7. Figure 8 on a bight
        8. Figure 8 follow through
        9. Water

6. Hoist tools using demonstrative knots.

    1. Axe
    2. Pike pole
    3. Roof ladder
    4. Charged hoseline
    5. Uncharged hoseline

7. Portable Electric and Lighting Equipment

    1. Identify power supply capacity and limitations
    2. Demonstrate light deployment methods
    3. Operate department power supply and lighting equipment
    4. Deploy cords and connectors
    5. Reset ground-fault interrupter (GFI) devices

8. Perform routine maintenance on equipment

    1. Ladders
    2. SCBA's
    3. Ventilation Equipment
    4. Hand Tools
    5. Salvage Equipment
    6. Ropes

9. Responding to Fires

    1. Demonstrate knowledge of different fuels
    2. Identify the different stages of a live fire
    3. Attempt to classify stages of fires
    4. Identify methods of heat transfer
    5. Relationship of oxygen concentration to life safety and fire growth

10. Fire Extinguishers

    1. Identify – the types of, rating systems for, and risks associated with, each class of fire extinguisher
    2. Operate portable fire extinguishers

        1. Stored water pressure
        2. Dry chemical
        3. CO2

    3. Select an appropriate extinguisher based on the size and type of fire

        1. Safely carry portable fire extinguishers
        2. Approach fire with portable fire extinguishers

11. Water Supply Systems

    1. Identify municipal and rural water systems during responses.

2. Perform loading and off-loading procedures for a mobile water supply apparatus
3. Hydrant operations
4. Suitable static water supply sources
5. Perform connecting to various water sources
6. Deploy portable water tanks and the equipment necessary to transfer between and draft from them
7. Fully open and close the hydrant

Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training prop where students will then perform manipulative skills for proficiency.
5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22.
9. Instructors will use diverse methods of instruction.

Methods of Evaluation

A. Class Participation
    1. Instructor discretion
B. Class Performance
    1. Instructor discretion

C. Exams/Tests
    1. ~~one~~ One to two
D. Final Performance
    1. 1 Skills test
E. Group Projects
    1. Instruction discretion
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. Instructor discretion
I. Papers
    1. Instructor discretion
J. Quizzes
    1. Instructor discretion
K. Simulation
    1. Instructor discretion

Typical Outside-of-Class Assignments

A. Other ~~:~~
~~Students will be given periodical reading assignments, that will include department policy review, state training requirements familairty, fire operations, task book requirements, and State Las required for fire fighting.~~

:
Students will be given periodic reading assignments that will include department policy review, state training requirements familiarity, fire operations, task book requirements, and state laws required for fire fighting.

Textbooks (Typical):

Textbook:

1. IFSTA *Essentials of Fire Fighting* . ~~7th~~ 8th ed ed., Fire Protection Publications, ~~2018~~ 2024 .
2. International Association of Fire Chiefs *Fundamentals of Fire Fighting Skills.* ~~4th~~ 5th ed., Jones & Bartlett Learning, ~~2018~~ 2025.

Manual:

1. State Fire Marshal. State Fire Training Manual . State Fire Training, 2025 .

Other Materials Required of Students

1. All Personal Protective equipment that has been or was assigned to the academy. .

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements

Must be currently enrolled in LPCs Fire academy or a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

DE Proposal

Delivery Methods

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

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

If absolutely needed, some of the content can be delivered online. However, all testing has to be onsite and proctored by qualified instructors.

Rationale for DE

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

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

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Students will use social networking tools to talk to each other about the curriculum content and testing process of the class.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: There will be a final exam for each section of the test to confirm the knowledge base of the student.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612023

CB03: TOP Code

213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

B - Advanced Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: FST 31 - Intermediate Firefighter Skills and Update

Course Modification: FST 31 - Intermediate Firefighter Skills and Update (Launched)
compared with
FST 31 - Intermediate Firefighter Skills and Update (Active - Implemented 04-19-2022)

Admin Outline for Fire Service Technology 31
Intermediate Firefighter Skills and Update

Effective: Fall ~~2022~~ 2027

Catalog Description:

FST 31 - Intermediate Firefighter Skills and Update
2.00 Units

This course is designed for currently employed and volunteer Firefighters and covers ~~Intermediate~~ intermediate fire service topics in a classroom and manipulative setting that includes required skills maintenance and updated tactical techniques. All ~~Intermediate~~ intermediate subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

Enrollment Limitation:

- Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Fire Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon~~ Pass ~~completion~~ a ~~of~~ written ~~FST~~ assessment ~~31~~ for advanced firefighting strategies and tactics.
B. Demonstrate proficiency in advanced structure firefighting skills , ~~the~~ including ~~student~~ hands-on ~~should be able to explain~~ testing.
C. Explain and implement fire suppression - _ techniques for various materials.

Course Objectives:

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

A. Demonstrate the ~~principals~~ principles and foundation of fire hoses as well as correct deployment during a fire.
B. Identify utilities during an emergency and ~~its~~ their applications to controlling emergencies and or fire conditions.
C. Demonstrate ground ladder control and proper carrying techniques.
D. Describe ~~force~~ forcible entry tools and demonstrate proper techniques to gain entry into residential and commercial buildings .
E. Demonstrate effective search and rescue techniques .
F. Describe, implement , and demonstrate proper fire fighting operations to include specific attack and ventilation methods to control and ultimately put out a fire.
G. Discuss and demonstrate their knowledge in fire behavior.
H. Determine proper attack methods to various types of structural fires, ~~vehicles~~ vehicle fires, conservation, safety during a fire as well as survival methods.

Course Content:

Lecture:

1. Fire Hose
    1. Principles and Foundations of the Fire Hose
        1. Identify the principles of fire streams
        2. Describe different types, design, operation, nozzle pressure effects, and flow capabilities of nozzles

3. Identify types, designs, and uses of fire hoses
4. Identify fittings, tools, and appliances
5. Describe the application of each size and type of attack line
6. Describe types of hose rolls, loads, and deployments
7. Describe departmental procedures for inspecting a hose according to the manufacturer's guidelines, noting any defects, and removing it from service
8. Discuss cleaning and maintenance methods

    1. Hose
    2. Nozzles
    3. Appliances

9. Identify precautions to be followed when advancing hose lines to a fire
10. Describe observable results that a fire stream has been properly applied
11. Open, close, and adjust nozzle flow and patterns
12. Prevent water hammer when shutting down nozzles
13. Couple and uncouple various handline connections

    1. Coupling hose – One fire fighter foot tilt method
    2. Coupling hose – Two fire fighters
    3. Uncoupling hose knee press
    4. Uncoupling hose – Two fire fighter stiff-arm
    5. Roll hose

        1. Single roll

2. Donut roll
3. Twin donut roll
4. Self-locking twin donut roll

6. Carry hose
    1. Deploy minute-man load
    2. Deploy triple fold
    3. Deploy preconnected flat load
    4. Deploy working line drag method
    5. Deploy shoulder load method
    6. Deploy hose bundle (agency specific)
    7. Deploy wyed lines

7. Reload hose
    1. Flat load
    2. Minute-man load
    3. Triple fold
    4. Accordion
    5. Horse shoe
    6. Hose bundles (agency specific)

14. Replace burst hose sections

15. Hand lay a supply hose
16. Connect a supply hose to a hydrant
17. Make hydrant-to-engine hose connections for forward and reverse lays
18. Connect and place hard suction hose for drafting operations
19. Clean different types of hose
20. Operate hose washing and drying equipment
21. Replace coupling gaskets
22. Mark defective hose

2. Utility Control at Emergencies

    1. Describe properties and principles of, and safety concerns for, electricity systems

        1. Primary electrical service
        2. Secondary electrical service
        3. Alternative energy services
        4. Describe properties and principles of, and safety concerns for, gas systems
        5. Describe properties and principles of, and safety concerns for, water systems
        6. Identify utility disconnect methods
        7. Discuss associated dangers with utility disconnect methods
        8. Describe use of required safety equipment
        9. Identify utility control devices
        10. Operate control valves or switches
        11. Assess for related hazards

3. Ground Ladder Operations

    1. Identify the types, parts, and construction features of ground ladders
    2. Identify the uses of ground ladders
    3. Identify types of lifts and carries

        1. High shoulder – Single/two fire fighter
        2. Low shoulder – Single/two/three fire fighter
        3. Flat shoulder method – Three/four fire fighter
        4. Suitcase or arms length carry – Single/two fire fighter

    4. Describe methods used to secure ground ladders
    5. Describe proper climbing techniques
    6. Describe safety limits to the degree of angulation
    7. Identify different angles for various tasks
    8. Describe methods to safely work off ground ladders
    9. Describe the hazards associated with setting up ladders
    10. Define what constitutes a stable foundation for ladder placement
    11. Describe what constitutes a reliable structural component for top placement
    12. Tie off a halyard
    13. Lift and carry ladders

        1. High shoulder – Single fire fighter

2. Low shoulder – Single/two/three fire fighter
3. Flat shoulder method – Three/four fire fighter
4. Suitcase or arms length carry – Single/two fire fighter

1. Raise and move ladders

1. Flat raise – Single/two/three/four fire fighter
2. Beam raise – Single/two/three fire fighter
3. High shoulder – Single fire fighter

14. Extend and lock flies
15. Demonstrate proper climbing techniques
16. Demonstrate proper methods to safely work off ground ladders
17. Demonstrate leg lock method
18. Secure ground ladders
19. Determine that a wall and roof will support the ladder
20. Judge extension ladder height requirements
21. Place the ladder to avoid obvious hazards

4. Forcible Entry

1. Describe basic construction of typical doors, windows, and walls within the department's community or service area

1. Residential

    2. Commercial

2. Describe types and uses of hand and power tools used in forcible entry
3. Describe operation of doors, windows, and locks
4. Identify the dangers associated with forcing entry through doors, windows, and walls
5. Transport and operate hand and power tools used in forcible entry
6. Force entry through doors, locks, windows, and walls using assorted methods and tools

5. Structure Fire Search and Rescue Operations

1. Define primary and secondary search techniques
2. Describe the use of thermal imaging cameras and other search tools
3. Identify team members' roles and goals in search and rescue operations within a structure
4. Identify considerations related to respiratory protection
5. Describe methods to determine if an area is tenable
6. Define methods to use and indicators of finding victims
7. Identify psychological effects of operating in obscured conditions and ways to manage them
8. Describe the use of forcible entry tools during rescue operations
9. Describe the use of ground ladders for rescue operations
10. Describe victim removal methods (including various carries)
11. Use a self-contained breathing apparatus to exit through restricted passages
12. Set up and use different types of ladders for various types of rescue operations

    1. Balcony
    2. Fire escape

3. Roof

13. Window
14. Remove the victim down a ladder

    1. Conscious
    2. Unconscious

15. Demonstrate victim removal methods (including various carries)
16. Rescue a fire fighter whose respiratory protection is not functioning
17. Rescue a person who has no respiratory protection
18. Assess areas to determine tenability
19. Demonstrate a primary and secondary search

6. Structural Fire Fighting Operations

    1. Identify precautions to be followed when advancing hose lines to a fire
    2. Identify principles of exposure protection

        1. Exterior
        2. Interior

    3. Define the role of the backup team in fire attack situations
    4. Describe attack and control techniques for below, at, and above grade level fires
    5. Identify methods for locating and exposing hidden fires
    6. Apply water using direct, indirect, and combination attacks

7. Advance charged and uncharged hand lines of 1½-inch diameter or larger up ladders and up and down interior and exterior stairways
8. Operate charged hand lines of 1½-inch diameter or larger while secured to a ground ladder
9. Attack fires below, at, and above grade level
10. Locate and suppress interior wall and subfloor fires

7. Horizontal Ventilation Operations

    1. Describe the principles, advantages, limitations, and effects of horizontal ventilation

        1. Natural
        2. Mechanical
        3. Hydraulic

    2. Describe safety considerations when venting a structure
    3. Transport and operate ventilation tools and equipment and ladders
    4. Break windows and door glass and remove obstructions
    5. Horizontally ventilate a structure

        1. Mechanical
        2. Negative
        3. Positive
        4. Hydraulic

8. Vertical Ventilation Operations

1. Describe the principles, advantages, limitations, and effects of vertical ventilation
2. List the techniques and safety precautions for venting flat roofs, pitched roofs, and basements
3. Identify the effects of construction type and elapsed time under fire conditions on structural integrity
4. Describe basic indicators of potential collapse or roof failure
5. Describe the advantages and disadvantages of vertical and trench/strip ventilation
6. Select, carry, deploy, and secure ground ladders for ventilation activities
7. Deploy roof ladders on pitched roofs while secured to a ground ladder for vertical ventilation
8. Carry ventilation-related tools and equipment while ascending and descending ladders
9. Hoist ventilation tools to a roof
10. Sound a roof for integrity
11. Cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements and retreat from the area as a team when ventilation is accomplished
12. Clear an opening with hand tools

9. Property Conservation

1. Discuss the purpose of property conservation and its value to the public
2. Describe methods used to protect property
3. List types of and uses for salvage covers
4. Describe operations at properties protected with automatic sprinklers
5. Discuss how to stop the flow of water from an automatic sprinkler head
6. Identify the main control valve on an automatic sprinkler system
7. Describe procedures for protecting possible areas of origin and potential evidence

8. Describe forcible entry issues related to salvage
9. Cluster furniture
10. Deploy covering materials
11. Roll and fold salvage covers for reuse
12. Construct water chutes and catch-alls
13. Remove water
14. Cover building openings, including doors, windows, floor openings, and roof openings
15. Stop the flow of water from a sprinkler with sprinkler wedges or stoppers
16. Operate a main control valve on an automatic sprinkler system

10. Overhaul

    1. Describe the purposes and methods of overhaul
    2. Describe the types of fire attack lines and water application devices most effective for overhaul
    3. Discuss water application methods for extinguishment that limit water damage
    4. Identify types of tools and methods used to expose hidden fire
        1. Senses
        2. Hand and power tools
        3. Thermal imaging cameras
    5. Discuss dangers associated with overhaul
        1. Air monitoring
        2. Need for respiratory protection

6. Identify reasons for protecting a fire scene
7. Describe obvious signs of area of origin, cause, or arson
8. List techniques for the preservation of fire cause evidence
9. Deploy and operate an attack line for overhaul
10. Apply water for maximum effectiveness
11. Expose and extinguish hidden fires in walls, ceilings, and subfloor spaces
12. Remove floor, ceiling, and wall components to expose void spaces without compromising structural integrity
13. Recognize and preserve obvious signs of area of origin and arson
14. Separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination
15. Evaluate for complete extinguishment

11. Structural Fire Fighter Survival

1. Identify different personnel accountability systems
2. Identify the development of fire fighter survival attitudes
3. Identify emergency communication procedures
4. Identify emergency procedures for loss of air supply
5. Initiate an emergency call in accordance with the AHJ's procedures
6. Use other methods of emergency calls for assistance
7. Describe emergency evacuation methods for fire fighter survival
8. Define what constitutes a safe haven
9. Identify elements that create or indicate a hazard

10. Demonstrate emergency evacuation methods for fire fighter survival
11. Operate as a team member in vision-obscured conditions
12. Locate and follow a guide line
13. Evaluate areas for hazards
14. Identify a safe haven

12. Exterior Fires

    1. Discuss types of exterior fires
    2. Describe the types of attack lines and water streams appropriate for attacking stacked, piled materials, and outdoor fires
    3. Identify water application methods for exposure protection and fire extinguishment
    4. Identify dangers, such as collapse, associated with stacked and piled materials
    5. Describe various extinguishing agents and their effect on different material configurations
    6. Identify tools and methods used in breaking up various types of materials
    7. Describe the difficulties related to complete extinguishment of stacked and piled materials
    8. Describe dangers such as exposure to toxic or hazardous materials associated with storage building and container fires
    9. Recognize inherent hazards related to the material's configuration
    10. Operate handlines or master streams

        1. One fire fighter method (operating a large hand line)
        2. Two fire fighter method (operating a large hand line)
        3. Master stream
        4. Fixed

5. Portable

11. Break up material using hand tools and water streams ~~2.~~

    1. Evaluate and modify water application for maximum penetration

12. Search for and expose hidden fires
13. Assess patterns for origin determination
14. Evaluate for complete extinguishment

13. Passenger Vehicle Fires

1. Describe principles of fire streams as they relate to fighting passenger vehicle fires
2. Identify precautions to be followed when advancing hose lines toward a passenger vehicle
3. List observable results that a fire stream has been properly applied
4. Identify the hazards associated with alternative fuels in passenger vehicle fires
5. Describe dangerous conditions created during a passenger vehicle fire
6. Describe common types of accidents or injuries related to fighting passenger vehicle fires and how to avoid them
7. Describe how to access locked passenger, trunk, and engine compartments
8. Identify methods for overhauling a passenger vehicle
9. Identify passenger vehicle fuel types
10. Assess and control fuel leaks
11. Apply water for maximum effectiveness while maintaining flash fire protection
12. Advance 1½-inch or larger diameter attack lines on a passenger vehicle fire
13. Expose hidden fires by opening all passenger vehicle compartments

Lab Activities:

1. Skills Demonstration/Lab Content and Certification testing to follow:

    1. Identify, select and deploy hoses
    2. Perform ladder operations
    3. Conduct search and rescue operations
    4. Perform forced entry procedures
    5. Perform and demonstrate structural fire operating procedures
    6. Demonstrate ventilation procedures
    7. Demonstrate and evaluate response to structure, vehicle and other types of fires
    8. Demonstrate knowledge and proficiencies in fire fighter survival.

Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training ~~prop~~ props where students will then perform manipulative skills for proficiency.

5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , the student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22 .
9. Instructors will use diverse methods of instruction .

Methods of Evaluation

A. Class Participation
    1. Instructor discretion
B. Class Performance
    1. Instructor discretion
C. Exams/Tests
    1. ~~one~~ One to two
D. Final Performance
    1. 1 Skills test
E. Group Projects
    1. Instruction discretion
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. Instructor discretion
I. Papers
    1. Instructor discretion
J. Quizzes
    1. Instructor discretion
K. Simulation
    1. Instructor discretion

Typical Outside-of-Class Assignments

A. ~~Other:~~
~~Students will be given periodical reading assignments, which could include department policy review, understanding emergency response, application of proper ladder techniques, search and rescue techniques, team concepts, why proper ventialization is key to success or other topics based upon instructor requirements.~~

Reading:

1. Students will be given periodic reading assignments, which could include department policy review, understanding emergency response, application of proper ladder techniques, search and rescue techniques, team concepts, why proper ventilation is key to success, or other topics based upon instructor requirements.

Textbooks (Typical):

Textbook:

1. International Association of Fire Chiefs *Fundamentals of Fire Fighting Skills.* ~~4th~~ 5th ed., Jones & Bartlett Learning, ~~2018~~ 2025 .
2. IFSTA *Essentials of Fire Fighting* . ~~7th~~ th ed., Fire Protection Publications, ~~2018~~ 2024 .

Other Materials Required of Students

1. All other materials related to this class will be supplied by agency or current academy class. .

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
It should only be online as a last resort. While some of the components can be gone over online, the final testing has to be in person.

Rationale for DE

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

It should only be online as a last resort. While some of the components can be gone over online, the final testing has to be in person.

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: The final written and skills test must be done in person.

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Students will need to communicate and study with one another to pass the testing.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Students will have a final hands-on skills test and written test component.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612024

CB03: TOP Code
213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
B - Advanced Occupational

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: FST 32 - Advanced Hazmat and Wildland Training for Firefighters

Course Modification: FST 32 - Advanced Hazmat and Wildland Training for Firefighters (Launched)
compared with
FST 32 - Advanced Hazmat and Wildland Training for Firefighters (Active - Implemented 04-19-2022)

Admin Outline for Fire Service Technology 32
Advanced Hazmat and Wildland Training for Firefighters

Effective: Fall ~~2022~~ 2027

Catalog Description:

FST 32 - Advanced Hazmat and Wildland Training for Firefighters
2.00 Units

This course is designed for currently employed and volunteer firefighters and covers advanced Hazmat and Wildland topics, updates, and manipulative skills. All advanced subjects relate to the duties and responsibilities of the fire services in order to maintain a state of readiness. Course may be repeated to cover legally mandated training and new techniques.
1 Units Lecture 1 Units Lab

Enrollment Limitation:

- Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

Total Lecture Hours	18
Total Lab Hours	54
Total Inside of Class Hours	72
Total Outside of Class Hours	36
Total Student Learning Hours	108

Course Grading:

Optional

Justification for course proposal

Discipline:

Fire Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon~~ Demonstrate ~~completion~~ hands-on ~~of~~ techniques ~~FST~~ and ~~32,~~ hazardous ~~the~~ materials' ~~student~~ mitigation ~~should be able to explain~~ techniques.
B. Explain proper wildland fire suppression - techniques.
C. ~~Upon completion of FST 32, the student should be able to explain~~ Explain proper hazmat materials containment - and mitigation techniques.

Course Objectives:

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

A. Demonstrate the ~~principals~~ principles and foundation of responding to a hazmat call
B. Identify ~~type~~ types of ~~hazards~~ hazardous materials and respond and control the situation safely in accordance with ~~State~~ state and federal requirements.
C. Demonstrate proper decontamination, containment, incident command and disaster preparedness in emergency operations.
D. Describe and demonstrate proper responses to ~~wild-land~~ wildland fire calls and support operations.
E. Use proper tools to support and fight ~~wild-land~~ wildland fires.
F. Describe, implement and demonstrate proper fire fighting operations to include specific attack methods to control and ultimately put out a ~~wild-land~~ wildland fire.
G. Discuss and demonstrate their knowledge in fire behavior.
H. Determine proper attack methods to various types of ~~wild-land~~ wildland fire and demonstrate proper safety - techniques during a fire as well as survival methods.

Course Content:

Lecture:

1. Wildland Response
    1. Identify equipment requirements
    2. Discuss agency time standards
    3. Identify special transportation considerations (weight limitations)
    4. Discuss agency safety response guidelines

5. Describe operational procedures for various transportation modes

2. Wildland Personal Protective Equipment

    1. Describe the use and limitations of required wildland personal protective clothing
    2. Describe the use, limitations, inspection, and care of new generation fire shelter
    3. Describe the inspection of wildland personal protective clothing
    4. Recognize unserviceable items among wildland personal protective clothing
    5. Describe maintenance of wildland personal protective clothing
    6. Discuss agency policy on fire shelter use
    7. Demonstrate the ability to don wildland personal protective ensemble
    8. Demonstrate the ability to deploy new generation fire shelter
        1. Standing to sitting method
        2. Standing drop-down method
        3. Lying down method
    9. Demonstrate proper cleaning procedures for wildland personal protective clothing

3. Wildland Tools and Equipment

    1. Identify wildland fire fighting tools and equipment
        1. Fussees
        2. Road flares
        3. Drip torches

4. Backpumps
5. Round point shovel
6. Pulaski
7. Mcleod
8. Brush hook
9. Single and double bit axe
10. Wire broom
11. Rhino tool
12. Combi tool
13. Fireline flagging

2. Describe uses for wildland fire fighting tools and equipment
3. Describe the inspection of tools
4. Describe the maintenance and care of tools and equipment
5. Describe the inspection of assigned suppression equipment
6. Recognize unserviceable items
7. Perform required maintenance techniques
8. Sharpen assigned suppression equipment
9. Perform other maintenance techniques for assigned suppression equipment
10. Use required maintenance equipment
11. Assemble and use a back pump.

4. Wildland Fire Behavior

1. Describe basic wildland fire behavior

5. Wildland Fire Safety

    1. Describe basic wildland fire safety

        1. 10 standard fire orders
        2. 18 watch-out situations
        3. LCES
        4. Common denominators
        5. Downhill line construction
        6. Avoiding fire entrapment

    2. Using a vehicle or a structure as refuge
    3. Describe hazards associated with working around aircraft
    4. Describe hazards associated with working around heavy equipment
    5. Assume safe position for an air tanker drop
    6. Use fireline flagging
    7. Use the Incident Response Pocket Guide (IRPG)

6. Human Factors on the Fireline

    1. Describe basic verbal communications

7. Wildland Suppression

    1. Describe basic wildland strategy and tactics

2. Describe basic wildland suppression methods

    1. Hose lays
    2. Line construction
    3. Hand line
    4. Dozer line
    5. Retardant line
    6. Mobile attack

3. Use and carry wildland tools

    1. Brush hook
    2. Pulaski
    3. Single and double bit axe
    4. Round point shovel
    5. Mcleod
    6. Wire broom
    7. Rhino tool
    8. Combi tool
    9. Procedures for passing hand tools

4. Construct handline

    1. Build a control line using the bump up or one lick method
    2. Build a cup or trench while constructing handline

5. Perform mobile attack
    1. Perform a simple hose lay
    2. Single person
6. Perform progressive hoselay
    1. Two person minimum
    2. Retrieve hose
    3. Single-section drain and carry
    4. Figure 8 drain and carry
7. Reinforcing a Fireline
    1. Describe line improvement techniques
    2. Identify safety considerations when burning out
    3. Describe the types of basic ignition devices
8. Use basic ignition devices
    1. How to ignite and extinguish road flares and fusees
    2. How to assemble and use a drip torch

8. Wildland Urban Interface
    1. Describe wildland fire behavior within the wildland urban interface

2. Describe wildland fuel removal for structure preparation
3. Identify structure defense methods
4. Identify equipment and personnel capabilities within the wildland urban interface
5. Prepare a structure for structure defense
6. Conduct structure defense within the wildland urban interface

9. Mop-up Operations

    1. Describe principles, techniques, and standards for mop-up

        1. Dry mop-up
        2. Wet mop-up

    2. Use basic tools to perform mop-up operations
    3. Use basic techniques to perform mop-up operations

10. Conducting Patrols

    1. Describe the principles, techniques, and standards of patrol

11. Recognizing Hazardous Materials/WMD

    1. Define hazardous materials
    2. Describe the risks associated with hazardous materials
    3. Recognize the presence of hazardous materials in an emergency
    4. Identify the hazardous materials involved

    1. Placards
    2. Labels
    3. Containers

5. Recognize the presence of weapons of mass destruction
6. Identify procedures in the event of a WMD incident
7. Identify the potential outcomes associated with an emergency when hazardous materials are present
8. Identify the types of additional resources for a hazardous materials response
9. Identify mandatory notifications in accordance with AHJ
10. Describe the role of the fire fighter in the AHJ's emergency response plan, including site security and control zones
11. Describe the components of the DOT Emergency Response Guidebook or equivalent guide
12. Identify shipper/manufacturer papers and contacts
13. Identify hazardous materials, their potential hazards, and appropriate personal protective actions using material safety data sheets
14. Describe the process to preserve evidence
15. Use the DOT Emergency Response Guidebook or equivalent guide
16. Initiate protective actions to secure the area
17. Make appropriate notifications as directed by the AHJ
18. Use material safety data sheets to identify hazardous materials, their potential hazards, and appropriate personal protective actions

12. Identifying/Analyzing Hazardous Materials/WMD Incidents

    1. Define basic hazardous materials terms

2. Define health hazards and physical and chemical properties of hazardous materials
3. Describe basic hazard and risk assessment techniques
4. Describe procedures for initial hazardous materials/WMD response
5. Describe the incident command system used in hazardous materials incidents
6. Discuss standard operating procedures according to AHJ
7. Identify the containers and materials involved using the DOT Emergency Response Guidebook or equivalent guide
8. Identify damaged containers and the effects of release
9. Describe the process of evacuation and/or shelter in place
10. Determine if materials have been released
11. Evaluate the status of each incident response objective at a hazardous materials/WMD incident
12. Communicate the status of a hazardous materials/WMD incident
13. Limit access to the area

13. Emergency Decontamination

1. Identify capabilities and limitations of personal protective equipment provided by the AHJ
2. Identify ways that people, personal protective equipment, apparatuses, tools, and equipment become contaminated
3. Explain the emergency, mass and technical decontamination process, according to AHJ
4. Explain the importance and limitations of emergency, mass and technical decontamination procedures
5. Describe standard operating procedures for emergency, mass and technical decontamination
6. Prepare an emergency, mass and technical decontamination area
7. Perform emergency mass and technical decontamination

14. Mitigating a Hazardous Materials/WMD Incident

    1. Describe product control operations including absorption, adsorption, damming, diking, dilution, retention, remote valve shutoff, and vapor dispersion
    2. Identify tools and equipment for product control
    3. Perform basic control, containment, and confinement operations within the capabilities of the AHJ's resources and personal protective equipment

15. Driver Operator

    1. Demonstrate the ability to drive a fire apparatus
    2. Demonstrate the skills required to operate a fire pump
    3. be able to perform both technical and field hydraulics

16. Command Training

    1. Demonstrate the ability to manage an emergency incident in a simulated environment
    2. Identify major concepts of human resource management and apply them to managing a fire crew
    3. Prepare after - - action reports

17. Disaster Operations

    1. Describe large disaster operations including the setting of priorities, resource management, ~~And~~ and documentation of action.

18. EMS Operations

    1. Perform EMS continuing education

2. Identify medical treatment techniques
3. Perform EMS skills maintenance

Lab Activities:

1. Skills Demonstration / Lab Content and Certification testing to follow:
    1. Selecting, donning, doffing, PPE and working at the scene of a Hazardous Materials/WMD incident
    2. Performing emergency decontamination
    3. Identifying action options
    4. Perform assigned tasks
    5. Perform product control techniques
    6. Evaluate and ~~Report~~ report progress at the scene of a Hazardous
    7. ~~Material~~ Materials /WMD incident
2. Wildland Skills and performance objectives
    1. ~~Wild land~~ Wildland fire behavior
    2. Recognizing hazards and unsafe situations
    3. Donning - , doffing and maintaining wildland PPE
    4. Deploying a fire shelter
    5. Maintaining suppressions and ~~wild land~~ wildland hand tools and equipment
3. Suppression performance skills and demonstrative techniques
    1. Assembling and preparing for response

2. Constructing a fire line
3. Securing a fire line
4. Reducing the threat of fire exposure in improved properties
5. Mopping up a fire area
6. Patrolling a fire area

Methods of Instruction:

1. Audio-visual Activity - Instructor will introduce a series of audio-visual ~~video~~ videos that meet State Standards and have students ~~response~~ respond through a series of tests, manipulative skills or verbal demonstration.
2. Demonstration - Instructor, based on topics covered, will demonstrate what is expected of each student to perform and become proficient ~~at~~ .
3. Lecture - Instructor will lecture on specific mandated topics for student to comprehend and later demonstrate
4. Lab - Instructor will demonstrate each task or ~~topics~~ topic within a lab setting, which will be either a fire training tower, fire yard with fire ~~apparatus's~~ apparatuses , or other fire training ~~prop~~ props where students will then perform manipulative skills for proficiency.
5. Discussion - Instructor and student will engage in topic discussion mandated by the state. - _ By having discussions , the student will be able to provide feedback as well as receive verbal acknowledgment from the instructor that student has comprehended the lesson or topic.
6. Simulations - Students will engage in scenario - - based simulations using various ~~type~~ types of fire props and training ~~apparatus's~~ apparatuses .
7. Written Exercises - Student may be given written exercises, group written exercises covering various state - - mandated topics. - _ Student may also be given a state - - mandated test to complete as required.
8. Clinical - Students will have to perform clinical assessments as defined by ~~title~~ Title 22.
9. Instructors will use diverse methods of instruction.

Methods of Evaluation

A. Class Participation
    1. ~~daily~~ Daily attendance
B. Class Performance
    1. ~~daily~~ Daily monitoring of performance in lab assignments
C. Exams/Tests
    1. ~~one~~ One to two exams

D. Final Performance
    1. 1 ~~Skills~~ skills test
E. Group Projects
    1. ~~one~~ One to two group projects
F. Home Work
    1. 2 to 3 assignments
G. Lab Activities
    1. 2 to 3 activities
H. Oral Presentation
    1. ~~one~~ One to two oral presentations
I. Papers
    1. ~~one~~ One term paper
J. Quizzes
    1. ~~two~~ Two to three quizzes
K. Simulation
    1. ~~three~~ Three to four simulations

Typical Outside-of-Class Assignments

A. Other:
    1. Students will work in groups to identify proper responses to hazardous calls for service.
    2. Students will work in groups to identify specific incident command responses to different incidents
    3. Students will conduct research on proper safety and survival methods
    4. Students will read specific chapter and respond accordingly through various lab related activities.

Textbooks (Typical):

Textbook:

1. William C Teie *Firefighter's Handbook On Wildland Firefighting*. 4th ed., Fire Protection Publications, 2018.
2. IFSTA *Hazardous Materials for First Responders*. ~~5th~~ 6th ed., Fire Protection Publications, ~~2017~~ 2022 .

Other Materials Required of Students

1. All other materials related to this class will be supplied by agency.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. Non Course Requirements
    Must be a graduate from an ARTP fire fighter academy, or ALA fire fighter academy, or equivalent.

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612025

CB03: TOP Code
213300 - Fire Technology

CIP Code

43.0203 - Fire Science/Fire-fighting

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
B - Advanced Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: HIST 28 - History of American West

Course Modification: HIST 28 - History of American West (Launched)
compared with
HIST 28 - History of American West (Active - Implemented 08-15-2022)

Admin Outline for History 28
History of American West
Effective: Fall ~~2022~~ 2027

Catalog Description:

HIST 28 - History of American West
3.00 Units

A history of the trans-Mississippi West of the United States. Emphasis will be placed on Native American history and cultures, European and Anglo-American frontiers, expansion of the United States in the 19th century, and the interaction of Native American, European American, Asian American, African American and Hispanic American peoples, and the significance of the West in American history.
3 Units Lecture

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the historical significance of geography and environment in the American West.
B. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the historical significance of the federal government in the American West.
C. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the history of the American West through analytical categories of race, class, gender, - _ ethnicity, and nationality.
D. ~~Upon completion of HIST 28, students will be able to explain~~ Explain the impact of western expansion on the economic, political, social, and cultural development - _ of the United States.
E. ~~Upon completion of HIST 28, students will be able to interpret~~ Interpret primary and secondary sources and to compose an argument which uses them, as - _ appropriate, for support.

Course Objectives:

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

A. Identify key geographic sites (i.e., cities, mountains, rivers,) on a map, and to explain the impact of geography on the development of the West;
B. Analyze and explain the significance of the racial, ethnic, social, and cultural diversity of the peoples of the West;
C. Explain the United States' expansionist impulse and the acquisition of Mexican land in the Southwest and the Oregon Country;
D. Describe the causes and consequences of the Mexican-American War, including the role of the West in the events leading up to the Civil War;
E. Analyze the impact of the gold rush and the mining industry on the West and the nation as a whole;
F. Explain the forces behind the building of the transcontinental railroad and its effect on the West and the nation;
G. Analyze federal Indian policy and its legacy;
H. Describe the expanding cattle and farming frontiers, including how their relationship to the "populist" movement of the late 19th century.
I. Explain the nature and significance of violence in the 19th-century West
J. Identify and explain the major social, economic, and political developments in the West since the 1890s;
K. Explain the development and significance of the conservation, preservation, and environmental movements in West.
L. Analyze and explain the significance of the West in American history.

Course Content:

1. The mythology of the West and the historical concepts of "manifest destiny" and the "frontier"

2. Geography and its importance in the development of the West

3. Native American cultural groups

4. ~~The~~ Spanish ~~Spanish~~ colonization of the West
5. The Louisiana Purchase, the Lewis and Clark expedition, the coming of the fur trade
6. American settlement of Texas, the Texan Revolution, the annexation of Texas and its impact on U.S. relations with Mexico
7. ~~U.S.~~ Mexican ~~interest~~ immigration laws and ~~acquisition of~~ the California and Oregon Trails
8. The Mormon migration to and settlement in the Great Basin
9. Mexican-American War
10. The Civil War and the American West
11. The California Gold Rush, the mining industry, labor conflict
12. The transcontinental railroad
13. Chinese and Japanese immigration ~~and settlement~~
14. Federal Indian policy: removal, reservations, extermination and assimilation, the national legacy of these policies
15. The Cattle industry and "Range Wars"
16. The Homestead Act, homesteaders, and the "populist movement"
17. Conservation, preservation, and environmental movements; federal land policies
18. The 20th Century: Progressivism, Great Depression, World War II, the Cold War Years, Civil Rights; Sagebrush Rebellion
19. Frederick Jackson Turner's "Frontier Thesis" and the significance of the West in American history

Methods of Instruction:

1. Lecture - on major themes, events, and personalities
2. Discussion - Regular discussions of ~~significant~~ select readings and ~~controversial~~ events/issues/themes ~~issues~~ of historical significance
3. Classroom Activity - Various activities designed to develop students' critical thinking skills while going into more depth on certain topics
4. Audio-visual Activity -
5. Student Presentations -

6. Projects -
7. Guest Lecturers -
8. ~~Field~~ Written ~~Trips~~ Exercises - In-class reaction/response writing; evidence evaluation and thesis-building activities

Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 2-3 in-class exams
C. Home Work
    1. Weekly/bi-weekly; this may include short ~~written~~ reading responses or source analysis assignments
D. Oral Presentation
    1. Once
E. Papers
    1. If assigning papers more than 1000 words, then twice per semester; shorter essays may be assigned ~~4~~ 2 - ~~5~~ 3 times per semester.
F. Quizzes
    1. Weekly/bi-weekly; plus a map quiz
G. Research Projects
    1. One per semester if assigned (in lieu of shorter papers)
H. Simulation
    1. 1-2 simulations per semester; simulations typically include an oral presentation and written assignment component

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

1. Drawing upon the Introduction and primary source documents in Violence in the West , write an essay of approximately 1,000 words that compares and contrasts the nature of violence in the Colorado Coal and Fuel Strike and the Johnson County War. Your analysis must address the causes of violence; the nature of violence; how the use of violence was justified and critiqued; and how these violent episodes challenge the myth of the “Wild West.” Your essay must cite evidence from at least five primary source documents.

B. Reading :

1. Reading Response:

1. ~~Read~~ "The Unnatural History of the Lewis and Clark Bicentennial" by Mark Spence and ~~be~~ write ~~prepared~~ a ~~to~~ response ~~discuss~~ that ~~1)~~ answers the following questions:

    1. What is Spence's thesis ?

    2. Identify ~~and~~ three ~~2)~~ specific examples that the author uses to support his thesis.

    3. In your own words, explain the historical significance of the Lewis and Clark Expedition.

2. ~~Writing, problem solving or performance~~

    1. ~~After reading the Introduction and Documents #6, 8, and 11 in Violence in the West, write a short essay (500-750 words) that analyzes homesteaders' justifications for the use of violence in the "Johnson County War." You must cite at least three specific examples from the documents in your essay.~~

Textbooks (Typical):

Textbook:

1. Elliot West *Continental Reckoning: The American West in the Age of Expansion.* , University of Nebraska Press, 2023.
2. Robert Hine, John Mack Faragher , Jon T. Coleman *The American West* ~~.~~ . Second ed., Yale University Press, 2017.
3. Anne Hyde *Empires, Nations, and Families: A History of the North American West 1800-1860.* First ed., University of Nebraska Press, 2011.
4. John Neihardt *Black Elk Speaks The Complete Edition.* First ed., University of Nebraska Press, 2014.
5. Mary Ann Hafen *Recollections of a Handcart Pioneer of 1860.* Third ed., University of Nebraska Press, 2004.
6. Robert V. Hine, John Mack Faragher *Frontiers: A Short History of the American West.* First ed., Yale University Press, 2008.
7. Richard White *"It's Your Misfortune and None My Own": A New History of the American West.* First ed., University of Oklahoma Press, 1991.
8. Marilynn S. Johnson *Violence in the West: The Johnson County Range War and the Ludlow Massacre.* First ed., Waveland Press, 2014.
9. Herbert G. Ruffin II, Dwayne A. Mack *Freedom's Racial Frontiers: African Americans in the 20th-Century West.* First ed., University of Oklahoma Press, 2018.

Other Materials Required of Students

1. Additional readings (i.e., articles and primary source documents) and any other material provided by the instructor through the course learning management system..

Equity Based Curriculum

- Course Content
- ~~Methods~~ Student ~~of~~ Learning ~~Instruction~~ Outcomes
- ~~Methods of Evaluation~~
- - Typical Texts Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Hist 28 is one of just three active history courses that is not approved for distance education. We feel that being able to offer this course in DE format will provide more flexibilty in terms of meeting program needs and student demand/needs.

Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made after a discussion with my collegue in the History Program.

Accessibility:

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

Syllabus:
Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: At least one discussion forum per module
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback per each module for assignments and quizzes; feedback for exams within two weeks of the exam
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Regular weekly announcements; plus additional announcements as needs/opportunites arise
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If offered partially online, students will come to campus at least once per semester for activities and/or assessments.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly; this includes posting a "student-to-student" questions forum in the course LMS.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: At least one discussion forum per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: At least one discussion per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Exams for each unit; quizzes for each module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Lectures for each module
- **Other:**
  Frequency: There will be regular written assignments. These may take the forum of "homework" assignments for each module or longer papers/essays that cover multiple modules.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000349169

CB03: TOP Code

220500 - History

CIP Code

54.0101 - History, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: HIST C1002 - United States History since 1865

Course Modification: HIST C1002 - United States History since 1865 (Launched)
compared with
HIST C1002 - United States History since 1865 (Active - Implemented 08-15-2026)

Admin Outline for History C1002
United States History since 1865
Effective: Fall ~~2026~~ 2027

Catalog Description:

HIST C1002 - United States History since 1865
3.00 Units

This course is a historical survey of the United States from the end of the Civil War to the present. The course also introduces students to historical reasoning skills. ~~Emphasis~~ It ~~on~~ traces ~~distinctively~~ developments ~~American~~ in ~~patterns~~ the following areas: political thought; the Constitution and the role of ~~political,~~ the ~~economic,~~ federal ~~social,~~ government; ~~intellectual~~ economy and technology; society and culture; geographic ~~developments, the framework of~~ regions; California state and local government ~~,~~ ; and foreign policy and international relations. The course also focuses on social movements and the ~~relationship~~ diversity ~~between~~ of ~~state/local~~ the ~~government~~ American experience based on race, ethnicity, gender, and ~~the federal government~~ class .

3 Units Lecture

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

History.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Analyze~~ Demonstrate ~~major~~ the ~~political~~ ability ~~trends,~~ to ~~attitudes, conflicts,~~ analyze and ~~events~~ interpret ~~- including both mainstream~~ primary and ~~reform efforts~~ secondary ~~- and to explain their historical significance~~ sources .

B. ~~Explain~~ Compose ~~America's~~ an ~~growth~~ argument ~~in~~ which ~~a~~ uses ~~global~~ supportive ~~context.~~

C. ~~Explain the major social, cultural, economic, and technological developments in United States History since Reconstruction, their causes and effects, and their historical significance~~ evidence .

D. Explain U.S. History through analytical categories ~~of~~ such as race, class, gender, sexuality, and ethnicity.

E. ~~Interpret~~ Explain ~~primary~~ economic, political, and ~~secondary~~ cultural ~~sources~~ developments as well as social movements and assess their historical significance.

F. Analyze and explain the relevance of Modern American History to ~~compose~~ the ~~an~~ present ~~argument which uses them, as appropriate, for support~~ day .

Course Objectives:

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

A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence

B. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, and ethnicity

C. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance

D. Analyze the relevance of Modern American History to the present day

E. Discuss and explain the history of the United States from 1877 to the present

F. Analyze the rise and expansion of industrial capitalism and the economic transformations of the 20th and early 21st centuries

G. Discuss the political philosphies of the framers of the U.S. Constitution and the role of these ideas in modern American politics

H. Explain the ways in which economic, social, and political developments affected different geographic regions of the United States

I. Trace the development and nature of United States foreign policy from the Gilded Age through the era of Globalization and identify its economic and ideological roots and significant features, including change and continuity

J. Discuss and explain post-Civil War U.S. expansionism, wars, and geo-political influence; evaluate the impact of U.S. foreign policy both domestically and internationally

K. Identify and analyze the nature and context of post-Civil War and 20th century amendments to the United States and California State constitutions

L. Discuss and evaluate the ways in which 20th century amendments, as well as key federal court decisions of the era, addressed the rights and obligations of citizens under the U.S. Constitution

M. Discuss and explain the impact of California state legislation, court decisions, and political ideology on national and state political and social developments
N. Define and ~~cricially~~ critically evaluate the nature and processes of California state and local government
O. Identify and discuss the relationships between and among state, local, and federal government

Course Content:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis.
2. Reconstruction and the New South
    1. The African-American experience during Reconstruction
    2. Reconstruction ~~constitutional~~ Constitutional ~~amendments~~ Amendments and their legacy
        1. ~~From classical to modern liberalism~~
        2. ~~Federal power over state's rights~~
    3. The post-Reconstruction South
        1. ~~African American disfranchisement and Jim Crow policies~~
        2. The "New South " and the emergence of "Jim Crow"
        3. Black southerners' responses to "Jim Crow "
3. Immigration, industrialization, and urbanization in the Gilded Age
    1. California Constitution of 1879
        1. Anti-Chinese movement and the Chinese Exclusion Act
    2. Industrial capitalism and corporate America
        1. ~~Age~~ The rise of Big Business and the ~~"Robber~~ problem ~~Barons"~~ of monopolies
        2. Gilded Age Politics: Parties, corruption, key legislation
        3. Experiences of industrial working ~~class~~ classes
        4. ~~Plight~~ Rural ~~of~~ America and the ~~farmers~~
        5. ~~Class conflict~~
        6. Populist ~~revolt~~ movement
    3. The "New" Immigration
        1. ~~Experiences~~ Immigrant strategies, experiences, and ~~contributions of diverse European groups~~ cultures
    4. ~~Rise~~ Urban ~~of the city~~ Growth
        1. ~~National~~ Technology and urban ~~culture and machine politics~~ expansion
4. Closing of the frontier and Resistance of Indigenous Peoples

1. Homesteaders, Railroads, and Industrialization

2. Federal Indian Policies

3. Native American resistance and survival

5. Progressive Era Reform Movements
    1. Progressive reformers and ~~reforms~~ areas of reform

    2. California, the West, and progressivism

    3. Progressivism and social movements
        1. ~~Government~~ The ~~regulations~~ NAACP, Black Clubwomen, and civil rights
        2. Women's ~~suffrage~~ social, ~~movement~~ economic, and political rights
        3. ~~California~~ The labor movement and ~~Progressive~~ industrial ~~politics, city and state~~

        4. ~~California and U.S. Constitutional Amendments~~

    4. ~~Movements for racial and class justice~~

        1. ~~African American civil rights and NAACP~~

        2. ~~Socialist Party and the IWW~~ freedom
6. Imperialist expansion and emergence of the United States as a world power
    1. Spanish-American ~~-Cuban-Filipino~~ War and the "Imperialist" debate
    2. ~~Anti-imerialist~~ The ~~movement~~ Roosevelt Corollary and U.S. intervention in Latin America
7. World War I
    1. American Neutrality and Woodrow Wilson ~~and~~ 's 14 Points

    2. The League of Nations debate

    3. Economic, political, and social developments within the U.S.

    4. The war and civil liberties
8. Post-War America and the 1920s
    1. Postwar Red Scare

    2. Consumer culture and the "Roaring Twenties"

    3. The "New Woman"

4. The Great Migration, Harlem Renaissance, and the "New Negro"
5. Cultural conflict and the "Second" KKK
6. Immigration restriction

9. The Great Depression and the New Deal
    1. ~~Consumer~~ Economic ~~culture~~ problems and ~~"Roaring"~~ the ~~Twenties~~
        1. ~~The "New Woman"~~
    2. ~~African American Great Migration and Harlem Renaissance~~
    3. ~~Immigration reform~~
        1. ~~Xenophobia and KKK~~
        2. ~~Clash of cultures~~
    4. Stock ~~market mania and Great~~ Market Crash of 1929;
    5. ~~Onset~~ The impact of the Great Depression
        1. ~~Unemployment~~ on Americans of different class, racial, and ~~dislocation~~ ethnic backgrounds
        2. ~~Dust~~ The ~~Bowl migration to California~~
        3. ~~Bonus Army~~
        4. ~~Election~~ impact of ~~FDR~~ the Great Depression and New Deal in the South and West
    6. The First and Second New Deal
    7. New Deal Critics
    8. The New Deal 's impact and ~~its challengers~~
        1. ~~Communist Party~~
        2. ~~Upton Sinclair's gubernatorial campaign in California~~
        3. ~~Huey Long~~
        4. ~~Business opposition~~

9. ~~Rise of Imperial Japan and Nazi Germany~~

    1. ~~Isolationism in America~~

legacies

10. World War II and Its Aftermath
    1. ~~Arsenal of Democracy; mobilizing for war;~~
    2. U.S. ~~in~~ isolationism ~~a~~ during ~~two-theater~~ the 1930s
    3. Pearl Harbor and mobilization for war
    4. The European and Pacific theaters of war
    5. The use of atomic bombs
    6. The homefront
        1. ~~The~~ Economic ~~war~~ and ~~in~~ Demographic ~~Europe~~ developments
            1. California and the ~~war in the Pacific;~~

        2. ~~The war at home~~
            1. ~~Federal government power~~
                1. ~~Migration~~ West
                2. ~~Economic change~~

            2. ~~California and defense industries~~
            3. Experiences of women and racial/ethnic minorities ~~in~~ during the war ~~and the homefront~~
                1. Japanese internment
                2. Bracero program
                3. Double-V campaign and the March on Washington Movement

4. "Rosie the Riveter"

7. ~~Planning~~ U.S. ~~a~~ efforts to shape the postwar world
    1. United Nations
    2. and Bretton Woods
    3. ~~Yalta Conference~~
8. ~~Atomic bombs, peace, and division of Europe and Asia~~
9. ~~Containment policy and interventionism abroad, anti-Communism at home~~

11. Cold War Era
    1. ~~Cold~~ Truman, ~~War mobilization and Korean War~~
        1. ~~Military-industrial complex~~
    2. ~~Kennedy~~ Kennan, and the policy of containment
    3. NSC-68, Cold War
        1. ~~Cuban~~ ~~revolution~~ defense spending, and ~~missile~~ the ~~crisis~~ Korean War
    4. The Bay of Pigs Invasion and the Cuban Missile Crisis
12. Civil Rights Movements
    1. African American civil rights movement
        1. ~~Brown~~ Black ~~v. Board~~
        2. ~~1964 Civil Rights Act~~
        3. ~~Persistent inequality~~ Nationalism and ~~rise~~ the ~~of~~ Black ~~black~~ Power ~~power and black nationalism~~

    Movement
    2. Second-wave feminism
        1. ~~"Feminine mystique"~~
        2. ~~"The personal is political"~~
        3. ~~Griswold v. Connecticut~~

3. ~~Cesar Chavez and the farm workers~~ Farmworkers movement
4. Chicano movement
5. ~~Native~~ American ~~American~~ Indian movement
6. ~~AIM~~

7. ~~Alacatraz occupation~~

8. Gay ~~rights~~ liberation movement
9. Asian American movement

10. ~~Attica riot and prisoner's rights~~
11. Environmental movement

13. Vietnam, the Great Society, and the Transformation of America
    1. Economic, Social , and cultural ~~trends~~

        1. ~~Economic~~ developments ~~growth~~ of the 1950s and ~~consumerism~~ 1960s
            1. ~~Baby~~ The ~~boom~~

            2. ~~Sububurnization~~

            3. ~~Conformity~~

        2. ~~California~~ West and the emergence of the " sunbelt ~~migration~~ "

    2. The Great Society
    3. The Vietnam ~~war~~ War

        1. The "Domino Theory" and the Americanization of the War

        2. The New Left, Counterculture, and anti-war movement

            1. ~~the New Left~~

            2. ~~The counter culture~~

        3. ~~Johnson~~ 1968 and the ~~Great~~ fracturing ~~Society~~ of the Democratic Party coalition
    4. From Nixon to Reagan
        1. The Nixon presidency
            1. ~~Detente~~ Détente , ~~relations~~ the ~~with~~ Soviet Union, and China
            2. End of Vietnam War
            3. Watergate

2. ~~New~~ Deindustrialization, ~~economic realities~~
    1. ~~Deindustrialization~~
    2. ~~Energy crises~~
    3. ~~Decline of unions~~
    4. ~~Widening gap between rich~~ Stagflation, and ~~poor~~

3. ~~Tax~~ the ~~revolt~~ Energy ~~and new conservatism~~
    1. ~~California's Proposition 13~~
    2. ~~Anti-ERA~~
    3. ~~Rise of religious right~~

Crisis

4. Carter presidency and foreign affairs
    1. Camp David Accords
    2. Iran hostage crisis
    3. ~~Olympic Games politics~~
    4. Soviet invasion of Afghanistan
5. The Reagan "Revolution"
    1. The Rise of the " ~~Reaganomics~~ New Right"
        1. The ERA , ~~"~~ ~~neo-conservatism,~~ Roe v. Wade
        2. The Religious Right
        3. Prop. 13 and ~~revival~~ the ~~of~~ Tax ~~Cold War~~ Revolt
    2. "Reaganomics"
    3. Iran-Contra scandal
    4. ~~End~~ Reagan, Gorbachev, and the end of Cold War
5. Entering the New Millennium
    1. Persian Gulf War
    2. Clinton presidency

1. Globalization, the tech boom, and the "new economy "
2. NAFTA and welfare reform
3. The "Contract With America "
4. Impeachment crisis
5. Rise of terrorism at home and abroad

6. Twenty-first century and the recent past
    1. Election of 2000
        1. 9/11 and the "War on Terror"
        2. Wars in Iraq and Afghanistan
    2. America's increasing racial and ethnic diversity
        1. "Culture wars" in academia and society
        2. The advance of LGBT rights in California and the nation
    3. The Great Recession
    4. The Obama presidency
    5. The Trump presidency

Methods of Instruction:

1. Lecture - on major themes, events, and personalities
2. Discussion - of significant issues, especially those of contemporary relevance
3. Audio-visual Activity - In-class and home use of appropriate audio-visual materials
4. Classroom Activity - may include, but are not limited to, similations, role-playing, and debates on major historical issues/problems and turning points
5. Readings from the text or supplementary materials on reserve in the library
6. Written assignments

Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 2-3 exams including essay questions and short answer/multiple choice questions
C. Home Work
    1. weekly or bi-weekly
D. Oral Presentation
    1. Once per term if assigned
E. Papers
    1. Essays: twice per semester for essays of 4-7 pages in length; 4-5 for shorter essay assignments
F. Quizzes
    1. Weekly or bi-weekly quizzes of reading/lecture material
G. Research Projects
    1. Once - if not assigning shorter written assignments

H. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

Typical Outside-of-Class Assignments

A. Reading:
   1. ~~"America's~~ Primary ~~Rise~~ Source ~~to~~ Analysis. ~~Globalism."~~ Students ~~After~~ will ~~reading~~ read ~~this~~ and ~~chapter~~ analyze a primary source , ~~identify~~ considering the ~~factors~~ following ~~that~~ elements: ~~led~~ author/creator; ~~to~~ purpose; ~~United~~ intended ~~States~~ audience; ~~imperialism~~ and date/historical context . ~~Explain the response~~ Examples of ~~the American people and other nations to this development.~~

   2. ~~Primary~~ primary source readings ~~including~~ include, but are not limited to, John Marshall Harlan, Dissent in Plessy v. Ferguson; Bartolomeo Vanzetti's Last Statement in Court; Allen Ginsberg, "*Howl*;" The National Organization for Women 1966 Statement of Purpose.

   3. Reading Response. After reading the chapter, "America's Rise to Globalism," identify the key factors that led to United States imperialism. and explain how various Americans responded to American territorial acquisitions and foreign intervention.

B. ~~Writing~~ Research :
   1. Research and write an essay/paper (five to seven pages) pertaining to one of the areas discussed in this course (e.g. the ~~effect~~ Spanish ~~of~~ American War and the ~~Roosevelt~~ debates ~~Corollary~~ over ~~on~~ territorial ~~American~~ acquisition; ~~foreign policy, the~~ The decision to drop the Atomic ~~Bomb,~~ Bombs ~~the~~ during ~~end~~ WWII; The origins of the Cold War ~~;~~ ; The evolution of any social movement covered in the class); California's historic role in shaping national politics). Cite your references in the proper ~~MLA~~ Turabian/Chicago ~~or~~ Manuel ~~APA~~ of Style format.

C. ~~Other~~ Writing :
   1. ~~Small-group~~ Drawing ~~discussion~~ upon ~~of~~ lectures, ~~written~~ class ~~assignments~~ discussions, and ~~lectures:~~

      1. ~~Students~~ assigned readings, students will ~~discuss~~ write an analysis of Ronald Reagan's campaign for governor of California in 1966 and how his focus on "the mess at Berkeley" (the Free Speech and anti-Vietnam War movements) helped to shape a new cultural conservatism in late-20th century American political discourse.

Textbooks (Typical):

OER:

1. Joseph Locke and Ben Wright *The American Yawp.*, Stanford University Press , 2026 . .

,

2. Corbett, P. Scott, Janssen Volker, John Lund *U.S. History OpenStax Free Textbooks Online.*, 2024. .

Textbook:

1. Carnes, Mark C. and John A. Garraty *The American Nation.*, Pearson, 2021.
2. Faragher, John Mack, Mari Jo Buhle, et al. *Out of Many: A History of the American People.*, Pearson, 2021.
3. Foner, Eric, Kathleen DuVal, and Lisa McGirr *Give Me Liberty!.*, W.W. Norton Company, ~~2022~~ 2026 .
4. Goldfield, David, Carol Abbott, et al. *The American Journey.*, Pearson, 2021.
5. Kamensky, Jane, Carol Sheriff, et al. *A People and a Nation: A History of the United States.*, Cengage, 2017.
6. Kennedy, David M. and Lizabeth Cohen *The American Pageant.*, Cengage Learning, 2024.
7. Murrin, John, Pekka Hämäläinen, et al. *Liberty, Equality, Power.*, Cengage Learning, 2019.
8. Nash, Gary, Julie Roy, et al. *The American People: Creating a Nation and a Society.*, Pearson, 2023.
9. Roark, James L., Michael P. Johnson, et al. *The American Promise.*, Bedford/St. Martin's, 2022.
10. Tindall, George Brown and David E. Shi *America: A Narrative History.*, W.W. Norton & Company, 2022.
11. Supplemental Options.
12. Calloway, Colin G. *First Peoples: A Documentary Survey of Native American History.*, Bedford/St. Martin's, 2024.
13. Brown, Leslie, Jacqueline Castledine, et al. *U.S. Women's History: Untangling the Threads of Sisterhood.*, Rutgers University Press, 2017.
14. DuBois, Ellen and Lynn Dumenil *Through Women's Eyes, Combined Volume: An American History with Documents.*, Macmillan Learning, 2024.
15. White, Deborah Gray, Mia Bay, et al. *Freedom on My Mind: A History of African Americans, with Documents.*, Macmillan Learning, 2020.
16. Kendi, Ibram X. Christopher Dontrell Piper, et al. *Stamped from the Beginning: The Definitive History of Racist Ideas in America.*, Bold Type Books, 2017.
17. Choy, Catherine Ceniza, Cindy Kay, et al. *Asian American Histories of the United States.*, Beacon Press, 2023.
18. Ling, Huping *Asian American History.*, Rutgers University Press, 2023.
19. Gonzales, Manuel G *Mexicanos, Third Edition: A History of Mexicans in the United States.*, Indiana University Press, 2019.

Other Learning Materials:

1. Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
2. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph

Other Materials Required of Students

1. Required readings also include a variety of supplemental materials, including primary source documents. .

Equity Based Curriculum

- Course Content
- Methods of Instruction
- ~~Typical Texts~~ Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course was previously approved for Distance Education and has been offered in Distance Education mode for several years. I've updated the DE proposal to align with the way the course has been taught and to align with the distance education standards of more recently developed distance education courses in our program.

Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made in consulation among full-time faculty in the history program when completing DE Addendums for other history courses in the summer of 2020.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly per the instructor's discretion
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: At least one discussion forum per module
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback for each module assignment/forum post; feedback for exams within two weeks of the exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: There will be a regular weekly announcement, plus additional announcements as needs/opportunities arise
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If the course is offered partially online, students will come to campus at least once per semester for activities and/or assessments.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly; this can be accomplished by the use of a student-to-student forum.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: At least one discussion forum per module
- **Other:**
  Frequency: Depending on the instructor's teaching method, they may implement other methods of student-to-student interaction, including, but not limited to: group work; web conferencing; wiki pages.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: At least one discussion board per module
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes for each module; exams for each unit
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Lectures for each module
- **Other:**
  Frequency: Written assignments: once per module for short assignments; once per unit for larger assignments - papers/essays/oral presentations.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3B - Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

CSU American Institutions

- US1 - American History - Approved
- US3 - California State and Local Government - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved
- 9 - American Institutions - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: HIST 140 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000359678

CB03: TOP Code

220500 - History

CIP Code

54.0101 - History, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: KIN 19 - Care and Prevention of Athletic Injuries

Course Modification: KIN 19 - Care and Prevention of Athletic Injuries (Launched)
compared with
KIN 19 - Care and Prevention of Athletic Injuries (Active - Implemented 08-21-2024)

Admin Outline for Kinesiology 19
Care and Prevention of Athletic Injuries
Effective: Fall ~~2024~~ 2027

Catalog Description:

KIN 19 - Care and Prevention of Athletic Injuries
3.00 Units

This course provides an introduction to the principles and scientific foundations of athletic training. Examination in the techniques used in the prevention of athletic injuries, including taping, bandaging, and strapping , along with how to recognize and evaluate basic signs and symptoms associated with common injuries. Establishing a plan of care that includes rehabilitative exercise will also be studied. - _ Legal and ethical issues, professionalism, organization and administration of a sports medicine facility. This course is focused on preparing those interested in becoming Athletic Trainers and Coaches.
2 Units Lecture 1 Units Lab

Prerequisite(s):

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

- KIN 17

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

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Athletic Training.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Evaluate and recognize injury conditions.
B. Describe methods for treating and rehabilitating athletic injuries.
C. Design a basic rehabilitation program.

Course Objectives:

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

A. Explain common causes of athletic injuries, and the physiological process
B. Analyze and manage specific injuries and conditions
C. Apply therapeutic modalities and accurately describe parameters used
D. Evaluate and identify conditions of specific body parts/areas
E. Describe the rehabilitation process of common athletic injuries and conditions
F. Apply taping or wrapping techniques for common injuries
G. Describe conditioning programs for different sports during various seasons
H. Identify potential injury hazards and the steps taken to prevent injury
I. Explain psychological considerations when treating injured athletes

Course Content:

Lecture:

1. General Considerations
    1. Laws of physiology
    2. Causes of athletic injury
    3. Recognition, evaluation and general care of athletic injuries
    4. Identify the health care services in sports and the role of the athletic trainer
2. Recognition and Management of Specific Injuries and Conditions
    1. Sprains
    2. Strains
    3. Contusions
    4. Joint separations
    5. Joint dislocations
3. Demonstration and Application of Therapeutic Modalities
    1. Cyrotherapy
    2. Hydrotherapy
    3. Massage
    4. Thermotherapy

5. Electrical therapy

4. Conditions (Evaluation and Diagnosis)
    1. Foot, ankle, lower leg
    2. Knee
    3. Thigh, hip, buttocks, groin
    4. Abdomen and back
    5. Neck and head
    6. Shoulder and upper arm
    7. Elbow, forearm, wrist and hand
    8. Heat related illnesses
    9. Concussions
5. Discussion of Rehabilitation
    1. In relation to sprains, strains, contusions, joint separations and joint dislocations.
6. Taping and Wrapping
    1. Practical application in all phases of prophylactic taping
7. Conditioning
    1. Discussion of various conditioning programs:
        1. General
        2. Pre-season
        3. In-season
        4. Post-season
        5. Off-season
8. Prevention of Injury
    1. Discussion of the preventative measures taken to minimize athletic injuries
        1. Proper fitting of protective sports equipment
        2. Field conditions
9. Psychological Aspects of Sport Injury
    1. Stress in sports
    2. Reacting to athletes with injuries

Lab Activities:

1. Treatment Choice and Parameters of Therapeutic Modalities
    1. Cyrotherapy
    2. Hydrotherapy
    3. Massage
    4. Thermotherapy
    5. Electrical therapy

2. Evaluation and Differential Diagnosis Using Evidence and Special Tests
    1. Foot, ankle, lower leg
    2. Knee
    3. Thigh, hip, buttocks, groin
    4. Abdomen and back
    5. Neck and head
    6. Shoulder and upper arm
    7. Elbow, forearm, wrist and hand
    8. Heat related illnesses
    9. Concussions

3. Treatment Parameters of Injuries and Conditions
    1. Sprains
    2. Strains
    3. Contusions
    4. Joint separations
    5. Joint dislocations

Methods of Instruction:

1. Lab
2. Observation

3. Guest Lecturers
4. Demonstration
5. Classroom Activity - Skill-building exercises
6. Discussion - Small group or directed class discussion
7. Lecture
8. Research - Outside research
9. Collaborative Group Work

Methods of Evaluation

A. Exams/Tests
    1. Mid Term and Final Exam
B. Home Work
    1. Discussion Boards and Chapter Assignments, typically 1 per module, video uploads
C. Quizzes
    1. 1 Per Module
D. Research Projects
    1. 1 Research Paper

Typical Outside-of-Class Assignments

A. Other:
    1. Reading/Writing:
        1. Assessment tools that demonstrate writing skill and/or require students to select, organize and explain ideas in writing.
            1. Research papers from selected readings
    2. Problem solving:
        1. Assessment tools, other than exams,that demonstrate competence in computational or non-computational problem solving skills.
    3. Skill Demonstrations:
        1. All skill-based and physical demonstrations used for assessment purposes including skill performance exams
            1. Class performances
            2. Performance exams
            3. Quizzes
            4. Taping practicum.
    4. Exams:
        1. All forms of formal testing, other than skill performance exams.
            1. Multiple choice
            2. True/false
            3. Matching items
            4. Completion

Textbooks (Typical):

Textbook:

1. William Prentice *Principles of Athletic Training*. 17th ed., McGraw Hill , 2022.
2. Jim Clover *Sports Medicine Essentials*. 3rd ed., Cengage, 2016.
3. Chad Starkey, Sara Brown *Examination of Orthopedic and Athletic Injuries* . 4th ed., FA Davis, 2015.
4. Leamor Kahanov, Ellen Payne *Athletic Training and Therapy, Foundations of Behavior and Practice*. 1 ed., Human Kinetics, 2022.

Other Materials Required of Students

1. ~~Competency in use of PC/Mac, Blackboard and the Internet..~~

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. KIN 17

Content Review

Required

- Debate legal and ethical issues in the field of athletic training
- Differentiate the skills necessary to tape or brace an athletic injury
- ~~Debate legal and ethical issues in the field of athletic training~~

Recommended

- Evaluate effective communication strategies with the sports medicine department
- Design general organization and administration of a sports medicine facility
- Analysis of the nature of injury
- Distinguish the psychological considerations when working with athletes
- Demonstrate proper injury prevention techniques
- Ilustrate the principles of therapeutic modalitites
- Describe the history of the athletic training profession, define the role of an ATC
- Categorize the educational preparation necessary to become a Certified Athletic Trainer

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

To serve the ever-changing students' needs and demands.

Explain how the decision was made to offer this course in a Distance Education mode.
This course should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Frequency: 1 or as needed

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings. Frequency: Approximately 4
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: The instructor will give feedback on assignments, quizzes and exams as needed to provide additional support and encourage success. Frequency: 1 or as needed
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Regular announcements that are academic in nature will be posted to the class. Frequency: Approximately 4 or as needed

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings. Frequency: Approximately 4
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students will work in groups/partners on a project related to the class and present/post it for the rest of the class Frequency: 1

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Students will post to the discussion board, answering questions on course content posed by the instructor. Frequency: Approximately 2
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 1 paper will be written on various topics. Frequency: 1
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes will be used to make sure students completed assigned material and understood it. Frequency: Approximately 12
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Video will be used to demonstrate procedures and to help students visualize concepts. Frequency: Approximately 6

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584334

CB03: TOP Code
122800 - Athletic Training and Sports Medicine

CIP Code
51.0913 - Athletic Training/Trainer

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
D - Possibly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: LIBR 1 - Working with Sources

Course Modification: LIBR 1 - Working with Sources (Launched)
compared with
LIBR 1 - Working with Sources (Active - Implemented 08-15-2021)

Admin Outline for Library Studies 1
Working with Sources
Effective: Fall ~~2021~~ 2027

Catalog Description:

LIBR 1 - Working with Sources
1.00 Units

Introduction to using sources as supporting documentation in a college - _ level research project. - _ Teaches the skills needed to successfully find, evaluate, use, cite, and document information using library and open web sources. - _ Focus on identifying appropriate sources and proper use of sources. - _ Students will learn to distinguish between source types, how to avoid plagiarism, and how to use sources in their research projects.
1 Units Lecture

Total Lecture Hours	18
Total Inside of Class Hours	18
Total Outside of Class Hours	36
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Examine sources for characteristics that will impact its value as a research source; such as ; currency, authorship, authority, relevance, bias, and purpose.
B. Formulate citations in the appropriate format and style.
C. Identify main ideas to be extracted from the information gathered.

Course Objectives:

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

A. Determine the most appropriate search tool to fill a particular information need
B. Formulate effective search statements for locating information
C. Select appropriate sources for a particular information need
D. Distinguish between popular and scholarly sources
E. Select suitable information from a source to incorporate into a research project
F. Determine reliability, validity, accuracy, authority, timeliness, and objectivity of a source
G. Choose an appropriate method (direct quote, paraphrase, or summarize) of incorporating types information into a research project
H. Cite in the proper format
I. Identify common citing errors

Course Content:

1. Library Orientation
    1. Purpose
    2. Materials
    3. Locations
    4. Services
2. Search Tools
    1. Open Web
    2. Library Catalog
    3. Library Databases
3. Source Types
    1. Reference Materials
    2. Books
    3. Audiovisual
    4. Articles
    5. Webpages
4. Evaluation Criteria for Sources
    1. Appropriateness
    2. Reliability
    3. Validity
    4. Accuracy
    5. Authority
    6. Timeliness

7. Objectivity

5. Incorporating Sources
    1. Choosing information from source
    2. Choosing how to incorporate
    3. Quoting
    4. Paraphrasing
    5. Summarizing
6. Citing Sources
    1. Purpose (ethical, social, and legal issues)
    2. Styles
    3. In-Text
    4. Full Citations
    5. Bibliographies (Annotated, Works Cited, & References)
    6. Citation Creation and Management Tool
    7. Common Errors

Methods of Instruction:

1. Research -
2. Lecture -
3. Demonstration -
4. Discussion -
5. Projects -
6. Reading Assignments

Methods of Evaluation

A. Class Participation
    1. weekly participation
B. Home Work
    1. weekly assignments
C. Quizzes
    1. minimum of one per semester
D. Research Projects
    1. minimum of one per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Discussion
        1. Differences between library materials and open web materials.
        2. Appropriate use of scholarly and popular articles.
        3. Determining the best search tools based on different information needs.
        4. The quality and use of different sources based on evaluation criteria.
    2. Demonstrate
        1. A search tool's benefits and limitations.

2. Identification of the various components of an information source and introduction of relevant evaluation criteria.
3. Retrieval of appropriate information sources given a topic.

3. Assignments
    1. Quote, paraphrase or summarize selected information with proper in-text citations from specific sources.
    2. Prepare a bibliography on a topic using proper format.

Textbooks (Typical):

OER:

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

Textbook:

1. ~~Diana~~ Mike ~~Hacker, Barbara Fister~~ Palmquist ~~*Research and Documentation in the Digital Age .* *7th ed.,*~~ *The* Bedford ~~*/St. Martin's , 2019.*~~
2. ~~*M. Upson, C. M. Hall, K. Cannon*~~ *Information now: A graphic guide to student research.* ~~*1st ed., The University of Chicago Press, 2015.*~~
3. ~~*Modern Language Association of America*~~ *MLA handbook* *Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
4. ~~American Psychological Association~~ Publication manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020~~ 2024 .

Other Materials Required of Students

1. ~~Print card. .~~
2. ~~Student ID Card.~~
3. Computer access.
4. Internet access.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

This course should be offered in DE mode in order to meet the needs of our students, many who commute and work. Updating this course to be offered via DE will provide another avenue for our students to access our courses and be successful.

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

In collaboration with the librarians and library coordinator, the decision was made to offer this course in DE mode in order to allow for the most flexibility for our students' learning and success.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum of twice per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback provided on each graded assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least once every week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: For hybrid or OFI courses, minimum of once per semester.
- **Other:**
  Frequency: Demonstration: Minimum of once per semester.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of one per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum of one per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum of once per semester.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Homework: Weekly assignments.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000374728

CB03: TOP Code

160100 - Library Science, General

CIP Code

25.0101 - Library and Information Science

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: LIBR 4 - College Research Techniques

Course Modification: LIBR 4 - College Research Techniques (Launched)
compared with
LIBR 4 - College Research Techniques (Active - Implemented 08-15-2021)

Admin Outline for Library Studies 4
College Research Techniques
Effective: Fall ~~2021~~ 2027

Catalog Description:

LIBR 4 - College Research Techniques
0.50 Units

Introduction to basic research techniques in a college library. Focus is on use of the library catalog, search strategies, organization of materials in the library including reference, faculty reserves, circulating books, audiovisuals, use of reference materials, evaluation of relevant resources, recognition of plagiarism, and bibliographic citation of books, audiovisuals, and magazines and journals.
0.5 Units Lecture

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
B. Examine sources for characteristics that will impact ~~its~~ their value as a research source; such as ~~;~~ currency, authorship, authority, relevance, bias, and purpose.
C. ~~Frmulate~~ Formulate citations in the appropriate format and style.

Course Objectives:

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

A. Identify Library service areas and collections;
B. Locate and use the Library homepage as a research tool;
C. Demonstrate Library of Congress classification and arrangement;
D. Use the library catalog proficiently;
E. Formulate effective research strategies for locating materials on a selected topic in the Library catalog;
F. Select and evaluate information from appropriate sources;
G. Cite information in a standard format;
H. Explain ethical, social, and legal issues concerning plagiarism; and
I. Develop and modify effective search strategies to compile a bibliography on a chosen topic using a standard citation style.

Course Content:

1. Library Layout
    1. Tour of the library
    2. Location of resources and services
2. Library Catalog
    1. Introduction to catalog on LPC Library homepage
    2. Search techniques
    3. Advanced catalog features
    4. Course reserves
    5. Library of Congress classification system
    6. Library of Congress Subject Headings
3. Books
    1. Search strategies to find relevant books on a topic in the library catalog
    2. Library of Congress classification system for books
    3. Use of table of contents and index
    4. Primary sources versus secondary sources
    5. Evaluation criteria
4. Audiovisual Materials
    1. Search strategies for finding relevant audiovisual materials on a topic in the library catalog
    2. Classification system for audiovisual materials
    3. Evaluation criteria
    4. Incorporating audiovisual materials in assignments

5. Magazines and Journals
    1. Search catalog and databases to identify and locate in the collection.
    2. Distinguish between finding a journal and an article from a journal.
    3. Highlight the differences between magazines and journals.
6. Reference Books
    1. Types of specialized reference books
    2. Uses of specialized reference books
    3. Evaluation criteria
7. Plagiarism
    1. Define plagiarism
    2. Ethical, social, and legal issues
8. Citation Style
    1. MLA, APA, and other citation formats
    2. Use of bibliographic citation composer
9. Bibliography
    1. Functions
    2. Types (annotated, works cited, bibliography, reference list)

Methods of Instruction:

1. Lecture -
2. Demonstration -
3. Research -
4. Written Exercises -
5. Discussion -
6. Projects -
7. One-on-one consultation with a librarian

Methods of Evaluation

A. Home Work
    1. Weekly home work assignments.
B. Research Projects
    1. Minimum of one project per semester.
C. Discussion: Minimum of one discussion per semester.

Typical Outside-of-Class Assignments

A. Other:

    1. Discussion and Demonstration

        1. Use of specialized encyclopedias to find information on a librarian - - approved topic
        2. Use of library catalog to find books on a librarian - - approved topic

3. Demonstrate author, title, subject, and keyword searches

2. Written Assignments

1. Write citations for the books found ~~:~~
2. Prepare a bibliography on the assigned topic

Textbooks (Typical):

OER:

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

Textbook:

1. ~~Modern~~ Mike ~~Language Association~~ Palmquist ~~*MLA*~~ ~~*Handbook*~~ *The Bedford Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
2. ~~American Psychological Association~~ Publication Manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020.~~
3. ~~Diana Hacker, Barbara Fister~~ Research and Documentation in the Digital Age. ~~7th ed., Bedford/St. Martin's, 2019.~~
4. ~~Diana Hacker~~ A Writer's Reference. ~~10th ed., Bedford/St. Martins, 2020~~ 2024 .

Other Materials Required of Students

1. ~~Student I.D. card.~~
2. ~~GoPrint Card.~~
3. Computer access.
4. Internet access.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Offering this course as DE mode will provide students with more flexible scheduling options.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision to offer this course in DE mode was discussed and decided by the library faculty team.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum of once per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback provided on all graded assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum of once per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Demonstration: Weekly demonstration.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum of once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Written Assignments: Weekly assignments.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000445542

CB03: TOP Code

160100 - Library Science, General

CIP Code

25.0101 - Library and Information Science

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: LIBR 7 - The Open Web and Search Engines

Course Modification: LIBR 7 - The Open Web and Search Engines (Launched)
compared with
LIBR 7 - The Open Web and Search Engines (Active - Implemented 08-15-2021)

Admin Outline for Library Studies 7
The Open Web and Search Engines
Effective: Fall ~~2021~~ 2027

Catalog Description:

LIBR 7 - The Open Web and Search Engines
0.50 Units

Introduction to research techniques in a college library using search engines to find materials on the open web. Focus on use of the open web for research purposes, including web search strategies, appropriate search engines and directories, evaluation techniques for web resources, recognition of plagiarism, and bibliographic citation of web resources.
0.5 Units Lecture

Total Lecture Hours	9
Total Inside of Class Hours	9
Total Outside of Class Hours	18
Total Student Learning Hours	27

Course Grading:

Pass/No Pass

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
B. Examine sources for characteristics that will impact ~~its~~ their value as a research source; such as ~~;~~ currency, authorship, authority, relevance, bias, and purpose.
C. Formulate citations in the appropriate format and style.

Course Objectives:

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

A. Locate LPC Library homepage and identify useful Internet search tools
B. Compare and contrast internet search tools to determine the most appropriate resource
C. Use search engines proficiently
D. Formulate effective research strategies for locating and retrieving relevant information on a selected topic
E. Articulate and define criteria for evaluating a website
F. Examine a website in order to evaluate reliability, validity, accuracy, authority, timeliness, and point of view or bias
G. Cite information in a standard format
H. Explain ethical, social, and legal issues concerning plagiarism as it relates to the Internet
I. Develop and modify effective search strategies to compile a "webliography" (bibliography of online sources) on a chosen topic using a standard citation style.

Course Content:

1. Internet ~~Research~~ research
    1. Introduction to Internet search tools on LPC Library homepage
    2. Search engines and ~~Meta~~ metasearch ~~Search Engines~~ engines
        1. Uses, commonalities, and differences.
        2. Explain why a particular website might contain the best information on a topic.
    3. Search strategy
        1. Articulate a problem, issue, or research question.
        2. Identify appropriate search terms.

3. Develop and modify effective search strategies.

4. Search techniques

    1. Use Help screens to discover search options for Internet search tools, including toolbars, basic and advanced search screens, search features, and refining search options.

    2. Use limiters and expanders, Boolean operators, truncation, phrase searching, wildcards, query modifiers, and occurrence to narrow or broaden searches.

    3. Search by domain, file format, language, synonyms, and date.

    4. Search specifically for images, groups, news, shopping, local and scholarly information, and maps.

    5. Identify results list organization, special features such as abstracts, and HTML and PDF full-text.

2. Comparison of ~~Resources~~ resources ~~Found~~ found in the ~~Library~~ library or ~~Library~~ library ~~Databases~~ databases with Internet ~~Resources~~ resources to ~~Determine~~ determine which is the ~~Superior~~ superior ~~Source~~ source of ~~Information~~ information .

3. Evaluation ~~Criteria~~ criteria

    1. Critically analyze reliability of content

    2. Use evaluation techniques:

        1. content, bias, appropriateness, currency, author's or organization's credentials;

        2. type of page (personal, educational, nonprofit, commercial, government);

        3. why the information is published (inform, give facts or data, explain, persuade, sell; disclose, humorous, parody, etc.);and

        4. whether the page is a scholarly source (documented with citations or links, reproduced from another publication, what sites link to it).

4. Plagiarism
    1. Define plagiarism.
    2. Ethical, social, and legal issues

5. Citation ~~Style~~ style
    1. MLA, APA, and other citation formats
    2. Use of bibliographic citation composer

6. Bibliography
    1. Functions
    2. Types (annotated, works cited, bibliography, reference list)

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Research -
4. Discussion -
5. Projects -
6. Written Exercises -

Methods of Evaluation

A. Home Work
    1. Weekly assignments.
B. Projects
    1. Minimum of one per semester.
C. Research Projects
    1. Minimum of one per semester.

D. Discussions: Weekly discussions. Demonstration: Minimum of one per semester.

Typical Outside-of-Class Assignments

A. Other:

1. Discussion

    1. Compare and contrast the results from two search engines using the same search terms.
    2. Compare and contrast the features and functions of a ~~meta search~~ metasearch engine and a search engine.
    3. Identify features of a website; refer to the evaluation tips to decide on the overall quality of the site.

2. Demonstration

    1. Narrow a search using special search strategies.
    2. Show examples of effective search terms.
    3. Display a website, point out its various components, and introduce criteria for evaluating web resources.

3. Written Assignments

    1. Use a checklist to evaluate two websites.
    2. Create a bibliography on a specific topic, presenting the resources in the appropriate format.

Textbooks (Typical):

OER:

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021.

https://pressbooks.pub/introtocollegeresearch/.

Textbook:

1. ~~Joseph~~ Mike ~~Gibaldi~~ Palmquist ~~*MLA*~~ *The* ~~*Handbook*~~ *Bedford Researcher* . 8th ed., ~~The~~ Macmillan ~~Modern Language Association of America~~ Learning , ~~2016.~~
2. ~~American Psychological Association~~ Publication Manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020.~~
3. ~~Diana Hacker, Barbara Fister~~ Research and Documentation in the Digital Age. ~~7th ed., Bedford/St. Martin's, 2019.~~
4. ~~Diana Hacker~~ A Writer's Reference. ~~10th ed., Bedford/St. Martin's, 2020~~ 2024 .

Other Materials Required of Students

1. ~~Student I.D. card.~~
2. ~~GoPrint Card.~~
3. Computer Access.
4. Internet access.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offering this course as DE mode will provide students with more flexible scheduling options.

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

The decision to offer this course in DE mode was discussed and decided by the library faculty team.

Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum of twice per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum of once per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback provided on all graded assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum of once per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Demonstration: Weekly demonstrations.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of once per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum of once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Written assignments: Weekly. Demonstration: Minimum of one per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000445545

CB03: TOP Code
160100 - Library Science, General

CIP Code
25.0101 - Library and Information Science

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: LIBR 29 - Independent Study, Library Studies

Course Modification: LIBR 29 - Independent Study, Library Studies (Launched)
compared with
LIBR 29 - Independent Study, Library Studies (Active - Implemented 08-15-2021)

Admin Outline for Library Studies 29
Independent Study, Library Studies
Effective: Fall ~~2021~~ 2027

Catalog Description:

LIBR 29 - Independent Study, Library Studies
0.50 - 2.00 Units

Supervised study in the area of Library Studies. Any student interested in registering for an Independent Studies course should contact a full/part-time instructor or dean in the appropriate area.
0.5 - 2 Units Lab

Total Lab Hours	27 - 108
Total Inside of Class Hours	27 - 108
Total Student Learning Hours	27 - 108

Course Grading:

Optional

Justification for course proposal

Discipline:

Library Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Complete a project that increases their knowledge of library studies.
B. Recognize the value of information.
C. Contribute to scholarly conversation at an appropriate level.

Course Objectives:

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

A. Develop a project in Library Studies to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to the instructor

Course Content:

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

Methods of Instruction:

1. Discussion - With instructor.
2. Written Exercises - As noted in the ~~Independent~~ independent study form.
3. Projects - As noted in the ~~Independent~~ independent study form
4. Demonstration - As noted in the ~~Independent~~ independent study form.

Methods of Evaluation

A. Lab Activities
    1. Minimum of one per semester.
B. Oral Presentation
    1. Minimum of one per semester.
C. Papers
    1. Minimum of one per semester.
D. Portfolios
    1. Minimum of one per semester.
E. Projects
    1. Minimum of one per semester.
F. Research Projects
    1. Minimum of one per semester.
G. Assignments/activities specified on Independent Study Form: Minimum of two per semester.

Typical Outside-of-Class Assignments

A. Other:
    1. Reading Assignments
        1. Identification of a research project may include extensive reading.
    2. Writing Assignment

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

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

Textbooks (Typical):

OER:

1. Walter D. Butler; Aloha Sargent; and Kelsey Smith *Introduction to College Research.* , Academic Senate for California Community Colleges' Open Educational Resources Initiative (ASCCC OERI), 2021. https://pressbooks.pub/introtocollegeresearch/.

Textbook:

1. ~~Diana~~ Mike ~~Hacker~~ Palmquist ~~*A Writer's Reference.* *10th ed.,*~~ *The* Bedford ~~*/St.* *Martin's, 2020.*~~
2. ~~*Modern Language Association*~~ *MLA Handbook* *Researcher* . 8th ed., ~~The Modern Language Association of America~~ Macmillan , ~~2016.~~
3. ~~American Psychological Association~~ Publication Manual of the American Psychological Association. ~~7th ed., American Psychological Association, 2020.~~
4. ~~Diana Hacker, Barbara Fister~~ Research and Documentation in the Digital Age. ~~7th ed., Bedford/St. Martin's, 2019~~ 2024 .

Other Materials Required of Students

1. Computer access..
2. Internet access..

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Offering this course in DE mode would allow more flexibility for students to take this course as it fits in their schedule. All course activites, including Instructor-student consultation sessions can easily be done online.

Explain how the decision was made to offer this course in a Distance Education mode.
Discussions were had among the library faculty and coordinator.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- 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 semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Minimum of once per semester.

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback provided on each graded assignment.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum of twice per semester
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Minimum of once per semester.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum of once per semester (*Only if multiple students enroll to complete an Independent Study).
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum of once per semester (*Only if multiple students enroll in Independent Study).

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Minimum of once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Minimum of one per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Minimum of once per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum of one per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum of once per semester.
- **Other:**
  Frequency: Minimum of one per semester.
- **Other:**
  Frequency: Portfolios: Minimum of one per semester. Lab Activities: Minimum of two per semester. Demonstration: Minimum of once per semester. Reading Assignments: Minimum of one per semester. Homework Assignments: Minimum of two per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584325

CB03: TOP Code

160100 - Library Science, General

CIP Code

25.0101 - Library and Information Science

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: MATH 3 - Multivariable Calculus

Course Modification: MATH 3 - Multivariable Calculus (Launched)
compared with
MATH 3 - Multivariable Calculus (Active - Implemented 08-15-2021)

Admin Outline for Mathematics 3 Multivariable Calculus

Effective: Fall ~~2021~~ 2027

Catalog Description:

MATH 3 - Multivariable Calculus
5.00 Units

Vector valued functions, functions of several variables, partial differentiation, multiple integration, change of variables theorem, scalar and vector fields, gradient, divergence, curl, line integral, surface integral, Green's, Stokes', and divergence theorem, applications.

5 Units Lecture

Prerequisite(s):

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

- MATH ~~2~~ C2220

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Mathematics.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Evaluate a surface integral.
B. Evaluate a surface integral for vector functions using parameterization of the surface or using the Divergence theorem.
C. Interpret directional derivatives, including the gradient.
D. Solve an optimization problem by using the method of ~~LaGrange~~ Lagrange multipliers.

Course Objectives:

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

A. Perform vector algebra in two and three space and interpret the results geometrically especially the dot and cross products and apply them to problems in space geometry (e.g., orthogonal projection, vector equations of lines and planes)
B. Transform points and equations among rectangular, cylindrical, and spherical coordinates and sketch their graphs as well as quadric surfaces
C. Parameterize curves using vector functions of one variable and analyze them (e.g., find unit tangent, unit normal, curvature)
D. Sketch the graphs of functions of two variables using level curves, traces in coordinate planes, symmetry, etc.
E. Extend the concepts of limits, continuity, differentiability and differential of single variable functions to functions of two or more variables
F. Compute limits, partial derivatives, total differential, gradient, directional derivatives and interpret them geometrically and in terms of rate of change
G. Apply partial derivatives and/or gradients to problems involving tangent planes and linear approximation, and optimization, especially using Lagrange multipliers
H. Compute double and triple integrals directly or using change of variables and explain the geometric interpretation of Jacobians
I. Apply differential operators, gradient, divergence, curl and Laplacian to scalar and vector field and interpret the results
J. Compute line integrals using parameterizations for curves
K. Parameterize surfaces using vector functions of two variables, and compute their areas
L. Compute surface integrals of scalar functions and vector functions using parameterization for surfaces
M. Interpret the theorems of Green, Stokes and divergence physically as well as mathematically (as the generalizations of the Fundamental Theorem of Calculus), and use them to compute line and surface integrals
N. Find scalar potentials for conservative vector fields

Course Content:

1. Vector Algebra
    1. Vector addition, scalar multiplication, standard basis vectors
    2. The dot product
    3. Cauchy-Schwarz Inequality
    4. Orthogonal projection
    5. Vector equations of lines and plane
    6. Cross-product, matrices, determinants, triple product
    7. Vector functions and parameterized lines, curves and surfaces
    8. Arc length and curvature

2. Space Analytic Geometry
    1. Rectangular, cylindrical and spherical coordinate systems
    2. Surfaces (cylinders, quadric surfaces and surfaces of revolution)
    3. Level sets, curves and surfaces

3. Partial Differentiation
    1. Scalar functions of two or more variables
    2. Limits, continuity, partial derivatives, Chain Rule
    3. Differentiability
    4. Gradient
    5. Directional derivative
    6. Vector field
    7. Tangent planes and linear approximation

8. Optimization, local and global maxima and minima and saddle points
9. Lagrange multipliers;

4. Multiple Integration
    1. Double and triple integrals and their evaluations in rectangular, polar, cylindrical and spherical coordinates
    2. Change of variables and Jacobians
    3. Area, volume, surface area, center of mass and moments of inertia

5. Scalar and Vector Fields
    1. Scalar and vector fields
    2. Vector differential operators (gradient, divergence, curl and Laplacian) and identities involving them

6. Integrals over Paths and Surfaces
    1. Integral of scalar functions along a path and line integrals
    2. Path independence
    3. Parameterized surface and its area
    4. Surface integral

7. Vector Analysis
    1. Vector fields
    2. Divergence and curl

3. Green's and Stokes' Theorems
4. Scalar potentials and conservative fields
5. Divergence Theorem

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Web based tutorials
4. Student presentations
5. Collaborative learning

Methods of Evaluation

A. Exams/Tests
    1. At least 3 Exams in addition to the Final Exam
B. Home Work
    1. At least once per week.
C. Quizzes
    1. Up to once per week, at the instructor's discretion.

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing :

    1. Homework

        1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. Problems should range in level of difficulty from introductory level to challenging. A typical assignment should take an average student 1 to 2 hours for each hour in class.

B. Activity:

    1.

        Collaborative learning

1. Collaborative learning, done in small groups of 2-4 students, can be used to introduce new concepts, build skills, or teach problem solving. Students may be asked to present their results on the board.

2. Example collaborative learning assignment: Have each group solve an optimization problem in two variables and present the results to the rest of the class.

Textbooks (Typical):

OER:

1. Gilbert Strang and Edwin Herman *Calculus.* , OpenStax, 2026. https://math.libretexts.org/Bookshelves/Calculus/Calculus_(OpenStax).

Textbook:

1. Joel Hass, Christopher Heil, Maurice Weir *Thomas' Calculus.* ~~14~~ 15 ed., Pearson, ~~2018~~ 2022 .
2. James Stewart, Daniel Clegg, Saleem Watson *Calculus.* 9 ed., Cengage, 2021.
3. Ron Larson, Bruce Edwards *Calculus.* ~~11th~~ 12th ed., Cengage Learning, ~~2018~~ 2023 .

Other Materials Required of Students

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

A. MATH ~~2~~ C2220

~~Content~~ UC ~~Review~~ TCA Requirement

~~Required~~

- ~~Use integration to solve applications such as work, arc length and the surface area of a solid of revolution;~~
- ~~Graph, differentiate, and integrate inverse functions and transecdental functions such as trigonometric, exponential and logarithimic functions;~~
- ~~Graph, differentiate and integrate functions in polar and parametric form;~~
- ~~Evaluate definite and indefinite integrals by a variety of integration techniques;~~
- ~~Evaluate limits by applying L'Hospital's rule and techniques appropriate to limits of indeterminate forms;~~

~~Recommended~~

- ~~Apply numerical methods to approximate definite integrals;~~

- ~~Solve separable first order differential equations;~~
- ~~Evaluate improper integrals;~~

~~Not Necessary Skills~~

- ~~Solve exponential growth and decay problems;~~
- ~~Find Taylor and Maclaurin series for a given function;~~
- ~~Use the binomial series to find a power series of a function;~~
- ~~Estimate the sum of a convergent series;~~
- ~~Find the radius and interval of convergence;~~
- ~~Determine convergence or divergence of a power series, and find the radius and interval of convergence;~~
- ~~Determine convergence of divergence of an infinite series, alternating or non-alternating, by applying tests for convergence;~~
- ~~Determine convergence or divergence of an infinite sequence;~~
- ~~Apply theorems for differentiation and integration of a power series;~~

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Math department and instructors for Math 3 felt that there has to be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.
In a non-emergency situation, the department felt there should be an option for hybrid offering as many students prefer online courses.

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once in every three weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every homework, quiz, or exam. At least once every week.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least once a week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 2 web-conferencing sessions per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: At least 5 times per semester plus Exams.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly chat discussion or during web conferences.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice a month.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: During synchronous class sessions or once a week for asynchronous classes.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: At least once a week.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Recommended at least 3 Exams in addition to the Final Exam.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: At least one Practice Exam per Exam given.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least twice a week.
- **Other:**
  Frequency: Homework problem sets will be assigned for each section of material covered. At least once a week.

General Education/Transfer

General Education/Transfer Request

Cal-GETC
- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer
- Transfers to CSU - Approved

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

UC Transfer
- Transfers to UC - Approved

C-ID: MATH 230 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000365398

CB03: TOP Code
170100 - Mathematics, General

CIP Code
27.0101 - Mathematics, General

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

B. Course meets any of the following:
    1. CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
    2. UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning
    3. Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion

Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion (Launched)
compared with
MIND 15 - Introduction to Mindfulness (Active - Implemented 08-20-2024)

Admin Outline for Mindfulness 15

~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion

Effective: Fall ~~2024~~ 2027

Catalog Description:

MIND 15 - ~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion

3.00 Units

This course is ~~an introduction~~ designed to ~~mindfulness. Students~~ explore ~~will~~ the ~~learn basic mindfulness meditation practices~~ theory , ~~both sitting~~ research and ~~moving;~~ practices ~~ways~~ of ~~to deepen positive emotions like gratitude~~ mindfulness , ~~kindness~~ meditation, self-compassion, compassion for others , and ~~joy;~~ the nature of well-being. The course addresses how mindfulness and ~~methods~~ compassion ~~for~~ can ~~integrating~~ manifest ~~more~~ in ~~awareness~~ the physiological, psychological, and ~~creativity~~ societal realms. This course focuses on current research into ~~ordinary activities. Students will also examine the emerging science about the beneficial effects of~~ mindfulness ~~practice for mental~~ and ~~physical~~ self-compassion ~~health.~~ as ~~Some~~ well as developing experiential knowledge of these ~~benefits~~ states ~~include stress reduction, improved attention, reduced emotional reactivity and greater mind-body awareness. Students will also learn about some~~ through contemplative ~~eastern religious~~ practices ~~that inform the secular mindfulness movement~~ .

3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Religious Studies.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Demonstrate~~ Develop metacognitive awareness, mindfulness, compassion and understanding of self and other to enhance personal well-being and positively impact broader society.
B. Investigate the ~~practical skills~~ role of ~~mindfulness~~ perception in intrapersonal and interpersonal skill-building including core beliefs, identities, relationships, and decision making.
C. Use and assess meditation ~~including deepening concentration~~ and ~~building~~ self-compassion ~~resilience~~ practices to develop a routine for well-being .
D. Demonstrate competence in communicating about experiences in meditation and about one's own mindfulness practice.
E. Analyze and appraise ~~contemporary~~ the theories and research about mindfulness ~~practice.~~
F. ~~Describe the historical significance of various ancient meditative traditions~~ and ~~their impact on current mindfulness and meditative practices~~ compassion .

Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces
B. Examine and identify the essential components of mindfulness meditation practices including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, and concentration vs. meditation.
C. Demonstrate an understanding of metaconitive awareness, mindfulness, and self-compassion.
D. Distinguish between key elements underlying the neuroscience of mindfulness and self-compassion, including neuroplasticity, default mode network, executive functioning, and the parasympathetic and sympathetic nervous systems.
E. Survey contemporary mindfulness and compassion research to gain insight into the effects of practice on overall health and well-being.
F. Demonstrate and recommend specific mindfulness and compassion practices to augment interpersonal communication and relationships.
G. Evaluate research and evidence on mindfulness and compassion in a variety of ~~methods~~ forms and make reasonable inferences from that evidence.
H. Apply and evaluate mindfulness and compassion practices when meeting difficult emotions and exploring challenging interpersonal relationships.

I. Incorporate mindfulness and self-compassion practices to develop self-regulation skills.
J. Revise current stress responses to include mindfulness and compassion practices in order to develop resilience, manage stress, and ameliorate well-being.
K. Assess personal self-care skills and from this assessment, integrate mindfulness and compassion practices to care for ~~deepening~~ one's mind and ~~integrating~~ body.
L. Select ~~more~~ and ~~mindful awareness~~ incorporate ~~into~~ compassion ~~ordinary~~ practices ~~daily~~ for ~~activities~~ transforming self and society .
M. Use mindfulness practices to recognize and question one's assumptions and biases in relation to self and others.
N. ~~Identify some key elements underlying the neuroscience of mindfulness.~~
O. Employ mindfulness practices to develop an awareness of thoughts and mindsets ~~:~~
P. ~~Survey contemporary mindfulness research to gain insight into the effects of practice on overall health and well-being~~ .
Q. Distinguish how to intentionally cultivate a variety of positive emotions such as gratitude, joy, kindness, compassion and equanimity.
R. ~~Compare various eastern meditative traditions, including how various traditions have emphasized the importance of moral and altruistic foundations for a meditation practice, the variety of meditation techniques and practices that have been developed, and consideration of some core philosophical issues arising in specific meditation traditions that include the topics of suffering and self-identity.~~
S. ~~Recognize a few of the specific influences of Asian religious meditation practices on contemporary secular mindfulness practices.~~

Course Content:

---

1. ~~Introduction to~~ _ Mindfulness Meditation
    1. What is Meditation?
    2. The Art of Practice
    3. Understanding Mindful Presence
    4. ~~Deepening Capacity for~~ Present Moment Awareness
    5. Mindfulness for Stress Reduction and Well-Being
2. Basics in Meditation Practice
    1. Formal Practices
        1. Breath Awareness

1. ~~Sitting~~ Body scan
2. ~~Standing~~ Mindful walking
3. ~~Walking~~ Sensory guided meditations
4. Mindful eating
5. Noting and labeling practice
6. Breath counting

2. Informal Practices

1. ~~Cultivating~~ Soft ~~Awareness Through Ordinary Experiences~~ Landing
2. Two feet and a breath
3. Square breathing
4. Embodied Listening
5. Withitness
6. The stop practice
7. Three good things

3. Utilizing Various Body Postures to Support Practice
4. Working with Mental and Physical Distractions
5. Elements of Awareness as Core Component of Practice

1. ~~Examination of~~ Focused Awareness
2. Investigative Awareness
3. Choiceless/Open Awareness

4. Natural Awareness

2. ~~Awakening~~ Body ~~in the Body~~
   Awareness

    1. Examination of Direct Sensation ~~or Somatic Experience~~

    2. ~~Using~~ Movement Practices to Recognize Relationship between Sensations and Thoughts

    3. ~~Exploring~~ Movement as a Path to Mindfulness

    4. ~~Conscious Embodiment as a Pathway to~~ Interrupt Reactivity

    5. Guided Body Scan

    6. Working with Physical Discomfort to Explore Changing Fields of Sensation

3. Mindfulness ~~of~~ and Emotions

    1. Recognizing and Observing Emotions

        1. ~~Recognizing Emotions~~

        2. ~~Naming Feelings as a Process of Observation~~

        3. ~~Making Space for~~ Feeling States ~~with~~ and ~~the Framework of Neutral Observer~~ Neutrality

        4. Investigation of Emotional States

            1. Qualities of Positive Emotions

                1. Understanding the Qualities of Happiness and Joy

                2. Role of Self-Compassion in Mindfulness Practice

                3. Value of Equanimity to Action;

1. ~~Choosing Responses~~

5. Negative Emotions

    1. Impact of Negative Emotions

    2. Recognizing ~~in the Body~~ Triggers

4. Mindfulness and ~~Mind~~
   Loving Kindness

    1. Inner Critic

    2. ~~Recognizing~~ Forgiveness

5. Interpersonal ~~Triggers~~ Mindfulness

    1. Mindful Listening

    2. Mindful Communication

6. Research on Mindfulness

    1. Health Outcomes

        1. Lower blood pressure

        2. Reduce chronic pain

        3. Improve sleep

    2. Psychological Outcomes

1. Decrease stress
2. Increase resilience
3. Improve academic achievement
4. Decrease anxiety
5. Buffer against depression

7. Self-Compassion
    1. Definition of Self-Compassion
        1. Self-Kindness vs. Self-Judgement
        2. Common humanity vs. isolation
        3. Mindfulness vs. over-identification
    2. Research on Self-Compassion
        1. Decrease in negative emotional states, depression, anxiety, stress, shame, negative body image
        2. Increase in positive emotional states, happiness, life satisfaction, optimism
        3. Increase in social connections
        4. Improvements in physical health
    3. Self-Compassion vs Self-Esteem
    4. Physiology of ~~Breath~~ Self-Compassion
        1. Stress/threat response

2. Regulation through affiliation (common humanity)

5. Self-Compassion Formal Practices
    1. ~~Establishing~~ Affectionate ~~an~~ breathing
    2. Loving-kindness ~~Anchor~~ to a loved one
    3. Loving-kindness for ~~Practice~~ ourselves
    4. ~~Internal Anchors Include Breath~~ Giving and ~~Physical~~ receiving ~~Sensations~~ compassion
    5. ~~External~~ Compassionate ~~Anchors~~ friend
    6. Compassion ~~Include~~ for ~~Sounds, Objects,~~ self and ~~Sensory~~ other

6. Self-Compassion ~~Awareness~~ Informal Practices
    1. Soothing touch

7. ~~Mindfulness~~ Self-Compassion ~~of~~ break
8. Self-Compassion ~~Thoughts~~ in daily life
    1. ~~Monkey~~ Finding ~~Mind~~ loving-kindness phrases
    2. ~~Recognizing~~ Compassionate ~~Function~~ movement
    3. Compassionate ~~of~~ letter
    4. Savoring ~~Thoughts;Real but not always True~~ food
    5. Working with Difficult ~~Thoughts~~
    6. ~~Labeling Thoughts~~

9. ~~Buddhist Compassion Practices~~

1. ~~Practice of Loving Kindness~~
2. ~~Creating personal "Metta" Practices~~
3. ~~Examing the Roots of Compassion Practices~~

10. ~~RAIN Practice~~
    1. ~~Recognize~~
        1. ~~Labelling~~ Emotions
        2. Working with shame
    2. ~~Investigate Body/Mind Experience~~ Resistance
    3. ~~Nurture~~
        1. ~~Cultivate~~ Loving- Kindness and Compassion ~~for Experience~~
    4. ~~Cognitive Reframe~~

11. ~~Historical Precedents of Mindfulness~~
    1. ~~Religious Roots of Modern Mindfulness Practices~~
        1. ~~Hinduism~~
        2. ~~Buddhism~~
            1. ~~Human Experience of Suffering~~
            2. ~~Relevant Teachings on Impermanence~~

3. ~~Taoism~~

12. ~~Science~~ Self-Criticism and ~~Research~~ Safety
13. Suffering
    1. ~~Contemporary~~ Finding ~~Research~~ Value
14. Listening ~~on~~ with ~~Mindfulness~~ Compassion
15. Difficult ~~Outcomes~~ Emotions
16. ~~Neuroplasticity~~ Shame
17. Challenging ~~of~~ Relationships
18. Foregiveness
19. Cultivating ~~the~~ Happiness
20. Savoring ~~Brain~~ and Gratitude
21. Self-Appreciation

8. Neuroscience ~~of Vipassana Meditation~~

3. ~~Contemporary Applications~~ of Mindfulness ~~Practice~~
    1. ~~Academic Approaches~~
    2. ~~Career Focus~~
    3. ~~Interpersonal Relationship~~
    4. ~~Social Activism~~

5. ~~Mindfulness~~ and ~~Creative~~ Compassion
    1. Neuroplasticity
    2. Nervous ~~Expression~~ System
        1. Sympathetic
        2. Parasympathetic
    3. Prefrontal Cortex
    4. Default Mode Network
    5. Amygdala
    6. Hippocampus

Methods of Instruction:

1. Lecture - The instructor lectures on topics related to the class content.
2. Classroom Activity - Students engage in a variety of classroom mindfulness and self-compassion practices.
3. Demonstration - The instructor demonstrates a variety of mindfulness and self-compassion practices.

4. Discussion - Students are given a variety of topics related to class presentation to explore together and report back to the class.
5. Student Presentations - Students present a resource that they feel would support mindfulness and compassion practices. This includes both a presentation and guiding a demonstration of the resource.
6. Written Exercises - Students complete a number of written assignments throughout the semester that reflect on their experience with a variety of mindfulness and compassion practices.
7. Field Trips - Students are required to attend at least 3 different local or virtual meditation groups throughout the course. Students also participate in outdoor activities and practices such as walking meditation, silent observation, sense and savor moments around campus.
8. Individualized Instruction - Students meet one on one with the instructor to review topics for both classroom presentations and the final essay.
9. Projects - Students work together in groups to demonstrate skills.

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~WRITING~~ Discussions

        1. Reading ~~ASSIGNMENTS~~ Discussion ~~AND~~ Facilitation.

        2. Students will facilitate a 10-15 minute reading discussion in at least one class session.

        3. These assignments will be assessed for critical thinking and conceptual understanding.

    2. Summarize, analyze, and / ~~OR~~ or ~~PROFICIENCY~~ evaluate ~~DEMONSTRATION~~ assigned readings

    3. Combine ideas from multiple readings

B. Writing:

1. Self-Investigatory Essay

    1. ~~Each~~ These ~~essay~~ writing assignments will be ~~500-~~ assessed ~~750~~ for ~~words~~ critical ~~in~~ thinking, ~~length~~ conceptual understanding, structure, style and mechanics . -

    2. In these investigatory essays, students will discuss and define the class topic related to a mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life.

    3. ~~These~~ Each ~~writing assignments~~ essay will be ~~assessed~~ 500- ~~for~~ 750 ~~critical~~ words ~~thinking,~~ in ~~conceptual understanding, structure, style and mechanics~~ length . _

2. Journal

    1. Students will complete a weekly journal entry documenting experiences with mindfulness practices.

    2. These journal entries provide updates on the changing nature of the students practices thorugh the semester.

    3. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

3. ~~Discussions~~

    1. ~~Reading Discussion Facilitation.~~

    2. ~~Students will facilitate a 10-15 minute reading discussion in at least one class session.~~

    3. ~~These assignments will be assessed for critical thinking and conceptual understanding.~~

4. Final Project

    1. This culminating project synthesizes learning and demonstrates a creative interpretation of the course content. – Students will be assessed for critical thinking, conceptual

understanding, structure, style, and mechanics.

A. ~~ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING~~
Other:

1. ~~Summarize, analyze, and/or evaluate assigned readings~~
2. Analyze mindfulness meditation self-assessments
3. ~~Compose essays~~
4. ~~Combine ideas from multiple readings~~
5. Experiment with meditation practices
6. Evaluate research on current secular mindfulness practices

Textbooks (Typical):

Textbook:

1. ~~Sarah~~ C. ~~Shah~~ Buddhist Foundations Mindfulness: Where it Comes From Germer and What K. is Neff . Means *Mindful Self-Compassion for Burnout Tools to Help You Heal and Recharge When You're Wrung Out by Stress.* , Guildford, 2024.
2. Neff, K.D. and C.Germer *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength and Thrive* . 1st ed., ~~Shambala~~ Guilford , ~~2020~~ 2018 .
3. Thich Hahn *Being Peace.*, Parallax Press, 2005.
4. Holly Rodgers *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else.* 1st ed., New Harbinger Publications, 2016.
5. John Kabat-Zinn *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life.* 1st ed., Sounds True, 2016.
6. Kristin Neff *Self Compassion: The Proven Power of Being Kind to Yourself.* 1st ed., William Morrow, 2015.

Other Materials Required of Students

Equity Based Curriculum

- ~~Methods~~ Course ~~of Instruction~~
- - Typical Assignments
- - Textbooks/Materials Objectives

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

The RELS program has indicated a commitment to offering classes in mulitple formats to allow students access choices. The RELs program offers all of its courses in both DE and Face to Face options.

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Instructor will initiate contact weekly.

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: As needed to integrate assignments and class supports.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Throught out the course student will use discussion boards to interact with the material, instructor and other students.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students will work in teams to complete one assignment.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice throughout the class students will be offered an opportunity to partake in group mindfulness practices.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Multiple times throughout the semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once a semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice throughout the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Oncer per semester

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642310

CB03: TOP Code
151000 - Religious Studies

CIP Code
38.0201 - Religion/Religious Studies

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: BUSN 55 - Business Mathematics

Credit for Prior Learning: BUSN 55 - Business Mathematics (Launched)
compared with
BUSN 55 - Business Mathematics (Active - Implemented 08-20-2024)

Admin Outline for Business 55
Business Mathematics
Effective: Fall 2024

Catalog Description:

BUSN 55 - Business Mathematics
3.00 Units

This course focuses on learning computations for typical business transactions including; simple interest, compound interest, installment sales, trade and cash discounts, mark-on percents, pricing, discounting notes and drafts, depreciation, taxes, insurance, statistics, stocks and bonds, and distribution of ownership and profits.
3 Units Lecture

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

Course Grading:

Optional

Justification for course proposal

Discipline:

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. Identify and interpret trends over a period using percentage increase or decrease.
B. Use percentages to calculate period over period increase or decrease in a given set of data.

Course Objectives:

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

A. Calculate principal, interest, maturity value, interest rate and time of a simple interest loan.
B. Calculate principal, interest, maturity value, interest rate and time of a compound interest loan.
C. Calculate and differentiate between Cash and Trade discount and calculate net invoice cost.
D. Calculate effective interest rate on an installment purchase of a loan.
E. Calculate and analyze the average daily balance and service charge and how on an open-end account and calculate payment using different balances.
F. Calculate monthly payment mortgage payment and PITI using varied interest rates offered on a loan.
G. Calculate and list components of an income statement and balance sheet.
H. Calculate the amount and rate of depreciation using Straight Line, Double Declining Balance and Units of Production methods.
I. Analyze and compare interest earned on a savings accounts, CD's and Money Market accounts using different APY's.
J. Calculate and compare cost and return on investments in stocks and bonds.
K. Calculate and compare proceeds of a discounted note from different financial companies and unearned interest when a contract is paid off before maturity.
L. Calculate how amount of markup on goods affect the Gross Profit for a merchandiser.
M. Differentiate between present value of ordinary annuities and of annuities due.
N. Calculate and differentiate between Gross payroll, employee withholding and employer payroll taxes.
O. Analyze types of insurance plans, and calculate premium and coverage.

Course Content:

1. Simple Interest
    1. Ordinary interest
    2. Reverse operations
    3. Maturity value-present value
2. Compound Interest
    1. Ordinary interest
    2. Reverse operations
    3. Maturity value-present value
3. Discounts and Invoices
    1. Cash discount
    2. Trade discount
    3. Net invoice cost
4. Consumer credit
    1. Open-end credit
    2. Installment plans

    3. Annual percentage rate by table and formula
5. Average Daily Balance
    1. Service charges
    2. Amount of ADB
    3. Amount of payment
6. Mortgage and PITI
    1. Total interest paid over life of the loan
    2. Property taxes and insurance
    3. Types of loans
    4. APY and other costs
7. Financial Statements
    1. Income statement
    2. Balance sheet
8. Depreciation
    1. Straight line method
    2. Double declining balance method
    3. Units of production method
9. Interest Revenue
    1. APY's on savings accounts
    2. Certificates of deposits
    3. Money market accounts
10. Stock Transactions
    1. Cost vs sale price
    2. Gain or loss
    3. Dividend revenue
    4. Annuities due
11. Discounting a Note
    1. Cost of discounting
    2. Net proceeds
    3. Unearned interest
12. Mark Ups and Mark Downs
    1. Mark up on cost
    2. Mark up on sales price
    3. Mark down on sales price
13. Annuities
    1. Ordinary and annuity due
    2. Future and present Value
14. Payroll Taxes
    1. Gross pay and net pay
    2. Employee withholdings
    3. Employer payroll tax expense
    4. Gross profit
15. Insurance Plans and Costs
    1. Workman's compensation
    2. Property insurance

3. Business liability insurance

Methods of Instruction:

1. Lecture - Lecture and demonstration of accounting principles
2. Classroom Activity - Group activities and in class problem solving
3. Discussion - Discussion of student questions
4. Written Exercises - Interactive exercises and in class problem solving
5. Research - Outside/internet research
6. Publisher's website for activities and assessments
7. PowerPoint, video and computer-images when appropriate

Methods of Evaluation

A. Class Work
    1. Weekly: Based on completion
B. Exams/Tests
    1. 2 to 3 exams and a final exam
C. Home Work
    1. Weekly: Based on completion
D. Quizzes
    1. 2 to 3

Typical Outside-of-Class Assignments

A. Other:
    1. Homework: Completing exercises and problems Read the first half of the chapter and complete Starters 1-5, Exercises 9 & 11, and Problem 16. Prepare an Income Statement.
    2. Class exercises: For a Markup and Markdown; compute how sales price and gross profit will be affected.
    3. Quizzes:
        1. At the publisher's website, complete the end of chapter assessment for chapter 6.
        2. Fill in the blank with the correct vocabulary or principle.
    4. Progress exams and final exam Calculate Mortgage payment for a loan and create an amortization schedule.
    5. Analytical problem:
        1. On December 31, the Chicago Sun-Times announced that Dean Foods will buy Purity Dairies. Dean Foods has an option of selling $5,000.000 in corporate bonds with a 5-1/2% rate payable semi-annually over the next ten years.
            1. What is the present value of the corporate bond issue?

Textbooks (Typical):

Textbook:

1. Slater Jeffrey *Practical Business Math Procedures.* 13th ed., McGraw-Hill, 2020.
2. Robert Brechner *Contemporary Mathematics for Business and Consumers.* 9th ed., Cengage, 2020.

Other Materials Required of Students

1. A scientific calculator or a financial calculator..

Equity Based Curriculum

- Course Content
- Typical Assignments

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.

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

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

The decision was made discussing with fellow faculty, students, and our advisory board.

Accessibility:

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

Syllabus:

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Each student will be emailed a minimum of once every week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in 1 discussion board every other week, and provide feedback to each student on a weekly basis
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback on every homework, quiz, and exam
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 2 announcements per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If offered partially online, students will come to campus at least once per semester for assessments or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 1 every 2 weeks
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: 1 every 2 weeks
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 4 quizzes, and 2 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: 2 practice quizzes and 1 practice exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 12 per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: 2 short videos 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 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.

IRS Enrolled Agent within the last 10 years or State of California CTEC certified within the last 10 years.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612109

CB03: TOP Code

050500 - Business Administration

CIP Code

30.7102 - Business Analytics

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

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

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

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

Catalog Description:

CIS 59C - Web Programming - JavaScript
3.00 Units

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

Recommended Course Preparation:

- CIS 59

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

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

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

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

Codes and Dates

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

070900 - World Wide Web Administration

CIP Code

11.1004 - Web/Multimedia Management and Webmaster

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

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 51 - CompTIA's A+ Certification Computer Technician

Credit for Prior Learning: CNT 51 - CompTIA's A+ Certification Computer Technician (Launched)
compared with
CNT 51 - CompTIA's A+ Certification Computer Technician (Active - Implemented 08-22-2024)

Admin Outline for Computer Networking Technology 51
CompTIA's A+ Certification Computer Technician

Effective: Fall 2024

Catalog Description:

CNT 51 - CompTIA's A+ Certification Computer Technician
4.00 Units

This course provides an introduction to the computer hardware and software skills needed to help meet the industry demand for entry-level PC Technicians. This course covers PC hardware, software, security, networking, laptops, printers, operational procedures, operating systems, security, troubleshooting, and mobile devices. The students will study the topics needed to become certified PC technicians. Preparation for the CompTIA A+ certification, which verifies knowledge equivalent to that of an entry-level ICT (Information and Communications Technology) technician with about 12 months of hands-on experience. The responsibilities of an ICT professional will be introduced.
3 Units Lecture 1 Units Lab

Recommended Course Preparation:

- CIS 50

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Install, configure, and troubleshoot operating systems and applications.
B. Install, configure, secure, and troubleshoot PC/Networking/Mobile devices.

Course Objectives:

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

A. Build a personal computer, according to customer requirements
B. Install, configure, and maintain devices, and PCs for end users
C. Install and configure networking adapters, including the connectivity software
D. Install, update, and configure the Windows OS
E. Troubleshoot and document common hardware problems
F. Deploy desktop imaging, and install a virtual machine on a computer, using different hypervisors
G. Identify and explain system boards components, types and features
H. Install and troubleshoot power supplies
I. Match specific CPUs to systems boards and install proper cooling devices
J. Select the correct memory types for specific expansion slots
K. Choose and install display devices according to customer specifications
L. Install and configure peripherals, input devices and printers
M. Determine the troubleshooting methods and tools for printers
N. Compare and contrast the different Windows Operating Systems and their features
O. Secure a computer using anti-malware software and user access rights
P. Harden a wireless access point security and train end user in basic security features
Q. Practice the appropriate communication skills and professionalism needed to provide effective customer support

Course Content:

Lecture:

1. Safety of Staff and Equipment
2. PC hardware, Internal Devices
3. Peripheral Devices and Printers
4. Electricity and Power Supplies
5. System Boards, CPU and Memory
6. Operational Procedures
7. Laptops
8. Operating Systems

9. Data Storage Devices
10. Windows System Management
11. File Management
12. Security and Monitoring
13. Mobile devices and Wireless Access Points
14. Networking and Computer Hardening
15. Troubleshooting
16. Providing Effective Customer Support
    1. Communication Skills
    2. Professionalism in the Workplace
    3. Developing a Service Level Agreement (SLA)

Lab Activities:

Methods of Instruction:

1. Discussion
2. Lecture
3. Lab - Laboratory assignments
4. A+ Exam practice questions
5. Internet assignments

Methods of Evaluation

A. Class Participation
    1. Weekly, Online or On-site
B. Exams/Tests
    1. Weekly, One Midterm
C. Final Class Performance
    1. One Final
D. Quizzes
    1. Weekly
E. Simulation
    1. Weekly

Typical Outside-of-Class Assignments

A. Other:
    1. Ensuring Customer Satisfaction:
        1. Determine what you would include in your SLA (Service Level Agreement) for a small workgroup that needs support for basic hardware and commercial software. Compare your SLA with those of the other group. Create an SLA for a department that uses

specialized hardware and custom applications, in addition to needing support for basic hardware and commercial software

2. Internet:
    1. Research the latest PC CPUs and compare them to the CPUs inside your home computers
3. Troubleshooting and Repair Methodologies:
    1. What are the first questions you ask a customer?
    2. What are some of the first things you check about a failed system, and why?
    3. At what point is a repair job finished and what are the last technical checks you do before you leave the premises?

Textbooks (Typical):

Textbook:

1. Mike Meyers *CompTIA A+ Certification All-in-One Exam Guide, Ninth Edition (Exams 220-1001 & 220-1002)*. 10 ed., McGraw-Hill Education, 2019.
2. Quentin Doctor *CompTIA A+ Complete Study Guide: Exam Core 1 220-1001 and Exam Core 2 220-1002*. 4th ed., Sybex, 2019.
3. Mark Edward Soper, David Prowse *CompTIA A+ Core 1 (220-1001) and Core 2 (220-1002) Exam Cram*. 2nd ed., Pearson, 2019.

Other Materials Required of Students

1. Portable storage device; such as a flash drive or external USB drive.

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue

for our students -- most of whom work full- or part-time-- to access our courses.

Explain how the decision was made to offer this course in a Distance Education mode.
This course should be offered in DE mode to accommodate students who are unable to attend in person for personal reasons, or work hours conflicts. The 24/7 access is more practical for many an IT professional who could not otherwise attend.
New realistic online labs offer students the ability to assemble computers as if they were working on the actual hardware.

Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students will be emailed individually at least every two weeks.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: The District Online Course System (BlackBoard) contains a class discussion board where student are encourage to exchange relevant information on course topics.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week will be posted.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum 2 times
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students are encouraged to work together on building a working computer with the correct software configurations.

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Students are encourage to work in groups in order to practice team work and social/business soft skills.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of 10 quizzes and exams, and a comprehensive final examination.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: A minimum of 10 per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 110 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Individuals holding the~~ A+ Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years ~~will be awarded credit for the APIS 51 or CNT 51 course.~~

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595119

CB03: TOP Code

070820 - Computer Support

CIP Code

11.1006 - Computer Support Specialist

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 55 - Windows Server Installation, Storage, and Compute

Credit for Prior Learning: CNT 55 - Windows Server Installation, Storage, and Compute (Launched)

compared with

CNT 55 - Windows Server Installation, Storage, and Compute (Active - Implemented 08-15-2025)

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

Effective: Fall 2025

Catalog Description:

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

This course prepares students for the Microsoft's Examination AZ-800: Administering Windows Server Hybrid Core Infrastructure, which is the first of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. The certification qualifies its holder for a position as a network or computer systems administrator or as a computer network specialist. The topics include installation, storage, and compute features and functionality available in the current Windows Server, Nano Server, images for deployment, storage solutions, data deduplication, high availability, disaster recovery, storage spaces direct, and failover clustering solutions. Also covered: Hyper-V and containers..
2.5 Units Lecture 0.5 Units Lab

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

A. Install and Configure Servers, Local Storage, and File & Share Access
B. Configure Print and Document Services
C. Configure Servers for Remote Management
D. Create and Configuring Virtual Machine Settings, Storage, and Virtual Networks
E. Configure IPv4 and IPv6 Addressing
F. Deploy and Configuring the DHCP and DNS Services
G. Install Domain Controllers with Active Directory
H. Create and Managing Active Directory Users, Groups and Organizational Units
I. Create Group Policy Objects, Security Policies, and Application Restriction Policies
J. Configure Windows Firewall

Course Content:

Lecture:

1. Install Windows Servers in Host and Compute Environments
    1. Install, upgrade, and migrate servers and workloads
        1. Determine Windows Server installation requirements
        2. Determine appropriate Windows Server editions per workloads
        3. Install Windows Server
        4. Install Windows Server features and roles
        5. Install and configure Windows Server Core
        6. Manage Windows Server Core installations using Windows PowerShell, command line, and remote management capabilities
        7. Implement Windows PowerShell Desired State Configuration (DSC) to install and maintain integrity of installed environments
        8. Perform upgrades and migrations of servers and core workloads from older Windows Servers to the current Windows Server
        9. Determine the appropriate activation model for server installation, such as Automatic Virtual Machine Activation (AVMA), Key Management Service (KMS), and Active Directory-based Activation
    2. Install and configure Nano Server

1. Determine appropriate usage scenarios and requirements for Nano Server
2. Install Nano Server
3. Implement Roles and Features on Nano Server
4. Using Nano Server Image Builder, manage and configure Nano Server
5. Manage Nano Server remotely using MMC, Windows PowerShell, and Server Management Tools

3. Create, manage, and maintain images for deployment
    1. Plan for Windows Server virtualization
    2. Assess virtualization workloads using the Microsoft Assessment and Planning (MAP) Toolkit
    3. Determine considerations for deploying workloads into virtualized environments
    4. Update images with patches, hotfixes, last cumulative updates and drivers
    5. Install roles and features in offline images
    6. Manage and maintain Windows Server Core, Nano Server images, and VHDs using Windows PowerShell

2. Implement Storage Solutions
    1. Configure disks and volumes
        1. Configure sector sizes appropriate for various workloads
        2. Configure GUID partition table (GPT) disks
        3. Create VHD and VHDX files using Disk Management or Windows PowerShell
        4. Mount virtual hard disks
        5. Determine when to use NTFS and ReFS file systems
        6. Configure NFS and SMB shares using Server Manager
        7. Configure SMB share and session settings using Windows PowerShell
        8. Configure SMB server and SMB client configuration settings using Windows PowerShell
        9. Configure file and folder permissions
    2. Implement server storage
        1. Configure storage pools
        2. Implement simple, mirror, and parity storage layout options for disks or enclosures
        3. Expand storage pools
        4. Configure Tiered Storage
        5. Configure iSCSI target and initiator
        6. Configure iSNS
        7. Configure Datacenter Bridging (DCB)
        8. Configure Multi-Path IO (MPIO)
        9. Determine usage scenarios for Storage Replica
        10. Implement Storage Replica for server-toserver, cluster-to-cluster, and stretch cluster scenarios
    3. Implement data deduplication
        1. Implement and configure deduplication
        2. Determine appropriate usage scenarios for deduplication
        3. Monitor deduplication
        4. Implement a backup and restore solution with deduplication

3. Implement Hyper-V
    1. Install and configure Hyper-V

1. Determine hardware and compatibility requirements for installing Hyper-V
2. Install Hyper-V
3. Install management tools
4. Upgrade from existing versions of Hyper-V
5. Delegate virtual machine management
6. Perform remote management of Hyper-V hosts
7. Using Windows PowerShell Direct
8. Implement nested virtualization

2. Configure virtual machine (VM) settings
    1. Add or remove memory in a running VM
    2. Configure dynamic memory
    3. Configure NonUniform Memory Access (NUMA) support
    4. Configure smart paging
    5. Configure Resource Metering
    6. Manage Integration Services
    7. Create and configure Generation 1 and 2 VMs and determine appropriate usage scenarios
    8. Implement enhanced session mode
    9. Create Linux and FreeBSD VMs
    10. Install and configure Linux Integration Services (LIS)
    11. Install and configure FreeBSD Integration Services (BIS)
    12. Implement Secure Boot for Windows and Linux environments
    13. Move and convert VMs from previous versions of Hyper-V to Windows Server Hyper-V
    14. Export and import VMs
    15. Implement Discrete Device Assignment (DDA), Troubleshoot VM configuration versions
3. Configure Hyper-V storage
    1. Create VHDs and VHDX files using Hyper-V Manager
    2. Create shared VHDX files
    3. Configure differencing disks
    4. Modify virtual hard disks
    5. Configure pass-through disks
    6. Resize a virtual hard disk
    7. Manage checkpoints
    8. Implement production checkpoints
    9. Implement a virtual Fibre Channel adapter
    10. Configure storage Quality of Service (QoS)
4. Configure Hyper-V networking
    1. Add and remove virtual network interface cards (vNICs); configure Hyper-V virtual switches
    2. Optimize network performance
    3. Configure MAC addresses
    4. Configure network isolation
    5. Configure synthetic and legacy virtual network adapters
    6. Configure NIC teaming in VMs
    7. Configure virtual machine queue (VMQ)

8. Enable Remote Direct Memory Access (RDMA) on network adapters bound to a Hyper-V virtual switch using Switch Embedded Teaming (SET)
9. Configure Bandwidth Management

4. Implement Windows Containers
    1. Deploy Windows containers
        1. Determine installation requirements and appropriate scenarios for Windows Containers
        2. Install and configure Windows Server container host in physical or virtualized environments
        3. Install and configure Windows Server container host to Windows Server Core or Nano Server in a physical or virtualized environment
        4. Install Docker on Windows Server and Nano Server
        5. Configure Docker start-up options
        6. Install PowerShell for Docker
        7. Install a base container image
        8. Tag an image
        9. Remove a container
        10. Create Windows Server containers
        11. Create Hyper-V containers
    2. Manage Windows containers
        1. Manage Windows containers by using Docker CLI and PowerShell for Docker
        2. Manage container networking
        3. Manage container data volumes
        4. Manage Resource Control
        5. Create new container images using Dockerfile
        6. Manage container images using DockerHub repository for public and private scenarios
        7. Manage container images using Microsoft Azure
5. Implement High Availability
    1. Implement high availability and disaster recovery options in Hyper-V
        1. Implement Hyper-V Replica
        2. Implement Live Migration
        3. Including Shared Nothing Live Migration
        4. Configure CredSSP or Kerberos authentication protocol for Live Migration
        5. Implement storage migration
    2. Implement failover clustering
        1. Implement Workgroup, Single, and Multi Domain clusters
        2. Configure quorum
        3. Configure cluster networking
        4. Restore single node or cluster configuration
        5. Configure cluster storage
        6. Implement Cluster-Aware Updating
        7. Implement Cluster Operating System Rolling Upgrade
        8. Configure and optimize cluster shared volumes (CSVs)
        9. Configure clusters without network names
        10. Implement Scale-Out File Server (SoFS)
        11. Determine different scenarios for the use of SoFS vs. File Server for general usez

12. Determine usage scenarios for implementing guest clustering
13. Iimplement a Clustered Storage Spaces solution using Shared SAS storage enclosures
14. Implement Storage Replica
15. Implement Cloud Witness
16. Implement VM resiliency
17. Implement shared VHDX as a storage solution for guest clusters

3. Implement Storage Spaces Direct
    1. Determine scenario requirements for implementing Storage Spaces Direct
    2. Enable Storage Spaces Direct using Windows PowerShell
    3. Implement a disaggregated Storage Spaces Direct scenario
    4. Implement a hyper-converged Storage Spaces Direct scenario
4. Manage failover clustering
    1. Configure role-specific settings, including continuously available shares
    2. Configure VM monitoring
    3. Configure failover and preference settings
    4. Implement stretch and site-aware failover clusters
    5. Enable and configure node fairness
5. Manage VM movement in clustered nodes
    1. Perform a live migration
    2. Perform a quick migration
    3. Perform a storage migration
    4. Import, export, and copy VMs
    5. Configure VM network health protection
    6. Configure drain on shutdown
6. Implement Network Load Balancing (NLB)
    1. Install NLB nodes
    2. Configure NLB prerequisites
    3. Configure affinity
    4. Configure port rules
    5. Configure cluster operation mode
    6. Upgrade an NLB cluster

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

3. Determine appropriate CPU, memory, disk, and networking counters for storage and compute workloads
4. Configure alerts
5. Monitor workloads using Resource Monitor

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

1. Internet Access to Virtual Labs..

Equity Based Curriculum

- Course Content

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

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

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

Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: The instructor will use web-conferencing to interact with students on a weekly basis.

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of 7 quizzes and exams, and a comprehensive final examination.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: A minimum of 10 per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 155 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Exam AZ-800: Administering Windows Server Hybrid Core Infrastructure exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.~~
Microsoft Certified: Windows Server Hybrid Administrator Associate certification ~~can~~ issued ~~also~~ by ~~receive~~ the ~~credit~~ Microsoft ~~for~~ Corporation ~~CNT~~ within ~~56.~~ the last 10 years

Codes and Dates

Course CB Codes

CB00: State ID

CCC000374338

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 56 - Networking with Windows Server

Credit for Prior Learning: CNT 56 - Networking with Windows Server (Launched)
compared with
CNT 56 - Networking with Windows Server (Active - Implemented 08-15-2025)

Admin Outline for Computer Networking Technology 56
Networking with Windows Server
Effective: Fall 2025

Catalog Description:

CNT 56 - Networking with Windows Server
3.00 Units

This course prepares students for the Microsoft's Exam AZ-801: Configuring Windows Server Hybrid Advanced Services, which is the second of two exams a student must pass to obtain a Microsoft Certified: Windows Server Hybrid Administrator Associate Certification. Through many hands-on labs, students will install and configure DNS, DHCP, IPAM, VPN and RADIUS. Also covered: managing DFS and branch cache solutions, and implementing Software Defined Networking (SDN) solutions such as Hyper-V Network Virtualization (HNV) and Network Controller, Implement Network Connectivity and Remote Access Solutions, Implement Core and Distributed Network Solutions.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 55

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

A. Install and configure DNS servers
B. Install and configure DHCP
C. Implement and Maintain IP Address Management (IPAM)
D. Implement Network Address Translation (NAT); configure routing
E. Implement Network Policy Server (NPS)
F. Implement IPv4 and IPv6 addressing
G. Implement Distributed File System (DFS) and Branch Office solutions
H. Implement high performance network solutions
I. Determine scenarios and requirements for implementing Software Defined Networking (SDN)

Course Content:

Lecture:

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

17. Implement DNS performance tuning
18. Configure global settings

2. Create and configure DNS zones and records
    1. Create primary zones
    2. Configure Active Directory primary zones
    3. Create and configure secondary zones
    4. Create and configure stub zones
    5. Configure a GlobalNames zone; analyze zone-level statistics
    6. Create and configure DNS Resource Records (RR), including A, AAAA, PTR, SOA, NS, SRV, CNAME, and MX records
    7. Configure zone scavenging
    8. Configure record options, including Time To Live (TTL) and weight
    9. Configure round robin
    10. Configure secure dynamic updates
    11. Configure unknown record support
    12. Use DNS audit events and analytical (query) events for auditing and troubleshooting
    13. Configure Zone Scopes
    14. Configure records in Zone Scopes
    15. Configure policies for zone

2. Implement DHCP and IPAM
    1. Install and configure DHCP
        1. Install and configure DHCP servers
        2. Authorize a DHCP server
        3. Create and configure scopes
        4. Create and configure superscopes and multicast scopes
        5. Configure a DHCP reservation
        6. Configure DHCP options
        7. Configure DNS options from within DHCP
        8. Configure policies
        9. Configure client and server for PXE boot
        10. Configure DHCP Relay Agent
        11. Implement IPv6 addressing using DHCPv6
        12. Perform export and import of a DHCP server
        13. Perform DHCP server migration
    2. Manage and maintain DHCP
        1. Configure a lease period
        2. Back up and restore the DHCP database
        3. Configure high availability using DHCP failover
        4. Configure DHCP name protection
        5. Troubleshoot DHCP
    3. Implement and Maintain IP Address Management (IPAM)
        1. Provision IPAM manually or by using Group Policy
        2. Configure server discovery
        3. Create and manage IP blocks and ranges
        4. Monitor utilization of IP address space

5. Migrate existing workloads to IPAM
6. Configure IPAM database storage using SQL Server
7. Determine scenarios for using IPAM with System Center Virtual Machine Manager for physical and virtual IP address space management
8. Manage DHCP server properties using IPAM
9. Configure DHCP scopes and options
10. Configure DHCP policies and failover
11. Manage DNS server properties using IPAM
12. Manage DNS zones and records
13. Manage DNS and DHCP servers in multiple Active Directory forests
14. Delegate administration for DNS and DHCP using role-based access control (RBAC)
15. Audit the changes performed on the DNS and DHCP servers
16. Audit the IPAM address usage trail
17. Audit DHCP lease events and user logon events

3. Implement Network Connectivity and Remote Access Solutions
    1. Implement network connectivity solutions
        1. Implement Network Address Translation (NAT)
        2. Configure routing
    2. Implement virtual private network (VPN) and DirectAccess solutions
        1. Implement remote access and site-to-site (S2S) VPN solutions using remote access gateway
        2. Configure different VPN protocol options
        3. Configure authentication options
        4. Configure VPN reconnect
        5. Create and configure connection profiles
        6. Determine when to use remote access VPN and site-to-site VPN and configure appropriate protocols
        7. Install and configure DirectAccess
        8. Implement server requirements
        9. Implement client configuration
        10. Troubleshoot DirectAccess
    3. Implement Network Policy Server (NPS)
        1. Configure a RADIUS server including RADIUS proxy
        2. Configure RADIUS clients
        3. Configure NPS templates
        4. Configure RADIUS accounting
        5. Configure certificates
        6. Configure Connection Request Policies
        7. Configure network policies for VPN and wireless and wired clients
        8. Import and export NPS policie
4. Implement Core and Distributed Network Solutions
    1. Implement IPv4 and IPv6 addressing
        1. Configure IPv4 addresses and options
        2. Determine and configure appropriate IPv6 addresses
        3. Configure IPv4 or IPv6 subnetting

4. Implement IPv6 stateless addressing
5. Configure interoperability between IPv4 and IPv6 by using ISATAP, 6to4, and Teredo scenarios
6. Configure Border Gateway Protocol (BGP)\
7. Configure IPv4 and IPv6 routing

2. Implement Distributed File System (DFS) and Branch Office solutions
    1. Install and configure DFS namespaces
    2. Configure DFS replication targets
    3. Configure replication scheduling
    4. Configure Remote Differential Compression (RDC) settings
    5. Configure staging
    6. Configure fault tolerance
    7. Clone a Distributed File System Replication (DFSR) database
    8. Recover DFSR databases
    9. Optimize DFS Replication
    10. Install and configure BranchCache
    11. Implement distributed and hosted cache modes
    12. Implement BranchCache for web, file, and application servers
    13. Troubleshoot BranchCache

5. Implement an Advanced Network Infrastructure
    1. Implement high performance network solutions
        1. Implement NIC Teaming or the Switch Embedded Teaming (SET) solution and identify when to use each
        2. Enable and configure Receive Side Scaling (RSS)
        3. Enable and configure network Quality of Service (QoS) with Data Center Bridging (DCB)
        4. Enable and configure SMB Direct on Remote Direct Memory Access (RDMA) enabled network adapters
        5. Configure SMB Multichannel
        6. Enable and configure virtual Receive Side Scaling (vRSS) on a Virtual Machine Queue (VMQ) capable network adapter
        7. Enable and configure Virtual Machine Multi-Queue (VMMQ)
        8. Enable and configure Single-Root I/O Virtualization (SR-IOV) on a supported network adapter
    2. Determine scenarios and requirements for implementing Software Defined Networking (SDN)
        1. Determine deployment scenarios and network requirements for deploying SDN
        2. Determine requirements and scenarios for implementing Hyper-V Network Virtualization (HNV) using Network Virtualization Generic Route Encapsulation (NVGRE) encapsulation or Virtual Extensible LAN (VXLAN) encapsulation
        3. Determine scenarios for implementation of Software Load Balancer (SLB) for North-South and East-West load balancing
        4. Determine implementation scenarios for various types of Windows Server Gateways, including L3, GRE, and S2S, and their use
        5. Determine requirements and scenarios for Datacenter firewall policies and network security groups

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Reading:
    1. Discuss Microsoft’s DNS and how it integrates into Active Directory for unified functions.
B. Writing:
    1. Explain in one page how you would set up Group Policies to allow only certain groups of users to get access to "CurrentProjects" folder.
C. Project:
    1. Backup the DNS, DHCP, and Active Directory to an external devices, and explain how you would restrict access and protect these databases.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

1. Internet Access to Virtual Labs..

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

Accessibility:

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

Syllabus:

Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students have convenient 24/7 access to the instructor by using the free email account given to them by Las Positas College at the time of enrollment. They may also use BlackBoard Email and discussion board for direct interaction with each other.

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes are posted on the District Course System to which students have access 24/7 during the semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Using the web based presentation tools, students will be shown demonstrations of the setup, configuration and administration of specific Windows Server features (ex: DFS, VPN, NAP, Active Directory) and also allow them to make changes to these features using the same web collaboration tools. Students shall be graded based on their participation in the demonstrations and their abilities to understand the topics of Windows Server Administration.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Students will subscribe to Internet sites that provide content-rich simulations, hands-on labs and study guides related to the course outline.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training Yes

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

~~Active Certification for Exam AZ-801: Configuring Windows Server Hybrid Advanced Services exam, or Microsoft Certified: Windows Server Hybrid Administrator Associate certification, or equivalent given by the Microsoft Corporation. Must be currently active.~~

Microsoft Certified: Windows Server Hybrid Administrator Associate certification ~~can~~ issued ~~also~~ by ~~receive~~ the ~~credit~~ Microsoft ~~for~~ Corporation ~~CNT~~ within ~~55~~ the last 10 years

Codes and Dates

Course CB Codes

CB00: State ID

CCC000374338

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 69 - Network Security; CompTIA Security + Certification

Credit for Prior Learning: CNT 69 - Network Security; CompTIA Security + Certification (Launched)

compared with

CNT 69 - Network Security; CompTIA Security + Certification (Active - Implemented 08-17-2024)

Admin Outline for Computer Networking Technology 69
Network Security; CompTIA Security + Certification

Effective: Fall 2024

Catalog Description:

CNT 69 - Network Security; CompTIA Security + Certification
3.00 Units

The CompTIA Security+ exam will certify the successful candidate has the knowledge and skills required to install and configure systems to secure applications, networks, and devices; perform threat analysis and respond with appropriate mitigation techniques; participate in risk mitigation activities; and operate with an awareness of applicable policies, laws, and regulations. The successful candidate will perform these tasks to support the principles of confidentiality, integrity, and availability. This course provides an introduction to the concepts and practices of secure network design and management using desktop and network operating systems, router and switch operating systems, hardware and software Firewall and VPN technology for wired and wireless systems. The program includes authentication methods and devices, protocol analysis and IP network troubleshooting, strategies for identifying and countering vulnerabilities, network media and topologies in a secure network, intrusion detection and forensic incident response. CompTIA Security+ meets the ISO 17024 standard and is approved by U.S. Department of Defense. Security+ is also compliant with government regulations under the Federal Information Security Management Act (FISMA).
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 51
- CNT 52

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

Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Evaluate network security risks and responses.

Course Objectives:

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

A. Discuss basic network security concepts
B. Create a secure network design using methods of authentication
C. Describe and evaluate methods of countering denial-of-service attacks
D. Discuss the methods and techniques of secure remote access
E. Describe how to protect email using PGP and S/MIME
F. Use protocol analyzer software to record and analyze network traffic
G. Explain web-based exploits and malware
H. Discuss how to utilize directory services like LDAP
I. Identify secure network media types
J. Configure Network Address translation
K. Discuss and evaluate operating system vulnerabilities and OS hardening practices
    1. Explain modern cryptography concepts as they relate to network security, such as steganography and PKI certificates
L. Discuss the characteristics of a physically secure network design
M. Describe and evaluate procedures for and the importance of disaster recovery and incident response planning

Course Content:

Lecture:

1. Network Security terminology, purpose and goals
    1. CompTIA Sec+ Exam

    2. Security careers
    3. Terminology
    4. Security goals
2. Objectives for Sec+
    1. Knowledge domains
    2. Test objectives
3. Web security
    1. Internet vulnerabilities
    2. Best practices
    3. Secure web traffic
    4. Email and web server systems
    5. Troubleshooting methods, tools, skills
4. Directory and enterprise services
    1. Active directory
    2. PKI
5. Network fundamentals
    1. OSI model for Sec+
    2. TCP/IP for Sec+
    3. IP addressing for Sec+
    4. Network devices and concepts
    5. Troubleshooting methods, tools, skills
6. Routers switches & servers in a secure network
    1. Routing protocols for Sec+
    2. Switch fabric
    3. Secure networks
    4. Network policy
    5. Troubleshooting methods, tools, skills
7. Firewalls & VPN
    1. ACLs
    2. Firewall design
    3. Remote users
    4. VPN
    5. Access policy
    6. Troubleshooting methods, tools, skills
8. NAT and DMZs
    1. NAT / PAT
    2. Enterprise services planning
    3. DMZs
    4. Troubleshooting methods, tools, skills
9. Cryptography and Steganography
    1. Data hiding
    2. Image encryption
    3. Email crime
    4. Passwords
10. OS Hardening / Whitehat hacking / IDS

    1. Attacker profiles
    2. Attack types
    3. DoS, Malware, MiM
    4. Physical security
    5. Baselining
    6. Best practices
    7. IDS / Whitehat
    8. Methods, tools, skills
11. Disaster Planning / Business continuity / Forensics
    1. Identity management
    2. Change / digital rights management
    3. Incident policy, Security policy
    4. Training and education
    5. Forensic investigation
    6. Methods, tools, skills

Lab Activities:

Methods of Instruction:

1. Lecture
2. Demonstration
3. Research
4. Lab
5. Discussion
6. Assigned reading

Methods of Evaluation

A. Class Participation
    1. Online or in person discussions weekly
B. Exams/Tests
    1. Final project, once
C. Group Projects
    1. Weekly
D. Lab Activities
    1. Weekly
E. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Other:

1. Reading / listening to presentations and readings
    1. Presentations and lectures Example: Lecture on VPN/IPSec
    2. Selected current online readings Example: read Cisco Secure Desktop tutorial, at www.cisco.com
2. Access relevant material and read
    1. Students use search engines to find readings relevant for each module. Example: Find resources describing Man in the Middle attacks, select 3 to read
3. Online flash based training
   Example: Complete Skillsoft training module for CompTIA Sec+ on PKI configuration
4. Write reports
   Example: analyze an example network for security flaws, describe, and provide mitigation strategies

Textbooks (Typical):

Textbook:

1. Lee Brotherston *Defensive Security Handbook: Best Practices for Securing Infrastructure*. 1 ed., O'Reilly Media, 2017.
2. S. Russell Christy, Chuck Easttom *CompTIA Security+ Practice Tests: Exam SY0-501*. first ed., Sybex, 2018.
3. Mike Meyers *Mike Meyers' CompTIA Security+ Certification Guide, Second Edition (Exam SY0-501)*. 2nd Edtion ed., McGraw-Hill Education, 2017.

Other Materials Required of Students

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

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

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

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

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

[Prior note]

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

Accessibility:

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

Syllabus:

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be provided on every quiz and exam.

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: The instructor will use web conferencing to interact with students on a weekly basis.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 160 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Individuals holding the SECURITY~~ Security + Certification issued by the Computer Technology Industry Association (CompTIA) within the last 10 years ~~will be awarded credit for the APIS 53 or CNT 69 course.~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000595120

CB03: TOP Code
070810 - Computer Networking

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 7401 - Red Hat Linux Administration I

Credit for Prior Learning: CNT 7401 - Red Hat Linux Administration I (Launched)
compared with
CNT 7401 - Red Hat Linux Administration I (Active - Implemented 08-17-2024)

Admin Outline for Computer Networking Technology 7401
Red Hat Linux Administration I
Effective: Fall 2024

Catalog Description:

CNT 7401 - Red Hat Linux Administration I
3.00 Units

(Cross Listed with CS 41)

This course provides hands-on training covering basic installation, management, configuration, documentation and hardware topics for the Linux/UNIX operating system on workstations in a network environment. The course includes comprehensive coverage of topics related to Linux distributions, installation, administration, X-Windows, and networking. This course prepares students for the CompTIA Linux+ Certification Exam. Students may receive credit for CNT 7401 or CS 41, but not both.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 50

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology, or, Computer Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Apply basic shell programming, including text manipulations, file I/O, and typical Linux/UNIX utility programs.
B. Create Linux desktop installation specifications.
C. Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

Course Objectives:

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

A. Outline the key features, advantages and uses of the Linux/UNIX operating system
B. Install and configure a basic desktop Linux/UNIX OS
C. Explain the differences between the Linux Files systems EXT2, EXT3 and EXT4 and how they compare with NTFS and FAT
D. Identify the default permissions created on files and directories, and apply special file and directory permissions
E. Use basic shell programming, perform text manipulations, and use Linux/UNIX programming tools
F. Describe common types of CPU's, memory, disk drives, system boards, and peripheral devices and how the computer uses UEFI or BIOS to start the computers boot process
G. Outline the major steps necessary to configure boot loaders, dual booting, the init daemon and runlevels
H. Install and use X Windows, window managers, and desktop environments
I. Configure system and network settings
J. Configure TCP-IP for Linux/UNIX/UNIX on LANs
K. Describe and evaluate file sharing options
L. Managing local Users and Groups
M. Monitoring and managing Linux processes
N. Configuring and securing SSH
O. Installing and updating software packages

Course Content:

Lecture:

1. Using Linux
    1. The Shell
    2. Linux Help
    3. Text Editors
    4. Aliases

5. Environment Variables
6. Shell Configuration Files
7. Redirection Files
8. Directories
9. Files
10. Links
11. Filesystem Hierarchy Standard (FHS)
12. Locating and Searching Files

2. Installation and Localization
    1. Linux System Design
    2. Linux Installation
    3. File Systems
        1. EXT2, EXT3, EXT4
        2. Journaling
        3. FAT and NTFS on Linux
    4. Localization
3. Boot and Shutdown
    1. Linux Boot Process
        1. UEFI and BIOS, Overview and Differences
    2. Bootloaders
    3. Systemd
    4. System Services
    5. System Shutdown
4. User Interfaces and Desktops
    1. X Window System
    2. Display Managers
    3. Accessibility
5. Software Installation
    1. Package Managers
    2. Alternate IP Addressing
    3. DHCP Server Configuration
    4. Shared Libraries
6. Users and Groups
    1. User and Group Overview
    2. User Management
    3. Group Management
7. Disk and File System Management
    1. MBR Disk Partitions
    2. GUID Partitions
    3. Logical Volume Manager
    4. File Systems
    5. Mounting File Systems
    6. File System Maintenance
    7. Disk Quotas
    8. Ownership

9. Permissions
10. Special Permissions
11. Archive and Backup

8. Hardware Installation
    1. Device Drivers
    2. Kernel Module Management
    3. Hotplug and Coldplug Devices
9. Processes and System Services
    1. Processes
    2. Process Management
    3. Task Management
    4. Print Management
    5. System Time Configuration
    6. Mail Transfer Agent (MTA)
10. System Monitoring
    1. System Logging
    2. Scripting
    3. Text Stream Processing
11. Networking
    1. IPv4 Overview
    2. Network Interface Configuration
    3. IPv6 Overview
    4. Routing Configuration
    5. Hostname and DNS Configuration
    6. Network Troubleshooting
12. Security
    1. Root Usage
    2. User Security and Restriction
    3. Login Blocking
    4. Network Security
    5. xinetd Super Daemon
    6. OpenSSH
    7. SSH Port Tunneling
    8. Public Key Authentication
    9. Gnu Privacy Guard

Lab Activities:

Methods of Instruction:

1. Demonstration
2. Discussion

3. Lecture
4. Lab

Methods of Evaluation

A. Class Participation
    1. Students are expected to participate daily
B. Exams/Tests
    1. One midterm exam and one final exam.
C. Home Work
    1. Weekly reading and virtual labs
D. Lab Activities
    1. Weekly in-class labs
E. Quizzes
    1. One weekly quiz

Typical Outside-of-Class Assignments

A. Other:
    1. Using the common Linux commands. Design and create a directory structure with three levels of subdirectories. Create text files in each directory. Copy fileA to Subdirectory2. Move fileB to Subdirectory 3. Delete Subdirectory1. Append fileA to fileB. Show the instructor for credit.
    2. Common Top Level Directories. Describe the Filesystem Hierarchy Standard (FHS) and the purposes of the conventional directories and files. Use at least two sentences to describe each directory.
    3. Describe and demonstrate the use of the most important configuration files in your system. Be sure to include *aliases, bashrc, crontab, default, fstab, ftp, hosts, inittab, ld.so.conf, modules.conf, passwd* and *profile*.
    4. Configure a server for SSH key based secure authentication and show how you can use ssh to better secure a computer server

Textbooks (Typical):

Textbook:

1. Ted Jordan *CompTIA Linux+ Certification All-in-One Exam Guide: Exam XK0-004*. 1 ed., McGraw-Hill, 2020.
2. William Bo Rothwell *CompTIA Linux+/LPIC-1 Portable Command Guide*. 1 ed., Pearson IT Certification, 2019.
3. Christine Breshnahan *CompTIA Linux+ Powered by Linux Professional Institute Study Guide*. 4 ed., Wiley/Sybex, 2019.
4. Neil Mythe *Red Hat Enterprise Linux Essentials*. First ed., Payload Media, 2019.

Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address..

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
As the Linux is a distributed operating system, being able to operate on-line partially or completely is a necessity for the student.

Explain how the decision was made to offer this course in a Distance Education mode.
One of the goals in our Program Review is to meet the needs of our students through new, relevant courses, degrees, and certificates offered at a distance.
Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.
Advisory board recommendations include the increased availability of DE classes for students.

Accessibility:

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

Syllabus:

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: One midterm exam and one final exam. One weekly quiz.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Individuals holding the~~ Red Hat Certified System Administrator (RHCSA) Certification issued by Red Hat Inc. within the last 10 years ~~will be awarded credit for the APIS 54 or CS 41 or CNT 7401 course.~~

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584356

CB03: TOP Code
070200 - Computer Information Systems

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 7402 - Red Hat Linux Administration II

Credit for Prior Learning: CNT 7402 - Red Hat Linux Administration II (Launched)
compared with
CNT 7402 - Red Hat Linux Administration II (Active - Implemented 01-31-2025)

Admin Outline for Computer Networking Technology 7402
Red Hat Linux Administration II
Effective: Fall 2025

Catalog Description:

CNT 7402 - Red Hat Linux Administration II
3.00 Units

(Cross Listed with CS 3)

This course focuses on the key tasks needed to become a full time Linux Administrator and to validate those skills via the Red Hat Certified System Administrator exam. This course goes deeper into Enterprise Linux administration including filesystems and partitioning, logical volumes, SELinux, fire-walling, BASH script development and troubleshooting. Students may receive credit for CNT 7402 or CS 3, but not both.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 7401

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology, or, Computer Science.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Automate Linux administrative tasks using BASH scripts.
B. Protect a Linux server using SELINUX.
C. Describe and manage storage devices, logical volumes, and storage layers within a Linux system.

Course Objectives:

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

A. Automate sequences of commands by writing a simple shell script
B. Set up, in multiple ways, a command or group of commands which will run automatically at some point in time
C. Optimize system performance by selecting a tuning profile managed by the tuned daemon
D. Describe ACLs and file-system mount options, view and interpret ACLs with ls and getfacl, describe the ACL mask and ACL permission precedence, identify where Red Hat Enterprise Linux uses ACLs by default
E. Explain how SELinux protects resources, change the current SELinux mode of a system, set the default SELinux mode of a system
F. Create and modify storage partitions, format them with file systems, and mount them for use
G. Describe logical volume management components and concepts, implement LVM storage, display LVM component information
H. Manage multiple storage layers using Stratis local storage management
I. Identify NFS share information, create a directory to use as a mount point, mount an NFS share using the mount command or by configuring the /etc/fstab file, unmount an NFS share using the umount command, configure an NFS client to use NFSv4 using the new nfsconf tool
J. Describe the Red Hat Enterprise Linux boot process, set the default target used when booting, boot a system to a non-default target
K. Explain the concept of firewalls and accept or reject network connections to system services using firewalld rules
L. Install Red Hat Enterprise Linux on a server

Course Content:

Lecture:

1. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
2. Scheduling Future Tasks
    1. Scheduling a deferred user job

    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs
    4. Managing temporary files
3. Tuning System Performance
    1. Adjusting tuning profiles
    2. Influencing process scheduling
4. Controlling Access to Files with ACLs
    1. Interpreting file ACLs
    2. Securing files with ACLs
5. Managing SELinux Security
    1. Changing the SELinux enforcement mode
    2. Controlling SELinux file contexts
    3. Adjusting SELinux policy with Booleans
    4. Investigating and resolving SELinux issues
6. Managing Basic Storage
    1. Adding partitions, file systems, and persistent mounts
    2. Managing swap space
7. Managing Logical Volumes
    1. Creating logical volumes
    2. Extending logical volumes
8. Implementing Advanced Storage Features
    1. Managing layered storage with Stratis
    2. Compressing and deduplicating storage with VDO
9. Accessing Network-Attached Storage
    1. Mounting network-attached storage with NFS
    2. Automounting network-attached storage
10. Controlling the Boot Process
    1. Selecting the boot target
    2. Resetting the root password
    3. Repairing file system issues at boot
11. Managing Network Security
    1. Firewall overview
    2. Managing server firewalls
    3. Controlling SELinux port labeling
12. Installing Red Hat Enterprise Linux
    1. Installing Red Hat Enterprise Linux
    2. Automating installation with Kickstart
    3. Installing and configuring virtual machines

Lab Activities:

1. Improving Command Line Productivity
    1. Writing simple Bash scripts
    2. Running commands more efficiently with loops
    3. Matching text in command output with regular expressions
2. Scheduling Future Tasks
    1. Scheduling a deferred user job

    2. Scheduling recurring user jobs
    3. Scheduling recurring system jobs
    4. Managing temporary files
3. Managing SELinux Security
    1. Changing the SELinux enforcement mode
    2. Controlling SELinux file contexts
    3. Adjusting SELinux policy with Booleans
    4. Investigating and resolving SELinux issues
4. Managing Basic Storage
    1. Adding partitions, file systems and persistent mounts
    2. Managing swap space
5. Managing Logical Volumes
    1. Creating logical volumes
    2. Extending logical volumes
6. Controlling the Boot Process
    1. Selecting the boot target
    2. Resetting the root password
    3. Repairing file system issues at boot
7. Managing Network Security
    1. Firewall overview
    2. Managing server firewalls
    3. Controlling SELinux port labeling

Methods of Instruction:

1. Lecture -
2. Audio-visual Activity -
3. Classroom Activity -
4. Demonstration -
5. Discussion -
6. Lab -
7. Projects -

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. Mid-Term and Final Exam
C. Group Projects
    1. Weekly
D. Projects
    1. Weekly
E. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Other:
    1. Create a Bash script that can filter and get relevant information from different hosts.
    2. Configure systemd-tmpfiles in order to change how quickly it removes temporary files from /tmp, and also to periodically purge files from another directory.
    3. Apply a specific tuning profile and adjust the scheduling priority of an existing process with high CPU usage.
    4. Set up a collaborative directory for users in two groups, combining the set GID permission and default ACL entries to provide correct access permissions.
    5. Solve an SELinux access denial problem. System administrators are having trouble getting a new web server to deliver content to clients when SELinux is in enforcing mode.
    6. Reset the root password on a system, recover from a misconfiguration, and set the default boot target.

Textbooks (Typical):

Textbook:

1. Sander van Vugt *Red Hat RHCSA 9 Cert Guide: EX200*. 1st ed., Pearson, 2023.
2. Michael Jang, Alessandro Orsaria *RHCSA Red Hat Enterprise Linux 9 Certification Study Guide*. 8th ed., McGraw-Hill, 2023.

Software:

1. Red Hat Enterprise Linux. Red Hat, (9/e).

Other Materials Required of Students

1. Students require access to a computer connected to the Internet, with word processing and browser software, and an email address.

Equity Based Curriculum

- Methods of Instruction
- Assignments
- Methods of Evaluation
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
As the Linux is a distributed operating system, being able to operate online (partially or completely) is a necessity for the student.

Explain how the decision was made to offer this course in a Distance Education mode.
As the CS 41 prerequisite is also an approved distance education offering, and this is a follow-up course, it only makes sense for both to be offered in a DE environment.

Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly. Email will be returned within 24 hours of student submissions.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Daily
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly: Each assignment will be graded and commented on to give the student necessary feedback
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Bi-Weekly (Twice a week)

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly: During office hours and face-to-face instruction
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Bi-Weekly (Twice a week)
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Bi-Weekly (Twice per week) or more.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Daily
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Daily

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-Weekly (Twice a week)
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

Red Hat Certified System Administrator (RHCSA) Certification issued by Red Hat Inc. within the last 10 years

Codes and Dates

Course CB Codes

CB00: State ID
CCC000621879

CB03: TOP Code
070800 - Computer Infrastructure and Support

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Credit for Prior Learning: CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Launched)
compared with
CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE) (Active - Implemented 08-15-2025)

Admin Outline for Computer Networking Technology 8002
Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)

Effective: Fall 2025

Catalog Description:

CNT 8002 - Cisco CCNA2/3 Switching, Routing, and Wireless Essentials (SRWE)
3.00 Units

This is course 2 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include Switching: how Layer 2 switches forward data; how STP enables redundancy in a Layer 2 network; the operation of dynamic address allocation in IPv6 networks by using SLAAC and DHCPv6; how FHRPs provide default gateway services in a redundant network; how vulnerabilities compromise LAN security; how Wireless LANs enable network connectivity; how routers use information in packets to make forwarding decisions; and troubleshooting static and default route configurations. The hands-on labs include Basic Configuration of devices by using security best practices; Implementing VLANs and trunking in a switched network; Troubleshooting inter-VLAN routing on Layer 3 devices; Troubleshooting EtherChannel on switched links; Implementing DHCPv4 to operate across multiple LANs; Configuring switch security to mitigate LAN attacks; Implementing a WLAN using a wireless router and WLC; configuring and troubleshooting IPv4 and IPv6 floating static routes.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CNT 8001

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

Total Student Learning Hours 162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Configure and set-up static routing.
B. Implement VLAN and VLAN routing.

Course Objectives:

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

A. Configure devices by using security best practices
B. Explain how Layer 2 switches forward data
C. Implement VLANs and trunking in a switched network
D. Troubleshoot inter-VLAN routing on Layer 3 devices
E. Explain how STP enables redundancy in a Layer 2 network
F. Implement DHCPv4 to operate across multiple LANs
G. Implement single-area OSPFv2 in both point-to-point and broadcast multiaccess networks
H. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security
I. Implement NAT services on the edge router to provide IPv4 address scalability
J. Implement network management protocols to monitor the network
K. Explain the characteristics of scalable network architectures
L. Troubleshoot enterprise networks

Course Content:

Lecture:

1. Basic Device Configuration
    1. Configure devices by using security best practices.
        1. Configure a Switch with Initial Settings
        2. Configure Switch Ports
        3. Secure Remote Access
        4. Configure Basic Router Settings

5. Verify Directly Connected Networks

2. Switching Concepts
    1. Explain how Layer 2 switches forward data.
        1. Frame Forwarding
        2. Switching Domains
3. VLANs Implement VLANs and trunking in a switched network.
    1. Overview of VLANs
    2. VLANs in a Multi-Switched Environment
    3. VLAN Configuration
    4. VLAN Trunks
    5. Dynamic Trunking Protocol
4. Inter-VLAN Routing Troubleshoot inter-VLAN routing on Layer 3 devices.
    1. Inter-VLAN Routing Operation
    2. Configure Router-on-a-Stick Inter-VLAN Routing
    3. Inter-VLAN Routing using Multilayer Switches
    4. Inter-VLAN Configuration Issues
5. STP Explain how STP enables redundancy in a Layer 2 network.
    1. Purpose of STP
    2. STP Operations
    3. Evolution of STP
6. EtherChannel Troubleshoot EtherChannel on switched links.
    1. EtherChannel Operation
    2. Configure EtherChannel
    3. Verify and Troubleshoot EtherChannel
7. DHCPv4 Implement DHCPv4 to operate across multiple LANs.
    1. DHCPv4 Operation
    2. Configure DHCPv4 Server
    3. Configure DHCPv4 Client
8. SLAAC and DHCPv6 Concepts Explain the operation of dynamic address allocation in IPv6 networks.
    1. SLAAC and DHCPv6
    2. Configuring DHCPv6
9. FHRP Concepts
   Explain how FHRPs provide default gateway services in a redundant network.
    1. First Hop Redundancy
10. LAN Security Concepts Explain how vulnerabilities compromise LAN security.
    1. Endpoint Security
    2. Access Control Explain how AAA and 802.1x are used to authenticate LAN endpoints and devices.
    3. Layer 2 Security Threats
       Identify Layer 2 vulnerabilities.
    4. MAC Address Table Attack Explain how a MAC address table attack compromises LAN security.
    5. LAN Attacks Explain how LAN attacks compromises LAN security.
11. Switch Security Configuration Configure switch security to mitigate LAN attacks.
    1. Implement Port Security
    2. Mitigate VLAN Attacks

3. Mitigate DHCP Attacks
4. Mitigate ARP Attacks
5. Mitigate STP Attacks

12. WLAN Concepts Explain how WLANs enable network connectivity.
    1. Introduction to Wireless
    2. Components of WLANs
    3. WLAN Operation
    4. CAPWAP Operation
    5. Channel Management
    6. WLAN Threats
    7. Secure WLANs Describe WLAN security mechanisms. Module Topic Objective
13. WLAN Configuration Implement a WLAN using a wireless router and WLC.
    1. Remote Site WLAN Configuration
    2. WLC Configuration
    3. Troubleshoot WLAN Issues
14. Routing Concepts Explain how routers use information in packets to make forwarding decisions.
    1. Features of a Router
    2. Forwarding Packets from Source to Destination
    3. Basic Router Settings
    4. IP Routing Table
    5. Dynamic and Static Routing
15. IP Static Routing Configure IPv4 and IPv6 floating static routes.
    1. Configure IP Static Routes
    2. Configure IP Default Static Routes
    3. Configure Floating Static Routes
    4. Configure Static Host Routes
16. Troubleshoot Static and Default Routes Explain how to troubleshoot static and default route configurations.
    1. Packet Processing with Static Routes
    2. Troubleshoot IPv4 Static and Default Route Configuration

Lab Activities:

1. Compare 2960 and 3560 Switches
2. Configure VLANs, VTP, and DTP
3. Troubleshoot Inter-VLAN Routing
4. Troubleshoot VTP and DTP
5. Configure Layer 3 Switching and inter-VLAN Routing
6. Examine a Redundant Design
7. Configure PVST
8. Configure Rapid PVST
9. Configure EtherChannel
10. Troubleshoot EtherChannel
11. Troubleshoot HSRP
12. Investigate Convergence
13. Compare RIP and EIGRP Path Selection
14. Configure Basic EIGRP with IPv4

15. Investigate DUAL FSM
16. Configure Basic EIGRP with IPv6 Routing
17. Propagate a Default Route in EIGRP for IPv4 and IPv6
18. Troubleshoot EIGRP for IPv4
19. Configure OSPF in a Single Area
20. Configure Multiarea OSPF
21. Determine the DR and BDR
22. Propagate a Default Route in OSPFv2
23. Configure OSPF Advanced Features
24. Troubleshoot Single-Area OSPF
25. Troubleshoot Multiarea OSPF

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. One exam per week
B. Home Work
    1. Reading and viewing demos
C. Lab Activities
    1. Hands-on Labs in class
D. Quizzes
    1. One quiz per week

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Using two routers, two switches and two computers, configure VLAN20 and VLAN30 to send and receive Ethernet frames to the correct devices.
    2. Using the DHCP4 and DHCP6 features on your router, demonstrate the correct issuance of IP addresses to different computers.

Textbooks (Typical):

Textbook:

1. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.

Other Materials Required of Students

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains such subscription to Cisco netcad.com..

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Explain how the decision was made to offer this course in a Distance Education mode.
After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.

- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: The instructor will use web conferencing to interact with students on a weekly basis.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If the course is held partially online, students will come to campus at least once per semester for assessments and/or activities.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: On a weekly basis.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: At least twice during the semester.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 1 quiz and exam per week, and a comprehensive final examination.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: On a weekly basis throughout the semester.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: A minimum of 10 per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 151 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
~~Cisco Exam 200- 301, or~~ Cisco Certified Network Associate (CCNA) certification issued by Cisco Systems, Inc. ~~Must~~ within ~~be~~ the ~~currently~~ last ~~active.~~ 10 ~~Can also receive credit for CNT 8002 and CNT 8003~~ years .

Codes and Dates

Course CB Codes
CB00: State ID
CCC000584319
CB03: TOP Code
070800 - Computer Infrastructure and Support
CIP Code
CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
B - Transferable to CSU only.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.
CB11: Course Classification Status
CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

Credit for Prior Learning: CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Launched)
compared with
CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA) (Active - Implemented 08-15-2025)

Admin Outline for Computer Networking Technology 8003
Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)

Effective: Fall 2025

Catalog Description:

CNT 8003 - Cisco CCNA3/3 Enterprise Networking, Security, and Automation v7.0 (ENSA)
3.00 Units

This is course 3 of 3 of the Cisco CCNA Routing and Switching Certification Objectives. The concepts covered in this course include the operation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; vulnerabilities, threats, and exploits and how they can be mitigated to enhance network security; ACLs operation as part of a network security policy; WAN access technologies used to satisfy business requirements; VPNs and IPsec and their use to secure site-to-site and remote access connectivity; networking devices implementing QoS; Network Design and characteristics of scalable network architectures; network automation enabled through RESTful APIs and configuration management tools; purpose and characteristics of network virtualization. The hands-on labs include the implementation of single-area OSPFv2 in both point-to-point and broadcast multi-access networks; IPv4 ACLs to filter traffic and secure administrative access; NAT services on the edge router to provide IPv4 address scalability; network management protocols to monitor the network; and Troubleshooting LANs and enterprise networks.
2.5 Units Lecture 0.5 Units Lab

Total Lecture Hours	45
Total Lab Hours	27
Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Design and secure enterprise networks.
B. Operate and troubleshoot enterprise networks.
C. Use wide area network (WAN) technologies, quality of service (QoS) mechanisms, and software-defined networking (SDN) concepts.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Configure and troubleshoot routers in a complex routed IPv4 or IPv6 network using single-area OSPFV2
B. Manage Cisco IOS® Software licensing and configuration files
C. Explain how vulnerabilities, threats, and exploits can be mitigated to enhance network security.
D. Explain how ACLs are used as part of a network security policy
E. Implement IPv4 ACLs to filter traffic and secure administrative access.
F. Implement NAT services on the edge router to provide IPv4 address scalability.
G. Explain how WAN access technologies can be used to satisfy business requirements.
H. Explain how networking devices implement QoS.

Course Content:

Lecture:

1. Single-Area OSPFv2 Concepts
    1. OSPF Features and Characteristics: Describe basic OSPF features and characteristics.
    2. OSPF Packets: Describe the OSPF packet types used in single-area OSPF.
    3. OSPF Operation: Explain how single-area OSPF operates.
2. Single-Area OSPFv2 Configuration
    1. OSPF Router ID: Configure an OSPFv2 router ID.
    2. Point-to-Point OSPF Networks: Configure single-area OSPFv2 in a point-to-point network.
    3. Multiaccess OSPF Networks: Configure the OSPF interface priority to influence the DR/BDR election in a multiaccess network.
    4. Modify Single-Area OSPFv2: Implement modifications to change the operation of single-area OSPFv2.
    5. Default Route Propagation: Configure OSPF to propagate a default route.

6. Verify Single-Area OSPFv2: Verify a single-area OSPFv2 implementation.

3. Network Security Concepts
    1. Current State of Cybersecurity: Describe the current state of cybersecurity and vectors of data loss.
    2. Threat Actors: Describe the threat actors who exploit networks.
    3. Threat Actor Tools: Describe tools used by threat actors to exploit networks.
    4. Malware: Describe malware types.
    5. Common Network Attacks: Describe common network attacks.
    6. IP Vulnerabilities and Threats: Explain how IP vulnerabilities are exploited by threat actors.
    7. TCP and UDP Vulnerabilities: Explain how TCP and UDP vulnerabilities are exploited by threat actors.
    8. IP Services: Explain how IP services are exploited by threat actors.
    9. Network Security Best Practices: Describe best practices for protecting a network.
    10. Cryptography: Describe common cryptographic processes used to protect data in transit.
4. ACL Concepts
    1. Purpose of ACLs: Explain how ACLs are used as part of a network security policy.
    2. Wildcard Masks in ACLs: Explain how ACLs use wildcard masks.
    3. Guidelines for ACL Creation: Explain how to create ACLs.
    4. Types of IPv4 ACLs: Compare standard and extended IPv4 ACLs.
5. ACLs for IPv4 Configuration
    1. Configure Standard IPv4 ACLs: Configure standard IPv4 ACLs to filter traffic to meet networking requirements.
    2. Modify IPv4 ACLs: Use sequence numbers to edit existing standard IPv4 ACLs.
    3. Secure VTY Ports with a Standard IPv4 ACL: Configure a standard ACL to secure vty access.
    4. Structure of an Extended IPv4 ACL: Explain the structure of an extended access control entry (ACE).
    5. Configure Extended IPv4 ACLs: Configure extended IPv4 ACLs to filter traffic according to networking requirements.
6. NAT for IPv4
    1. NAT Characteristics: Explain the purpose and function of NAT.
    2. Types of NAT: Explain the operation of different types of NAT.
    3. NAT Advantages: Describe the advantages and disadvantages of NAT.
    4. Configure Static NAT: Configure static NAT using the CLI.
    5. Configure Dynamic NAT: Configure dynamic NAT using the CLI.
    6. Configure PAT: Configure PAT using the CLI.
    7. NAT and IPv6: Describe NAT for IPv6.
7. WAN Concepts
    1. Purpose of WANs: Explain the purpose of a WAN.
    2. WAN Operations: Explain how WANs operate.
    3. Private WAN Infrastructures Compare private WAN technologies.
    4. Public WAN Infrastructure: Compare public WAN technologies.
    5. Selecting WAN Services: Describe the appropriate WAN protocol and service for a specific network requirement.
    6. Serial Communications: Explain the fundamentals of point-to-point serial communication across a WAN.

7. Broadband Connections Compare remote access broadband connection options for small to medium-sized businesses.
8. VPN and IPsec Concepts
    1. VPN Technology: Describe benefits of VPN technology.
    2. Types of VPNs: Describe different types of VPNs
    3. IPsec: Explain how the IPsec framework is used to secure network traffic.
9. QoS Concepts
    1. Network Transmission Quality: Explain how network transmission characteristics impact quality.
    2. Traffic Characteristics: Describe minimum network requirements for voice, video, and data traffic.
    3. Queuing Algorithms: Describe the queuing algorithms used by networking devices.
    4. QoS Models: Describe the different QoS models.
    5. QoS Implementation Techniques: Explain how QoS uses mechanisms to ensure transmission quality.
10. Network Management
    1. Device Discovery with CDP: Use CDP to map a network topology.
    2. Device Discovery with LLDP: Use CDP to map a network topology.
    3. NTP: Implement NTP between an NTP client and NTP server.
    4. SNMP Operation: Explain how SNMP operates.
    5. Syslog Operation: Explain syslog operation.
    6. Router and Switch File Maintenance: Use commands to back up and restore an IOS configuration file.
    7. IOS Image Management: Perform an upgrade an IOS system image.
11. Network Design
    1. Converged Networks: Explain how data, voice, and video are converged in a switched network.
    2. Switched Networks: Describe a switched network in a small to medium-sized business.
    3. Cisco Validated Designs: Describe hierarchical small business network designs.
    4. Scalable Networks: Explain considerations for designing a scalable network.
    5. Switch Hardware: Explain how switch hardware features support network requirements.
    6. Router Hardware: Describe the types of routers available for small to-medium-sized business networks.
12. Network Troubleshooting
    1. Network Documentation: Explain how network documentation is developed and used to troubleshoot network issues.
    2. Troubleshooting Process: Describe the general troubleshooting process.
    3. Isolate the Issue Using Layered Models: Compare troubleshooting methods that use a systematic, layered approach.
    4. Troubleshooting Tools: Describe different networking troubleshooting tools.
    5. Symptoms and Causes of Network Problems: Determine the symptoms and causes of network problems using a layered model.
    6. Troubleshooting IP Connectivity: Troubleshoot a network using the layered model.
13. Network Virtualization
    1. Cloud Computing: Explain the importance of cloud computing.
    2. Virtualization: Explain the importance of virtualization.
    3. Virtual Network Infrastructure: Describe the virtualization of network devices and services.
    4. Software-Defined Networking: Describe software-defined networking.

5. Controllers: Describe controllers used in network programming.

14. Network Automation
    1. Automation Overview: Describe automation.
    2. Data Formats: Compare JSON, YAML, and XML data formats.
    3. APIs: Explain how APIs enable computer to computer communications.
    4. REST: Explain how REST enables computer to computer communications.
    5. Configuration Management: Compare the configuration management tools Puppet, Chef, Ansible, and SaltStack
    6. IBN and Cisco DNA Center: Explain how Cisco DNA center enables intent-based networking.

Lab Activities:

1. Configure Numbered Standard IPv4 ACLs
2. Configure Named Standard IPv4 ACLs
3. Configure and Modify Standard IPv4 ACLs
4. Configure Extended IPv4 ACLs
5. Configure and Verify Extended IPv4 ACLs – Physical Mode
6. Investigate NAT Operations
7. Configure Static NAT
8. Configure Dynamic NAT
9. Configure PAT
10. Configure NAT for IPv4
11. Use CDP to Map a Network
12. Use LLDP to Map a Network
13. Configure and Verify NTP
14. Back Up Configuration Files
15. Use TFTP and Flash to Manage Configuration Files – Physical Mode
16. Research and Execute Password Recovery Procedures – Physical Mode
17. Use a TFTP Server to Upgrade a Cisco IOS Image
18. Configure CDP, LLDP, and NTP
19. Troubleshoot Enterprise Networks
20. Explore DNS Traffic
21. Configure NAT for IPv4
22. Research Broadband Internet Access Technologies
23. Research Network Monitoring Software
24. Use Tera Term to Manage Router Configuration Files
25. Use TFTP, Flash, and USB to Manage Configuration Files
26. Research Password Recovery Procedures
27. Configure CDP, LLDP, and NTP
28. Install Linux in a Virtual Machine and Explore the GUI

Methods of Instruction:

1. Lab - Practice concepts learned by using a combination of both local equipment in racks via both in-band and out-of-band methods as well as virtualized equipment via NetLab services.
2. Simulations - Use Packet Tracer network simulation software to practice various concepts being learned.

Methods of Evaluation

A. Exams/Tests
    1. One exam per week
B. Lab Activities
    1. Hands-on Labs in class
C. Quizzes
    1. One quiz per week

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Sing the CDP protocol. map a network topology showing nearby routers.
    2. Write a paragraph explaining the benefits and the operation of a VPN using IPsec protocol for secure connections. Include other required protocols.
    3. Set up a static NAT on a LAN and demonstrate the correct address translation of packets as the leave and enter the router.

Textbooks (Typical):

Textbook:

1. Wendell Odom *CCNA 200-301 Official Cert Guide Library*. 2nd ed., Cisco Press (Pearson Education), 2024.
2. Jeremy McDowell *Acing the CCNA Exam*. 1st ed., Manning Publishers, 2024.
3. Todd Lammle *Cisco CCNA Certification, 2 Volume Set: Exam 200-301*. 1st ed., Sybex, 2024.

Other Materials Required of Students

Equity Based Curriculum

- Assignments

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision to offer this course in a DE mode was made after collecting feedback from students.
Hybrid and DE instruction meet the needs of the students, as expressed in surveys. Especially important is to provide flexibility for disadvantaged, economically impacted students, veterans, working students, women and re-entry students who have sometimes varying and conflicting responsibilities.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:
Course Objectives:

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: The instructor will use Video / Audio webconferencing to interact with students in real-time, over the Internet and with an audio connection. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will be encouraged to email each other to ask questions about the course, including assignments.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be “open-book”, but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. A typical exam question is "Explain the difference between RIPv1 and RIPv2"

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ITIS 150 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST ~~No~~ Yes
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Cisco Certified Network Associate (CCNA) certification issued by Cisco Systems, Inc. within the last 10 years.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000588425

CB03: TOP Code
070800 - Computer Infrastructure and Support

CIP Code

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: FST 7 - Fire Service Conditioning & Physical Agility Development

Credit for Prior Learning: FST 7 - Fire Service Conditioning & Physical Agility Development (Launched)
compared with
FST 7 - Fire Service Conditioning & Physical Agility Development (Active - Implemented 08-15-2026)

Admin Outline for Fire Service Technology 7
Fire Service Conditioning & Physical Agility Development

Effective: Fall ~~2026~~ 2027

Catalog Description:

FST 7 - Fire Service Conditioning & Physical Agility Development
1.00 Units

This course is an introduction to the components of physical fitness development and conditioning, with an emphasis in preparing students for the physical agility performance and testing standards required of "Emergency First Responder" Candidates entering into Police or Fire Academies. Students will be presented instruction on proper warm-up and stretching techniques, how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance. Students will be introduced to Circuit Training and will also receive skills instruction on various testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT). Students will additionally receive instruction on various "Tools of the Trade" (i.e., Ladders, Fire Hose, SCBA) for developing proper skills in handling, lifting and carrying techniques as well as developing cardio-respiratory control and aerobic conditioning while wearing a "Self Contained Breathing Apparatus" (SCBA) under conditions of physical exertion.
1 Units Lab

Total Lab Hours	54
Total Inside of Class Hours	54
Total Student Learning Hours	54

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Fire Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Perform proper lifting and carrying techniques to include safe, efficient and effective use of "Tools of the Trade"
B. Complete the testing parameters of the Nationally approved and recognized Certified Physical Agility Test (CPAT)
C. Understand how to maintain and develop the components of fitness through increased muscular strength and muscular endurance, cardiovascular endurance and recovery, and increased flexibility and balance.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain the importance of warm–ups and downs
B. Discuss the benefits of maintaining a regular exercise program
C. Explore exercise programs for flexibility, strength, endurance and cardiovascular development
D. Develop increased aerobic fitness, muscular strength and endurance, and improved agility
E. Improve recovery time after exercise
F. Identify appropriate lifestyle modification techniques
G. Develop elementary wellness practices: healthy nutrition, stress reduction and coping skills, and adequate rest
H. Discuss the psychological affect of mental fatigue
I. Perform proper lifting and carrying techniques with “Tools of the Trade”
J. Identify health risk factors
K. Demonstrate proper cardio-respiratory control with use of an SCBA while under physical exertion
L. Demonstrate appropriate techniques for “CPAT” and traditional “Physical Agility” testing requirements

Course Content:

1. Orientation to course
2. Proper utilization of required PPE
3. Proper etiquette and recognition of course delivery as a paramilitary “Academy Structure” course
4. Selection, use and safety procedures related to operating physical fitness equipment and machines associated with “Circuit Training”
5. Proper exercise technique to ensure safety and comfort level of all participants;

6. Exercise programs to develop flexibility, strength, endurance, balance and skills used in both fitness and in performance of “First Responder” Physical Agility testing and performance standards for both Police and Fire Academies
7. Introduction to “Tools of the Trade”
    1. Proper carrying and lifting techniques with Ladders
    2. Proper carrying and deployment techniques with Fire Hose
    3. Utilization of an SCBA with proper breathing exercises
    4. Proper carrying techniques of various multiple firefighting tools
    5. Utilization and introduction of ropes and knots for improved hand and eye coordination
8. Identification and discussion of health risk factors
    1. Proper nutrition
    2. Adequate rest
    3. Stress management and coping skills
    4. Unhealthy personal choices
        1. Smoking (Tobacco products)
        2. Alcohol
        3. Drugs
9. Introduction of “CPAT and Traditional Physical Agility” testing skills.

Methods of Instruction:

1. Lecture - All methods of instruction are free from bias; fair across race, religion, ethnicity and gender; and culturally relevant with the mindful integration of diverse communities, cultures, histories and contributions. This includes attention to African-American, Latin-American, Asian, indigenous people, women, LGBTQ, religious minorities (including Muslims), working class people and youth
2. Demonstration -
3. Review of progress
4. Student participation in individual and in class workouts and skill stations
5. Individual, small group (teams) and entire class drills and activities to enhance student training and performance (e.g. mile run, timed events, sit-up and pull up counts, etc.)
6. Group and team discussions concerning components of fitness
7. Audio/Visual Presentation (e.g., CPAT and Traditional Physical Agility Tests);

Methods of Evaluation

A. Class Participation
    1. attendance to class sessions
B. Class Performance
    1. weekly progress
C. Required student attendance Roll is taken daily Evaluation of Daily Fitness Log Periodic performance tests to evaluate student improvement in fitness development At the discretion of the instructor Completion of CPAT practice test

Typical Outside-of-Class Assignments

A. Laboratory:

1. Reading of assigned handouts
    1. CPAT Test
    2. Proper Nutrition
    3. Stress Management and Coping Skills
2. Maintaining a daily fitness log
3. Skill Building Exercise:
    1. Students participate in warm-up period and stretch prior to workout.
4. Maintain assigned PPE (Turnout Coat and Helmet with Goggles)
5. Keep counts and times of performance standards as evaluated
    1. Mile run time
    2. Sit-ups, pull-ups counts
    3. Stair climb time
    4. Designed "Physical Agility" performance times
6. Team Leadership development-Assigned Team Captains

Textbooks (Typical):

Textbook:

1. Jeffreys, Ian and Jeremy Moody *Strength and Conditioning for Sports Performance*. 2nd ed., Hatherleigh Press, 2021.
2. Kerrigan, Dan and Jim Moss *Firefighter Functional Fitness*. 1st ed., Firefighter Toolbox LLC, 2016.
3. Contreras, Bret *Bodyweight Strength Training Anatomy*. 2nd ed., Human Kinetics, 2025.

Manual:

1. IAFF and IAFC. CPAT Candidate Physical Ability Test Candidate Preparation Guide. IAFF and IAFC, 1999.

Other Materials Required of Students

1. Students will be provided an NFPA approved Fire Fighter Turnout Coat that meets Cal OSHA.
2. Students will be provided an NFPA approved protective Firefighter Helmet and Goggles that meets Cal OSHA.
3. Students will be required to purchase and wear an approved LPC Fire Technology T-Shirt and shorts.
4. Students will provide their own exercise clothing, and quality running shoes (in good condition).
5. Students will need to provide their own Hydration Containers and Nutrients for class participation.

Equity Based Curriculum

- Measurable Objectives

Requisite Validation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 7 - Kinesiology - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Completed Firefighter 1 and 2 certificate and verified 1 year full-time employment

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589414

CB03: TOP Code
083500 - Physical Education

CIP Code
31.0501 - Sports, Kinesiology, and Physical Education/Fitness, General

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: NMUS 215 - Jazz Band for Older Adults

Credit for Prior Learning: NMUS 215 - Jazz Band for Older Adults (Launched)
compared with
NMUS 215 - Jazz Band for Older Adults (Active - Implemented 03-17-2023)

Admin Outline for Noncredit Music 215
Jazz Band for Older Adults
Effective: Summer 2023

Catalog Description:

NMUS 215 - Jazz Band for Older Adults
54 Hours

This course is for the study, rehearsal, and public performance of standard jazz ensemble literature for the older adult. Emphasis is on the development of skills needed to perform within an ensemble. New literature will be studied each term so that different technical and artistic issues are addressed. Opportunities to arrange and compose for the ensemble as well as to conduct. Opportunity to apply improvisation techniques in a group setting.
hours lecture, 54 hours laboratory.

Enrollment Limitation:

- Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

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:

Music.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.
B. Demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor.
C. Perform stylistically appropriately to the period/style of the composition.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Play the correct pitches as indicated with accurate intonation, in time with the section and ensemble as directed by the conductor.
B. Play with the articulation, dynamics, phrasing, and expression styllistically appropriate to the period/style of teh composition as directed.
C. Perform improvised solos as applicable.
D. Demonstrate appropriate blend and balance within the ensemble
E. Memorize solo and ensemble performance repertoir as directed.
F. Adhere to professional level ensemble performance and rehearsal standards of conduct.
G. Analyze and describe music using musical terminology.
H. Evaluate the quality and effectiveness of a performance, composition, or arrangement by comparing it to exemplary models, using specified criteria developed prior to the experience.
I. Improve and maintain physical dexterity and mental acuity.

Course Content:

1. Rhythm
    1. Precise reading and performance of intermediate to advanced of rhythm
    2. Playing together as a section
    3. Playing together as an ensemble
    4. Following the conductor as applicable
    5. Improving and maintaining finger dexterity and musculature
2. Intonation
    1. Developing and maintaining correct embouchure as applicable, which maintains and strengthens facial muscles
    2. Precise reading and production of pitches
    3. Tuning pitches and harmonies as a section
    4. Tuning of pitches and harmonies as an ensemble
    5. Improving and maintaining face
3. Articulation
    1. Accurate performance and reading of markings
    2. Following the conductor's gestures as applicable
    3. Blending with the ensemble
    4. Sharpening mental acuity
4. Expression

    1. Accurate performance of markings
    2. Following the conductor's gestures as applicable
    3. Sharpening auditory skills
5. Blend and Balance
    1. Appropriate tone, volume, and timbre as appropriate to section
6. Professional standard of conduct
    1. Demonstrate musical preparedness in rehearsal and performances
    2. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation
7. Misc.
    1. Ensemble specific performance practices
    2. Period performance practices as applicable
    3. Improvised solos as applicable
    4. Memorization of performance repertoire as directed

Methods of Instruction:

1. Lecture
2. Discussion
3. Guest Lecturers - Guest artists, conductors/composers and clinicians
4. Field Trips - Possible trips to Yoshi's Jazz Club, local college/high school concerts and music festivals
5. Demonstration
6. Rehearsal, ensemble and combo
7. Individual performance
8.
9. Recordings 1. Performance in a recording session 2. Analysis a previous recorded rehearsal or concert performance 3. Listen to recordings of works being prepared

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. 3-4 per semester
C. Field Trips
    1. 1-2 per semester (if possible)
D. Final Public Performance
    1. 1-2 per semester
E. Home Work
    1. Daily practice
F. Quizzes
    1. 2-3 per semester
G. Auditions or chair placement throughout the semester (1-2 times per semester)

Typical Outside-of-Class Assignments

A. Other:

1. In listening
    1. Listen to the Count Basie album, “88 Basie Street”, and be prepared to discuss the roles of the rhythm section vs the brass section (ensemble).
    2. Listen to any Duke Ellington album and be prepared to discuss the importance of his writing style and his unique ability to write for individual members of his band.
    3. Attend a jazz band (big band) concert. Give a critical response to the elements of jazz (we’ve discussed in class) and how they have become unique to the group you’ve seen/heard.
2. In reading:
    1. Read chapter Two (Harmony and Interaction) in Interaction, Improvisation, and Interplay in Jazz by Robert Hodson and be prepared to discuss and apply the first choruses of Charlie Parker and Miles Davis recordings of “Now’s The Time.”
    2. Read chapter seven in “Jazz, the American Theme Song” by James Lincoln Collier, and be prepared to discuss the different styles represented on pages 165-173.
3. In analysis, critical thinking:
    1. Analyze, the chord changes to Gershwin’s “I Got Rhythm” and be able to play them around the Circle of Fifths starting on C major.
    2. Transcribe a solo, from a musician who plays the same instrument as yours, and be prepared to play the transcription. Transcribe it into another key.
    3. Transcribe a solo from a musician who plays an instrument other then your instrument, and be prepared to play the transcription. Transcribe it into another key.

Textbooks (Typical):

Textbook:

1. Hal Leonord Corp. *Cannonball Adderley - Omnibook*. Spi. ed., Hal Leonard, 2016.
2. Dean Sorenson , Bruce Pearson *W31F - Standard Of Excellence - Jazz Ensemble Method*. 1st ed., Kjos Music Company , 2016.
3. Hal Leonord Corp. *The Real Book: C Instruments Volume 6*. 1st ed., Hal Leonard, 2016.
4. Green, Barry and Don Campbell, *Bringing Music to Life.*, GIA Publishing Co., 2009.
5. Hodson, Robert, *Interaction, Improvisation, and Interplay in Jazz.*, Routledge, 2007.
6. Victor Wooten *The Spirit of Music: The Lesson Continues*. 1st ed., Vintage, 2021.

Other Materials Required of Students

1. Musical instrument as appropriate.

Equity Based Curriculum

- Course Content
- - Textbooks/Materials

Requisite Validation

A. Non Course Requirements
Standardized audition demonstrating musical ability and technical proficiency at a level suitable to the course.

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
CCC000633725

CB03: TOP Code
100400 - Music

CIP Code
50.0901 - Music, General

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 50 - Introduction to Photography

Credit for Prior Learning: PHTO 50 - Introduction to Photography (Launched)
compared with
PHTO 50 - Introduction to Photography (Active - Implemented 08-22-2024)

Admin Outline for Photography 50
Introduction to Photography
Effective: Fall 2024

Catalog Description:

PHTO 50 - Introduction to Photography
3.00 Units

Introduction to the history and development of photography, basic processes, various types of cameras, materials, basic shooting, processing, developing, and printing of photographs.
1.5 Units Lecture 1.5 Units Lab

Total Lecture Hours	27
Total Lab Hours	81
Total Inside of Class Hours	108
Total Outside of Class Hours	54
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate the three basic elements of photography awareness (framing, lighting, background) while shooting a single subject (i.e. person, bike, tree) from a variety of angles, formats (verticle, horizontal) and approaches (long, medium, close shot).

Course Objectives:

Upon completion of this course, the student should be able to:

A. Discuss the history of photography and its various vocational and avocational applications.
B. Apply the basic principles of the photographic process from the forming of the image and the exposure of the film, to the reproduction of a photograph by means of contact printing and enlarging.
C. Demonstrate the essential mechanisms of the camera and the functional relationships of those mechanisms.
D. Use various photographic materials, including film printing paper and photo chemistry.
E. Develop black and white film, and make contact prints and enlargements from negatives.
F. Apply the skills and discipline necessary for reasonable success in photography through proper handling of equipment, facilities, and materials.
G. Practice spotting and dry mounting black and white photographs.

Course Content:

Lecture:

1. Camera
    1. Basic camera construction
    2. Basic types of cameras
    3. Lens and camera care
    4. Camera controls
        1. Panning
        2. Stop action
        3. Blurring for motion
        4. Focus
2. Exposure
    1. Basic types of meters and metering techniques
    2. Equivalent exposures
    3. Depth of field
    4. Exposure/development relationships
3. Lenses
    1. Focal length
    2. F stop/aperture
    3. Basic types of lenses
4. Light sensitive materials
    1. Films
    2. Papers
5. Basic photo chemistry

        1. Basic function of chemicals
        2. Developer
        3. Stop bath
        4. Fixer
        5. Hypo clearing agent
    6. Composition
        1. Basic guidelines
        2. Seeing photographically
    7. History of photography
        1. Brief survey of the development of photography
    8. Flash photography
        1. Electronic flash units
        2. Calculating flash exposure
        3. Flash accessories
    9. Mounting and presentation
        1. Print spotting
        2. Dry mounting
        3. Window mats

Lab Activities:

1. Develop film
2. Use film to make enlargements or prints
3. Use chemicals to develop prints
4. Use contrast filters to modify prints
5. Use tools to:
    1. Burn or dodge prints
    2. Wash and dry prints
    3. Mount prints on matte boards
    4. Cut mattes

Methods of Instruction:

1. Field Trips
2. Demonstration - Lab Demonstrations
3. Critique - In-class
4. Lecture
5. Selected Readings
6. Audio/Visual Materials

Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Exams/Tests
    1. At least one.
C. Field Trips

1. At least one.

D. Home Work
    1. Bi-weekly.
E. Lab Activities
    1. Weekly.
F. Portfolios
    1. At least one.
G. Projects
    1. At least five.
H. Quizzes
    1. At least two.
I. Classroom critiques after each assignment in which students work with instructor to determineat least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.

Typical Outside-of-Class Assignments

A. Other:
    1. Collect and provide written critiques on examples of excellent photography based on criteria developed in class discussions.
    2. Shoot an entire roll of film divided among four different subjects.
        1. Each approached in both vertical and horizontal formats, and each from close, medium and long range, using a 'normal' 50mm lens.
    3. Find a location to shoot at early morning, midday, late afternoon, and at night.
        1. Shoot six different views of chosen location at each of the four times of day.
    4. Photograph the same single person in different settings and with different lighting conditions, including artificial bulb and flash lighting, and in each case include direct, back, and shear lit situations.

Textbooks (Typical):

Textbook:

1. Michael Landford, Anna Fox *Langford's Basic Photography.* 10th ed., Focal Press, 2015.
2. Barbara London, Jim Stone *Short Course in Photography.* 10th ed., Prentice Hall, 2018.
3. Barbara London, Jim Stone, John Upton *Photography.* 13th ed., Pearson, 2023.
4. Liz Wells *Photography: A Critical Introduction.* 6th ed., Routledge, 2021.
5. Robert Hirsch *Light and Lens: Thinking About Photography in the Digital Age.* 4th ed., Routledge, 2022.

Other Materials Required of Students

1. Black/white Film--Kodak Plus-X. Kodak Tri-X, Kodak T-Max 100, or Ilford FP-4..
2. Photo paper--Arista RC, 8"X10" glossy, or Ilford Multigrade RC 8"x10" glossy, or Kentmere RC, 8"x10" glossy..
3. Negative pages (one for each role of film shot)..
4. A pair of cotton gloves..
5. An absorbent cotton hand towel..
6. 35 mm camera; one that accepts interchangeable lens preferred..

7. 11"x14" Matte Board for prints..

Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After talking to my colleagues and dean, we decided to offer PHTO 50 as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.

- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Twice Monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Twice Monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Weekly.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice Monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Twice Monthly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Once during semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once a month.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Once a month.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Twice Monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once during the semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least one exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Seven projects per semester.
- **Other:**
  Frequency: Once during the semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Submit a digital portfolio of a minimum of 20 black and white images demonstrating lighting, printing, composition, and posing

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589258

CB03: TOP Code
101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
A - Transferable to both UC and CSU.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
D - Possibly Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status
Y - Credit Course

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 56 - Introduction to Digital Photography

Credit for Prior Learning: PHTO 56 - Introduction to Digital Photography (Launched)
compared with
PHTO 56 - Introduction to Digital Photography (Active - Implemented 08-17-2024)

Admin Outline for Photography 56
Introduction to Digital Photography
Effective: Fall 2024

Catalog Description:

PHTO 56 - Introduction to Digital Photography
1.50 Units

The course covers basics for the beginner's use of digital cameras, film and flatbed scanners, and use of Adobe software for image adjustments. Exploration of digital photography compared with traditional photographic approaches and processes. Operation of Adobe digital imaging software for preparation of web site photos and print output, in both black and white and in color.
1 Units Lecture 0.5 Units Lab

Total Lecture Hours	18
Total Lab Hours	27
Total Inside of Class Hours	45
Total Outside of Class Hours	36
Total Student Learning Hours	81

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Capture digital photographic image and make simple imaging corrections using imaging software
B. Use the vocabulary and terminology of digital imaging and photography
C. Utilize techniques used in photography to control digital image levels, contrast, hue and saturation, composition, lens flare, light, motion, gray scale and color balance
D. Employ digital imaging tools
E. Demonstrate selection techniques for minor adjustments and alterations of photographic images
F. Describe different methods for digital capture including how and when use of digital camera is best, its advantages and limitations
G. Demonstrate digital printing and image uploading for the web
H. Use service bureaus, photography store and custom services, and photo web processing sites
I. Transfer large digital photographic files within a local area network and among various removable storage media
J. Analyze the effect of digitally manipulated images on selected segments of society with emphasis on student understanding of media ethics

Course Content:

Lecture:

1. Overview
    1. Define a digital image
    2. How a digital image is created
        1. Film
        2. Digital camera
2. Digital cameras
    1. Overview
    2. Usefullness
    3. Components
    4. Operations
3. Scanning
    1. Image resolution
    2. File size
    3. Histograms
4. Color correction
    1. Levels
    2. Hue/saturation

3. Curves
    1. Highlights
    2. Shadows
4. Color correction
5. Saturation
6. Image enhancement

5. Selective color enhancement
    1. Utilizing layers
    2. Masks
    3. Tools
        1. Selection techniques
        2. Color tools
            1. Software features
            2. Match
            3. Enhance

Lab Activities:

Methods of Instruction:

1. Lecture
2. Discussion
3. Demonstration
4. Audio-visual Activity
5. Class critiques
6. Media examples
7. Small group activity

Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one.
D. Field Trips
    1. At least one.
E. Home Work
    1. Weekly.
F. Lab Activities
    1. Weekly.
G. Portfolios

1. At least one.

H. Projects
    1. Five projects.

I. Quizzes
    1. At least two.

J. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral and written critique of photographs submitted.

Typical Outside-of-Class Assignments

A. Other:
    1. Lab
        1. Make all necessary corrections to improve a given (less than acceptable) digital image.
        2. Manipulate the settings on a digital camera and/or software to modify the lighting and turn a color image into a black and white image.
        3. Edit and present a set of “best” images on the web.
        4. Print a chosen “best” image in at least three different output sizes or from three different output devices.
        5. Alter an image for incongruous/humorous or other special affect.
    2. Reading
        1. Read a chapter from the text and explain to your partner how to use these controls:
            1. seeing the light
            2. measuring the light
            3. metering patterns
            4. working with the light meter
            5. overriding the light meter
            6. beating backlight
    3. Writing
        1. Prepare an explanation of the standard features of a simple-to-use digital camera and compare it to a semi-professional digital DSLR camera.
        2. Using the criteria list, critique your own single best and worst images.

Textbooks (Typical):

Textbook:

1. Scott Kelby *The Adobe Photoshop Book for Digital Photographers.* 2nd ed., New Riders, 2023.
2. Conrad Chavez *Adobe Photoshop Classroom in a Book.*, Adobe Press, 2023.
3. Jim Stone, Barbara London *A Short Course in Photography: Digital.* 4th ed., Pearson, 2018.

Other Materials Required of Students

1. USB flash drive .
2. A digital camera (provided by LPC if student does not have one of their own).

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After talking to my colleagues and dean, we decided to offer PHTO 56 Intro to Digital Photography as a fully online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is extremely adaptable for online learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Twice monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Twice monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice Monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Twice Monthly.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Twice monthly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Once a month.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once a semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once a semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Two quizzes/exams per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Twice monthly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once a semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once a month.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Five projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Once per month.
- **Other:**
  Frequency: Once per semester.
- **Other:**
  Frequency: One portfolio.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Submit a digital portfolio of a minimum of 20 color images demonstrating lighting, printing, composition, and posing

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589255

CB03: TOP Code

101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 57 - Intermediate Digital Photography

Credit for Prior Learning: PHTO 57 - Intermediate Digital Photography (Launched)
compared with
PHTO 57 - Intermediate Digital Photography (Active - Implemented 08-22-2024)

Admin Outline for Photography 57 Intermediate Digital Photography

Effective: Fall 2024

Catalog Description:

PHTO 57 - Intermediate Digital Photography
1.50 Units

This course covers digital photography including intermediate and advanced digital image capture assignments, camera use, digital manipulation using software such as Adobe Photoshop, and preparation of image files for display printing and use on the web.
1 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- PHTO 56

Total Lecture Hours	18
Total Lab Hours	27
Total Inside of Class Hours	45
Total Outside of Class Hours	36
Total Student Learning Hours	81

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Create a printed hard-copy portfolio of class assignments.
B. Create an online portfolio of photographic images from class assignments.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Demonstrate use of the manual functions of a digital camera, and efficient manipulation on a computer system
B. Use intermediate level functions found in digital editing sofware
C. Operate film scanners, color and black-and-white printers, film recorders, and/or other peripheral devices
D. Visualize and process photographic images suitable for display in print and on screen
E. Explain the role of service bureaus in the digital imaging industry
F. Create a web photographic portfolio by uploading digital images to a photographic website, organizing files, and editing the images

Course Content:

Lecture:

1. Image processing/editing software
2. Peripheral devices for image import, storage, and input
3. File management, translation, and transmission
4. Visualization and image design
5. Appropriate lighting techniques, exposure and advanced digital editing controls to enhance image quality of digital images
    1. Layers
    2. Levels
    3. Curves
6. The functions of service bureaus
7. The printing of display quality digital images including web portfolio

Lab Activities:

Methods of Instruction:

1. Demonstration
2. Lecture

3. Observation
4. Field Trips
5. Projects
6. Lab
7. Use of computer system and software

Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one.
D. Field Trips
    1. At least one.
E. Home Work
    1. Weekly.
F. Lab Activities
    1. Weekly.
G. Papers
    1. At least one.
H. Portfolios
    1. At least one.
I. Projects
    1. Five projects.
J. Quizzes
    1. At least two.
K. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral critique of photographs submitted.

Typical Outside-of-Class Assignments

A. Other:
    1. Capture images that incorporate shadow and reflection as primary value elements
    2. Make all needed adjustments in digital editing sofware to create an 11" X 14" portfolio set of prints
    3. Use several unaltered images and blend into a collaged single image
    4. Create a photograph including incongruities and/or humorous elements
    5. Create an image which combines natural and artificial lighting

Textbooks (Typical):

Textbook:

1. Scott Valentine *The Hidden Power of Adobe Photoshop: Mastering Blend Modes and Adjustment Layers for Photography.* 1st ed., Adobe Press, 2020.
2. Conrad Chavez *Adobe Photoshop Classroom in a Book.*, Adobe Press, 2023.
3. Brett Malley *Adobe Master Class: Advanced Compositing.* 2nd ed., Adobe Press, 2017.
4. Michael Freeman *The Photographer's Eye Digitally Remastered.* 10th ed., Focal Press-Routledge, 2018.

Other Materials Required of Students

1. USB flash drive .
2. A digital camera (provided by LPC if student does not have one of their own) .
3. A portable hard drive (recommended).

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Textbooks/Materials
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After talking to my colleagues and dean, we decided to offer Intermediate Digital Photography as a fully online course in emergency situations. This will allow students to continue their classes and complete their educational goals without being delayed by emergency situations out of their control.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:
Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice monthly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Twice monthly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Twice monthly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Twice monthly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice monthly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Twice monthly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Once per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Twice monthly

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Once a month

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once a semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once a semester
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  Frequency: Two quizzes per semester, one midterm
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly (synchronous)
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Twice monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once a semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once per month
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Five projects
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Once per month
- **Other:**
  Frequency: One portfolio
- **Other:**
  Frequency: Once per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Submit a digital portfolio of a minimum of 20 color images demonstrating lighting, printing, composition, and posing

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589252

CB03: TOP Code

101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 58 - Introduction to Videography

Credit for Prior Learning: PHTO 58 - Introduction to Videography (Launched)
compared with
PHTO 58 - Introduction to Videography (Active - Implemented 08-15-2026)

Admin Outline for Photography 58
Introduction to Videography
Effective: Fall 2026

Catalog Description:

PHTO 58 - Introduction to Videography
3.00 Units

Introduction to the theory and practice of single-camera video production and non-linear video editing, including project production phases and aesthetic theories, time-based visual and sound design and recording, lighting basics, camera types and camera operation, video output, working creatively in a collaborative environment, industry standards, and using an Apple computer.
2 Units Lecture 1 Units Lab

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography, or, Film Studies.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Demonstrate knowledge of both the technical and aesthetic aspects of video field production.
B. Correctly operate field and video equipment.
C. Successfully use an industry-standard digital video editing program to produce completed video projects combining video, sound, and titles.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Apply effective communication skills in order to work creatively in a production environment on a small project team
B. Create a basic screenplay and storyboard for a video project
C. Compare the basic differences between camera types
D. Use three-point lighting in a short video project
E. Use a variety of cameras to record a video project, applying the basics of camera movement
F. Identify essential roles, phases, and tools for editing a video project
G. Organize, prioritize, and plan sequences of tasks related to video editing project
H. Assemble video and sound clips based on an edit-decision list (EDL)
I. Use a major video editing program to produce cohesive completed projects combining video, sound, and titles
J. Evaluate the efficacy of a video and sound composition
K. Define major ethical and aesthetic issues in post production business today

Course Content:

Lecture:

1. Overview
    1. Roles, projects and process of video production and editing
        1. Pre-production, production and post-production
    2. Business, educational, and cultural opportunities in video production
    3. General history of film and video production
        1. Overview of the history of pre-digital and digital film and video production
        2. Different regional video standards
        3. Film and video industries today
    4. Ethical and aesthetic considerations of video projects and responsibilities of videographers and filmmakers
    5. Working creatively in collaborative environment
2. Concepts
    1. Time-based visual design and storyboarding
    2. Sound design and layered audio
    3. Introduction to non-linear editing systems
    4. Acting and directing

3. Pre-production
    1. Project planning
    2. Writing video script
    3. Creating a simple storyboard
4. Production
    1. Basic lighting techniques and equipment, including three-point lighting
    2. Camera types and analog vs. digital video
    3. Camera operation
        1. File formats, lens operation, basic filters and tripod use
    4. Basic audio including microphone types and uses, and mounting techniques
    5. Planning for and executing sound design
        1. Basic sound theory including balance, presence, and perspective
    6. Shooting videos according to basic cinematography process
        1. Picture composition
5. Post-Production/Editing
    1. Post-production theory including continuity and dynamic editing
    2. Importing clips
    3. Setting inpoints/outpoints, working with a non-linear video editing timeline
    4. Superimpositions, motion settings, filters
    5. Text-typography and text-animation
    6. Graphics
        1. Image editing
    7. Delivery media
        1. Digital file formats
        2. Web delivery
6. Final Considerations
    1. Evaluate the efficacy of the final video project
    2. Consider business and industry-related issues of video projects
    3. Content creation in relation to social justice, race/ethnicity, gender, class, sexual orientation, and ability

Lab Activities:

1. Group project work
2. Production
    1. Introduction to lighting, including three-point lighting
    2. Introduction to camera types and analog vs. digital video
    3. Introduction to camera movement
    4. Introduction to microphones types and uses
    5. Planning for and executing sound design
    6. Shooting videos according to basic cinematography process
3. Post-Production/Editing
    1. Importing clips
    2. Setting inpoints/outpoints, working with a non-linear video editing timeline
    3. Superimpositions, motion settings, filters
    4. Text-typography and text-animation

5. Graphics
    1. Image editing
6. Delivery media
    1. Digital file formats
    2. Web delivery

4. A final video project for review and evaluation during a screening

Methods of Instruction:

1. Lab
2. Observation
3. Projects
4. Lecture
5. Demonstration -
6. Field Trips -
7. Discussion -
8. Guest Lecturers - Guest lecturers from the field: cinematography, sound designing, video editing, filmmaking
9. Simulations - Simulation of industry environment of multimedia projects
10. Teamwork drills – group problem solving
11. Peer reviews

Methods of Evaluation

A. Class Participation
    1. Weekly.
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. At least one scheduled test.
D. Field Trips
    1. At least one.
E. Group Projects
    1. At least three.
F. Home Work
    1. Weekly.
G. Lab Activities
    1. Weekly.
H. Oral Presentation
    1. At least one.
I. Papers
    1. At least one.
J. Projects
    1. At least three that demonstrate appropriate practical knowledge
K. Quizzes
    1. At least two scheduled quizzes.

L. Research Projects
    1. At least one.
M. At least three Written assignments, including a project design proposal and script

Typical Outside-of-Class Assignments

A. Reading:
    1. Read a chapter in preparation for a discussion in class
B. Writing:
    1. Prepare a written critique of one of the experimental storyboards, using the criteria for evaluating as presented in class and in the text.
    2. Complete a shot-by-shot analysis from a sample video.
    3. Prepare an abstract of one journal article on video topics, film industry, web-based or television criticism.
C. Project:
    1. Projects emphasizing problem-solving, critical thinking, and exploring social justice, race/ethnicity, gender, class, sexual orientation, and ability
        1. Prepare a plan for a short video project, e.g. an interview, a short documentary, a commercial, music video, and/or a short narrative film.
        2. Working in a group setting, design a 5-minute storyboard using the techniques and concepts introduced in class and in the text.
            1. Identify the barriers that might be encountered and how they can be overcome.

Textbooks (Typical):

Textbook:

1. Maxim Jago *Adobe Premiere Pro CC Classroom in a Book*. 2nd ed., Adobe Press, 2022.
2. Ronald J. Compose, Jaime S. Gomez *Introduction to Video Production*. 2nd ed., Rutledge-Focal Press, 2018.
3. Jim Owens *Video Production Handbook*. 7th ed., Routledge-Focal Press, 2023.
4. Mick Hurbis-Cherrier *Voice and Vision: A Creative Approach to Narrative Filmmaking*. 4th ed., Routledge, 2023.
5. Tom Schroeppel, Chuck DeLaney *The Bare Bones Camera Course for Film and Video*. 3rd ed., Allworth , 2015.

Other Materials Required of Students

1. Large capacity USB drive .
2. SD or other memory card for camera.
3. Video camera or DSLR camera (optional).
4. External Hard Drive (optional).
5. Headphones (optional).

Equity Based Curriculum

- Course Content

- Methods of Instruction
- Typical Texts
- Other Materials Required of Students

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After talking to my colleagues and dean we decided to offer PHTO 58 as a fully or partially online course. This will allow students to continue their classes and complete their educational goals with the convenience of distance learning. The class material is adaptable for online learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleagues and our dean and hearing from students in the program.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.

- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice Monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Twice Monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Twice Monthly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Twice Monthly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Three times per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Once a month.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Three times per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once during the semester.

- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once during the semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least three quizzes or tests.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Once during the semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once during semester.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Once a semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least three video projects per semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Once during the semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: At least once per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

C-ID: FTVE 130

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Submit a digital portfolio of a minimum of 5 videos of different types of projects
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589259

CB03: TOP Code

~~061220 - Film Production~~

101200 - Applied Photography

CIP Code

~~50.0602 - Cinematography and Film/Video Production~~

10.0201 - Photographic and Film/Video Technology/Technician

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 64A - Artificial Light Photography

Credit for Prior Learning: PHTO 64A - Artificial Light Photography (Launched)
compared with
PHTO 64A - Artificial Light Photography (Active - Implemented 08-15-2025)

Admin Outline for Photography 64A
Artificial Light Photography
Effective: Fall 2025

Catalog Description:

PHTO 64A - Artificial Light Photography
3.00 Units

Photography using light sources selected and manipulated by the photographer, use of light sources in a controlled situation to achieve technically accurate renditions of subject matter and to make successful visual statements, and lighting techniques for product, still life, and portrait photography.
1.5 Units Lecture 1.5 Units Lab

Recommended Course Preparation:

- PHTO 50 **or** PHTO 56

Total Lecture Hours	27
Total Lab Hours	81
Total Inside of Class Hours	108
Total Outside of Class Hours	54
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Produce portraits using various poses, light patterns and light ratios.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Explain how various light sources affect black and white and color photographic materials
B. Explain practical and theoretical differences between various light sources
C. Employ artificial light sources to produce well crafted and visually successful photographic images
D. Produce studio photographs of products and objects faithfully rendering them in the photographic image in both color and black and white
E. Operate electronic flash equipment in the studio and in field situations
F. Produce portraits using various light patterns and posing.

Course Content:

Lecture:

1. Color temperature
    1. Artifical light source
    2. Use of filters
    3. Daylight and tungsten films
2. Calculating exposure
    1. Light meter techniques
    2. Use of gray card
    3. Lighting ratios
3. Electronic flash
    1. Studio units
    2. Portable flash units
    3. Use of flash meter
    4. Flash accessories
4. Basic studio lighting for products
    1. Light sources
    2. Reflector cards
    3. Modifying light sources
    4. Composition
5. Basic portrait lighting
    1. Rembrandt
    2. Butterfly
    3. Loop
    4. Split

6. Posing
    1. Classical formal posing
    2. Informal posing
    3. Candid posing
7. Outdoor portraits
    1. Exposure techniques
    2. Fill flash
    3. Use of reflectors
    4. Background selection
8. Creative application of artificial lighting
    1. Mood
    2. Form
    3. Texture

Lab Activities:

1. Lighting products and people for photography.
2. Lighting for particulator effects.
3. Measure lighting for successful exposures.
4. Use of small portable strobes for camers.

Methods of Instruction:

1. Guest Lecturers - and laboratory demonstration
2. Field Trips -
3. Lecture - work from artists with diverse backgrounds is presented and discussed
4. Observation -
5. Projects -
6. Lab -
7. Audio-visual Activity -
8. Critique -

Methods of Evaluation

A. Class Participation
    1. Daily.
B. Exams/Tests
    1. At least two.
C. Field Trips
    1. At least one.
D. Home Work
    1. Weekly.
E. Lab Activities
    1. Daily.
F. Papers
    1. At least one.
G. Portfolios

1. One major final porfolio.

H. Projects
    1. At least five.
I. Quizzes
    1. At least four.
J. Research Projects
    1. At least one.
K. Classroom critiques after each assignment in which students work with instructor to determine specific lighting and printing criteria appropriate to the assignment and to apply them to the critique.

Typical Outside-of-Class Assignments

A. Reading:
    1. Readings from textbooks and other materials.
B. Laboratory:
    1. Use both studio strobe, studio tungsten and natural lighting; shoot the same model using the same approach and make your best resulting prints for comparison and class critique.
    2. Shoot a portrait of a couple (two people or a person with a pet) using one, two, three and four light set ups. Print one of each for class critique.
    3. Shoot a table top still life of three fruits or other foods which tells something about the use of these objects. For example: lemons, grapefruits or oranges – one cut up – possibly coupling them with a knife or glass filled with juice.

Textbooks (Typical):

Textbook:

1. Joy McKenzie, Daniel Overturf, Josh D. Sanseri *Artificial Lighting for Photography.* 2nd ed., Cognella, 2024.
2. Scott Kelby *Light It, Shoot It, Retouch It: Learn it all, from lighting with flash, to the camera settings and gear, to retouching in Lightroom and Photoshop.* 2nd ed., Rocky Nook, Inc., 2023.
3. Peter Hurley *Headshots.* 1 ed., New Riders-Peachpit, 2016.
4. Nick Fancher *Studio Anywhere 2: Hard Light.* 1 ed., Rocky Nook, Inc., 2017.
5. Roberto Valenzuela *Picture Perfect Lighting.* 1 ed., Rocky Nook, Inc., 2016.

Other Materials Required of Students

1. Digital media cards, color negative/slide or black and white film.
2. Printing paper .
3. DSLR, mirrorless camera, or 35mm camera or medium format camera - one that accepts interchangeable lenses .
4. USB drive/storage for images.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

After talking to my colleagues and dean, we decided to offer Artificial Light Photography as a fully online course in emergency situations. This will allow students to continue their classes and complete their educational goals without being delayed by emergency situations out of their control.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with my colleagues and our Dean and hearing from students in the program.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Twice monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: Twice monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Working on projects, receiving critiques of work, attending office hours.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Monthly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: Monthly.

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Monthly.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once a semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once a semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Four quizzes, one midterm exam, and final during the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice weekly
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once a semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Twice monthly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Six projects over the semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: At least once
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Monthly.
- **Other:**
  Frequency: One Portfolio

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes

Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio Yes

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Submit a digital portfolio of a minimum of 20 images displaying effective use of artificial lighting

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training No

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000521915

CB03: TOP Code

101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 66 - Digital Imaging

Credit for Prior Learning: PHTO 66 - Digital Imaging (Launched)
compared with
PHTO 66 - Digital Imaging (Active - Implemented 08-15-2025)

Admin Outline for Photography 66
Digital Imaging
Effective: Fall 2025

Catalog Description:

PHTO 66 - Digital Imaging
3.00 Units

The course covers desktop digital imaging systems including editing software, scanning, camera use, and digital printing. Students will learn to use devices for image capture, storage, output, how to apply traditional photographic controls to enhance image quality in the digital medium, and to digitally manipulate images using digital editing software.
1.5 Units Lecture 1.5 Units Lab

Total Lecture Hours	27
Total Lab Hours	81
Total Inside of Class Hours	108
Total Outside of Class Hours	54
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply intermediate level functions found in image editing and image processing software

Course Objectives:

Upon completion of this course, the student should be able to:

A. Use the basic Macintosh operating system
B. Apply intermediate level functions found in image editing and image processing software
C. Operate film scanners, color and black-and-white printers, film recorders, and other peripheral devices
D. Visualize and process photographic images suitable for efficient manipulation on a computer system
E. Explain the role of service bureaus in the digital imaging industry
F. Operate on a local area network
G. Produce a digital negative using an inkjet printer to make a contact print in a chemical dark room

Course Content:

Lecture:

1. Macintosh operating system (or system with equivalent functionality)
2. Image processing/editing software
3. Peripheral devices for image import, storage, and output
4. File management and translation
5. Visualization and image design
6. Exposure and development of photographic film to enhance image quality in the digital medium
7. Service bureaus
8. Local area networks
9. Digital negatives, traditional prints, and contact prints

Lab Activities:

1. Inputing work from a digital or mirrorless camera.
2. Digital editing.
3. Printing digital images.

Methods of Instruction:

1. Projects -
2. Lecture - work from artists with diverse backgrounds is presented and discussed
3. Demonstration -
4. Guest Lecturers -
5. Lab -
6. Observation -
7. Field Trips -
8. Use of computer system and software

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. Two per semester.
C. Field Trips
    1. At least one per semester
D. Home Work
    1. Weekly
E. Lab Activities
    1. Weekly
F. Portfolios
    1. One final portfolio
G. Projects
    1. Seven per semester
H. Quizzes
    1. At least two per semester
I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted. Print generation

Typical Outside-of-Class Assignments

A. Project:
    1. Students are encouraged to pick subjects that speak to their lived experiences.
        1. Create a photograph including incongruities and/or humorous elements.
        2. Create an image which combines natural and artificial lighting.
        3. Convincingly alter a classic or historic photographic image.
        4. Create a series of images that tell a narrative.
        5. Create a digital negative.
B. Laboratory:
    1. Make all necessary corrections in digital editing software to create a set of 11" x 14" prints.
    2. Digitize multiple unaltered film images and blend into collaged single image.

Textbooks (Typical):

Textbook:

1. Tom Ang *Digital Photographer's Handbook: 7th Edition of the Best-Selling Photography Manual*. 7th ed., DK, 2020.
2. DK *The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most From Your Digital Camera*. Updated ed., DK, 2024.
3. Michael Freeman *The Photographer's Eye Digitally Remastered*. 10th ed., Focal-Press-Rutledge, 2018.
4. Conrad Chavez *Adobe Photoshop Classroom in a Book*. 1st ed., Adobe Press, 2023.

Other Materials Required of Students

1. 35 mm camera.
2. DSLR camera.
3. Digital media SD card.
4. Thumb drive or external hard drive.

Equity Based Curriculum

- Methods of Instruction
- Assignments

Requisite Validation

DE Proposal

Delivery Methods

- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**
- **Emergency Fully Online (EFO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Hands on lab work is essential and is a best practice.

Rationale for DE

Explain why this course should be offered in Distance Education mode.

To allow for student accessibility.

Explain how the decision was made to offer this course in a Distance Education mode.

Thought about it and discussed with colleagues and Dean.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.

- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: At least monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly labs.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Monthly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Once a month

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: One per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly.
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Monthly.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Twice monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: One per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least 2 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: As needed
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: At least one per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Seven per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: At least seven per semester

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Submit a digital portfolio of a minimum of 20 images demonstrating lighting, printing, composition, and posing
Credit-by-Military-JST Yes
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000374655

CB03: TOP Code
101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status
N - Course is not a special class.

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: PHTO 68 - Color Field Photography

Credit for Prior Learning: PHTO 68 - Color Field Photography (Launched)
compared with
PHTO 68 - Color Field Photography (Active - Implemented 03-23-2023)

Admin Outline for Photography 68
Color Field Photography
Effective: Fall 2023

Catalog Description:

PHTO 68 - Color Field Photography
3.00 Units

This course covers the use of either digital photography or color slide or negative film to explore the solution of special technical and visual problems encountered in location shooting.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- PHTO 50 **or** PHTO 56

Total Lecture Hours	45
Total Lab Hours	27
Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Photography, or, Photographic Technology/Commercial Photography.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Assemble a body of work for public exhibition. Images should be from class assignments.
B. Attend class field trips around the bay area to obtain images for assignments.
C. Make a slide presentation on an assigned thematic field shooting assignment, i.e. "urban cityscape".

Course Objectives:

Upon completion of this course, the student should be able to:

A. Utilize the correct exposure in special lighting situations, such as side lighting, back lighting, fill light, defused light
B. Demonstrate effective and creative manipulation of the camera controls
C. Analyze and describe what makes the most effective images in one's own work and in the work of others
D. Produce sets of images on several photo themes and/or topics using visually effective imagery
E. Demonstrate control of the total image capture area of slide film or digital media in order to compose images "full frame"
F. Produce an effective visual image regardless of changing shooting conditions or subject matter
G. Construct images with emphasis on different compositional elements, such as color, framing, directional lighting, line, form, value;
H. Investigate a variety of ways to photographically capture color

Course Content:

Lecture:

1. Field lighting problems
    1. Special metering problems and exposure selections
    2. Methods of fill lighting
    3. Filters for controlling color slide film or digital media
2. Creative camera control
    1. Equivalent exposures
    2. Depth of field controls
    3. Stop action controls
    4. Use of filters
    5. Lens focal lengths
3. Visual literacy
    1. "Reading" the composition of a photograph
    2. Selecting the most effective composition for a given subject
    3. Composing "full frame"
    4. Comparisons of film and digital media
    5. Differences in "seeing" compositions in color vs. black and white
4. Working with color
    1. Different colors of light
    2. Color relationships

3. Effects of harmony and discord
4. Monochromatic color
5. Dominant color

5. Exploring picture composition
    1. Composition and line
    2. Balance, position, and scale
    3. Point of interest
    4. Shape and silhouette
    5. Texture and pattern
    6. Approach and perspective
    7. Reflections and shadows
6. Moods of natural and artificial lighting
    1. Sunlight and moonlight under various skies, times of day/night
    2. Water and reflections
    3. Back lighting
    4. Diffused light
    5. Equipment and techniques for coping with insufficient light

Lab Activities:

Methods of Instruction:

1. Field Trips - various locations for group shooting
2. Observation
3. Projects
4. Lab
5. Lecture - demonstration using extensive visual aids, both print and projected images
6. Critique
7. Student presentations of at least 10 images from each assignment
8. Instructor and student critiques on shooting problems and images projected in class

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Work
    1. Daily
C. Exams/Tests
    1. Monthly
D. Field Trips
    1. Once or twice per term
E. Home Work
    1. Daily

F. Lab Activities
    1. Daily
G. Portfolios
    1. Once per term
H. Projects
    1. Monthly
I. Quizzes
    1. Weekly
J. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply during oral and written critique of photographs submitted.

Typical Outside-of-Class Assignments

A. Other:
    1. Water
        1. Capture images with water as the dominant theme.
            1. Emphasis on a variety of approaches to the subject may include people, animals, landscape, reflections and movement.
    2. Skies
        1. explore natural illumination which changes appearance of a selected subject (i.e., a barn, a lake).
            1. The changing color and effect of the sky should be evident, as well as a wide variety of approaches.
    3. Color design
        1. Explore the creative uses of color selection, saturation, simplicity, dominance, diffusion, etc.
    4. Close-ups
        1. Explore a subject (i.e., a large old building, a large field of grass, a pile of junk) to create compositions emphasizing line, texture, color, shape, etc.
    5. Utilize lens filters to change density, polarization, and color of a scene.

Textbooks (Typical):

Textbook:

1. Bryan Peterson, Susana Heide Schellenberg *Understanding Color in Photography: Using Color, Composition and Exposure.* 1st ed., Watson-Guptill Publication/Penguin Random House, 2017.
2. Brenda Tharp *Expressive Nature Photography: Design, Composition and color.* 1st ed., Monacelli Press, 2017.
3. Michael Freeman *The Photographer's Eye Digitally Remastered.* 10th ed., Focal Press-Routledge, 2018.
4. Harry Gruyaert *Harry Gruyaert: Between Worlds.* 1 ed., Thames & Hudson, 2023.
5. Zora J. Murff *True Colors (or, Affirmations in a Crisis)* . 1st ed., Aperture, 2022.

Other Materials Required of Students

1. USB flash drive.

2. A digital camera.
3. Recommend a portable hard drive.
4. Recommend a tri-pod.

Equity Based Curriculum

- Textbooks/Materials

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Submit a digital portfolio of a minimum of 20 color images of on location shooting
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Codes and Dates

Course CB Codes

CB00: State ID

CB03: TOP Code
101200 - Applied Photography

CIP Code

50.0406 - Commercial Photography

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Credit for Prior Learning: CNT 7501 - Ethical Hacking

Credit for Prior Learning: CNT 7501 - Ethical Hacking (Launched)
compared with
Course Modification: CNT 7501 - Ethical Hacking (Approved - Implemented 08-15-2027)

Admin Outline for Computer Networking Technology 7501 Ethical Hacking

Effective: Fall 2027

Catalog Description:

CNT 7501 - Ethical Hacking
3.00 Units

In this hands-on course, students learn about cybersecurity and the skills necessary to become ethical hackers. Students will be introduced to the concepts, principles, and techniques for attacking and disabling a network; and to the counter-measures used by the cybersecurity specialist. By using the tools of the threat actor (Hacker), students learn to identify and exploit vulnerabilities in network infrastructure. This course covers the industry CEH Examination requirements, including: Understanding operating system security features and weaknesses Implementing strategies to secure and harden various operating systems Exploring common vulnerabilities in web applications Securing and protecting wireless networks Using industry-standard tools to identify and exploit vulnerabilities ethically Understanding the legal and ethical aspects of ethical hacking Practicing skills that are directly applicable to the demands of the cybersecurity industry Practical approach in penetration testing measures and ethical hacking Students will have 24/7 access to remote hands-on labs and real-world simulations ensure practical application of theoretical knowledge.
2.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- CIS 66 **or** CNT 52

Total Lecture Hours	45
Total Lab Hours	27
Total Inside of Class Hours	72
Total Outside of Class Hours	90
Total Student Learning Hours	162

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Service Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

A. Apply core security principles to assess and improve the security of a network or system.
B. Conduct penetration tests using standard hacking tools in an ethical manner.
C. Iidentify, describe, and defend against various vulnerabilities and threats that can affect a network or system.

Course Objectives:

Upon completion of this course, the student should be able to:

A. Describe and apply the tools and methods a "hacker" uses to break into a computer or network.
B. Defend a computer and a LAN against a variety of different types of security attacks using a number of hands-on techniques.
C. Practice and use safe techniques on the World Wide Web.
D. Analyze a capture of data transmission, using network analyzers (WireShark, nmap, snort)
E. Interpret data collected by scanning a network with various tools, and identify the legitimate packets.
F. Secure network equipment (computers, switches and routers) both physically and digitally.
G. Identify a network attack and remedy it by using hardware and software intrusion detection systems.

Course Content:

Lecture:

1. Ethical Hacking Overview
    1. Introduction to Ethical Hacking
        1. The Role of Security and Penetration Testers
        2. Penetration-Testing Methodologies
        3. Certification Programs for Network Security Personnel
    2. What You Can Do Legally
        1. Laws of the Land
        2. Is Port Scanning Legal?
        3. Federal Laws
    3. What You Cannot Do Legally
        1. Get It in Writing
        2. Ethical Hacking in a Nutshell

2. TCP/IP Concepts Review
    1. Overview of TCP/IP
        1. The Application Layer
        2. The Transport Layer
        3. The Internet Layer
    2. IP Addressing
        1. Planning IP Address Assignments
        2. IPv6 Addressing
    3. Overview of Numbering Systems
        1. Reviewing the Binary Numbering System
        2. Reviewing the Octal Numbering System
        3. Reviewing the Hexadecimal Numbering System
3. Network and Computer Attacks
    1. Malicious Software (Malware)
        1. Viruses
        2. Macro Viruses
        3. Worms
        4. Trojan Programs
        5. Spywaref. Adware
    2. Protecting Against Malware Attacks
        1. Educating Your Users
    3. Intruder Attacks on Networks and Computers
        1. Denial-of-Service Attacks
        2. Distributed Denial-of-Service Attacks
        3. Buffer Overflow Attacks
        4. Ping of Death Attacks
        5. Session Hijacking
    4. Addressing Physical Security
        1. Keyloggers
        2. Behind Locked Doors
4. Footprinting and Social Engineering
    1. Using Web Tools for Footprinting
        1. Conducting Competitive Intelligence
        2. Analyzing a Company's Web Site
        3. Using Other Footprinting Tools
        4. Using E-mail Addresses
        5. Using HTTP Basics
        6. Other Methods of Gathering Information
    2. Using Domain Name System Zone Transfers
    3. Introduction to Social Engineering
        1. The Art of Shoulder Surfing
        2. The Art of Dumpster Diving
        3. The Art of Piggybacking
        4. Phishing
5. Port Scanning

1. Introduction to Port Scanning
    1. Types of Port Scans
2. Using Port-Scanning Tools
    1. Nmap
    2. Unicornscan
    3. Nessus and OpenVAS
3. Conducting Ping Sweeps
    1. Fping
    2. Hping
    3. Crafting IP Packets
4. Understanding Scripting
    1. Scripting Basics
6. Enumeration
    1. Introduction to Enumeration
    2. Enumerating Windows Operating Systems
        1. NetBIOS Basics
        2. NetBIOS Enumeration Tools
        3. Additional Enumeration Tools
    3. Enumerating the NetWare Operating System
        1. NetWare Enumeration Tools
    4. Enumerating the *nix Operating System
        1. UNIX Enumeration
7. Programming for Security Professionals
    1. Introduction to Computer Programming
        1. Programming Fundamentals
    2. Learning the C Language
        1. Anatomy of a C Program
    3. Understanding HTML Basics
        1. Creating a Web Page with HTML
    4. Understanding Perl
        1. Background on Perl
        2. Understanding the Basics of Per
        3. Understanding the BLT of Perl
    5. Understanding Object-Oriented Programming Concepts
        1. Components of Object-Oriented Programming
        2. An Overview of Ruby
8. Desktop and Server OS Vulnerabilities
    1. Windows OS Vulnerabilities
        1. Windows File Systems
        2. Remote Procedure Call
        3. NetBIOS
        4. Server Message Block
        5. Common Internet File System
        6. Null Sessions
        7. Web Services

8. SQL Server
9. Buffer Overflows
10. Passwords and Authentication

2. Tools for Identifying Vulnerabilities in Windows
    1. Built-in Windows Tools
3. Best Practices for Hardening Windows Systems
    1. Patching Systems
    2. Antivirus Solutions
    3. Enable Logging and Review Logs Regularly
    4. Disable Unused Services and Filtering Ports
    5. Other Security Best Practices
4. Linux OS Vulnerabilities
    1. Samba
    2. Tools for Identifying Linux Vulnerabilities
    3. More Countermeasures Against Linux Attacks

9. Embedded Operating Systems: The Hidden Threat
    1. Introduction to Embedded Operating Systems
    2. Windows and Other Embedded Operating Systems
        1. Other Proprietary Embedded OSs
        2. *Nix Embedded OSs
    3. Vulnerabilities of Embedded OSs
        1. Embedded OSs Are Everywhere
        2. Embedded OSs Are Networked
        3. Embedded OSs Are Difficult to Patch
        4. Embedded OSs Are in Networking Devices
        5. Embedded OSs Are in Network Peripherals
        6. Supervisory Control and Data Acquisition Systems
        7. Cell Phones, Smartphones, and PDAs
        8. Rootkits
        9. Best Practices for Protecting Embedded OSs
10. Hacking Web Servers
    1. Understanding Web Applications
        1. Web Application Components
        2. Using Scripting Languages
        3. Connecting to Databases
    2. Understanding Web Application Vulnerabilities
        1. Application Vulnerabilities and Countermeasures
        2. Assessing Web Applications
    3. Tools for Web Attackers and Security Testers
        1. Web Tools
11. Hacking Wireless Networks
    1. Understanding Wireless Technology
        1. Components of a Wireless Network
    2. Understanding Wireless Network Standards
        1. The 802.11 Standard

        2. An Overview of Wireless Technologies
        3. Additional IEEE 802.11 Projects
    3. Understanding Authentication
        1. The 802.1X Standard
    4. Understanding Wardriving
        1. How It Works
    5. Understanding Wireless Hacking
        1. Tools of the Trade
        2. Countermeasures for Wireless Attacks
12. Cryptography
    1. Understanding Cryptography Basics
        1. History of Cryptography
    2. Understanding Symmetric and Asymmetric Algorithms
        1. Symmetric Algorithms
        2. Asymmetric Algorithms
        3. Digital Signatures
        4. Sensitive Data Encryption
        5. Hashing Algorithms
    3. Understanding Public Key Infrastructure
        1. Components of PKI
    4. Understanding Cryptography Attacks
        1. Birthday Attack
        2. Mathematical Attacks
        3. Brute-Force Attack
        4. Man-in-the-Middle Attack
        5. Dictionary Attack
        6. Replay Attack
        7. Understanding Password Cracking
13. Network Protection Systems
    1. Understanding Routers
        1. Understanding Routing Protocols
        2. Understanding Basic Hardware Routers
        3. Understanding Access Control Lists
    2. Understanding Firewalls
        1. Understanding Firewall Technology
        2. Implementing a Firewall
        3. Understanding the Cisco Adaptive Security Appliance Firewall
        4. Using Configuration and Risk Analysis Tools for Firewalls and Routers
    3. Understanding Intrusion Detection and Prevention Systems
        1. Network-Based and Host-Based IDSs and IPSs
        2. Web Filtering
        3. Security Incident Response Teams
    4. Understanding Honeypots
        1. How Honeypots Work
14. LABS

1. Using Active and Passive Techniques to Enumerate Network Hosts
2. Conducting Active and Passive Reconnaissance Against a Target
3. Using the SYSTEM account
4. Poison Ivy – Remote Access Trojan
5. Using the SHARK Remote Administration Tool
6. Utilizing Malware - Dark Comet
7. Breaking Windows Passwords
8. Using John the Ripper to Crack Linux Passwords
9. Using Spear Phishing to Target an Organization
10. Breaking WEP and WPA Encryption
11. Using Metasploit to Attack a Remote System
12. Using Armitage to Attack the Network
13. Exploitation with IPv6
14. Creating MSFPAYLOADS
15. Abusing SYSTEMS
16. SQL Injection
17. Launching a Buffer Overflow
18. Intrusion Detection19. Using Certificates to Encrypt Email

Lab Activities:

1. Use Active and Passive Techniques to Enumerate Network Hosts
2. Conduct Active and Passive Reconnaissance Against a Target
3. Use the SYSTEM account
4. Use the SHARK Remote Administration Tool
5. Utilize Malware - Dark Comet
6. Break Windows Passwords
7. Use John the Ripper to Crack Linux Passwords
8. Use Spear Phishing to Target an Organization
9. Break WEP and WPA Encryption
10. Use Metasploit to Attack a Remote System
11. Use Armitage to Attack the Network
12. Exploit with IPv6
13. Create MSFPAYLOADS
14. Abuse SYSTEMS
15. Launch a Buffer Overflow
16. Use Certificates to Encrypt Email

Methods of Instruction:

1. Lecture - Students will be introduced to new content through explanations, demonstrations, and modeling.
2. Lab - Students will apply their learning by doing hands-on lab activities.
3. Discussion - Collaborative learning and class discussions will be utilized to increase engagement.

Methods of Evaluation

A. Exams/Tests
    1. One midterm exam and one final exam
B. Lab Activities
    1. Labs accessible online 24/7
C. Quizzes
    1. One quiz per week
D. A variety of evaluation methods are used to promote equitable outcomes.

Typical Outside-of-Class Assignments

A. Reading:
    1. Textbook readings and online supporting webpages to inform the student on the tools and methods a "hacker" uses to break into a computer or network.
B. Writing:
    1. Worksheets and Lab Reports to support the lab assignments and document the results of those lab assignments.
C. Research:
    1. Hands-on lab assignments on the shared NETLAB+ remote lab system on how to defend a computer and a LAN against a variety of different types of security attacks.
    2. Troubleshooting non expected outcomes.

Textbooks (Typical):

Textbook:

1. William Panek *CEH Certified Ethical Hacker v13 Study Guide* . 1st ed., Sybex, 2026.
2. CompTIA/Testout *Ethical Hacker Pro*. Current ed., CompTIA/, 2025.
3. Omar Santos, Michael Gregg *CEH Certified Ethical Hacker Cert Guide Premium Edition and Practice Test*. 5th ed., Pearson, 2025.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our students, most of them working full- or part-time, to access our courses.

Explain how the decision was made to offer this course in a Distance Education mode.
After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our degree and certificate programs, and agreed that it should be offered as DE.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

- Instructor response time.
- Grade turnaround time.
- Student participation.
- Instructor participation.
- Student rights and responsibilities.
- Student behavior in a DE course.
- Academic Integrity.

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Students will be emailed individually at least every two weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be provided on every quiz and exam.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 1-3 announcements per week will be posted.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: At least twice during the semester.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Weekly quizzes/exams, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: A minimum of 10 per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: A minimum of 10 per semester.

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

C-ID: ITIS 164 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.

Credit-by-Exam No

Credit-by-Portfolio No

Please list the requirements/criteria/possible materials for a student to submit in their portfolio.

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

Certified Ethical Hacker Certification issued by the EC-Council within the last 10 years

Codes and Dates

Course CB Codes

CB00: State ID

CCC000588427

CB03: TOP Code

070800 - Computer Infrastructure and Support

CIP Code

11.1003 - Computer and Information Systems Security/Auditing/Information Assurance

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

6.3. New Programs

Program Narrative/Map – Effective Term: **Fall 2027**

- Music Industry Studies, AA-T
- Wellness Coach, AS
- Wellness Coach, CA

LAS POSITAS COLLEGE

New Program: Music Industry Studies - Associate in Arts Degree for Transfer

Rationale

New ADT. Will not require any new coursework. This program will give music technology majors a transfer option rather than complete the general Music AA-T.

TOP Code

1005.00 - Commercial Music*

CIP Code

50.0913 - Music Technology

1. Statement of Program Goals and Objectives

The Associate in Arts in Music Industry Studies for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Music Industry Studies or a similar major. Students who obtain the Associate in Arts in Music Industry Studies for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Music Industry Studies or a similar major.

2. Catalog Description

The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Completion Requirements: 1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following: a. The California General Education Transfer Curriculum (Cal-GETC). b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district. 2. Obtainment of a minimum grade point average of 2.0. Associate Degrees for Transfer (ADT's) also require that students must earn a "C" (or "P") or better in all courses required for the major or area of emphasis.

Program Title

Music Industry Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2027

Program Description

The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core: (22 Units)

MUS 8A	Music Theory and Musicianship 1	4.0	1st
MUS 8B	Music Theory and Musicianship 2	4.0	2nd
MUS 21A	Beginning Piano	1.0	1st
MUS 21B	Intermediate Piano	1.0	2nd
MUS 35	Introduction to Music Technology	3.0	1st
MUS 36	Intermediate Music Technology	3.0	2nd
MUS 37	Music Business	3.0	3rd
MUS 4	Jazz in American Culture	3.0	4th
OR			
MUS 5	American Cultures in Music	3.0	4th
OR			
MUS 13	History of Rock & Roll	3.0	4th

Total Units for the Major

22.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	38.0

Total: 60.0

The Associate in Arts in Music Industry Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Music Industry Studies. Completion of the Music Industry Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Music Industry Studies or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	Fall
MUS 21A	Beginning Piano ➜]	1.0	Major/Required	Spring, Fall
MUS 35	Introduction to Music Technology	3.0	Major/Required	Fall
Social and Behavioral Sciences (Area 4)		3.0	General Education	
ENGL C1000 (Area 1A)		3.0	General Education	

➜] Gateway Course

Term 2 - Spring **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8B	Music Theory and Musicianship 2 ➜]	4.0	Major/Required	Spring
MUS 21B	Intermediate Piano ➜]	1.0	Major/Required	Spring
MUS 36	Intermediate Music Technology ➜]	3.0	Major/Required	Spring
COMM C1000 (Area 1C)		3.0	General Education	
MATH 47 (Area 2)		3.0	General Education	

➜] Gateway Course

Term 3 - Summer **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 37	Music Business	3.0	Major/Required	Summer

Term 4 - Fall **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 4	Jazz in American Culture ➜]	3.0		Spring, Fall
OR MUS 5	American Cultures in Music ➜]	3.0	Elective	Spring, Fall
OR MUS 13	History of Rock & Roll ➜]	3.0	Elective	Spring, Summer, Fall
Critical Thinking and Composition (Area 1B		3.0	General Education	
Physical Science and Lab (Area 5A and 5C)		4.0	General Education	
CSU Elective		3.0	Elective	
CSU Elective		1.0	Elective	

➜] Gateway Course

Term 5 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CSU Elective		3.0	Elective	
Humanities (Area 3B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Biological Science (Area 5B)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education

Total: 60.0

LAS POSITAS COLLEGE

New Program: Wellness Coach - Associate of Science Degree

Rationale

The Department of Health Care Access and Information has identified a need for Wellness Coaches to improve the mental health of children and adolescents. The Wellness Coaching Associate of Science degree is a CTE program that will bridge the gap between medical advice and sustainable lifestyle change. The program will introduce students to the theory and practice of Wellness Coaching to assist individuals in overcoming obstacles and using evidence-based health lifestyle practices. Wellness Coaches work to reduce the burden on the local healthcare system.

TOP Code

2104.00 - Human Services*

CIP Code

51.2300 - Rehabilitation and Therapeutic Professions, General

1. Statement of Program Goals and Objectives

The Wellness Coaching program prepares students to support individuals in achieving their health and wellness goals through evidence-based coaching strategies, behavior change techniques, effective communication skills, standardizing competencies, care coordination, and promoting early intervention. Students will develop the knowledge and practical skills needed to promote holistic well-being, facilitate sustainable lifestyle changes, and support clients in making informed decisions related to health and wellness. The program follows the Department of Health Care Access and Information requirements that are aligned with local allied health professionals.

2. Catalog Description

The Associate of Science Wellness Coaching education program aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

3. Program Requirements

Course	Title	Units	Term

Required Core (19 units)

PCN 3	Theories and Concepts of Counseling: An Introduction	3.0	3rd
PCN 5	Introduction to Social Work and Human Services	3.0	2nd
PCN 6	Introduction to Case Management for Human Services	3.0	1st
PCN 45	Social Work and Human Services Fieldwork	4.0	4th
HEA 1	Introduction to Personal Health	3.0	1st
PSYC C1000	Introduction to Psychology	3.0	1st

List A: Select One (3 Units)

CDEV C1000	Child Growth and Development	3.0	3rd
PSYC 12	Life-Span Psychology	3.0	3rd

Total Units in the Major

22.0

Additional General Education and Elective Units

38.0

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

The Wellness Coach program prepares students for careers in youth and school-based roles, corporate and clinical health coaching management and operations, as well as other positions in allied physical and mental health sectors.

The Associate of Science degree and the Certificate of Achievement in Wellness Coaching are designed for direct job entry and/or career enhancement.

5. Master Planning

The California Department of Health Care Access and Information (HCAI) partners with the Foundation for California Community Colleges to deploy the Wellness Coach Designated Education Program. The program will prepare students with the knowledge and practical skills needed for employment in wellness coaching and related human services settings. As a CTE program, the degree will respond to workforce needs and provide students with applied learning and field experience that support successful transition into the workforce.

This program addresses the following LPC Master Planning Values: Responding to the needs of the ever-changing workplace and society, demonstrating civic, social and environmental responsibility, promoting ethical behavior, mutual trust, equity, and respect within our diverse community, fostering a climate of discovery, creativity, personal development, and physical and mental health, committing to anti-racist policies and practices

6. Enrollment and Completer Projections

Number of Students Enrolled in AA-T Social Work & Human Services Program Spring 2024: 30
Program Retention Rate (per Credit): 78%
Program Success Rate (per Credit): 67%
Number of Program Graduates in 2022-2023 (if available): 3
Number of Program Transfers for 2022-2023 (if available): 3 (I was able to determine who transferred with social work as a major)

7. Place of Program in Curriculum/Similar Programs

Psychology Counseling; AA-T Social Work & Human Services

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Associate of Science Wellness Coaching education program aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PSYC C1000	Introduction to Psychology	3.0	Major/Required	
HEA 1	Introduction to Personal Health	3.0	Major/Required	

English Composition (Area 1A)	3.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
AD Elective	3.0	Elective

Term 2 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 5	Introduction to Social Work and Human Services	3.0	Major/Required	
PCN 6	Introduction to Case Management for Human Services	3.0	Major/Required	
MATH 47 (Area 2)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Term 3 - Fall **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
		3.0		
CDEV C1000	Child Growth and Development	3.0	Major/Required	
OR				
PSYC 12	Life-Span Psychology	3.0	Major/Required	
PCN 3	Theories and Concepts of Counseling: An Introduction	3.0	Major/Required	

Health (Area 8)	3.0	General Education
Kinesiology (Area 7)	1.0	General Education
AD Elective	4.0	Elective

Term 4 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 45	Social Work and Human Services Fieldwork	4.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		6.0	Elective	

Total: 60.0

LAS POSITAS COLLEGE

New Program: Wellness Coach - Certificate of Achievement (16 to fewer than 30 units)

Rationale

The Department of Health Care Access and Information has identified a need for Wellness Coaches to improve the mental health of children and adolescents. The Wellness Coaching Certificate of Achievement is a CTE program that will bridge the gap between medical advice and sustainable lifestyle change. The program will introduce students to the theory and practice of Wellness Coaching to assist individuals in overcoming obstacles and using evidence-based health lifestyle practices. Wellness Coaches work to reduce the burden on the local healthcare system.

TOP Code

2104.00 - Human Services*

CIP Code

51.2300 - Rehabilitation and Therapeutic Professions, General

1. Statement of Program Goals and Objectives

The Wellness Coaching program prepares students to support individuals in achieving their health and wellness goals through evidence-based coaching strategies, behavior change techniques, effective communication skills, standardizing competencies, care coordination, and promoting early intervention. Students will develop the knowledge and practical skills needed to promote holistic well-being, facilitate sustainable lifestyle changes, and support clients in making informed decisions related to health and wellness. The program follows the Department of Health Care Access and Information requirements that are aligned with local allied health professionals.

2. Catalog Description

The Certificate of Achievement of Wellness Coaching education program aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

3. Program Requirements

Course	Title	Units	Term

Required Core (19 Units)

PCN 3	Theories and Concepts of Counseling: An Introduction	3.0	2nd
PCN 5	Introduction to Social Work and Human Services	3.0	1st
PCN 6	Introduction to Case Management for Human Services	3.0	1st
PCN 45	Social Work and Human Services Fieldwork	4.0	2nd
HEA 1	Introduction to Personal Health	3.0	1st
PSYC C1000	Introduction to Psychology	3.0	1st

List A: Select One (3 Units)

CDEV C1000	Child Growth and Development	3.0	2nd
PSYC 12	Life-Span Psychology	3.0	2nd

Total: 22.0

4. Career Opportunities

The Wellness Coach program prepares students for careers in youth and school-based roles, corporate and clinical health coaching management and operations, as well as other positions in allied physical and mental health sectors.

The Associate of Art degree and the Certificate of Achievement in Wellness Coaching are designed for direct job entry and/or career enhancement.

5. Master Planning

The California Department of Health Care Access and Information (HCAI) partners with the Foundation for California Community Colleges to deploy the Wellness Coach Designated Education Program. The program will prepare students with the knowledge and practical skills needed for employment in wellness coaching and related human services settings. As a CTE program, the degree will respond to workforce needs and provide students with applied learning and field experience that support successful transition into the workforce.

This program addresses the following LPC Master Planning Values: Responding to the needs of the ever-changing workplace and society, demonstrating civic, social and environmental responsibility, promoting ethical behavior, mutual trust, equity, and respect within our diverse community, fostering a climate of discovery, creativity, personal development, and physical and mental health, committing to anti-racist policies and practices

6. Enrollment and Completer Projections

Number of Students Enrolled in AA-T Social Work & Human Services Program Spring 2024: 30
Program Retention Rate (per Credit): 78%
Program Success Rate (per Credit): 67%
Number of Program Graduates in 2022-2023 (if available): 3
Number of Program Transfers for 2022-2023 (if available): 3 (I was able to determine who transferred with social work as a major)

7. Place of Program in Curriculum/Similar Programs
Psychology Counseling; AA-T Social Work & Human Services

8. Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC.

The Certificate of Achievement of Wellness Coaching education program aims to address mental health challenges for children and youth by training new Wellness Coaches to provide care to young people through prevention and early intervention services. Coaches will promote social-emotional wellbeing, prevent behavioral health challenges, and increase access to mental health and substance-use services for young people across California. This program will include study of the following areas: wellness promotion and education, screening, care coordination, individual support, group support, and crisis management awareness.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 5	Introduction to Social Work and Human Services	3.0	Major/Required	
PCN 6	Introduction to Case Management for Human Services	3.0	Major/Required	
PSYC C1000	Introduction to Psychology	3.0	Major/Required	
HEA 1	Introduction to Personal Health	3.0	Major/Required	

Term 2 - Spring **Units:** 10.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PCN 3	Theories and Concepts of Counseling: An Introduction	3.0	Major/Required	
PCN 45	Social Work and Human Services Fieldwork	4.0	Major/Required	

		3.0	
PSYC 12	Life-Span Psychology	3.0	Major/Required
OR			
CDEV C1000	Child Growth and Development	3.0	Major/Required

Total: 22.0

6.4. Program Modifications

Program Narrative Modifications – Effective Term: **Fall 2027**

- Administrative Assistant, AA
- Administrative Assistant, CA
- Computer Information Systems, AA
- Web Development, CA

Program Map Modifications –Effective Term: **Fall 2027**

- Administrative Assistant, AA
- Administrative Assistant, CA
- Computer Information Systems, AA

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Administrative Assistant - Associate of Arts Degree (Launched)
compared with
Administrative Assistant - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code
0514.40 - Office Management*

CIP Code
52.0204 - Office Management and Supervision

1. Statement of Program Goals and Objectives

~~The goal of the Administrative Assistant Associate of Arts degree program is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The goal of the Administrative Assistant Associate of Arts degree program is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

2. Catalog Description

~~The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

3. Program Requirements

Course	Title	Units	Term

~~*Required Core: (30-33 Units)*~~ *Required Core: (34-37 Units)*

BUSN 30	Business Ethics and Society	3.0	2nd
BUSN 40	Introduction to Business	3.0	1st
BUSN 48	Human Relations in Organizations	3.0	2nd
BUSN 51	Accounting for Small Businesses	3.0	3rd
OR			
BUSN 1A	Financial Accounting	4.0	3rd
CIS 43/CS 43/CNT 43	Professional Communications	3.0	3rd
CIS 50	Introduction to Computing Information Technology	3.0	1st
CIS 54	MS Excel Essentials	4.0	4th
CIS 55	Integrating Office Applications	4.0	2nd
CIS 74	Administrative Office Professional	3.0	3rd
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0	1st
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0	1st
WRKX 94	Occupational Work Experience/Internship	1.0-~~10~~ 3.0	1st
OR			
WRKX 95	General Work Experience	1.0-3.0	1st

List A: Select From Below (6-7 Units)

BUSN 56	Introduction to Management	3.0	4th
CIS ~~55B~~	~~Advanced MS Office Skills~~	~~2.0~~	~~3rd~~
~~CIS 57~~	~~Database Concepts~~	~~3.0~~	~~4th~~
~~CIS~~ 59	Web Dev: HTML/CSS/Javascript	3.0	4th
CIS 62	Project Management	3.0	4th
CIS ~~72A~~	~~Data Management~~	~~1.0~~	~~4th~~
~~CIS~~ 73A	Ten-Key Skill Development	~~1.0~~	~~4th~~
~~CIS 72B~~	~~Basic Office Integration~~	1.0	4th
CIS 89A	Desktop Presentation	1.0	4th
CIS 75	Office Technology/Communications	1.0	4th
MKTG 50	Introduction to Marketing	3.0	4th

Total Units for the Major

~~39~~ 40.0-~~43~~ 44.0

Additional General Education Units

See the Las Positas College General Education (LPC-GE) pattern or the	25.0

California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	
Keyboarding Competency Students must demonstrate keyboarding speed for 60 net words per minute. Competency can be met by completing CIS 71C with a "C" or higher or by presenting a Las Positas College Verification of Proficiency certifying 60 net words per minute in a five (5) minute timing.	-

Total: ~~64~~ 65 .0- ~~68~~ 69 .0

4. Career Opportunities

Career opportunities include, but are not limited to: administrative assistant, administrative technician, administrative associate, office manager, office clerk, receptionist, office professional, customer service representative, and office coordinator.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission of the Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

6. Enrollment and Completer Projections

Estimated number of completers per year is 5

7. Place of Program in Curriculum/Similar Programs

This degree is part of the Computer Information Systems and Business programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for~~

~~the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, practical skills that the student can apply in real-world setting.~~

The Administrative Assistant Associate of Arts degree provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement. Additionally, the degree includes General Education, which will help students develop a sense of social responsibility and strong analytical, communication, intellectual, and practical skills that the student can apply in a real-world setting.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** ~~13~~ 14.0-~~15~~ 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 40	Introduction to Business	3.0	Major/Required	
CIS 50	Introduction to Computing Information Technology	3.0	Major/Required	
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required	
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required	
Work Experience		1.0 - 3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 30	Business Ethics and Society	3.0	Major/Required	
BUSN 48	Human Relations in Organizations	3.0	Major/Required	
CIS 55	Integrating Office Applications	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47 plus concurrent support		3.0	General Education	

Term 3 - Fall **Units:** ~~15~~ 18 .0-~~16~~ 19 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43/CS 43/CNT 43	~~List A Course~~ Professional Communications	3.0	Major/Required	3.0 ~~Major/Required~~ -
BUSN 1A	Financial Accounting	4.0	Major/Required	
OR BUSN 51	Accounting for Small Businesses	3.0	Major/Required	
CIS 74	Administrative Office Professional	3.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0		
American Institutions (Area 9)		3.0	General Education	

Term 4 - Spring **Units:** 17.0 - 18.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~List B Course~~ List A Courses		~~3.0~~	~~Major/Required~~ -	
~~List B Course~~		~~3.0~~ 6.0 - 7.0	Major/Required	
CIS 54	MS Excel Essentials	4.0	Major/Required	
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Total: ~~61~~ 65 .0- ~~64~~ 69 .0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Administrative Assistant - Certificate of Achievement (30 to fewer than 60 units) (Launched)

compared with

Administrative Assistant - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0514.40 - Office Management*

CIP Code

52.0204 - Office Management and Supervision

1. Statement of Program Goals and Objectives

The goal of the Administrative Assistant Certificate is to provide students with the skills they need to effectively work in a constantly changing office environment. Competencies include integrated computer applications, accounting, professional communications, human relations, and business ethics.

2. Catalog Description

~~The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.~~

The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.

3. Program Requirements

Course	Title	Units	Term

~~*Required Core: (25 Units)*~~ *Required Core: (26 Units)*

BUSN 40	Introduction to Business	3.0	1st
BUSN 48	Human Relations in Organizations	3.0	2nd
BUSN 51	Accounting for Small Businesses	3.0	1st
CIS 43/CS 43/CNT 43	Professional Communications	3.0	1st
CIS 50	Introduction to Computing Information Technology	3.0	1st
CIS 54	MS Excel Essentials	4.0	2nd
CIS 74	Administrative Office Professional	3.0	2nd
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0	1st
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0	1st

List A: Select from Below (4 Units)

BUSN 30	Business Ethics and Society	3.0	2nd
CIS 55	Integrating Office Applications	4 ~~.0~~	~~2nd~~
~~CIS 72A~~	~~Data Management~~	~~1.0~~	~~2nd~~
~~CIS 72B~~	~~Basic Office Integration~~	~~1~~ .0	2nd
CIS 73A	Ten-Key Skill Development	1.0	2nd
CIS 75	Office Technology/Communications	1.0	2nd
CIS 89A	Desktop Presentation	1.0	2nd

Keyboarding Competency

~~Students must demonstrate keyboarding speed of 40 net words per minute. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minutes in a five (5) minute timing.~~ Students must demonstrate keyboarding speed of 40 net words per minute. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minute in a five (5) minute timing.

Total: ~~29~~ 30 .0

4. Career Opportunities
Career opportunities include, but are not limited to: administrative assistant, administrative technician, administrative associate, office manager, office clerk, receptionist, office professional, customer service representative, and office coordinator.

5. Master Planning
The program meets the Mission of the California Community College System, as well as the Mission of the Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

6. Enrollment and Completer Projections
Estimated number of completers per year is 5

7. Place of Program in Curriculum/Similar Programs
This Certificate is part of the Computer Information Systems and Business programs.

8. Similar Programs at Other Colleges in Service Area
This program has been recommended by the BACCC.

~~The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, accounting skills, as well as an understanding for the human relations and ethics that are important to success in a today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.~~

The Administrative Assistant Certificate of Achievement provides students with professional office skills and technologies to meet the requirements of a constantly changing office environment. Emphasis is placed on computer applications skills, professional communications, and accounting skills, as well as an understanding of human relations and ethics that are important to success in today's workplaces. This program offers students the opportunity for direct job entry or for upgrading skills for advancement.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** ~~15~~ 16 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
BUSN 40	Introduction to Business	3.0	Major/Required	
BUSN 51	Accounting for Small Businesses	3.0	Major/Required	
CIS 50	Introduction to Computing	3.0	Major/Required	

	Information Technology		
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required

Term 2 - Spring **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 48	Human Relations in Organizations	3.0	Major/Required	
CIS 54	MS Excel Essentials	4.0	Major/Required	
CIS 74	Administrative Office Professional	3.0	Major/Required	
List B Course		4.0	Major/Required	
Keyboarding Competency CIS 71C				

Total: ~~29~~ 30 **.0**

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Computer Information Systems - Associate of Arts Degree (Launched)

compared with

Computer Information Systems - Associate of Arts Degree (Active - Implemented 08-15-2025)

Rationale

TOP Code

0702.00 - Computer Information Systems*

CIP Code

11.0101 - Computer and Information Sciences, General

1. Statement of Program Goals and Objectives

~~The Associate of Arts in Computer Information Systems is designed to provide our students with the knowledge and education so that they are prepared for a career in computer information systems or related fields of study. Students receive foundational training in office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols.~~

The Associate of Arts in Computer Information Systems is designed to provide our students with the knowledge and education so that they are prepared for a career in computer information systems or related fields of study. Students receive foundational training in office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols.

2. Catalog Description

~~The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.~~

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practical knowledge and experience with workplace applications and systems. The degree is also designed to provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate the assumption of greater responsibility in a current employment position.

3. Program Requirements

Course	Title	Units	Term

~~*Required Core: (23 Units)*~~ *Required Core: (21 Units)*

CIS 43/CS 43/CNT 43	Professional Communications	3.0
CIS 50	Introduction to Computing Information Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS ~~57~~	~~Database Concepts~~	~~3.0~~
~~CIS~~ 66	Networking Fundamentals	3.0
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1~~ 2.~~5~~ 0

List A: Select from the Following (12 Units)

CIS 59	Web Dev: HTML/CSS/Javascript	3.0
CIS 59C	Web Programming - JavaScript	3.0
CIS 60	Systems Analysis and Design	3.0
CIS 62	Project Management	3.0
CIS 81A	Introduction to Cloud Computing	3.0
CIS 81B	Database Essentials in the Cloud	3.0
CIS 9002	~~Introduction to Database Management~~ Database Design and SQL Programming	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CS 7	Introduction to Computer Programming Concepts	3.0
~~CIS 81A~~	~~Introduction to Cloud Computing~~	~~3.0~~
~~CIS 81B~~	~~Database Essentials in the Cloud~~	~~3.0~~
~~CIS 82A~~	~~AWS Cloud Practitioner Certification Prep~~	~~2.0~~

Total Units for the Major

~~35~~ 33.0-32.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is	~~25~~ 28.0

permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: ~~60~~ 61 .0

4. Career Opportunities

~~Career Opportunities include, but are not limited to, administrative assistant, office administration, general business, web designer/ webmaster, software installation and maintenance, software quality control, database management, help desk specialist, system analyst, network administration, and technical customer support.~~

Career opportunities include, but are not limited to administrative assistant, office administration, general business, web designer/webmaster, software installation and maintenance, software quality control, database management, help desk specialist, system analyst, network administration, and technical customer support.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

5 per academic year

7. Place of Program in Curriculum/Similar Programs

~~The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).~~

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace~~

~~applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.~~

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practical knowledge and experience with workplace applications and systems. The degree is also designed to provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate the assumption of greater responsibility in a current employment position.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall **Units:** ~~16~~ 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 50	Introduction to Computing Information Technology	3.0	Major/Required	
CIS 55	Integrating Office Applications	4.0	Major/Required	
CIS 88A	~~Introduction to Microsoft Word~~ Word Processing Essentials: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required	
CIS 88B	~~Adv Microsoft Word~~ Word Processing Advanced: MS Word, Google Docs, AI Tools	~~1.5~~ 2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 54	MS Excel Essentials	4.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR CNT 52	Networking Fundamentals	3.0	Major/Required	
CIS 43	Professional Communications	3.0	Major/Required	
OR CNT 43	Professional Communications	3.0	Major/Required	
OR CS 43	Professional Communications	3.0	Major/Required	
MATH 47		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 3 - Fall **Units:** ~~15~~ 12 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
~~CIS 57~~	~~Database Concepts~~	~~3.0~~	~~Major/Required~~	-
List A Courses		6.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Courses	6.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Health (Area 8)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
American Institutions (Area 9)	3.0	General Education	

Total: ~~63~~ 61 **.0**

LAS POSITAS COLLEGE

Admin Narrative Comparison

Technical Program Revision: Web Development - Certificate of Achievement (12 to fewer than 16 units) (Launched)

compared with

Web Development - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 08-15-2020)

Rationale

TOP Code

0702.00 - Computer Information Systems*

CIP Code

11.0101 - Computer and Information Sciences, General

1. Statement of Program Goals and Objectives

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites.

2. Catalog Description

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites. Course work includes web site development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphic images.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites. Course work includes website development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphics and images.

3. Program Requirements

Course	Title	Units	Term
Required Core: (9 Units)			
CIS 59	Web Dev: HTML/CSS/Javascript	3.0	1st
CIS 59C	Web Programming - JavaScript	3.0	2nd
CIS ~~92~~ 9002	~~Web: PHP Programming, MySQL~~ Database Design and SQL Programming	3.0	2nd
List A: Select Two (6 Units)			
CIS 50	Introduction to Computing Information Technology	3.0	
CIS 62	Project Management	3.0	
GDDM 2	Wordpress and Content Management Systems	3.0	
GDDM 4	User Interface and User Experience Design	3.0	
GDDM 53	Adobe Photoshop I	3.0	

Total: 15.0

4. Career Opportunities

~~Careers include but are not limited to: web technician, web designer, web programmer, web content developer, and web site developer.~~

Careers include but are not limited to: web technician, web designer, web programmer, web content developer, and website developer.

5. Master Planning

~~This program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."~~

This program fits our Educational Master Plan strategies A1 to "Address the educational needs of a diverse student population and global workforce" and A2 to "Support existing and new programs."

6. Enrollment and Completer Projections

5 per academic year

7. Place of Program in Curriculum/Similar Programs

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Web Development certificate program is designed to provide students skills that will enable them to develop interactive and dynamic websites. Course work includes web site development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphic images.~~

The Web Development certificate program is designed to provide students with skills that will enable them to develop interactive and dynamic websites. Course work includes website development using HTLM5 and CSSS3, programming and scripting for the web using JavaScript and JQuery, and accessing data stored in databases using PHP and MySQL. Electives in the program enable students to develop skills in managing projects, designing effective user interfaces, using content management systems, and working with graphics and images.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall

Units: 6.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 59	Web Dev: HTML/CSS/Javascript 3.0	Major/Required	
List A Course	3.0		

Term 2 - Spring

Units: 9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

CIS 59C	Web Programming - JavaScript	3.0	Major/Required	
CIS 9002	Database Design and SQL Programming	3.0	Major/Required	
List A Course		3.0		

Total: 15.0