Las Positas College

Curriculum Committee Meeting

11/30/2026

5.0 First Reading Packet

5.1 New Courses

- AJ 30 Juvenile Correctional Officer Core Course I
- AJ 31 Juvenile Correctional Office Core Course II
- AJ 52 Law and Democracy
- APAU AA1 Engine Repair
- APAU AA2 Automatic Transmission/Transaxle
- APAU AA3 Manual Drive Train and Axles
- APAU AA4 Suspension and Steering
- APAU AA5 Brakes
- APAU AA6 Electrical/Electronic Systems
- APAU AA7 Automotive Heating and Air Conditioning
- APAU AA8 Engine Performance
- APAU AA9 Light Vehicle Diesel Engines
- APAU AL1 Advanced Engine Performance
- APAU AL2 Advanced Diesel Engine Performance
- APAU AL3 Light Duty Hybrid/Electric Vehicles
- APAU AL4 ADAS – Advanced Driver Assistance Systems
- ETHS 3 Chicana and Latina Feminist Though
- KIN 31A Pre-Season Intercollegiate Men's Basketball
- KIN 31B Fall Intercollegiate Men's Basketball
- KIN 31C Spring Intercollegiate Men's Basketball
- KIN 31D Off-Season Intercollegiate Men's Basketball
- KIN FL1 Flag Football 1
- KIN FL2 Flag Football 2
- KIN FL3 Flag Football 3
- KIN FL4 Flag Football 4
- NCIS 288B Word Processing Advanced: MS Word, Google Docs, AI Tools
- NESL 200 Beginning Spelling for English Language Learners
- NESL 210 Beginning Vocabulary Skills for English Language Learners
- NESL 215 Intermediate Vocabulary Skills for English Language Learners
- NESL 223XX Advanced Grammar
- NESL 224 Advanced Reading and Composition I
- NESL 225 Advanced Reading and Composition II
- NESL 226XX Advanced Editing
- NMIN 210 Mindfulness in Everyday Life for Older Adults
- NMIN 215 Mindfulness, Meditation and Self Compassion for Older Adults
- NWLD 201 Welding Basics A
- NWLD 202 Welding Basics B
- NWLD 203 Print Reading for Welding
- NWLD 204 Introduction to Welding Inspection
- NWLD 205 Introduction to SMAW

- NWLD 206 Introduction to FCAW
- NWLD 207 Introduction to GMAW
- NWLD 208 Introduction to GTAW
- VWT 13 Vineyard Soil and Pest Management
- VWT 46 Wines of Livermore
- VWT 56 Winery and Vineyard Management
- VWT 57 Wine Marketing and Hospitality Management
- VWT 58 Wine Distribution, Wholesale Sales, and Global Markets
- VWT 59 Wine Finance, Law, and Entrepreneurship

LAS POSITAS COLLEGE

Admin Outline for Administration of Justice 30
Juvenile Correctional Officer Core Course I

Effective: Fall 2027

Catalog Description:

AJ 30 - Juvenile Correctional Officer Core Course I
5.00 Units

Introduces the fundamental knowledge, skills, and professional competencies required for entry-level Juvenile Corrections Officers. Covers the mission, role, and responsibilities of juvenile corrections' personnel within the California Juvenile Justice System, as well as core operational, legal, and ethical practices. Meets California Standards and Training for Corrections requirements for entry-level Juvenile Corrections Officers. Concurrent enrollment in AJ 31, Juvenile Correctional Officer Core Course II, is required.

5 Units Lecture

Corequisite:

- AJ 31

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

Course Grading:

Pass/No Pass

Justification for course proposal

The proposed Juvenile Corrections Officer Core Training course meets a regional workforce need by preparing students for entry-level careers in juvenile corrections and probation. Development of the course is supported through a partnership with the Alameda County Probation Department, ensuring alignment with current industry standards and employment needs while creating a direct pathway to careers in juvenile justice. The course fulfills California Standards and Training for Corrections (STC) requirements and expands career pathways within the Administration of Justice program. Concurrent enrollment in AJ 31, Juvenile Correctional Officer Core Course II, is required. Course is also a requirement of a larger certificate program.

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Demonstrate effective communication techniques when interacting with juvenile populations.
B. Produce professional documentation and reports consistent with agency standards.
C. Demonstrate knowledge of juvenile supervision practices and facility operations.
D. Evaluate legal and ethical issues encountered in juvenile detention settings.

Course Objectives:

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

A. Utilize effective verbal communication, interviewing, and report-writing techniques consistent with juvenile corrections standards and legal requirements.
B. Apply ethical decision-making and professional standards.
C. Explain classification, case management, and rehabilitation processes.
D. Analyze the structure and purpose of the juvenile justice system.

Course Content:

1. California Criminal Justice System
    1. Criminal Justice System and Process
    2. Roles and Responsibilities
    3. Title 15
    4. Legal Foundations and Liability
    5. Confidentiality and Records
2. Professionalism and Ethics
    1. Social Media
3. Gangs
    1. Overview
    2. Supervision
4. Communication

    1. Interpersonal Communication
    2. Crisis Communication and De-escalation
5. Maintaining Security
    1. Security and Key Control
    2. Counts
    3. Facility Searches
    4. Contraband and Evidence
6. Booking, Receiving and Releasing
    1. Booking and Intake
    2. Booking Procedures
    3. Orientation, Clothing and Supplies
    4. Releasing Juveniles
7. Supervising Juveniles
    1. Manipulation of Staff
    2. Disturbances and Disputes
    3. Safety/ Health Standards and Procedures
    4. Recreation
    5. Progressive Discipline and Juveniles Grievances
    6. Group Dynamics
    7. Movement
    8. Juvenile Workers
8. Medical
    1. Issues and Universal Precautions
    2. Emergencies
    3. Legal Issues
9. Classification of Juveniles
10. Cultural Awareness
    1. Cultural Diversity and Ethnic Disparity
    2. Gender Identity
11. Report Writing and Record
    1. Information Gathering and Interviewing
12. Emergency Procedures
    1. Emergency Planning
    2. Fire and Life Safety
13. Visitation
14. Screening and Distribution of Supplies and Mail
15. Transportation
    1. Preparation for Transport
    2. Transport Procedures
16. Testifying in Court
17. Case Planning
18. Programs
    1. Evidence Based Practices and Programs
19. Assault and Abuse
    1. Sexual Assault and Abuse
    2. Child Abuse
20. Physical Testing
    1. Practice and Technique
    2. Assessments

Methods of Instruction:

1. Classroom Activity - Small-group collaborative activities focused on problem-solving, decision-making, and application of juvenile supervision principles.
2. Discussion - Guided discussions on juvenile justice theory, laws, policies, and correctional practices.
3. Lecture - Instructor-led lectures on juvenile justice theory, laws, policies, and correctional practices.
4. Simulations - Interactive exercises addressing cultural competency, behavioral health issues, adolescent development, and trauma-informed approaches to youth supervision.
5. Written Exercises - Report-writing exercises
6. Demonstration - Probation-collaboration scenarios
7. Audio-visual Activity - Multimedia presentations.

Methods of Evaluation

A. Class Participation
    1. Throughout class lectures.
B. Class Work
    1. Throughout class lectures.
C. Exams/Tests
    1. As required by the STC (Standards and Training for Corrections) program in California.
D. Individual consultation with students
    1. Weekly, and as required by student needs and the STC (Standards and Training for Corrections) program in California.

E. Simulation
    1. Throughout class lectures.

Typical Outside-of-Class Assignments

A. Other:
    1. Review and analysis of assigned materials, including STC Manual.
B. Writing:
    1. Assignments/report writing as dictated by the STC (Standards and Training for Corrections) program in California.
C. Reading:
    1. Materials provided by the STC (Standards and Training for Corrections) program in California.

Textbooks (Typical):

Manual:

1. Board of State and Community Corrections (BSCC). JCO Physical Tasks Training Manual. Board of State and Community Corrections (BSCC), 2026.
2. California Board of State and Community Corrections (BSCC). BSCC Juvenile Corrections Officer Core Course Manual. California Board of State and Community Corrections (BSCC), 2026.

Other Learning Materials:

1. Testing in Core Course Participant Workbook: A structural guide that details how Written Skills Tests (WST), Behavior Skills Tests (BST), and Multiple Choice Tests (MCT) are formulated and graded

Equity Based Curriculum

- Course Content
- Methods of Instruction

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Certificate of Completion for the STC Juvenile Corrections Officer Core Course (sometimes called the Juvenile Officer Core Course or Juvenile Corrections Officer Core Course). This certificate verifies that the individual has completed the entry-level training standards established by the Board of State and Community Corrections Standards and Training for Corrections program for county juvenile detention and correctional staff.

Codes and Dates

Course CB Codes
CB03: TOP Code
210520 - Probation and Parole
CIP Code
43.0199 - Corrections and Criminal Justice, Other
CB04: Credit Status
C - Credit - Not Degree Applicable
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB21: Course Prior to College
Y - Not applicable
CB22: Non Credit Course Category
Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Administration of Justice 31
Juvenile Correctional Officer Core Course II

Effective: Fall 2027

Catalog Description:

AJ 31 - Juvenile Correctional Officer Core Course II
2.00 Units

This course provides training for juvenile corrections work. Students develop competency in behavioral health awareness, officer safety, physical fitness, defensive tactics, restraint and control techniques, search procedures, transportation operations, emergency response, and juvenile facility supervision through scenario-based exercises. Concurrent enrollment in AJ 30, Juvenile Correctional Officer Core Course I, is required.

1 Units Lecture 1 Units Lab

Corequisite:

- AJ 30

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:

Pass/No Pass

Justification for course proposal

This course is offered concurrently with AJ 30: Juvenile Correctional Officer Core Course I and provides the applied skills training required for employment in juvenile corrections. Through lecture, demonstration, and hands-on practice, students develop competency in behavioral health awareness, defensive tactics, restraint and control techniques, search procedures, transportation operations, emergency response protocols, physical fitness, officer safety, and juvenile facility supervision. Scenario-based exercises replicate real-world juvenile detention environments and prepare students to perform the duties of a Juvenile Institutions Officer.

Discipline:

Administration of Justice.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Successfully perform scenario-based juvenile supervision and emergency response activities.
B. Apply officer safety procedures during practical exercises.
C. Demonstrate competency in approved STC manipulative skills.

Course Objectives:

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

A. Successfully complete academy performance assessments.
B. Apply crisis intervention and de-escalation skills in simulated environments.
C. Demonstrate approved officer safety techniques.

Course Content:

Lecture:

1. Behavioral Health
    1. Signs and Symptoms of Substance Abuse
    2. Trauma
    3. Interventions and Resources
    4. Stigma and Bias
    5. Roles and Responsibilities
    6. Liability
    7. Suicide Prevention
    8. Foundation and Definitions: Signs and Symptoms
    9. Safety
    10. Emotional Survival
2. Defensive Tactics and Restraint Techniques
    1. Use of Force
    2. Control Holds

3. Falling
4. Footwork and Balance
5. Take-down
6. Ground Control
7. Personal Body Weapons
8. Person Searches
9. Use of Restraints
10. Room Extractions

Lab Activities:

1. Defensive Tactics and Restraint Techniques
2. Physical Testing
3. Maintaining Security
4. Booking, Receiving and Releasing
5. Emergency Procedures
6. Communication and Conflict Management
7. Supervising Juvenile
8. Classification and Case Planning
9. Report Writing and Record Keeping

Methods of Instruction:

1. Clinical - Demonstrate emergency response procedures.
2. Demonstration - Emergency response scenario training, perform individual and team control tactics, and guided skills demonstrations.
3. Simulations - Apply restraint devices safely and effectively.
4. Lecture - Collaborative learning, multimedia presentations, problem-solving exercises.
5. Lab - De-escalation training activities, conflict resolution exercises, role-playing exercises.
6. Written Exercises - Report-writing exercises.
7. Learning Management System - Radio communication exercises.
8. Observation - Scenario-based learning.
9. Discussion - Guided class discussion.
10. Classroom Activity - Role-playing exercises, small group activities, problem-solving exercises.

Methods of Evaluation

A. Class Participation
    1. As determined by the Board of State and Community Corrections (BSCC).
B. Class Work
    1. Weekly.
C. Exams/Tests
    1. As determined by the Board of State and Community Corrections (BSCC).
D. Group Projects
    1. Weekly and as determined by the Board of State and Community Corrections (BSCC).
E. Lab Activities
    1. Weekly.
F. Quizzes
    1. As determined by the Board of State and Community Corrections (BSCC).
G. Simulation
    1. Weekly and As determined by the Board of State and Community Corrections (BSCC).

Typical Outside-of-Class Assignments

A. Activity:
    1. Complete the following: Testing in Core Course Participant Workbook: A structural guide that details how Written Skills Tests (WST), Behavior Skills Tests (BST), and Multiple Choice Tests (MCT) are formulated and graded.
B. Reading:
    1. Review and study the following: BSCC Juvenile Corrections Officer Core Course Manual; JCO Physical Tasks Training Manual.

Textbooks (Typical):

Manual:

1. Board of State and Community Corrections (BSCC). JCO Physical Tasks Training Manual. Board of State and Community Corrections (BSCC), 2026.
2. Board of State and Community Corrections (BSCC). BSCC Juvenile Corrections Officer Core Course Manual. Board of State and Community Corrections (BSCC), 2026.

Other Learning Materials:

1. Testing in Core Course Participant Workbook: A structural guide that details how Written Skills Tests (WST), Behavior Skills Tests (BST), and Multiple Choice Tests (MCT) are formulated and graded.

Equity Based Curriculum

- Methods of Instruction

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training Yes
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.
Certificate of Completion for the STC Juvenile Corrections Officer Core Course (sometimes called the Juvenile Officer Core Course or Juvenile Corrections Officer Core Course). This certificate verifies that the individual has completed the entry-level training standards established by the Board of State and Community Corrections Standards and Training for Corrections program for county juvenile detention and correctional staff.

Codes and Dates

Course CB Codes
CB03: TOP Code
210520 - Probation and Parole
CIP Code
43.0199 - Corrections and Criminal Justice, Other
CB04: Credit Status
C - Credit - Not Degree Applicable
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB21: Course Prior to College
Y - Not applicable
CB22: Non Credit Course Category
Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Administration of Justice 52
Law and Democracy

Effective: Fall 2027

Catalog Description:

AJ 52 - Law and Democracy
3.00 Units

Law and Democracy introduces students to the foundations of legal systems, democratic governance, and civic participation in the United States. The course emphasizes practical legal literacy, constitutional rights, and the relationship between individuals and democratic institutions. Students examine how laws are created, interpreted, and applied; how democratic processes shape legal outcomes; and how communities use law to advance social justice. This course satisfies satisfies the Cal LAW Pathway requirement for Law and Democracy.

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

Law and Democracy is proposed to meet a critical curricular need at Las Positas College by providing students with foundational legal literacy, civic engagement skills, and an understanding of how democratic institutions shape legal outcomes. The course is a required component of the Cal LAW Pathway, a statewide initiative designed to expand access to legal education for community college students, particularly those from historically underrepresented communities. AJ 52 meets the criteria for Cal-GETC Area 4 because it provides a systematic study of human behavior, institutions, and social processes, as required by the statewide standards.

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. Evaluate core features of democratic governance, including representation, citizenship, and participation.
B. Analyze cultural, economic, and political environments that shape civil rights and democratic participation.
C. Apply constitutional and statutory concepts to contemporary legal and political debates.

Course Objectives:

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

A. Apply legal reasoning and civic participation skills to analyze public issues, propose solutions, and engage effectively in democratic processes.
B. Assess the role of social movements, grassroots organizing, and civic engagement in advancing civil rights, social justice, and democratic reform.
C. Analyze the processes through which laws are created, interpreted, and enforced by legislatures, courts, and administrative agencies.
D. Assess the role of courts, legislatures, administrative agencies, and social movements in shaping democratic outcomes.
E. Analyze the relationship between individual rights and governmental powers.
F. Explain foundational concepts of democracy, constitutionalism, and the rule of law.

Course Content:

1. Theories of government and democratic governance
2. Sources of law and relationships between law and political institutions
3. The civil rights movement
    1. Major legal and legislative actions
    2. The impact of grassroots mobilization
    3. Local and national organizations (SCLC, SNCC, NAACP)
    4. Women's contributions to the movement
    5. The varying roles of state governments
    6. Federal government involvement
    7. The movement's lasting legacy
4. Grassroots organizing and social movement strategy
5. State and federal roles in civil rights enforcement
6. Legacies of civil rights struggles
7. Nonviolence, self-defense, and movement debates

8. Contemporary civil rights and civil liberties issues
9. Courts, legislation, and administrative agencies
10. Labor rights: historical development and contemporary cases
11. Social justice theory and policy applications
12. Democratic transitions and authoritarian backsliding
13. Social movements in the U.S. and abroad: definitions, tactics, leadership, outcomes
14. Citizenship: legal, political, and social dimensions
15. Direct democracy in the U.S. and California
16. Elites, political power, media, and civic narratives

Methods of Instruction:

1. Discussion - Guided discussion
2. Classroom Activity
3. Critique - Case study analysis
4. Lecture - Presentation of related topics that will lead to guided discussion
5. Projects - Small-group legal reasoning projects
6. Service Learning - Community-based civic engagement activities
7. Demonstration - Scenario-based legal problem solving

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. Midterm and final exam
C. Field Trips
    1. Once a semester
D. Projects
    1. Civic engagement project
E. Quizzes
    1. At the end of each chapter

Typical Outside-of-Class Assignments

A. Project:
    1. Complete a community-based civic engagement project proposal.
B. Writing:
    1. Draft a letter to a local or state representative addressing a legal or civic issue.
C. Research:
    1. Analyze a Supreme Court case and present its impact on democratic governance.

Textbooks (Typical):

OER:

1. Steven Reti *Introduction to California Government and Politics*. 1 /e, LibreTexts, 2024. https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Introduction_to_California_Government_and_Politics_(Reti).
,
2. Glen Krutz, Sylvie Waskiewicz *American Government* . 4e /e, Open Stax, 2025. https://openstax.org/details/books/american-government-4e.

Equity Based Curriculum

- Catalog Description
- Course Content
- Student Learning Outcomes
- Methods of Instruction
- Typical Assignments
- Textbooks/Materials

DE Proposal

Delivery Methods

- **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.
Law and Democracy is designed for hybrid instruction because meaningful discussion, debate, and collaborative analysis of legal and civic issues are central to student learning. In the event of an emergency that prevents face-to-face instruction, the course can be effectively delivered through Distance Education tools that support lectures, discussions, document analysis, and assessments, ensuring continuity of instruction and student progress toward the course learning outcomes until normal classroom operations resume.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course is ideally suited for a partial-online modality because the course integrates theoretical foundations of democratic systems with applied legal literacy, civic engagement, and case-based analysis. Delivering the course partially online enhances student access, supports equity goals, and aligns with statewide expectations for

modern legal education while preserving the high-impact, discussion-based learning essential to civic and legal instruction.

Explain how the decision was made to offer this course in a Distance Education mode.
The Cal LAW Pathway is designed to expand access to legal education for first-generation, working, parenting, and underrepresented students. A partial-online modality directly supports this mission.
Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Bi-weekly
- **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: After every assignment.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least weekly and as needed.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: As needed.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: As assigned.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: As needed
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Bi-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: As needed
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: As needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Bi-weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least one semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: At least one a semester.
- **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: Biweekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Bi-weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: As available.
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency: Throughout the semester.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Bi-weekly

General Education/Transfer

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

CSU American Institutions
- US2 - US Constitution and Government

CSU Transfer
- Transfers to CSU

Las Positas College GE
- 4 - Social and Behavioral Sciences

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 Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
1. 2+ years of full-time employment in legal, governmental, public policy, civic engagement, advocacy, law enforcement, judicial, or nonprofit organizations.
2. 2+ years of full-time military service involving governance, legal, or civic responsibilities.
3. Supporting evidence may include: certificates, training records, professional development documentation, performance evaluations or letters from supervisors.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No

Codes and Dates

Course CB Codes
CB03: TOP Code
210500 - Administration of Justice
CIP Code
43.0100 - Criminal Justice and Corrections, General
CB04: Credit Status
D - Credit - Degree Applicable
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB21: Course Prior to College
A - One level below transfer
CB22: Non Credit Course Category
Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Apprenticeship Auto AA1
Engine Repair

Effective: Fall 2027

Catalog Description:

APAU AA1 - Engine Repair
2.00 Units

Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California 10260 MacArthur Blvd, Oakland CA 94605. An in depth study of engines: mechanical, measurement, and assembly. A study of the above-mentioned components including theory, teardown, evaluate, qualifying, and rebuilding. This class' emphasis is on engines.
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California 10260 MacArthur Blvd, Oakland CA 94605.

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply engine repair safety precautions.
C. Obtain and interpret powertrain data related to the engine.

Course Objectives:

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

A. Explain the history of powertrain evolution.
B. Explain four cycle engine theory and identify key components involved.
C. Demonstrate Ohms Law in practice, series, parallel circuits.

Course Content:

1. Powertrain evolution
    1. The first four cycle engines
    2. Current engines
    3. Horsepower and emission trade offs
    4. Environmental decisions driving design
    5. The first automatic transmissions
    6. Current automatic transmissions
        1. More gear ratios
        2. Different fluids
        3. Internal design improvements
2. Measurement tools
    1. Micrometer
        1. Vernier
        2. Caliper
    2. Dial bore gauge
    3. Snap gauges
    4. Straight edge
    5. Feeler gauges

6. Hole gauges
3. Four cycle engine theory
    1. Intake, compression, power, exhaust
        1. 360 degrees in one degree intervals
        2. Valve overlap
        3. Timing concerns and tricks
        4. Street vs. racing
    2. DOHV vs. OHV vs. Valve in block design
        1. Pros and cons of each
        2. Current technology
    3. Key Valve train components
    4. Key bottom end components
    5. Camshaft timing
        1. Static camshaft
        2. Dynamic camshaft
        3. Electronic valves
    6. Crankshaft design and balance
    7. Cylinder head design
        1. Single valve
        2. Multiple valve
4. Engine rebuilding
    1. Manufacturer Procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
            1. Assembly lube
            2. Gaskets and sealers
    2. Dynamic engine torque
    3. Proper engine timing
        1. Camshaft to crankshaft
        2. Crankshaft to balance shaft
5. Ohm's Law
    1. Series Circuits
    2. Parallel Circuits
    3. Voltage Drop
    4. Resistance
    5. Amperage draw
6. Professionalism

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. monthly
B. Quizzes
    1. weekly

Typical Outside-of-Class Assignments

A. Reading:
    1. Read Chapter One in text

Textbooks (Typical):

Textbook:

1. Brian Hagopian *A1 Engine Mechanical: ASE A1 engine repair, diagnostics, overhaul, and shop-ready practice*. 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Learning Materials:

1. No Textbook

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction

- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California 10260 MacArthur Blvd, Oakland CA 94605.
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Lecture only and non-credit. Does not qualify students for careers in automotive.

Explain how the decision was made to offer this course in a Distance Education mode.
This class is NC and lecture only. It is based off of the credit classes and just pulls the lecture. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"
Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week

- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662266

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA2 Automatic Transmission/Transaxle

Effective: Fall 2027

Catalog Description:

APAU AA2 - Automatic Transmission/Transaxle
2.00 Units

An in-depth study of engines, transmissions, and transaxles: mechanics, measurement, and assembly. An in-depth study of the above-mentioned components including theory, teardown, evaluation, qualifying, and rebuilding. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Obtain and interpret powertrain data related to the transmission.
C. Apply transmission/transaxle repair safety precautions.

Course Objectives:

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

A. Demonstrate the basic safety procedures of handling hazardous waste materials.
B. Explain the history of powertrain evolution.
C. Explain transmission gear ratio and hydraulic theory.
D. Demonstrate Ohm's law in practice

Course Content:

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

2. Dial bore gauge
3. Snap gauges
4. Straight edge
5. Feeler gauges
6. Hole gauges

4. Automatic transmission theory
    1. Gear ratios
        1. Shift points
        2. Planetary gear sets
        3. Valves
        4. Clutches
        5. Sprags
    2. Hydraulics
        1. Basic and advanced hydraulics
        2. Hydraulic control components
        3. Fluid pressures
            1. Line
            2. Apply
            3. Release
            4. Clutch
            5. Accumulator
            6. Torque
            7. Servo
            8. D4, D3, D2, D1
    3. Other components
        1. Final drives
        2. Torque converters
        3. Apply systems
        4. Differential components
        5. Electrical components
            1. TCM, THECM, PCM
            2. Fluid temperature sensor
            3. TISS and TOSS
            4. TCC
            5. PRNDL
5. Transmission teardown
    1. Removal and identification of FWD
        1. Special procedures
    2. Removal and identification of RWD
        1. Special procedures
6. Component measurement
    1. Specification lookup
    2. Comparison
        1. Component diagnosis
            1. Failure analysis
7. Qualification of replacement components
    1. Correct component?
    2. New and used part comparison
8. Transmission rebuilding
    1. Manufacturer procedures
        1. Component sequence
        2. Torque specifications
        3. Tightening sequences
        4. Special concerns
    2. Assembly lube
    3. Gaskets and sealers
9. Ohm's law
10. Valve body diagnosis
11. Professionalism
    1. Safety glasses
    2. Working shop expectations
    3. Attitude
    4. Cleanliness
    5. Maintenance of work areas and tools

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
   Read Chapter One in text.

Textbooks (Typical):

Textbook:

1. Brian Hagopian *A2 Automatic Transmissions and Transaxles: Theory, diagnosis, overhaul, and ASE A2 service for modern drivetrains*. 1 ed., KDP, 2026.
2. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.
3. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.

Other Learning Materials:

1.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. Non Course Requirements
   Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
   CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made with discussion amongst 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: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum Once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum Once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum Once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662267

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA3
Manual Drive Train and Axles

Effective: Fall 2027

Catalog Description:

APAU AA3 - Manual Drive Train and Axles
2.00 Units

An in-depth study of rear axle, front axle, and transfer cases: mechanics, measurement, and assembly. Includes theory, teardown, qualifying, and rebuilding. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Obtain and interpret powertrain data related to manual gearboxes and axles.
C. Apply manual drive train and axle repair safety precautions.

Course Objectives:

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

A. Explain the history of powertrain evolution;
B. Explain rear axle gear theory;
C. Explain front axle gear theory;
D. Explain transfer case gear and power flow theory;
E. Qualify new and used rear axle components.

Course Content:

1. Safety
2. Powertrain evolution
    1. The first axle assemblies
    2. Current axle assemblies
        1. Internal design improvements
    3. Environmental decisions driving design
3. Measurement tools
    1. Micrometer
        1. Vernier
        2. Caliper
    2. Dial bore gauge
    3. Snap gauges
    4. Straight edge
    5. Feeler gauges
    6. Hole gauges
4. Rear axle theory

    1. Gear design
        1. Straight cut
        2. Hypoid cut
        3. Diagonal cut
        4. Street vs. racing
    2. Pinion design
    3. Ring gear design
    4. Locking/non-locking design
    5. Full/free floating design
5. Front axle theory
    1. Gear design
        1. Straight cut
        2. Hypoid cut
        3. Diagonal cut
        4. Street vs. racing
    2. Pinion design
    3. Ring gear design
    4. Locking/non-locking design
6. Transfer case theory
    1. Gear design
        1. Straight cut
        2. Hypoid cut
        3. Diagonal cut
        4. Street vs. off-road
    2. Drive chain design
    3. Active/passive design
    4. 4wd Hi/4WD Lo design and usage
7. Two speed axles
8. Electrical theory and application to axles
9. Professionalism
    1. Safety glasses
    2. Working shop expectations
    3. Attitude
    4. Cleanliness
    5. Maintenance of work areas and tools

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One of text

Textbooks (Typical):

Textbook:

1. Brian Hagopian *A3 Manual Drive Train and Axles: Theory, diagnosis, overhaul, and ASE A3 service for modern drivetrains.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Learning Materials:

1.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made with discussion amongst 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: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000662268

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

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 Apprenticeship Auto AA4 Suspension and Steering

Effective: Fall 2027

Catalog Description:

APAU AA4 - Suspension and Steering
2.00 Units

Diagnosis, evaluation, testing, adjustment, alignment, and repair of steering and suspension systems. Includes all common automotive steering and suspension systems for both car and truck. Future systems will also be covered. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply steering and suspension repair safety precautions.
C. Obtain and interpret powertrain data related to the steering and suspension system.

Course Objectives:

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

A. Identify and describe uses of automotive related tools;
B. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
C. Differentiate between suspension and steering system types, inspect and qualify components;
D. Theorize on the future of the automotive industry.

Course Content:

1. Fundamentals and theory of automotive steering and suspension systems
    1. System geometry and alignment specifications
    2. Fundamental principles of electrical flow and component operation
2. Applied principal competencies
    1. Perform alignment
    2. Diagnosis of vibration, electrical, and mechanical concerns
3. Electronic components
    1. Identify and list functionality of electronic components
    2. Test and verify functionality of components
    3. Demonstrate use of a scanner and volt/ohm testers
4. Alignments
    1. Perform two-wheel alignments
    2. Perform four-wheel alignments
    3. Conduct toe only adjustments
    4. Check cradle adjustments
5. Tire and wheel problems

    1. Check radial and lateral variations on both tires and wheels
    2. Make bearing preload adjustments
    3. Perform vibration correction tests to isolate customer concerns
6. Vibration concerns
    1. Perform vibration correction tests
    2. Isolate vibrations
    3. Identify type, frequency, and order of vibrations
7. MacPherson strut and "A"-Arm type suspension systems
    1. Identify types of suspensions
    2. Perform adjustments pertaining to type of system
    3. Describe safety precautions and warning
    4. List benefits for each type system
8. Electronic theory
9. Electrical steering systems
10. Electrical suspension systems
11. Professional environment
    1. Safety glasses (clear lens) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One

Textbooks (Typical):

Textbook:

1. Brian Hagopian *A4 Steering and Suspension: Theory, diagnosis, overhaul, and ASE A4 service for modern chassis systems.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Learning Materials:

1.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

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

The decision was made with discussion amongst 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: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662269

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

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 Apprenticeship Auto AA5 Brakes

Effective: Fall 2027

Catalog Description:

APAU AA5 - Brakes
2.00 Units

Diagnosis, evaluation, inspection, adjustment, and repair of braking, anti-lock braking systems, traction control, and related devices. The class will involve California state law regarding brake and safety inspections. Includes the material on the California Brake Adjuster's Licensing Examination. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply brake repair safety precautions.
C. Obtain and interpret powertrain data related to the brake system.

Course Objectives:

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

A. Describe the theory and fundamentals of automotive brake, anti-lock brake, electronic traction control, and steering stability systems;
B. Use basic testing and diagnostic tools and equipment in the inspection, diagnosis, and repair of automotive braking systems;
C. Demonstrate the ability to access the vehicle computer and various sensors relating to brakes and suspension systems;
D. Demonstrate safe and appropriate handling of hazardous material;
E. Accurately investigate and catalog consumer concerns;
F. Maintain a clean and professional environment.

Course Content:

1. Automotive brakes
    1. Foundation brake systems
        1. Hydraulic servo, dual-servo, leading-trailing, and advanced leading-trailing
        2. Caliper and piston front
        3. Caliper and piston rear
    2. Anti-lock systems and subsystems
        1. Wheel speed sensors
        2. Vehicle speed sensors
        3. Hydraulic control units
        4. Electrical control units
    3. Traction control systems and subsystems
        1. Wheel speed sensors
        2. Vehicle speed sensors
        3. Hydraulic control units

        4. Electrical control units
    4. Steering stability systems and subsystems
        1. Wheel speed sensors
        2. Vehicle speed sensors
        3. Hydraulic control units
        4. Electrical control units
        5. Yaw Sensors
        6. Pitch Sensors
        7. Decelerometers
        8. Steering input sensors
2. Testing and diagnostic tools and equipment
    1. Proper and safe tool use procedures
    2. Diagnostic safety precautions
    3. Analysis of test results
    4. Digital volt/ohm meter reading (DVOM)
    5. Digital storage oscilloscope hookup and reading
3. Computer access
    1. Access vehicle onboard computer
    2. Refer to diagnostic service information
    3. Evaluate sensor data
4. Hazardous material handling
5. Consumer concerns
    1. Research customer concerns, evaluate steps needed to repair concern
    2. Catalog concern
    3. Repair procedures
6. Electrical concerns
    1. Base brakes
    2. ABS
    3. Traction control
    4. Collision avoidance
7. Professional environment

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One

Textbooks (Typical):

Textbook:

1. Brian Hagopian *ASE A5 Brakes: Theory, Diagnosis, Overhaul and ASE A5 service for modern braking systems.*. 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Texts

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

This is a lecture only course, so offering it online provides more flexibility for students.

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

This class is NC and lecture only. It is based off of the credit classes and just pulls the lecture. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000662270

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA6 Electrical/Electronic Systems

Effective: Fall 2027

Catalog Description:

APAU AA6 - Electrical/Electronic Systems 3.00 Units

Automotive electrical/electronic systems, including electrical circuits, Ohm's Law, battery, starting, charging, ignition, fuel, accessories, brakes, chassis, suspension, steering, HVAC, and wiring systems. Emphasis on diagnosis of electrical troubles, assembly, repair of components, and diagnostic equipment usage. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
3 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply electrical precautions.
C. Obtain and interpret data related to the electrical system.

Course Objectives:

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

A. Use problem-solving skills to categorize system faults in automotive circuits and make needed repairs;
B. Identify types of ignition systems;
C. Describe and evaluate fuel control circuits for proper operation;
D. Explain the fundamentals of electronic and electrical theories;
E. Demonstrate safe and appropriate hazardous material handling.

Course Content:

1. Diagnosing and repair
    1. Outline and perform procedures for the testing of batteries, charging systems, starting systems
    2. Categorize type of problem, isolate cause, and make needed repairs
2. Electrical test equipment
    1. Digital volt meters, for diagnosing electrical and electronic components and systems
    2. Volt Amp Tester (VAT) for diagnosing batteries, charging systems, starting systems
3. Problem solving
    1. Classify types of electrical faults
    2. Evaluate necessary diagnostic procedure
    3. Research proper diagnostic path as outlined by the manufacturer or industry standards and make needed repairs
    4. Perform needed test to confirm repairs
4. Identifying types of ignition systems
    1. Standard, electronic, high energy, distributor, non-distributor
    2. Safety precautions while diagnosing
    3. Identify circuitry, current theory and concepts

5. Fuel control: operation and evaluation
    1. Identify type of controller
    2. Describe trigger mechanism
    3. Categorize type of injectors used
    4. Evaluate proper operation of system
    5. Perform pressure checks
    6. Explain scanner readings, meter readings and scope readings
6. Fundamentals of electronics and electrical theory
    1. Explain Ohm's law
    2. Perform electrical conversion factors
    3. Demonstrate a working knowledge of meter usage
    4. Research and list manufacturers' specifications
    5. Identify diagnostic steps for a proper conclusion to repairs needed
7. Diagnosis of connected systems
    1. Brakes and ABS system
    2. Steering
    3. Suspension
    4. HVAC
8. Circuit and wire repairs
    1. Lay out and perform solder repairs
    2. Lay out and perform splice repairs
    3. Lay out and perform terminal and connector repairs
    4. Produce sound diagnostic approach to identify faults
9. Hazardous material handling
    1. Explain safety precautions concerning battery acid (electrolyte) hazards
    2. List steps to help someone that has been exposed to battery acid (electrolyte)
10. Professional environment
    1. Safety glasses (clear lens) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Research:
   Electrical construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *ASE A6 Electrical and Electronics: Theory, Diagnosis, Testing and ASE A6 service for modern electrical systems.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
   Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
   CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

This is a lecture only course, so offering it online provides more flexibility for students.

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

This class is NC and lecture only. It is based off of the credit classes and just pulls the lecture. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: Weekly. Exams: Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662271

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA7
Automotive Heating and Air Conditioning

Effective: Fall 2027

Catalog Description:

APAU AA7 - Automotive Heating and Air Conditioning
2.00 Units

Diagnosis, evaluation, testing, adjustment, and repair of heating, ventilation, and air conditioning (HVAC). Includes heat and energy, psychometrics, airflow, refrigerant recycling, equipment, and controls. Students will be prepared to pass a nationally recognized HVAC certificate program, required by all California HVAC repair shops. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Explain HVAC heat cycles.
B. Apply HVAC safety precautions.
C. Read and interpret HVAC gauges.

Course Objectives:

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

A. Obtain and interpret service information;
B. Chart, inspect, and test computerized HVAC control system sensors, HVAC control module, actuators, and circuits using a digital multimeter (DMM) andor onboard diagnostic scan tool and perform necessary action;
C. Access and use service information to perform step-by-step diagnosis;
D. Diagnose malfunctions of vacuum and motor driven mode door;
E. Pass HVAC certification test;
F. Outline hazardous waste handling.

Course Content:

1. Service information, tools, and safety
2. Environmental and hazardous materials
3. Heating and air conditioning principles
4. HVAC parts and operation
5. A/C compressors and clutches
6. Refrigerant and oil types and handling
7. A/C system components and operation
8. Air flow management system
9. HVAC electrical circuits and schematics
10. Advanced electrical HVAC systems
11. Engine cooling system parts and operation
12. Heater system operation and diagnosis
13. Automatic temperature control systems

14. Hybrid-electric vehicle HVAC systems
15. Refrigerant recovery, recycling, and handling
16. Nationally recognized HVAC certification test
    1. IMACA
    2. ASE

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One in text

Textbooks (Typical):

Textbook:

1. Brian Hagopian *A7 Heating and Air Conditioning: Theory, Diagnosis, Overhaul, and ASE A7 service for modern vehicles.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Learning Materials:

1.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

Explain how the decision was made to offer this course in a Distance Education mode.
This class is lecture only. It is based off of the credit classes and just pulls the lecture. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"

Accessibility:

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

Syllabus:

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

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662272

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA8
Engine Performance

Effective: Fall 2027

Catalog Description:

APAU AA8 - Engine Performance
3.00 Units

Principles of automotive fuel induction, ignition, and emission control systems, including inspection, diagnosis, and repair of fuel and emission control systems/components governed by federal and state laws and standards. Electrical diagnosis of emission control systems. Relation of chassis and body systems to emissions. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
3 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply emission safety precautions.
C. Read and interpret scanner data.

Course Objectives:

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

A. Distinguish and explain the different types of fuel delivery systems;
B. Distinguish and explain the different types of ignition systems;
C. Formulate diagnostic patterns and analyze gas readings to expedite proper repairs;
D. Explain theory and functionality of carburetors, throttle body, and port injectors;
E. Explain safety procedures and the handling of hazardous waste materials.

Course Content:

1. Different types of fuel delivery systems.
    1. Describe functionality of carburetors
    2. Describe advantages of fuel injectors
2. Different types of ignition systems
    1. Describe functionality of points ignition systems
    2. Describe functionality of high energy ignition systems
    3. Describe functionality of coil-over-plug ignition systems
3. Fuel systems testing
4. Ignition system testing
    1. Ignition scope theory
5. Diagnostic patterns and analysis of gas readings
    1. Execute diagnostics as described in service information systems
    2. Study and evaluate exhaust gas readings
6. Diagnostic test equipment
    1. Identify proper tester for application

7. Diagnostic information systems
    1. Access and extract diagnostic information
    2. Research labor time guides for work determined in diagnostics
8. Explain theory and functionality
    1. List theory of air fuel flow of a carburetor
    2. Explain advantages of port injectors and related equipment
9. Explain the difference in the three main automotive systems
10. Handling of hazardous waste materials
11. Professional environment

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One of text

B. Research:
Engine performance research for a personal vehicle

Textbooks (Typical):

Textbook:
1. Brian Hagopian *A8 Engine Performance: ASE A8 engine performance, diagnostics, and shop-ready troubleshooting workflows.* 1 ed., KDP, 2026.
2. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.
3. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.

Other Learning Materials:
1.

Other Materials Required of Students

1. Computer with internet access.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods
- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

Explain how the decision was made to offer this course in a Distance Education mode.
This class is lecture only. It is made for non-traditional students. Being lecture only it will appeal to those who do not want a career in "wrenching" or those who "just want to know about their car" or "services related to automotive but not wrenching"

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662274

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AA9
Light Vehicle Diesel Engines

Effective: Fall 2027

Catalog Description:

APAU AA9 - Light Vehicle Diesel Engines
2.00 Units

An in-depth study of diesel engines: mechanics, measurement, and assembly. A study of the above-mentioned components including theory, teardown, evaluation, qualifying, and rebuilding. Diesel engine performance including emissions, turbos, exhaust and intake systems. This class's emphasis is on diesel engines and diesel engine performance/emissions. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Diagnose and repair diesel engine mechanical systems.
C. Diagnose and repair diesel turbo systems.

Course Objectives:

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

A. Demonstrate the basic safety procedures of handling hazardous waste materials.
B. Explain the history of diesel powertrain evolution.
C. Operate a wide variety of precision measurement equipment.
D. Explain four-cycle engine theory and identify key components involved.
E. Identify and explain the function of diesel emission components.
F. Identify and explain the function of diesel turbo and intake components.
G. Identify and explain the function of diesel emission exhaust components.

Course Content:

1. Safety
    1. Tool usage and nomenclature
    2. Proper disposal procedures
    3. Environmentally conscious decisions
2. Powertrain evolution
    1. The first four-cycle diesel engines
    2. Current engines
    3. Horsepower and emission tradeoffs
    4. Environmental decisions driving design
3. Measurement
    1. Micrometer
        1. Vernier
        2. Caliper

        3. Dial bore gauge
        4. Snap gauges
        5. Straight edge
        6. Feeler gauges
        7. Hole gauges
4. Four-cycle engine theory
    1. Intake, compression, power, exhaust
        1. 360 degrees in one degree intervals
        2. Valve overlap
        3. Timing concerns and tricks
        4. Street vs. racing
    2. DOHV vs. OHV vs. Valve in block design
        1. Pros and cons of each
        2. Current technology
    3. Key valve train components
    4. Key bottom end components
    5. Camshaft timing
        1. Static camshaft
        2. Dynamic camshaft
        3. Electronic valves
    6. Crankshaft design and balance
    7. Cylinder head design
        1. Single valve
        2. Multiple valve
5. Different types of fuel delivery systems.
    1. Mechanical injection
    2. Direct injection
    3. HEIU
6. Diagnose various engine performance concerns
7. Emission system diagnostics and testing
8. Diagnostic service information
9. Exhaust system evaluation
10. Turbos
11. Professionalism

Methods of Instruction:

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

Methods of Evaluation

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One of text

B. Research:
Engine construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Light-Duty Diesel Engine Fundamentals and Advanced Diagnostics: Master modern diesel systems, electronic diagnostics, and ASE A9/L2 certification standards.* 1 ed., KDP, 2026.
2. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.
3. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.

Other Learning Materials:

1.

Other Materials Required of Students

1. Computer with internet access..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made with discussion amongst 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: Minimum once per week
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Minimum once per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Minimum once per week
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Minimum once per week

Student-Student Interaction

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum once per week
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: Weekly. Exams: Monthly.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Minimum once per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum once per week
- **Other:**

Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000621994

CB03: TOP Code

094800 - Automotive Technology

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

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 Apprenticeship Auto AL1
Advanced Engine Performance

Effective: Fall 2027

Catalog Description:

APAU AL1 - Advanced Engine Performance
2.00 Units

Continuation of Automotive Technology A6 and A8 with an emphasis on diagnosis of electronic problems including computer-controlled circuits/systems using schematics, diagnostic procedures and equipment. Students are strongly recommended to enroll in Automotive Lab concurrently. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Apply emissions safety precautions.
C. Diagnose engine driveability problems using a scanner and multimeter.

Course Objectives:

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

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

Course Content:

1. On-board computer scan data
    1. Retrieval of codes and data
        1. Flash codes
        2. Scanner codes
    2. Interpretation of information
        1. Factory set procedures
        2. Develop own diagnostic procedures
2. Emission system diagnostics and testing
    1. Perform flow chart testing, with codes and without codes
    2. Evaluate exhaust gas emission smog test results

3. Electronic pulse with modulation evaluation
3. Diagnostic patterns, analysis of scope readings
    1. Digital storage oscilloscope usage
        1. Scope connection
        2. Pattern interpretation
4. Diagnostic service information
    1. Access service information (electronic)
        1. Application of information
    2. Access service information (paper)
        1. Application of information
    3. Research labor time guides for work determined in diagnostics
5. Ignition timing
    1. Inspection of adjustable systems
        1. Proper operation of timing light
        2. Follow factory procedures
        3. Set timing to specifications
6. Explain theory and functionality of open/closed-loop systems
    1. List theory of fuel flow delivery system in open loop status
        1. Sensor contribution at operating temperatures
7. Exhaust system evaluation
    1. Back pressure
        1. Testing and diagnosis
    2. Installation inspection
8. Emissions and performance
    1. Explain impact of emissions system on vehicle performance
        1. Diagnoses of power systems
9. Valve adjustments
    1. Adjustment of hydraulic and solid lifters
10. Dynamometer
    1. Setup and use of dynamometer
    2. Safety procedures
    3. List dynamic information obtained from testing (loaded mode)
11. Handling of hazardous waste materials
    1. Storage and handling of gasoline
    2. Storage and handling of diesel fuel
12. Professional environment
    1. Safety glasses (clear lens) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

1. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent diversity of gender, ethnicity, age, and sexual orientation.

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One in text

B. Research:
Engine construction research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *L1 Advanced Engine Performance: ASE L1 diagnostics, OBD-II strategy, and root-cause engine performance*. 1 ed., KDP, 2026.
2. James D Halderman *Automotive Technology*. 7 ed., Pearson, 2024.
3. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.

Other Materials Required of Students

1. A computer with internet access..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Texts

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
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 is a lecture only course, so offering it online provides more flexibility for students.

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

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

Student-Student Interaction

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

Frequency: At least once every other week.

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Minimum weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Once every other week
- **Other:**
  Frequency: Students will interact during on-campus weekly labs

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662275

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AL2
Advanced Diesel Engine Performance

Effective: Fall 2027

Catalog Description:

APAU AL2 - Advanced Diesel Engine Performance
2.00 Units

Continuation of Automotive Technology A9 with an emphasis on diagnosis of electronic problems, including computer-controlled circuits/systems, using schematics, diagnostic procedures, and equipment on passenger car and light-duty truck diesel engines. Students are strongly recommended to enroll in the Automotive Lab concurrently. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)
2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

1. Advanced on-board computer scan data
    1. Retrieval of codes and data
        1. Flash codes
        2. Scanner codes
    2. Interpretation of information
        1. Factory set procedures
        2. Develop own diagnostic procedures
2. Advanced emission system diagnostics and testing
    1. Perform flow chart testing, with codes and without codes
    2. Evaluate exhaust gas emission smog test results

3. Electronic pulse with modulation evaluation
3. Advanced diagnostic patterns, analysis of scope readings
    1. Digital storage oscilloscope usage
        1. Scope connection
        2. Pattern interpretation
4. Advanced diagnostic service information
    1. Access service information (electronic)
        1. Application of information
    2. Access service information (paper)
        1. Application of information
    3. Research labor time guides for work determined in diagnostics
5. Advanced ignition timing
    1. Inspection of adjustable systems
        1. Proper operation of timing light
        2. Follow factory procedures
        3. Set timing to specifications
6. Explain theory and functionality of open/closed-loop systems
    1. List theory of fuel flow delivery system in open loop status
        1. Sensor contribution at operating temperatures
7. Exhaust system evaluation
    1. Back pressure
        1. Testing and diagnosis
    2. Installation inspection
8. Emissions and performance
    1. Explain impact of emissions system on vehicle performance
        1. Diagnoses of power systems
9. Handling of hazardous waste materials
    1. Storage and handling of gasoline
    2. Storage and handling of diesel fuel
10. Professional environment
    1. Safety glasses (clear lens) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One in text

B. Research:
Engine emissions research for a personal vehicle

Textbooks (Typical):

Textbook:

1. Brian Hagopian *Light-Duty Diesel Engine Fundamentals and Advanced Diagnostics: Master modern diesel systems, electronic diagnostics, and ASE A9/L2 certification standards.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. Michael Klyde *Advanced Automotive Engine Performance.* 1 ed., CDX, 2021.
4. Barry Hollembeak *Automotive Fuels & Emissions Shop Manual.* 7 ed., Thomson Delmar Learning, 2017.

Other Materials Required of Students

1. Safety glasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
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 is a lecture only course, so offering it online provides more flexibility for students.

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

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

Student-Student Interaction

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

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Minimum weekly.
- **Other:**
  Frequency: Students will interact during on-campus weekly labs and online in chat.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly, in on-campus labs
- **Other:**
  Frequency: Homework is assigned weekly.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584391

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AL3
Light Duty Hybrid/Electric Vehicles

Effective: Fall 2027

Catalog Description:

APAU AL3 - Light Duty Hybrid/Electric Vehicles
2.00 Units

A study in the history, present, and future of alternative fuels, hybrids and electric vehicles in the automotive industry. Emphasis on shop safety, hazardous waste handling, high-voltage electrical precautions, basic engine construction of hybrids, battery storage systems, fuel storage systems, compressed natural gas, liquid propane gas, bio-diesel and hydrogen cell technology. (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California: 10260 MacArthur Blvd, Oakland, CA 94605)

2 Units Lecture

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Use service information to research a repair.
B. Perform hybrid safety precautions with 100% accuracy.
C. Perform the hybrid battery disconnect procedure.

Course Objectives:

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

A. Describe the importance of shop safety relating to different alternative fuels
B. Explain the importance of implementation of alternative fuels
C. Identify and perform safety procedures in regards to the handling of alternative fuels and battery disposal
D. Access and research service information stored on computer
E. Specify and list the differences in alternative fuels
F. Distinguish and compare the different hybrid fuel systems
G. Use critical thinking skills to explore the future of alternative fuels
H. Maintain a clean and professional environment

Course Content:

1. Shop safety when dealing with alternative fuels
    1. Proper attire
        1. Manufacturer and government
    2. Fire hazards: what to do and how to respond
    3. Cautionary colors
        1. Under 50 Volts
        2. 50 to 100 Volts
        3. Over 100 Volts
2. Alternative fuel government regulations and implementation
    1. History and future of alternative fuel regulations
    2. Domestic and international laws governing alternative fuels

3. Gasoline supply and pricing
    1. How much is left?
    2. Middle east stability
    3. OPEC
4. Fueling station availability
    1. Gasoline
    2. Bio-Diesel
    3. CNG
    4. LPG
    5. Propane
3. Safety and handling of alternative fuels and battery systems
    1. Occupational Safety Health Administration (OSHA) shop standards applied
    2. Flash points of different fuels
    3. Hazardous material handling: CNG, LPG, bio-diesel, batteries, hydrogen cells, as well as other chemicals related to the automobile and alternative fuels
4. Service information
    1. Access computer-based service information: Alldata, Mitchell on demand, manufacturer information systems as available
5. Automotive alternative fuels systems
    1. Ethanol systems and blends
        1. Major manufacturing changes
        2. Effects on internal engine components
        3. Effects on fueling systems
    2. CNG systems and blends
        1. Major manufacturing changes
        2. Effects on internal engine components
        3. Effects on fueling systems
    3. LPG systems and blends
        1. Major manufacturing changes
        2. Effects on internal engine components
        3. Effects on fueling systems
    4. Bio-diesel systems and blends
        1. Major manufacturing changes
        2. Effects on internal engine components
        3. Effects on fueling systems
    5. Electrical motor and solar systems
        1. Motor technology challenges
        2. Solar technology challenges
        3. Battery technology challenges
            1. Lead acid
            2. Ni-Cd
            3. Ni-Mh
            4. Lit-Ion
            5. Lit-Ion gel
            6. Coming technology
    6. Hydrogen cell systems
        1. Hydrogen technology challenges
        2. Hydrogen supply and rendering
6. Hybrid fuel systems
    1. Gasoline-electric systems
    2. Gasoline-CNG systems
    3. Gasoline-LPG systems
7. Future of alternative fuels systems
    1. Advances in technology
    2. What's next?
    3. Challenges of new fuels
8. Professional environment
    1. Safety glasses (clear lenses) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured.
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

1. Lecture - Group lecture assignments. The lectures and other assignments can be modified to encourage participation and universal learning. When appropriate, guest lecturers will represent a diverse cross-section of gender, ethnicity, age, and sexual orientation.
2. Discussion - Group discussions.
3. Audio-visual Activity - 1. PowerPoint presentations. 2. Mockup parts from automobile.

Methods of Evaluation

A. Class Participation

1. Daily

B. Exams/Tests
1. At least twice per semester

C. Home Work
1. Weekly

D. Quizzes
1. Weekly

Typical Outside-of-Class Assignments

A. Reading:
Read Chapter One of text

B. Research:
Engine construction research for a personal vehicle

Textbooks (Typical):

Textbook:
1. Brian Hagopian *Hybrid, EV, and Alternative Fuels: Mastering the future of propulsion from high-voltage systems to sustainable alternative fuels.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Learning Materials:
1. No Textbook

Other Materials Required of Students

1. Computer with internet access..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

A. Non Course Requirements
Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
CCN/C-ID Requirement

DE Proposal

Delivery Methods
- **Fully Online (FO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This is a lecture only course, so offering it online provides more flexibility for students.

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

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At least once per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least once per week
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000662277

CB03: TOP Code
094840 - Alternative Fuels and Advanced Transportation Technology

CIP Code
47.0614 - Alternative Fuel Vehicle Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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 Apprenticeship Auto AL4
ADAS - Advanced Driver Assistance Systems

Effective: Fall 2027

Catalog Description:

APAU AL4 - ADAS - Advanced Driver Assistance Systems
2.00 Units

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

Enrollment Limitation:

- Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).

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

Course Grading:

Optional

Justification for course proposal
Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

Discipline:

Automotive Technology.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

A. Understand and apply proper hazardous waste handling;
B. Identify and describe uses of automotive related tools;
C. Describe the importance of preventative maintenance and inspection procedures as they relate to the automobile;
D. Understand adaptive cruise control (ACC)
E. Calibrate lane keeping assistance
F. Apply blind spot warning calibration
G. Identify surround view cameras
H. Understand dynamic driving assistance
I. Identify rear cross traffic warning systems
J. Understand parking obstruction warning
K. Differentiate forward and reverse automatic braking
L. Identify trailer assistance programming
M. Diagnose ight vision system
N. Differentiate remote and automatic parking systems

Course Content:

1. Fundamentals and theory of automotive steering and suspension systems
    1. System geometry and alignment specifications
    2. Fundamental principles of electrical flow and component operation
2. Applied principal competencies
    1. Perform alignment
    2. Diagnosis of vibration, electrical, and mechanical concerns
3. Adaptive cruise control

4. Collision avoidance
5. Emergency braking
6. Land departure
7. Cross traffic
8. Surround view
9. Lane change assistance
10. Self parking
11. Blind spot detection
12. Rear collision warning
13. Parking assistance
14. Electrical steering systems
15. Electrical suspension systems
16. Professional environment
    1. Safety glasses (clear lens) worn in all laboratory areas
    2. No loose clothing (coveralls strongly recommended)
    3. Long hair secured
    4. No open toe shoes (safety shoes recommended)
    5. Work areas maintained: clean, free of debris and spills

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

Textbooks (Typical):

Textbook:

1. Brian Hagopian *L4 Advanced Driver Assistance Systems (ADAS) Specialist: Master ADAS diagnostics, calibration, and ASE L4 certification.* 1 ed., KDP, 2026.
2. James Duffy *2025 ASE Automotive Suite.*, Goodheart Wilcox, 2025.
3. James D Halderman *Automotive Technology.* 7 ed., Pearson, 2024.

Other Materials Required of Students

1. Safety lasses.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. Non Course Requirements
   Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards. Students must first be accepted into a registered Automotive Trades Apprenticeship (Automotive Repair and Machinists Trades Joint Apprenticeship Committees of Northern California, 10260 MacArthur Blvd, Oakland, CA 94605).
   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 is a lecture only course, so offering it online provides more flexibility for students.

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

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: at least one quiz per section/chapter. Weekly. Exams: at least two per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least once per week
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly, in on-campus labs
- **Other:**
  Frequency: Homework, assigned weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000569953

CB03: TOP Code
094800 - Automotive Technology

CIP Code
47.0604 - Automobile/Automotive Mechanics Technology/Technician

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
A - Apprenticeship

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

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

LAS POSITAS COLLEGE

Admin Outline for Ethnic Studies 3
Chicana and Latina Feminist Thought

Effective: Fall 2028

Catalog Description:

ETHS 3 - Chicana and Latina Feminist Thought
3.00 Units

Grounded in the histories and socio-cultural experiences of Chicanas/Latinas, this course is an introduction to Chicana/Latina feminist theories, social struggles, philosophies, and cultural works. Students will examine how Chicana feminist thought disrupts patriarchal, heteronormative, and colonial narratives within Chicanx/Latinx communities. The course will analyze the intersections of gender, race, ethnicity, class, sexuality, nationality, religion, and other structures of power within Chicanx/Latinx communities. Students will apply theory produced by Chicanas/Latinas to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Chicanas/Latinas with a particular emphasis on agency and group-affirmation. This course will consider topics such as labor, activism, transnational resistance, Chicana/Latina art, colonialism, machismo, gendered violence, and Chicana/Latina health.

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

Introduction to Chicana Feminism provides a critical, interdisciplinary examination of the historical, political, and cultural experiences of Chicana and Latina women in the United States. Emerging from both the Chicano Civil Rights Movement and the Second-Wave Feminist Movement, Chicana feminism addresses the unique intersections of race, gender, class, sexuality, and citizenship that have historically marginalized women of Mexican descent within both mainstream feminism and male-dominated nationalist spaces.

Through foundational texts, literature, visual art, and social movement history, students will analyze core theoretical frameworks—such as borderlands theory, mestiza consciousness, intersectionality, and reproductive justice—and apply them to contemporary issues including labor, immigration, education, and community organizing.

This course directly supports the mission of the Ethnic Studies program by centering the lived experiences, resistance, and knowledge production of communities of color. Furthermore, it prepares students for upper-division coursework while fostering the critical thinking, cultural competency, and civic engagement skills essential for a diverse student body.

This course is designed to meet Ethnic Studies General Education and transfer requirements (Cal-GETC Area 6) by examining social justice, structural inequality, and liberation movements through the lens of Chicana feminist thought.

Given our institution's designation as a Hispanic-Serving Institution (HSI) and the diverse demographics of our student body, this course addresses a critical curriculum gap, offering students culturally sustaining pedagogy that validates their histories while cultivating analytical skills across all disciplines.

Adding this course strengthens the Ethnic Studies department's core offerings, creating a clear transfer pathway for students.

Discipline:

Chicano 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. Explain and assess how struggle, resistance, racial and social justice, solidarity, and liberation as experienced, enacted, and studied by Chicana/o/x and Latina/o/x/e communities are relevant to current and structural issues such as communal, national, international, and transnational politics.
B. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age
C. Apply theory and knowledge produced by Chicana/Latina feminists to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of Chicanas/Latinas with a particular emphasis on agency and group-affirmation

Course Objectives:

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

A. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in: Chicana/o Studies and Latina and Latino American Studies.

B. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Chicana/o/x and Latina/o/x/e communities

Course Content:

1. **Gender as a social construct:**
    1. **Institutional influence (ie media, religion, schools, etc.) over gender roles, expressions, forms and gendered/sexualized/raced stereotypes**
    2. **Patriarchy, Heteronormativity in Chicana/Latina lives**
    3. **the family/motherhood construct**
    4. **Homophobia, transphobia, and anti-queer violence**
2. **Labor, class as they intersect with working Chicana/Latinas**
    1. **Socio-economic status of Chicanas/Latinas**
    2. **Working class status/identity**
    3. **Labor movements led by Chicanas/Latinas**
    4. **Feminised labor by Chicanas/Latinas in a global/transnational economy**
    5. **Chicanas leading welfare rights movement**
3. **Core Chicana feminist theories and scholars**
    1. **Gloria Anzaldua and mestiza consciousness, borderlands theory**
    2. **Cherrie Moraga and queer chicana theory**
    3. **Ana Castillo and Xicanisma**
    4. **Norma Alarcón - and Third World Feminism**
    5. **Chela Sandoval and reproductive justice theory**
    6. **Related Third World Feminist theories**
4. **Activism, Testimonio, and Chicana/Latina agency as transformative and transnational resistance**
    1. **Chicana feminist movement**
    2. **Chicana/Latinas in third world feminist movement**
    3. **Role of Chicana/Latina leaders in the Chicana/x/o Movement**
    4. **Border/Migration/Immigrant rights**
    5. **Chicana/Latina leaders in labor, education, politics, etc.**
    6. **Movements resisting sexual violence**
    7. **Reproductive justice movement**
    8. **Establishing Chicana and Latina Studies**
5. **Chicana/Latina artists and self, political, and cultural expressions**
    1. **Literary arts, poetry, fiction**
    2. **Visual arts (ie muralists, printmakers, poster artists, graffiti artists, fashion, etc.)**
    3. **musicians/singers**
    4. **Resistance through the arts (ie hip hop, social media, poetry, film)**
    5. **Rejecting patriarchal dichotomies like 'mujer buena/mujer mala'**
    6. **Chicana feminism in mass media (newsletters, zines, newspapers, etc.)**
6. **Reconceptualizing Chicana archetypes from a Chicana feminist standpoint**
    1. **La Llorona**
    2. **La Malinche**
    3. **La Virgen de Guadalupe**
    4. **Storytelling as hegemony and resistance**

7. **Colonialism, Christianity, and Patriarchy**
    1. **Impact of Spanish colonialism and Spanish Catholic Church on Indigenous/Mexican/Chicano culture**
    2. **Catholicism and gender and cultural norms**
    3. **Liberation Theology**
    4. **Religion and colonialism on body and beauty (sexualization, beauty industry, colorism)**
8. **Machismo and Patriarchy in Chicano/Mexican culture**
    1. **Compare with machismo/sexism in dominant culture**
    2. **Attitudes and beliefs about women in general**
    3. **Attitudes and beliefs about Chicanas/Latinas in particular**
    4. **Historical development of machismo/sexism**
9. **Gendered/sexualized violence**
    1. **Sexual, reproductive, and physical violence against Chicanas/Latinas**
    2. **Sexual and physical violence against LGBTQ Chicanas/Latinas - including cis, trans, and non-binary people**
    3. **Domestic violence**
    4. **State-sanctioned rape and violence**
        1. **Impact of police violence, police harassment, criminalization of primarily low-income/immigrant Chicana/Latina communities**
        2. **Mass incarceration; violence/rape in prisons/jails**
        3. **Border violence and violence targeting immigrant Chicana/Latina communities**
    5. **Violence intervention and prevention programs**
10. **Health and Wellbeing**
    1. **Healthcare access, disparities**
    2. **Disability justice**
    3. **Traditional remedios/indigenous health practices**
    4. **Mental health**
    5. **Self-care, healing**
    6. **Reproductive justice/full reproductive care**

Methods of Instruction:

1. Audio-visual Activity - in-class films
2. Classroom Activity - in-class discussions, and various activities depending on the instructor.
3. Discussion - instructor dependent
4. Lecture - instructor dependent
5. Research - instructor dependent

Methods of Evaluation

A. Class Work
    1. at instructor's discretion
B. Exams/Tests
    1. minimum of 1 final exam
C. Home Work
    1. at instructor's discretion
D. Papers
    1. at instructor's discretion
E. Projects
    1. minimum of one per semester.
F. Quizzes
    1. at instructor's discretion
G. Research Projects
    1. at instructor's discretion

Typical Outside-of-Class Assignments

A. Writing:

1. Zine Project: Contribute an original essay, poem, or artwork to our class zine about Chicana/Latina feminism.

B. Research:
    1. Research Project: select a research topic directly related to Chicana/Latina feminism and write a five page paper including at least 5 scholarly sources in APA format.

C. Project:
    1. Oral History Interview: interview a Chicana/Latina from your community. Write a paper to analyze the major themes from the interview as they relate to course themes and materials
    2. Community Organization Profile: select a community organization with the approval of the instructor. With instructor support, identify a key member of the organization to interview. Write a profile of the organization that includes a description of the organization, its history, important campaigns, and any other relevant information from your interview.
        1. Such as Mujeres Unidas y Activas (San Francisco)
        2. California Latinas for Reproductive Justice

D. Reading:
    1. Read chapter from book list

Textbooks (Typical):

OER:

1. Gonzalez et al *New Directions in Chicanx and Latinx Studies.*, n/a, 2024. .

Textbook:

1. Elizabeth "Betita" martinez *500 Year of Chicana History in Pictures.*, Rutgers University Press, 2022.
2. Maylei Blackwell *¡Chicana Power! Contested Histories of Feminism in the Chicano Movement.*, University of Texas Press, 2011.
3. Aida Hurtado *Intersectional Chicana Feminisms: Sitios y Lenguas.*, University of Arizona Press, 2020.
4. Gloria Anzaldua *Borderlands =La Frontera; the new mestiza.*, Aunt Lute Books, 2012.
5. Michelle Cruz Gonzalez *The Spitboy Rule: Tales of a Xicana in a Female Punk Band (2016).*, PM Press, 2016.

Equity Based Curriculum

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

Offering the course online allows for more flexibility in student scheduling and can reach a wider audience.

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

This decision was made with discussion amongst 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: weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: at the discretion of the instructor
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: minimum of one exam 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: at the discretion of the instructor
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: minimum of one per semester

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences
- 6 - Ethnic Studies

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 4 - Social and Behavioral Sciences
- 6 - Ethnic Studies

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

220330 - Chicana/o, Latina/o Studies

CIP Code

05.0203 - Hispanic-American, Puerto Rican, and Mexican-American/Chicano Studies

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Kinesiology 31A
Pre-Season Intercollegiate Men's Basketball

Effective: Fall 2027

Catalog Description:

KIN 31A - Pre-Season Intercollegiate Men's Basketball
1.00 - 2.00 Units

This course is designed to provide the student with an opportunity to develop skills and physical conditioning, along with an understanding of basketball at the advanced level in preparation for intercollegiate competition. Skills such as dribbling, passing, shooting, and defensive and offensive strategies will be presented and practiced. Team play and sportsmanship are important priorities that are emphasized in this class. Fall semester.

1 - 2 Units Lab

Total Lab Hours	54 - 108
Total Inside of Class Hours	54 - 108
Total Student Learning Hours	54 - 108

Course Grading:

Letter Grade Only

Justification for course proposal

The Dean would like to mirror Men's & Women's basketball classes the same for equity, consistency, and simplicity purposes.

Discipline:

Coaching.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Perform advance defensive phases of Basketball (zone and player to player defense in the half court and full court).
B. Perform advance offensive phases of Basketball (dribble, pass and shoot through team half court sets, transitional sets, press breakers and out of bounds plays).
C. Be in the proper shape to compete at the collegiate level.

Course Objectives:

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

A. Demonstrate advanced sportsmanship through the appropriate application of the rules involved with the game of basketball
B. Demonstrate advanced skills required for intercollegiate basketball, e.g. passing, dribbling, shooting while being defended
C. Execute offensive and defensive strategies used in basketball
D. Experience team cooperation and proper conduct commonly performed in the game of basketball
E. Develop and/or maintain a level of fitness needed to participate at the intercollegiate level
F. Analyze the inherent risks involved with basketball (e.g. ankle sprain) and participate in a safe and wise manner

Course Content:

1. Explanation and demonstration of rules and proper conduct associated with intercollegiate basketball
2. Participation in scrimmage and game situations
3. Discussion of game strategies and rule interpretations
4. Instruction on court dimensions and game equipment
5. Proper warm up, conditioning, and cool-down activities utilized in basketball to avoid common injuries
6. Participation in advanced skill development and drills associated with basketball at the intercollegiate level
7. "Hands on" experience via participation in actual games

Methods of Instruction:

1. Audio-visual Activity - educational programs
2. Demonstration - skill building exercises — demonstrate basketball skills
3. Demonstration - Class divides up into groups and is given instructions on dribbling. Behind the back, between the legs, crossover dribble, ambidextrous, where to focus vision of eyes, etc. 3. Class performs dribble drill via instructor's whistle commands and instructions 4. Class progresses to more advanced and diversified ways to dribble ball such as dribbling while being defended or leading the fast-break in 2 on 1 or 3 on 2 drills. 5. Students practice shooting in competitive "game-like" situations (catch and shoot, shots off the dribble, shooting while being defended)
4. Demonstration - Dribbling, shooting, passing, defense will all be covered via these methods
5. Discussion - concerning strategies involved with intercollegiate basketball
6. Individualized Instruction - drills for skill amelioration
7. Simulations - participation in scrimmages and game situations

Methods of Evaluation

A. Class Participation
    1. assessed daily
B. Simulation
    1. assessed daily

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Lecture/Demonstration
        1. Dribbling Drills
    2. Class participation in dribbling drill
        1. Class divides up into groups and is given instructions on dribbling. Behind the back, between the legs, crossover dribble, ambidextrous, where to focus vision of eyes, etc.
        2. Class performs dribble drill via instructor's whistle commands and instructions
        3. Class progresses to more advanced and diversified ways to dribble ball such as dribbling while being defended or leading the fast-break in 2 on 1 or 3 on 2 drills.
        4. Students practice shooting in competitive "game-like" situations (catch and shoot, shots off the dribble, shooting while being defended)
    3. Skill Building Exercise
        1. Students participate in warm-ups running drills with ball.
        2. Position Breakdown Drills (perimeter players work on dribbling, while post players work on post moves)

Textbooks (Typical):

Textbook:

1. National Collegiate Athletic Association *2025-2026 Men's Basketball Rules.* First ed., NCAA, 2025.
2. Javair Gillett, William Burgos-Fontanez Jr. *Strength Training for Basketball.* 1 ed., Human Kinetics, 2020.
3. National Basketball Strength & Conditioning Association (NBSCA), Bill Foran *Complete Conditioning for Basketball.* 1st ed., Human Kinetics, 2026.

Other Materials Required of Students

1. Shorts, T-Shirt, Basketball Shoes.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**
- **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.
In case of a health crisis such as Covid-19
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

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Once per week

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Once per week

Student-Content Interaction

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 4 days per week
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least once per week

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000557680

CB03: TOP Code

083550 - Intercollegiate Athletics

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.

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 Kinesiology 31B
Fall Intercollegiate Men's Basketball

Effective: Fall 2027

Catalog Description:

KIN 31B - Fall Intercollegiate Men's Basketball
1.50 Units

Fall semester training for intercollegiate competition with daily practice.

1.5 Units Lab

Total Lab Hours	81
Total Inside of Class Hours	81
Total Student Learning Hours	81

Course Grading:

Letter Grade Only

Justification for course proposal

The Dean would like to mirror Men's & Women's basketball classes the same for equity, consistency, and simplicity purposes.

Discipline:

Coaching.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Demonstrate and understand how to work with teammates in a positive environment.
B. Demonstrate an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with being an intercollegiate athlete.
C. Demonstrate an understanding of the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level in men's basketball.
D. Demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone and player to player) in the half court and full court.
E. Demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts (dribble and pass) and 2 out of 5 attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds plays.

Course Objectives:

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

A. Demonstrate and interpret information presented in the team andbook;
B. Demonstrate advanced concepts with fellow teammates in intercollegiate basketball;
C. Demonstrate advanced skills of basketball;
D. Develop a high level of physical conditioning;
E. Demonstrate leadership, team play, sportsmanship and other social values related to team competition;

Course Content:

1. Early season team preparation
    1. Equipment
    2. Team rules
    3. Eligibility, school unit requirements, and academic performance
    4. Physicals
    5. Team workouts
2. Practice
    1. Warm-ups
    2. Team drills
    3. Individual skill development
    4. Offensive strategies
    5. Defensive strategies
    6. Cool-down
3. Intercollegiate competition

Methods of Instruction:

1. Lecture - Offensive and defensive skills will be shown and communicated to the student athletes.
2. Demonstration - Students should be able to demonstrate the skills taught in this class.

3. Audio-visual Activity - Video Analysis 1. Practice sessions 2. Game analysis
4. Team Meetings 1. Pre-game 2. Post-game
5. Daily practice 1. Coaching 2. Individual and group activities

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Daily
C. Skill improvement Demonstration and progress in passing, shooting, ball-handling. Demonstrate ability to adapt to different game situations and perform various offensive and defensive strategies. Demonstrate ability to work and compete with others in a positive manner within a team environment.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participate in practice session activities
    2. Participate in drills
    3. Participate in game competition

Textbooks (Typical):

Textbook:

1. National Collegiate Athletic Association *2025-2026 Men's Basketball Rules.* First ed., NCAA, 2025.
2. Dan Hurley *Never Stop: Life, Leadership, and What It Takes to Be Great.* 2nd ed., Human Kinetics, 2025.

Other Materials Required of Students

1. Protective equipment, including basic athletic underclothing and shoes..
2. (Note – the Intercollegiate Athletics program provides game uniforms).

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

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.
In case of another health crisis such as COVID-19
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

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Weekly

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly

Student-Content Interaction

- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes
CB00: State ID
CCC000365751
CB03: TOP Code
083550 - Intercollegiate Athletics
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.
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 Kinesiology 31C
Spring Intercollegiate Men's Basketball

Effective: Fall 2027

Catalog Description:

KIN 31C - Spring Intercollegiate Men's Basketball
1.50 Units

Spring semester training for intercollegiate competition with daily practice.

1.5 Units Lab

Total Lab Hours	81
Total Inside of Class Hours	81
Total Student Learning Hours	81

Course Grading:

Letter Grade Only

Justification for course proposal

The Dean would like to mirror Men's & Women's basketball classes the same for equity, consistency, and simplicity purposes.

Discipline:

Coaching.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Demonstrate an understanding of the responsibilities and assignments of each position on the basketball team from an offensive and defensive standpoint.
B. Utilize competitive motivation.
C. Identify correct rules, scoring and strategies for successful completion of an Intercollegiate Basketball game.
D. Demonstrate an understanding of advanced skills in basketball; dribbling through traffic on the court, passing under defensive pressure, shooting three-point shots, rebounding, offensive screening and offensive moves to the basket.

Course Objectives:

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

A. Demonstrate advanced offensive team concepts
B. Apply advanced defensive skills
C. Demonstrate a high level of physical conditioning
D. Demonstrate leadership, team play, and sportsmanship throughout intercollegiate competition
E. Explain the importance of post-season participation

Course Content:

1. Practice
    1. Warm-ups
    2. Team drills
    3. Individual skill development
    4. Offensive strategies
    5. Defensive strategies
    6. Cool-down
2. Intercollegiate competition
3. Evaluation and Post-Season
    1. All League Invitational awards
    2. Post-season participation
    3. Banquet
    4. Team Awards

Methods of Instruction:

1. Lecture - Through on-the-floor learning, as well as video study, the instructor will teach skills needed to compete on the intercollegiate men's basketball team
2. Demonstration - Students will demonstrate the offensive and defensive fundamentals taught to them daily.
3. Audio-visual Activity - Video Analysis 1. Practice sessions 2. Game analysis
4. Team Meetings 1. Pre-game 2. Post-game
5. Daily practice 1. Coaching 2. Individual and group activities

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Daily
C. Skill improvement Demonstration and progress in passing, shooting, ball-handling. Demonstrate ability to adapt to different game situations and perform various offensive and defensive strategies. Demonstrate ability to work and compete with others in a positive manner within a team environment.

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Participate in practice session activities
    2. Participate in drills
    3. Participate in game competition

Textbooks (Typical):

Textbook:

1. National Collegiate Athletic Association *2025-2026 Men's Basketball Rules*. 1st ed., NCAA, 2025.
2. Dan Hurley *Never Stop: Life, Leadership, and What It Takes to Be Great*. 1st ed., Avid Reader Press / Simon & Schuster, 2025.

Other Materials Required of Students

1. Protective equipment, including basic athletic underclothing and shoes..
2. (Note – the Intercollegiate Athletics program provides game uniforms).

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

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.
In case of a health crisis (Covid 19 as an example)
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
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Weekly
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: Daily/Weekly

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly

Student-Content Interaction

- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU

Las Positas College GE
- 7 - Kinesiology

UC Transfer
- Transfers to UC

Codes and Dates

Course CB Codes
CB00: State ID
CCC000575129
CB03: TOP Code
083550 - Intercollegiate Athletics
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.
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 Kinesiology 31D
Off-Season Intercollegiate Men's Basketball

Effective: Fall 2027

Catalog Description:

KIN 31D - Off-Season Intercollegiate Men's Basketball
1.00 - 2.00 Units

Students will practice the skills of dribbling, passing, shooting and defense necessary for competitive basketball play; put into practice the governing rules of basketball; learn about the appropriate terminology used in basketball and the safety procedures related to the game.

1 - 2 Units Lab

Total Lab Hours	54 - 108
Total Inside of Class Hours	54 - 108
Total Student Learning Hours	54 - 108

Course Grading:

Letter Grade Only

Justification for course proposal

The Dean would like to mirror Men's & Women's basketball classes the same for equity, consistency, and simplicity purposes.

Discipline:

Coaching.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Articulate and demonstrate advanced strategies used in basketball. The student will show an understanding of the rules, strategies, and sportsmanship involved in competitive basketball.
B. Demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts (dribble & pass) and 2 out of 5 successful attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds plays.Demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone & player to player) in the half court and full court.
C. Perform advance offensive phases of Basketball (dribble, pass and shoot through team half court sets, transitional sets, press breakers and out of bounds plays), and perform advance defensive phases of Basketball (zone and player to player defense in the half court and full court).

Course Objectives:

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

A. Identify safety procedures (warm up) for playing basketball
B. Describe and discuss the terminology and language used in basketball
C. Explain the different styles of basketball training
D. Apply fair play, good sportsmanship and leadership qualities
E. Recall basic technical skills, such as dribbling, passing, shooting and defending
F. Interpret the strategies and formations being used by teams in a basketball game

Course Content:

1. Safety procedures (warm up) for playing basketball
2. Terminology and language used in basketball
3. Various different styles of basketball training
4. Fair play, good sportsmanship and leadership qualities
5. Basic technical skills, such as dribbling, passing, shooting and defending
6. Strategies and formations used by teams in a basketball game

Methods of Instruction:

1. Demonstration - Participatory exercises to demonstrate various skills used in a basketball game
2. Audio-visual Activity - Watching basketball games to recognize the different strategies and formations used by the teams
3. Simulations - Warm up exercises related to safety procedures
4. Lecture - Terminology and language used in basketball games

Methods of Evaluation

A. Class Participation
    1. assessed daily

B. Simulation
    1. assessed daily

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Skills assessment on dribbling, passing, shooting
    2. Team and individual video watching to recognize different strategies and formations used by the teams

Textbooks (Typical):

Textbook:

1. National Basketball Strength & Conditioning Association (NBSCA), Bill Foran *Complete Conditioning for Basketball.* 1 ed., Human Kinetics, 2026.
2. Tudor O. Bompa, Carlo Buzzichelli *Periodization of Strength Training for Sports-4th Edition.* 4th ed., Human Kinetics, 2022.

Other Materials Required of Students

1. Gym shorts or sweats, t-shirt and tennis shoes..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
In case of a situation where we have to go remote again (i.e. a health crisis)
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

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Once per week

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Once per week

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

Las Positas College GE

- 7 - Kinesiology

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000557685

CB03: TOP Code

083550 - Intercollegiate Athletics

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.

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 Kinesiology FL1
Flag Football 1

Effective: Fall 2027

Catalog Description:

KIN FL1 - Flag Football 1
0.50 - 2.00 Units

This is an introductory course designed to give the student an opportunity to review and practice the basic fundamental skills relative to the game of flag football.
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
We have formed a club at LPC and may want to consider adding this sport as an intercollegiate athletic program in the future.

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Demonstrate and explain the physiological reasons for performing a proper warm-up
B. Work within a group, or team, to solve problems.
C. Demonstrate basic skills in passing and receiving.
D. Demonstrate knowledge of the general rules involved with the game of flag football.

Course Objectives:

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

A. Describe the general rules involved with the game of flag football
B. Demonstrate basic skills required in flag football, e.g. passing, receiving, etc.
C. Summarize the field of play for flag football
D. Examine game situations and compose a strategy
E. Recognize and experience team cooperation and proper conduct (sportsmanship) commonly performed in the game of flag football
F. Explain the inherit risks involved with flag football and participate in a safe and wise manner
G. Develop and/or maintain a level of fitness needed to participate in the sport of flag football;

Course Content:

1. Basic rules of flag football and how they differ from tackle football

2. Rushing and blocking in flag football

3. How to create a flag football tournament

4. Refereeing flag football

5. Passing and running in flag football

6. Defensive schemes for 7 on 7 flag football

Methods of Instruction:

1. Simulations - Scrimmages and game situations
2. Discussion - Group and team discussions concerning strategies involved with flag football
3. Demonstration - Individual skills and team concepts

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests

1. Monthly

C. Field Trips
    1. Monthly
D. Individual consultation with students
    1. Weekly
E. Lab Activities
    1. Weekly

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Lecture/Demonstration
        1. Receiving
    2. Class participation in “one hand” pass catching drill
        1. Class is provided a demonstration on receiving while moving in the same direction that the ball is traveling while only using one hand. This will develop a soft touch and allow students to master the skill of catching with two hands better.
        2. Class participates in drill in two opposite directions and then switches sides to work on off hand.
        3. Class progresses to a longer pass drill using both hands.
        4. Students practice on their own and with partners. (one on one)
    3. Skill Building Exercise
        1. Students participate in a variety of pass patterns using this type of catch.
    4. Students will complete a quiz regarding rules and regulations

Textbooks (Typical):

Textbook:

1. Mr Craig Clayton *Girls Flag Football, Illustrated: A Coach's and Player's Guide: The Rules Simplified, from the Field (2026-27 Rules)*. 1st ed., Independently Published, 2026.
2. National Intramural-Recreational Sports Association *204 NIRSA Flag Football Rules Book & Officials' Manual.* 21st ed., Human Kinetics, 2024.
3. Anthony Stone *Back to the Basics: Football Drill Manual, Flag Football Edition.* 1st ed., Create Space independent Publishing, 2019.

Other Materials Required of Students

1. Proper exercise attire..
2. Field/turf cleats are optional..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

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.
In case of another health crisis such as COVID-19.
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

Student-Student Interaction

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

Student-Content Interaction

- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Monthly
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Monthly

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU

Las Positas College GE
- 7 - Kinesiology

UC Transfer
- Transfers to UC

Codes and Dates

Course CB Codes
CB00: State ID
CCC000606206
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.
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 Kinesiology FL2
Flag Football 2

Effective: Fall 2027

Catalog Description:

KIN FL2 - Flag Football 2
0.50 - 2.00 Units

This is an intermediate course designed to teach students the principles of short-field flag football. Instruction will include: rules, regulations, and concepts of play for 4-on-4 and 5-on-5 flag football.
0.5 - 2 Units Lab

Recommended Course Preparation:

- KIN FL1

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
We have formed a club at LPC and may want to consider adding this sport as an intercollegiate athletic program in the future.

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Work within a group, or team, to solve problems.
B. Demonstrate knowledge of the rules involved with the game of 4-on-4 and 5-on-5 flag football.
C. Demonstrate offensive and defensive strategies for 4-on-4 and 5-on-5 flag football.

Course Objectives:

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

A. Explain the rules involved with the game of 4-on-4 and 5-on-5 flag football
B. Use offensive and defensive strategies used in 4-on-4 and 5-on-5 flag football
C. Illustrate how a specific drill leads to a stated objective
D. Identify specific conditioning skills, including warm up, needed to become more successful in 4-on-4 and 5-on-5 flag football
E. Compare and contrast differences between 4-on-4 and 5-on-5 styles of play

Course Content:

1. Immediate rules of flag football and how they differ from tackle football

2. Rushing and blocking in flag football

3. Refereeing flag football

4. Passing and running in flag football

5. Defensive schemes for 7 on 7 flag football

6. Offensive routes

7. Zone Blitzes

8. How to create a flag football tournament

Methods of Instruction:

1. Demonstration - Weekly
2. Lecture - Weekly
3. Field Trips - Monthly
4. Simulations - Weekly

5. Discussion - Group and team discussions concerning strategies involved with flag football;
6. Classroom Activity - Student participation in scrimmages and game situations; Individual and small group drills for skill amelioration;

Methods of Evaluation

A. Class Participation
    1. Daily
B. Class Performance
    1. Weekly

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Lecture/Demonstration
        1. Quick slant receiving route
    2. Class participation in quick slant
        1. Class is provided a coned course to follow without catching. Students will participate at half-speed the first time through while focusing on correct steps and hip direction.
        2. Class progresses to full speed without catching.
        3. Class progresses to full speed with catching.
    3. Skill Building Exercise
        1. Students participate from a variety of start positions, applying footwork skills.
        2. Students participate with a defender.
    4. Students will complete a quiz regarding rules and regulations

Textbooks (Typical):

Textbook:

1. Mr Craig Clayton *Girls Flag Football, Illustrated: A Coach's and Player's Guide: The Rules Simplified, from the Field (2026-27 Rules)*. 1st ed., Independently Published, 2026.
2. National Intramural-Recreational Sports Association *2024 NIRSA Flag & Touch Football Rules Book & Officials' Manual.* 21st ed., Human Kinetics, 2024.
3. Anthony Stone *Back to the Basics: Football Drill Manual, Flag Football Edition.* 1st ed., Create Space independent Publishing, 2019.

Other Materials Required of Students

1. Appropriate exercise attire..
2. Field/turf cleats are optional..

Equity Based Curriculum

- Methods of Instruction

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.
In case of another health crisis such as COVID-19.
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
- **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

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly

Student-Content Interaction

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Monthly
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Monthly

General Education/Transfer

General Education/Transfer Request
Chabot College GE
- VA. Kinesiology

CSU GE
- E - Lifelong Learning and Self-Development

CSU Transfer
- Transfers to CSU

UC Transfer
- Transfers to UC

Codes and Dates

Course CB Codes

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.

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 Kinesiology FL3
Flag Football 3

Effective: Fall 2027

Catalog Description:

KIN FL3 - Flag Football 3
0.50 - 2.00 Units

This course is a continuation course for Flag Football 2. Review of the rules and regulations will be included. This level course will provide instruction on more complex offensive tactics, defensive strategies and concepts of play for 7 on 7 and 8 on 8 flag football. Students will receive instruction on the principles of long-field flag football.
0.5 - 2 Units Lab

Recommended Course Preparation:

- KIN FL2

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
We have formed a club at LPC and may want to consider adding this sport as an intercollegiate athletic program in the future.

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Work within a group, or team, to solve problems.
B. Demonstrate knowledge of the rules involved with the game of 7-on-7 and 8-on-8 flag football.
C. Demonstrate use of offensive and defensive strategies used in 7-on-7 and 8-on-8 flag football.

Course Objectives:

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

A. Explain the rules involved with the game of 7-on-7 and 8-on-8 flag football;
B. Illustrate the use of offensive tactics used in 7-on7 and 8-on-8 flag football;
C. Demonstrate the use of defensive strategies in 7-on-7 and 8-on-8 flag football (stunting, zone coverage, etc)
D. Describe and perform conditioning drills and proper warm up, for 7-on-7/8-on-8 flag football
E. Distinguish fundamental differences between "short-field" (4-on-4/5-on-5) and "long-field" (7-on-7/8-on-8) flag football

Course Content:

1. Man to man and zone defensive schemes

2. Passing and running plays in flag football

3. Rushing and blocking in flag football

4. Advanced rules of flag football and how they differ from tackle football

Methods of Instruction:

1. Lecture - Weekly
2. Demonstration - Weekly
3. Field Trips - Monthly
4. Simulations - Monthly
5. Group and team discussions concerning strategies involved with flag football;
6. Student participation in scrimmages and game situations;
7. Individual and small group drills for skill amelioration;

Methods of Evaluation

A. Class Participation
    1. Weekly

B. Class Performance
    1. Weekly
C. Exams/Tests
    1. Written. 1 per semester
D. Field Trips
    1. Monthly
E. Simulation
    1. Monthly

Typical Outside-of-Class Assignments

A. Laboratory:
    1. Lecture/Demonstration
        1. Cover 2 defense
    2. Class participation in zone drills
        1. Students are assigned zones on the field, marked with cones. Students will guard/cover a receiver as they pass through their zone at half speed.
        2. Students will "pass" the offensive player off to the next zone, not allowing them to receive a pass at half speed.
        3. Class progresses to full speed with catching.
    3. Skill Building Exercise
        1. Students participate with one zone/one receiver.
        2. Students progress to one zone/two receivers.
        3. Students progress to multiple zones/multiple receivers to simulate regular play.
    4. Students will complete a quiz regarding rules and regulations

Textbooks (Typical):

Textbook:

1. Mr Craig Clayton *Girls Flag Football, Illustrated: A Coach's and Player's Guide: The Rules Simplified, from the Field (2026-27 Rules)*. 1st ed., Independently Published, 2026.
2. National Intramural-Recreational Sports Association *2024 NIRSA Flag & Touch Football Rules Book & Officials' Manual.* 21st ed., Human Kinetics, 2024.
3. Anthony Stone *Back to the Basics: Football Drill Manual, Flag Football Edition.* 1st ed., Create Space independent Publishing, 2019.

Other Materials Required of Students

1. Proper exercise attire. .
2. Field/turf cleats are optional..

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

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.
In case of another health crisis such as COVID-19.

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

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly

Student-Content Interaction

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Monthly
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Monthly

General Education/Transfer

General Education/Transfer Request
Chabot College GE

- VA. Kinesiology

CSU GE

- E - Lifelong Learning and Self-Development

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

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.

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 Kinesiology FL4
Flag Football 4

Effective: Fall 2027

Catalog Description:

KIN FL4 - Flag Football 4
0.50 - 2.00 Units

This is an advanced course designed to teach students competitive strategies for flag football. Advanced offensive and defensive strategies for 4v4, 5v5, 7v7, and 8v8 will be discussed.

0.5 - 2 Units Lab

Recommended Course Preparation:

- KIN FL3

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

We have formed a club at LPC and may want to consider adding this sport as an intercollegiate athletic program in the future.

Discipline:

Physical Education.

Number of Times Course May Be Taken for Credit:

4

Student Learning Outcomes

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

A. Work within a group, or team, to solve problems.
B. Officiate a flag football game with appropriate hand signals.
C. Explain an offensive setup for a Cover 2 Zone defense in a 7v7 flag football game.

Course Objectives:

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

A. Explain the general rules involved with the game of flag football
B. Examine advanced offensive situations and apply appropriate strategies
C. Identify advanced defensive situations and apply appropriate strategies
D. Summarize the governing bodies relating to competitive flag football
E. Officiate a flag football game and demonstrate appropriate hand signals with your decisions.

Course Content:

1. Advanced rules and regulations of flag football

2. Advanced play and knowledge of flag football concepts

3. Advanced understanding of offensive and defensive concepts

4. Advanced knowledge of strategies of the game

Methods of Instruction:

1. Simulations - Scrimmages and game situations
2. Demonstration - Advanced offensive plays, advanced defensive setups, and officiating.
3. Discussion - Group strategies and concepts for offense, defense, special teams, and officiating

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. One per semester
C. Field Trips
    1. Monthly

D. Simulation
    1. Monthly

Typical Outside-of-Class Assignments

A. Other:
    1. Observation and Demonstration
        1. Students will observe an extra point situation, evaluate outcomes, and demonstrate a solution.
        2. Students will observe a long distance situations, evaluate outcomes, and demonstrate a solution.
    2. Lecture
        1. Provide guided instruction towards advanced offensive concepts
        2. Provide guided instruction towards advanced defensive concepts
    3. Lab
        1. Organize groups of students into offensive and defensive teams, and provide guided scenarios for students to learn offensive and defensive strategies
        2. Organize groups of students into offensive and defensive teams, and provide guided scenarios for students to learn special situations (extra points, punting).

Textbooks (Typical):

Textbook:

1. Mr Craig Clayton *Girls Flag Football, Illustrated: A Coach's and Player's Guide: The Rules Simplified, from the Field (2026-27 Rules)*. 1st ed., Independently Published, 2026.
2. NIRSA *2024 NIRSA Flag & Touch Football Rules Book and Officials' Manual.* 1st ed., Human Kinetics, 2024.
3. Anthony Turner, Paul Comfort *Advanced Strength and Conditioning.* 1st ed., Routledge, 2019.

Manual:

1. Hess, Dillon. Best Flag Football Plays for Defense: The Defensive Playbook for Flag Football Teams. Create Space Publishing, 2019.

Equity Based Curriculum

- Course Objectives
- Student Learning Outcomes
- Methods of Instruction

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.
In case of another health crisis such as COVID-19.
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:

- Student participation.
- Instructor participation.

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

Student-Student Interaction

- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: Weekly

Student-Content Interaction

- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Monthly
- **Games:** *Games will be used to reinforce learned material.*
  Frequency: Monthly

General Education/Transfer

General Education/Transfer Request

Chabot College GE

- VA. Kinesiology

CSU GE

- E - Lifelong Learning and Self-Development

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612030

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.

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

LAS POSITAS COLLEGE

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

Effective: Fall 2027

Catalog Description:

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

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

Recommended Course Preparation:

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

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

Course Grading:

Optional

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

Discipline:

Computer Information Systems.

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

1. Formatting multiple-page reports
    1. Creating multiple sections
    2. Changing page orientation
    3. Creating tables of contents
    4. Marking index entries and generating an index
    5. Inserting footnote/endnotes
2. Working with styles
    1. Applying styles
    2. Modifying styles
    3. Creating new styles
3. Navigating in long documents
4. Collaborating on word processing documents
    1. Using Track Changes
    2. Adding comments
    3. Sharing files

    4. Reviewing changes by multiple reviews
5. Create and Use Macros
6. Integrating word processing documents, spreadsheets and presentation software
    1. Link and/or embed spreadsheet.l data into word processing documents
    2. Use word processing documents to create presentations

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

1. Portable storage media.
2. GoPrint card.

Equity Based Curriculum

- Methods of Evaluation

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

Frequency: 2-3 times per semester.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: A minimum of 2 projects per chapter.

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584388

CB03: TOP Code
070210 - Software Applications

CIP Code
11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 200
Beginning Spelling for English Language Learners

Effective: Fall 2027

Catalog Description:

NESL 200 - Beginning Spelling for English Language Learners
54 Hours

This is a one semester beginning spelling class, designed to enable English language learners to recognize and use beginning sound/spelling patterns in English, develop an understanding of the sounds and symbols of English, including open/closed syllables, short and long vowel sounds, consonant and consonant cluster sounds, as well as the spelling of homophones and other problem words in everyday English. The course will also focus on basic dictionary skills to improve student autonomy.
18 hours lecture.

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

Course Grading:

Pass/No Pass

Justification for course proposal
Mirroring this course with ESL 100, so we can offer both credit and noncredit sections.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Correctly identify sound-spelling correspondence of short and long vowel sounds.
B. Correctly identify sound-spelling correspondence of voiced and voiceless consonants.
C. Correctly spell commonly used words in English that follow conventional spelling patterns.
D. Correctly spell commonly used words in English that follow non-conventional spelling patterns.

Course Objectives:

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

A. Correctly spell commonly used words in English that follow conventional spelling patterns
B. Demonstrate understanding of the basic sound/symbol correspondence of written English
C. Correctly spell commonly used words in English that follow non-conventional spelling patterns
D. Use an English learner dictionary to master spelling and usage of new vocabulary
E. Control spelling of the most common 0-1000 words in English

Course Content:

1. Beginning conventional spelling patterns
2. Beginning non-conventional spelling patterns
3. Beginning sound-spelling correspondence, including short and long vowel sounds, voiced and voiceless consonants
4. Homophones
5. Vocabulary from the 0-1000 most common word list
6. Guided dictionary practice with a learner's dictionary, including spelling, form and usage
7. Editing and correction of individual spelling mistakes
8. Vocabulary building through reading and writing
9. Vocabulary journal
10. Spelling through dictation, tests and quizzes

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for sound/spelling correlation practice
2. Classroom Activity - Small group and pair work for practicing spelling
3. Discussion - Application of learned words into discussion
4. Individualized Instruction - Based on a student L1 and other individualized needs analysis
5. Lab - practice activities to apply learned spelling strategies
6. Lecture - Explanation of spelling rules, etc.
7. Projects - As appropriate
8. Student Presentations - As appropriate

Methods of Evaluation

A. Class Participation
    1. Each class
B. Class Work
    1. Each class
C. Exams/Tests
    1. A minimum of two major exams, a midterm and final
D. Home Work
    1. A minimum of two hours weekly
E. Oral Presentation
    1. 1-2 individual or group presentations
F. Quizzes
    1. weekly or every other week
G. Vocabulary Journal, weekly

Typical Outside-of-Class Assignments

A. Other:
    1. Vocabulary Journal
        1. Keep a weekly journal of 5-10 new vocabulary words that you see or hear in your daily life. Create an entry for each word focused on spelling of the different forms.
    2. Spelling Pattern Practice
        1. Analyze which spelling pattern is being used in new words: Conventional or Non-conventional
        2. List at least 5 words with the short a sound and 5 words with long a sound.
    3. Dictionary Use
        1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary
    4. Group Work
        1. As a group, using the flashcards for this chapter's vocabulary, quiz each other on each word's spelling.
    5. Individual Work
        1. Identify your common spelling mistakes
        2. Write a short paragraph and edit your own spelling mistakes using a learner dictionary
    6. Spelling quizzes
        1. Listen to the 10 words dictated by your teacher from your vocabulary list. Spell the words correctly and use them correctly in a sentence.
    7. Presentations
        1. Give a 2 minute presentation with your partner describing a difficult spelling pattern, an easy way to remember it, and example words

Textbooks (Typical):

Textbook:

1. Natasha Attard *Spelling for Adults: A Practical Program to Improve Writing and Communication*. 1 ed., Natasha Attard, 2025.
2. Joann Rudling *Spelling Rules Workbook*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
3. Cheryl Lowe *Traditional Spelling Book 1 Student Book*. 1 ed., Memoria Press, 2018.
4. Imogene Forte, Mary Ann Pangle, Marta Drayton *ESL Reading and Spelling: Games, Puzzles, and Inventive Exercises*. 1 ed., Incentive Publications, 2001.
5. John J Fulford *The Complete Guide to English Spelling Rules*. 1 ed., Astoria Press, 2012.
6. Julie Howard *Academic Spelling Power*. 1 ed., Cengage, 2006.
7. Jenny Pearson *The Art of Spelling*. 1 ed., Kivett Publishing, 2018.
8. Matthew Glavach, Zoe Gillespie *SPELLING, GRADE 4+, FROM SOUNDS TO MEANING*. 1 ed., Glavach & Associates, 2017.

Equity Based Curriculum

- Methods of Instruction

DE Proposal

Delivery Methods

- **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.
This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.
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
- **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: bi-weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: weekly

Student-Student Interaction

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

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
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes weekly or every other week and a minimum of one midterm and final exam
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: 1-2 individual or group presentations
- **Other:**
  Frequency: Vocabulary Journal, weekly

Credit for Prior Learning

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

Codes and Dates

Course CB Codes
CB00: State ID
CCC000606117
CB03: TOP Code
493087 - English as a Second Language - Integrated
CIP Code
32.0109 - Second Language Learning
CB04: Credit Status
N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

D - Four levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 210
Beginning Vocabulary Skills for English Language Learners

Effective: Fall 2027

Catalog Description:

NESL 210 - Beginning Vocabulary Skills for English Language Learners
54 Hours

This is a beginning level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 0-1000 most common words in English, dictionary skills, and beginning morphology including prefixes, suffixes and roots.

18 hours lecture.

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

Course Grading:

Pass/No Pass

Justification for course proposal

Mirroring this course with ESL, so we can offer both credit and noncredit sections.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Correctly use common beginning- level abbreviations.
B. Correctly use common beginning- level collocations.
C. Correctly use common beginning-level stems and affixes.
D. Correctly use vocabulary from the 0-1000 most common word list.

Course Objectives:

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

A. Identify and correctly use common stems and affixes
B. Assess new vocabulary for meaning in context using a variety of strategies
C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
D. Identify and use common abbreviations
E. Identify and use new vocabulary from assigned text and the 0-1000 most common word list
F. Compare and contrast new vocabulary with synonyms and antonyms at the beginning level
G. Identify and use common collocations at the beginning level

Course Content:

1. Stems and affixes
2. Dictionary skills
3. Common abbreviations
4. Common beginning level collocations
5. 0-1000 most common word list, and word lists from assigned text
6. Word meaning and part of speech through context
7. Synonyms and antonyms
8. Vocabulary building through reading and writing
9. Vocabulary journal
10. Using spelling patterns identified in previous units, apply spelling rules to the new vocabulary list.
11. Analyze the sound-spelling correspondence in short and long vowel sounds.
12. Present new vocabulary words to your partner using previously learned affixes.
13. Discuss with a partner the differences in levels of formality in English (modals, honorifics, etc.) compared to your native country

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue
2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs

5. Lab - for application of learned vocabulary
6. Lecture - Explanation of definitions, parts of speech, frequent and/or common usage, etc. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
7. Student Presentations - as needed

Methods of Evaluation

A. Class Participation
    1. Each class
B. Class Work
    1. Each class
C. Exams/Tests
    1. A minimum of two major exams, a midterm and final
D. Home Work
    1. Minimum of four hours weekly
E. Lab Activities
    1. One hour weekly
F. Oral Presentation
    1. 1-2 individual or group presentations
G. Quizzes
    1. Weekly or bi-weekly
H. Vocabulary journal, weekly

Typical Outside-of-Class Assignments

A. Writing:
    1. Vocabulary Journal
        1. Keep a weekly journal of 5-10 new vocabulary words, including collocations and abbreviations
        2. Create an entry for each word focused on spelling, meaning, stem/s and affixes
    2. Group Work
        1. Compose a paragraph with your using the targeted vocabulary from your list. Share your writing with the group next to you
    3. Individual Work
        1. Write a paragraph using target vocabulary
        2. Use a dictionary to edit your own word form and spelling mistakes
B. Reading:
    1. Guess the meaning of the target words in the given text using learned strategies
C. Other:
    1. Dictionary Skills
        1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary
        2. Use a leaner's dictionary to learn and apply common collocations in speaking and writing
    2. Presentations
        1. Give a 2 minute presentation with your partner describing a stem or affix, an easy way to remember it, and example words

Textbooks (Typical):

Textbook:

1. DK *English for Everyone: English Idioms, Vocabulary Builder, Phrasal Verbs.*, DK, 2023.
2. Benson E. Gabriel *Basic Vocabular Practice Workbook: Vocabulary Practice Workbook for All Ages and Skill Sets.* 1 ed., Independently Published, 2023.
3. Eliza Comodromos, Paul Langan *Groundwork for a Better Vocabulary.* 5 ed., Townsend Press, 2019.
4. Bryan Burchers, Sam Burchers Jr, Sam Burchers III *Vocabulary Cartoons, SAT Word Power: Learn Hundreds of SAT Words with Easy Memory Techniques.* 4 ed., Bryan Burchers, 2013.
5. Magoosh , Chris Lele *The Vocabulary Builder Workbook: Simple Lessons and Activities Over 1,400 Must-Know Words.* 1 ed., Zephyros Press, 2018.

Equity Based Curriculum

- Course Content
- Methods of Instruction

DE Proposal

Delivery Methods

- **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.
This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.
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 4 times per semester.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 4 times per semester.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: A minimum of twice per semester when the course is offered in the OFI mode.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: At least twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a midterm and final.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: A minimum of two, either individual or group presentations.
- **Other:**
  Frequency: Vocabulary journal, weekly
- **Other:**
  Frequency: Weekly classwork; weekly vocabulary journal, a minimum of 2 hours of homework weekly; one hour weekly lab.

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606118

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

D - Four levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 215
Intermediate Vocabulary Skills for English Language Learners

Effective: Fall 2027

Catalog Description:

NESL 215 - Intermediate Vocabulary Skills for English Language Learners
54 Hours

This is an intermediate level vocabulary skills class, designed to enable English language learners to improve language proficiency by learning new vocabulary and developing vocabulary-building skills. The class will focus on the 1000-2000 most common words in English, dictionary skills, and intermediate morphology including prefixes, suffixes and roots.
18 hours lecture.

Prerequisite(s):

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

- NESL 231B **or** ESL 131B, Placement into intermediate ESL through the ESL assessment process.

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

Course Grading:

Pass/No Pass

Justification for course proposal
Mirroring this course with ESL 15, so we can offer both credit and noncredit sections.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Correctly use common intermediate- level abbreviations.
B. Correctly use common intermediate- level collocations.
C. Correctly use common intermediate-level stems and affixes.
D. Correctly use vocabulary from the 1000-2000 most common word list.

Course Objectives:

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

A. Identify and correctly use intermediate level stems and affixes
B. Assess new vocabulary for meaning in context using a variety of strategies
C. Use an English learner dictionary to find pronunciation, meaning, and usage of unfamiliar words in a given context
D. Identify and use increasingly complex abbreviations
E. Identify and use new vocabulary from assigned text and the 1000-2000 most common word list
F. Compare and contrast new vocabulary with synonyms and antonyms at the intermediate level
G. Identify and use common collocations at the intermediate level

Course Content:

1. Stems and affixes
2. Dictionary skills
3. Complex abbreviations
4. Intermediate level collocations
5. 1000-2000 most common word list, and word lists from assigned text
6. Word meaning and part of speech through context
7. Synonyms and antonyms
8. Vocabulary building through reading and writing
9. Vocabulary journal
10. Evaluate the meaning of new vocabulary in context based on stem and affix knowledge.
11. Distinguish synonyms and antonyms based on root and affix knowledge
12. Read the short paragraph containing new vocabulary, answer comprehension questions, and report main ideas by applying vocabulary strategies learned in class.
13. Discuss with a partner the differences in levels of formality in English (modals, honorifics, etc.) compared to your native country

Methods of Instruction:

1. Audio-visual Activity - videos and graphics for analysis of vocabulary in authentic dialogue

2. Classroom Activity - small group and pair work for practice
3. Discussion - with small groups and pairs in order to apply learned vocabulary
4. Individualized Instruction - based on student needs
5. Lecture - Explanation of definitions, parts of speech, frequent and/or common usage, etc. Dynamic and interactive lectures will share content in a variety of ways to meet the needs of diverse learners.
6. Student Presentations - as needed
7. Lab - for application of learned vocabulary

Methods of Evaluation

A. Class Work
    1. Each class
B. Exams/Tests
    1. A minimum of two major exams, a midterm and final
C. Home Work
    1. Minimum of four hours weekly
D. Oral Presentation
    1. 1-2 individual or group presentations
E. Quizzes
    1. Weekly or bi-weekly
F. Vocabulary journal, weekly

Typical Outside-of-Class Assignments

A. Reading:
Guess the meaning of the 10 target words in the given text by applying your understanding of roots and affixes.

B. Writing:
    1. Vocabulary Journal
        1. Keep a weekly journal of 10-15 new stems and affixes
        2. Create an entry for each word focused on spelling, meaning, example words, and sentences with the word/s in context
    2. Group Work
        1. Match the verbs and prepositions in these common collocations. Create example sentences for each collocation with your group.
    3. Individual Work
        1. Watch the short film on the topic from our textbook. Write a paragraph in response to the film using target vocabulary from the chapter.
        2. Use a dictionary to edit your own word form and spelling mistakes.
C. Other:
    1.
    Dictionary Skills
        1. Use a learner's dictionary to master spelling, forms and usage of new vocabulary from the chapter 1 reading.
        2. Use a leaner's dictionary to learn and apply verb/preposition collocations in speaking and writing
    2. Presentations
        1. Create a two minute conversation with your group demonstrating correct usage of ten collocations we studied in class.

Textbooks (Typical):

Textbook:

1. DK *English for Everyone: English Idioms, Vocabulary Builder, Phrasal Verbs* ., DK, 2023.
2. Natasha Attard *Spelling High School Workbook Grades 9-10: Vocabulary and Writing Practice with Interactive Activities.* 1 ed., Natasha Attard, 2024.
3. Eliza Comodromos, Paul Langan *Improving Vocabulary Skills.* 5th ed., Townsend Press, 2018.
4. Dennis Keen *Developing Vocabulary Skills.* 2nd ed., Heinle ELT, 1994.
5. Diane Draze *Red Hot Root Words: Mastering Vocabulary With Prefixes, Suffixes And Root Words (Book 2)*. 1st ed., Prufrock Press, 2005.

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Validation

A. NESL 231B
    Content Review
        Required
            - Scan for specific information in longer readings
            - Identify and correct errors in writing based on learned grammar and spelling
            - Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
            - Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
        Recommended
            - Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
            - Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text
            - Express independent ideas and opinions about everyday and learned subjects in writing
            - Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions

- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses

Not Necessary Skills

- Interpret non-text information (diagrams, charts, etc.) to support comprehension
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library

B. ESL 131B

Content Review

Required

- Identify parts of a sentence (subject, verb, gerund phrase, infinitive phrase, direct and indirect objects, and prepositional phrase)
- Scan for specific information in longer readings
- Demonstrate spelling accuracy of learned vocabulary and make generalizations about sound-spelling correspondence
- Identify and correct errors in writing based on learned grammar and spelling

Recommended

- Express independent ideas and opinions about everyday and learned subjects in writing
- Compose coherent paragraphs (12-15 sentences) with learned organizational structure which include a topic and concluding sentence, adequate focus on one idea, and appropriate transitions
- Identify and compose accurate simple and compound sentences with emerging control of basic complex sentences (adverb clauses), in simple present, present progressive, simple past, and simple future tenses
- Read a variety of authentic level-appropriate texts with sufficient understanding to answer comprehension questions and discuss the ideas in writing
- Read a full-length text with sufficient understanding to discuss in writing relevant aspects of the text

Not Necessary Skills

- Identify and label author, title and date for print sources from the college library
- Use the library catalogue to identify and find print sources in the college library
- Identify and distinguish fact/opinion and main idea(s)/supporting detail(s) in reading samples
- Interpret non-text information (diagrams, charts, etc.) to support comprehension

DE Proposal

Delivery Methods

- **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.
This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

Explain how the decision was made to offer this course in a Distance Education mode.
All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode in non-emergency situations in order to have the ability to offer theses courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: At least twice per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a midterm and final.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: A minimum of two, either individual or group presentations.
- **Other:**
  Frequency: Vocabulary journal, weekly
- **Other:**
  Frequency: Weekly classwork; weekly vocabulary journal, a minimum of 4 hours of homework weekly.

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000606119

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code
32.0109 - Second Language Learning

CB04: Credit Status
N - Non Credit

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
B - Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 223XX
Advanced Grammar

Effective: Fall 2027

Catalog Description:

NESL 223XX - Advanced Grammar
162 Hours

This is a one semester advanced grammar course for academic purposes. The course focuses on sentences, clauses, and phrases, verb tenses and forms, auxiliary verbs and modals, and grammar analysis primarily to enhance reading comprehension. Students are advised to enroll concurrently in ESL 23 and ESL 24 or 25.
54 hours lecture.

Prerequisite(s):

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

- ESL 120B **or** NESL 220B
- ESL 121B **or** NESL 221B

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
Mirroring this course, so we can offer both a credit and noncredit section.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Analyze sentence structure of complex sentences with multiple clauses in written academic discourse.
B. Interpret and analyze verb tense and aspect, use appropriate verb tense and aspect in discourse, interpret, analyze, and use active and passive voice in discourse.
C. Recognize the multiple uses of verb forms in written discourse and have mastery over the verbs that are frequently followed by a gerund or an infinitive.
D. Use standard grammar terminology to analyze and discuss English in written academic discourse.

Course Objectives:

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

A. Use standard grammar terminology to analyze sentence structure of complex sentences with multiple clauses, including adjective, adverb, and noun clauses, in written discourse
B. Demonstrate mastery of the English verb tense system in both active and passive voice
C. Demonstrate comprehension of hypothetical conditional clauses
D. Demonstrate mastery of modals and modal expressions, simple and perfect, to express ability, advisability, intention, suggestion, degree of certainty, and expectation
E. Use an English language learner dictionary to find information about a word, including part of speech, type of noun or verb, grammar restrictions, word forms, and definition/s

Course Content:

1. Parts of Speech
    1. Review of all parts of speech
2. Verbs
    1. Review of all verb tenses
    2. Review of verb types (transitive, intransitive, linking) and forms, including participles
3. Verb Form
    1. Gerunds and Infinitives after certain verbs on the "Academic Word List"
4. Modals
    1. Present and perfect modals of ability, advisability, intention, suggestion, degree of certainty, and expectation
5. Passive Voice
    1. Review of passive voice in all verb tenses
6. Adverb Clauses
    1. Formation, use, and meaning of adverb clauses, including hypothetical conditionals
7. Adjective Clauses
    1. Formation, use, and meaning of adjective clauses, including restrictive and non-restrictive clauses
8. Noun Clauses

1. Formation, use, and meaning of noun clauses, including "that" clauses, "if/whether" clauses, and question word clauses
2. Changes (verb tense, etc.) for noun clauses as reported speech
3. Differentiation of "that" in noun, adjective, and adverb clause

Methods of Instruction:

1. Lecture - for example, explaining the formation, use, and placement of noun clauses
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between noun and adjective clauses
4. Individualized Instruction - for example, working one-on-one to assist with a student's analysis of a sentence
5. Projects - individual or small group projects covering a specific grammar concept
6. Student Presentations - individual or small group presentations of a specific grammar concept

Methods of Evaluation

A. Class Work
    1. Weekly
B. Exams/Tests
    1. Minimum of two, including a comprehensive final
C. Home Work
    1. Approximately 6 hours per week
D. Quizzes
    1. Minimum of every other week

Typical Outside-of-Class Assignments

A. Reading:
    1. Reading/Analysis Tasks
        1. Identify grammatical structures in discourse: Read the following passage and identify the subject and tensed verb in every clause. Identify the type of each clause.
        2. Fill in the blank in close exercises with specific deletions, for example, verb tenses or subordinators.
        3. Read a passage of several paragraphs and identify target grammar. For example, identify every adjective clause and the noun it refers to.
        4. Read a longer passage and identify five complex sentences. Identify the clauses and verb tenses in each. Select one sentence to analyze for the class.
        5. Identify the instances of passive voice in an academic essay and analyze the purpose of each.
        6. Analyze verb tense shifts and explain how verb tense affects meaning.
        7. Choose an aspect of English grammar that is very different from your native language. Explain the differences. For example, how do you discuss your intention to do something in the future that you may or may not do.

Textbooks (Typical):

Textbook:

1. Martin Hewings *Advanced Grammar in Use* . 4th ed., Cambridge University Press, 2023.
2. Mark Lester *Advanced English Grammar for ESL Learners.* 2 ed., McGraw-Hill Education, 2016.
3. Jay Maurer *Focus on Grammar 5.* 5 ed., Pearson Education, 2016.
4. Helen Hoyt Schmidt *Advanced Grammar.* 1 ed., Pearson Education, 2015.
5. Sandra N Elbaum *Grammar in Context 3.* 6 ed., Cengage Learning, 2016.
6. Betty S Azar, Stacy A Hagen *Understanding and Using English Grammar.* 5 ed., Pearson Education, 2016.

Equity Based Curriculum

- Methods of Instruction
- Typical Assignments

Requisite Validation

A. ESL 120B
    Content Review
        Required
        - Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
        - Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
        - Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
        - Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
        - Identify and correctly use the passive voice in all verb tenses
        - Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
        - Demonstrate mastery in form, meaning, and use of all verb tenses
        - Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
        - Use standard grammar terminology to analyze and discuss English in written discourse
        - Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
        Recommended
        - Use technology (Canvas, etc.) to assist and monitor learning

B. NESL 220B

Content Review

Required

- Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- Identify and correctly use the passive voice in all verb tenses
- Demonstrate mastery in form, meaning, and use of all verb tenses
- Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
- Use standard grammar terminology to analyze and discuss English in written discourse
- Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list

Recommended

- Use technology (Canvas, etc.) to assist and monitor learning

C. ESL 121B

Content Review

Required

- Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- Express unreal conditions and use modals with emerging accuracy
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Express real conditions consistently, with some errors
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Contribute constructive comments in the peer editing process

Recommended

- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Summarize and paraphrase short texts, with emerging accuracy
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Use websites to research information about a specific topic in the college library and create a works cited page
- Identify source (author, title, date, publisher, type of source) and evaluate reliability

D. NESL 221B

Content Review

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Express unreal conditions and use modals with emerging accuracy
- Express real conditions consistently, with some errors
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- Identify source (author, title, date, publisher, type of source) and evaluate reliability
- Use websites to research information about a specific topic in the college library and create a works cited page
- Summarize and paraphrase short texts, with emerging accuracy
- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Contribute constructive comments in the peer editing process

DE Proposal

Delivery Methods

- **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.
This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.
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 four times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 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: A minimum of twice per semester when the course is offered in the OFI mode.

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Other:**
  Frequency: Weekly classwork; approximately six hours of homework.

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes

Credit-by-Portfolio No
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No

Codes and Dates

Course CB Codes

CB00: State ID
CCC000351045

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code
32.0109 - Second Language Learning

CB04: Credit Status
N - Non Credit

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
A - English as a Second Language (ESL)

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 224
Advanced Reading and Composition I

Effective: Fall 2027

Catalog Description:

NESL 224 - Advanced Reading and Composition I
324 Hours

This is the first semester of a one-year advanced reading and writing course for academic purposes. Emphasis is on critical reading techniques and writing expository essays as well as on grammar and vocabulary development.
90 hours lecture, 36 hours activity.

Prerequisite(s):

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

- ESL 121B **or** NESL 221B, or placement through the ESL assessment process

Total Lecture Hours	90
Total Activity Hours	36
Total Inside of Class Hours	126
Total Outside of Class Hours	198
Total Student Learning Hours	324

Course Grading:

Optional

Justification for course proposal
Mirroring this course with ESL 24, so we can offer both credit and noncredit versions

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Produce a low-advanced level library research project
B. Demonstrate a low-advanced ability to identify main ideas and supporting details in level-appropriate texts.
C. Produce an essay of five to six paragraphs with a minimum of 500 words that demonstrates clear organization, logical development, and correct language use.

Course Objectives:

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

A. Understand complex and abstract issues in written discourse, generally
B. Interpret cohesive devices, signal words, and pronoun references
C. Predict content based on real world knowledge and/or organizational structure
D. Infer implied meaning from context
E. Understand Academic Word List vocabulary, adequately
F. Identify grammatical structures to improve comprehension
G. Recognize and discuss writer's purpose, but unevenly
H. Summarize text of limited length accurately
I. Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
J. Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
K. Use cohesive elements, but sometimes incorrectly
L. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
M. Apply self-editing skills to improve writing accuracy
N. Contribute constructive comments in the peer editing process
O. Create an annotated bibliography on a researched topic from sources including books, databases, and websites

Course Content:

Lecture:

1. Reading
    1. Interactive reading exercises for:
        1. activating background knowledge
        2. identifying authorial purpose, intent, and tone
        3. distinguishing main ideas from supporting details
        4. distinguishing fact from opinion
        5. understanding function of supporting details
        6. inferencing

        7. recognizing explicit argument
    2. Reading process strategies
        1. pre-reading
        2. reading
        3. post-reading
    3. Scanning
    4. Skimming
    5. Sentence deconstruction to aid reading comprehension
        1. identifying and analyzing adjective and adverb clauses
        2. recognizing subjects in sentences with multiple clauses
    6. Extensive reading
    7. Full-length text
2. Vocabulary Development
    1. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
    2. Academic Word List words
3. Writing
    1. Steps in the writing process
        1. prewriting
        2. drafting
        3. revising
        4. editing
    2. Essay structure and organizational patterns specific to different types of essays
    3. Essay introduction types (funnel, story, background)
    4. Strategies (time management) for effective in-class writing
    5. Strategies for self-editing
    6. Peer review techniques and protocol
4. Sentence Structure
    1. Complex sentences with adjective (identifying and non-identifying) and adverb (including conditional) clauses
5. Libary/Research
    1. Database searches
    2. Annotated bibliography on a researched topic with sources from a book, database, and website

Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Discussion - small-group discussions about a reading, for example
2. Audio-visual Activity - playing a recording of a text while students read it, for example
3. Student Presentations - presentations about a researched topic, for example
4. Lecture - short and interactive
5. Projects - book club, for example
6. Individualized Instruction - writing conferences, for example
7. Classroom Activity - Compare your unique life experience to themes from the full-length text
8. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. 3-6, not including a separate reading and writing final exam
D. Home Work
    1. minimum of 12 hours/week
E. Lab Activities
    1. weekly
F. Papers
    1. 4-6; 50% in-class, 50% out-of-class
G. Quizzes
    1. 3-6, including sentence structure, vocabulary, and reading
H. Research Projects
    1. one
I. journals (minimum bi-weekly) holistically scored final writing exam

Typical Outside-of-Class Assignments

A. Reading:

1. Read the excerpt from a newspaper article and complete the tasks that follow. Compare your answers with those of another student. Read the passage again and underline the words that are new to you. Write the part of speech and the dictionary definition that best fits each word as it is used in the passage. Write a new sentence for each word you chose. The sentences should show that you understand the meaning of each word as it is used in the passage.
2. Identifying Topics, Main Ideas, and Organizational Patterns: Working with another student, read the paragraphs and write the topic, the main idea, the key words in the main idea, and the pattern. Then add the supporting facts and ideas.
3. Increasing Reading Speed: Write your exact starting time. Preview the passage for a few seconds and then read it all the way through to the end. Push yourself to read a little faster than usual. Write your exact finishing time and reading time. Then turn to the next page and answer the comprehension questions. Do not look back at the passage while you are answering the questions. Check your answers with your teacher. For any incorrect answer, look back at the passage to understand why it was incorrect. Find your reading rate for the passage.

B. Writing:
    1. After a short discussion of the 100th anniversary of the San Francisco Earthquake, the students will write for 10 minutes to answer the following questions: Have you ever felt an earthquake? What did you do? What happened? If you haven't felt an earthquake, would you know what do? How do you prepare for an earthquake?
    2. In *A Lesson Before Dying*, Grant Wiggins is asked to visit Jefferson in jail. Although he does not want to, he finally agrees to do so. Why do you think Wiggins should accept or decline this request? Write an argument essay, using the reasons given in the text or your own reasons to support your argument.
    3. Because of the increasing congestion in downtown areas, large cities around the world have implemented various programs to improve the traffic flow and the quality of life for the people who work, live and visit. Some strategies used include pedestrian-only zones, limited vehicular traffic on certain times or days, additional public transportation, and/or vehicular access to downtown by special permit only. The leaders of many American cities are now considering or implementing similar strategies. Write an opinion essay in which you answer this question: In your opinion, are car-free downtowns a solution for large American cities such as San Francisco?
C. Activity:
    1. Fill in the blank in the following sentences with the right AWL word from the list
    2. Combine the following pairs of sentences, making the second sentence into an adjective clause.

Textbooks (Typical):

Textbook:

1. Laurie Blass *Pathways Reading, Writing and Critical Thinking 4.* 3 ed., Heinle ELT, 2024.
2. Christien Lee *Reflect Reading and Writing 5.*, Cengage ELT, 2022.
3. Michael Pollan *The Omnivore's Dilemma: Young Reader's Edition.* 1st ed., Dial Books, 2015.
4. Mary Fitzpatrick *Engaging Writing 2: Essential Skills for Academic Writing.* 2nd ed., Person Education ESL, 2017.
5. Pearson *Longman Advanced American Dictionary.* 3rd ed., Pearson Education ESL, 2013.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. ESL 121B
    Content Review
        Required
        - Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
        - Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
        - Read a variety of authentic texts or general interest to native speakers, but with some difficulty
        - Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
        - Summarize and paraphrase short texts, with emerging accuracy
        - Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
        - Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
        - Identify and correct errors in a paragraph based on learned grammar and spelling
        - Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
        - Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions
        Recommended
        - Identify source (author, title, date, publisher, type of source) and evaluate reliability
        - Use websites to research information about a specific topic in the college library and create a works cited page
        - Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
        - Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
        - Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
        - Contribute constructive comments in the peer editing process
        - Express unreal conditions and use modals with emerging accuracy
        - Express real conditions consistently, with some errors
B. NESL 221B
    Content Review
        Required
        - Identify source (author, title, date, publisher, type of source) and evaluate reliability
        - Use websites to research information about a specific topic in the college library and create a works cited page
        - Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
        - Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
        - Read a full-length text with sufficient understanding to discuss in writing various aspects of the text

- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Summarize and paraphrase short texts, with emerging accuracy
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Contribute constructive comments in the peer editing process
- Express unreal conditions and use modals with emerging accuracy
- Express real conditions consistently, with some errors

DE Proposal

Delivery Methods

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

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer theses courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: minimum 4 times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: minimum 4 times per semester
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: A minimum of twice per semester when the course is offered in the OFI and PO mode.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: minimum of twice per semester
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: minimum of twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: minimum twice per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4-6 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: minimum of 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 3-6 quizzes, including sentence structure, vocabulary, and reading. Minimum of two exams per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: 2-4 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: minimum of 1 per semester
- **Other:**
  Frequency: weekly homework assignments of at least 12 hours per week

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code
32.0109 - Second Language Learning

CB04: Credit Status
N - Non Credit

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
A - English as a Second Language (ESL)

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 225
Advanced Reading and Composition II

Effective: Fall 2027

Catalog Description:

NESL 225 - Advanced Reading and Composition II
324 Hours

This is the second semester of a one-year reading and writing course for academic purposes. Emphasis is on critical reading and techniques of exposition, analysis, and argumentation.
90 hours lecture, 36 hours activity.

Prerequisite(s):

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

- ESL 24, or placement through the ESL assessment process

Total Lecture Hours	90
Total Activity Hours	36
Total Inside of Class Hours	126
Total Outside of Class Hours	198
Total Student Learning Hours	324

Course Grading:

Optional

Justification for course proposal
Mirroring this course with ESL 25, so we can offer both credit and noncredit sections.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Produce a high-advanced level library research project.
B. Demonstrate a high-advanced ability to identify main ideas and supporting details in level appropriate texts.
C. Write an essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use.

Course Objectives:

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

A. Understand complex and abstract issues in written discourse, generally
B. Interpret cohesive devices, signal words, and pronoun references
C. State and discuss writer's purpose, including both explicit and implicit argument
D. Predict content based on real world knowledge and/or organizational structure
E. Understand Academic Word List vocabulary for reading
F. Write essays of several paragraphs (500-1000 words) on newly presented topics with a clear organization some degree of critical thinking
G. Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example, and conclusion
H. Paraphrase and summarize passages with increasing accuracy
I. Respond in several paragraphs with original ideas to readings
J. Identify and compose accurate compound (including conjunctive adverbs) and complex (with adverb, adjective, and noun clauses) sentences
K. Demonstrate self-editing skills
L. Contribute constructive comments in the peer editing process, especially for content and organization
M. Write an MLA documented research essay with an original thesis

Course Content:

Lecture:

1. Reading
    1. Identification and analysis of elements in an argument
    2. Evaluation of an author's argument and support
    3. Use of outline to organize main ideas and supporting details of a text
    4. General and specific support
    5. Fact, opinion, and inference
    6. Figurative language
    7. Characteristics of style (point of view, tone);
    8. Purpose and audience in readings
    9. Strategies for reading material from a wide range of academic sources

2. Vocabulary Development
    1. Broad vocabulary for reading literary, expository, and academic texts
    2. Use of dictionary to correctly identify part of speech and definition of unknown vocabulary
    3. *Academic Word List* words
3. Writing
    1. Steps in the writing process
        1. Prewriting
        2. Drafting
        3. Revising
        4. Editing
    2. Essay structure and organizational patterns specific to different types of essays
    3. Use of evidence other than personal experience to support an argument
    4. Essay introductions (funnel, story, fact/statistic, historical background)
    5. Strategies (time management) for effective in-class writing
    6. Strategies for self-editing
    7. Peer Review techniques and protocol
4. Sentence Structure
    1. Compound sentences including the use of semi-colons and conjunctive adverbs
    2. Complex sentences including adjective, adverb, and noun clauses
5. Library/Research
    1. Source evaluation and analysis
    2. MLA citation guidelines (in-text citation and works cited)
    3. Use of researched evidence as support in a research paper

Activities:

1. Working in groups, students will discuss and answer questions about reading samples
2. Working in pairs, students will review and critique each other's writing samples
3. Working in pairs, students will identify and correct errors in writing samples

Methods of Instruction:

1. Projects - book club, for example
2. Student Presentations - presentations about a researched topic, for example
3. Individualized Instruction - writing conferences, for example
4. Lecture - short and interactive
5. Audio-visual Activity - playing a video to provide relevant cultural background, for example
6. Discussion - small group discussions about a reading, for example
7. Full-length texts, sample readings, writing topics and other activities reflect diverse communities and a variety of perspectives.

Methods of Evaluation

A. Class Participation
    1. daily
B. Class Work
    1. daily
C. Exams/Tests
    1. 3-6, not including a separate reading and writing final exam
D. Home Work
    1. minimum of 12 hours/week
E. Lab Activities
    1. weekly
F. Papers
    1. 4-6; 50% in-class, 50% out-of-class
G. Quizzes
    1. 3-6, including sentence structure, vocabulary, and reading
H. Research Projects
    1. one
I. journals (minimum bi-weekly) holistically scored final writing exam

Typical Outside-of-Class Assignments

A. Research:
    1. Write an MLA-documented research essay to support your original thesis about a topic related to this semester's theme.
B. Activity:
    1. Create a vocabulary chart for the following AWL words from The Narrative of the Life of Frederick Douglass. Include the original sentence from the book, the part of speech (as the word is used), the correct definition, and an additional example sentence.
    2. Sentence Structure: Combine the following pairs of sentences by making the second sentence into an adjective clause. Change the following direct quotations into indirect quotations following the rules for reported speech.
    3. Create example quiz questions from the course full-length text assigned chapter that demonstrate your understanding of the text and preferred test taking style.
C. Reading:
    1. Read the following article from Time magazine and answer the questions that follow to analyze the author's argument and use of evidence. Using your inference skills, analyze the authors use of the quotation at the beginning of chapter 2 in The Radioactive Boy Scout. What does the author seem to be saying about the scientific communities approach to new discoveries? Create a timeline of important events in women's history using chapter 13 of We Are Our Mothers' Daughters. How does this connect to your unique life experience?

D. Writing:

1. Write a 750-1000 word cause-effect essay in which you analyze the causes of David Hahn's behavior in The Radioactive Boy Scout. Use evidence from the book to support your analysis. Write a 750-1000 word comparison-contrast essay in which you recommend or do not recommend that a student come to the U.S. to attend college based on similarities or differences between college in your country and college in the U.S.

Textbooks (Typical):

Textbook:

1. Laurie Blass *Pathways Reading, Writing and Critical Thinking.* 3 ed., Heinle ELT, 2025.
2. Pearson *Longman Advanced American Dictionary.* 3rd ed., Pearson Education ESL, 2013.
3. Jessica Williams, Pamela Vittorio *Making Connections 4: Skills and Strategies for Academic Reading.* 1st ed., Cambridge University Press, 2016.
4. Christien Lee *Reflect Reading and Writing 5.* 1st ed., Cengage ELT, 2022.
5. Keith Folse *Great Writing.* 5th ed., Cengage ELT, 2020.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. ESL 24

Content Review

Required

- Understand complex and abstract issues in written discourse, generally
- Create an annotated bibliography on a researched topic from sources including books, databases, and websites
- Apply self-editing skills to improve writing accuracy
- Demonstrate emerging control of appropriate signal words of cause, effect, contrast, comparison, process, chronology, example and conclusion
- Identify and compose accurate compound and complex sentences (with adjective and adverb clauses, including both real and unreal conditionals)
- Write essays of 4-6 paragraphs on newly presented topics with a clear underlying organization and thesis
- Identify grammatical structures to improve comprehension
- Understand Academic Word List vocabulary, adequately
- Infer implied meaning from context
- Predict content based on real world knowledge and/or organizational structure
- Interpret cohesive devices, signal words, and pronoun references

Recommended

- Contribute constructive comments in the peer editing process
- Use cohesive elements, but sometimes incorrectly
- Summarize text of limited length accurately
- Recognize and discuss writer's purpose, but unevenly

DE Proposal

Delivery Methods

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

Rationale for DE

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

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI and PO mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

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

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI and PO mode in non-emergency situations in order to have the ability to offer theses courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

Accessibility:

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

Syllabus:

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

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: minimum of twice per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: minimum of twice per semester
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: minimum of twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: minimum twice per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 4-6 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: minimum of 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes, minimum of every other week. Exams, minimum of twice per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: 2-4 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: minimum of 1 per semester
- **Other:**
  Frequency: weekly homework assignments of at least 12 hours per week

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB03: TOP Code

493087 - English as a Second Language - Integrated

CIP Code

32.0109 - Second Language Learning

CB04: Credit Status

N - Non Credit

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

A - English as a Second Language (ESL)

LAS POSITAS COLLEGE

Admin Outline for Noncredit English as a Second Language 226XX
Advanced Editing

Effective: Fall 2027

Catalog Description:

NESL 226XX - Advanced Editing
162 Hours

This course is designed to increase students' awareness of their own use of written language and give them practice in editing strategies which will enable them to use linguistic forms accurately, meaningfully and appropriately in written expression. Students are advised to enroll concurrently in ESL 26 and ESL 24 or 25.
54 hours lecture.

Prerequisite(s):

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

- ESL 120B **or** NESL 220B
- ESL 121B **or** NESL 221B

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
Mirroring this course with ESL 25, so we can offer both credit and noncredit sections.

Discipline:

English as a Second Language (ESL).

Student Learning Outcomes

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

A. Distinguish the subject, verb, and object in each clause in compound, complex, compound-complex sentence and identify errors.
B. Identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, and compound-complex sentences and identify errors.
C. Produce the verb forms (base, past, past participle, present participle) for the verbs on the list of most common 0-2000 words as well as select words from the academic word list and identify errors.
D. Select, use, and explain the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.

Course Objectives:

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

A. Identify and correct errors that affect meaning
B. Use all verb tenses accurately and meaningfully
C. Use modals accurately and meaningfully to express inferences, advisability, degrees of certainty, and assumptions
D. Use passive voice accurately and meaningfully in all verb tenses
E. Use adverb clauses accurately and meaningfully, especially hypothetical conditionals
F. Use relative clauses accurately and meaningfully, including restrictive and non-restrictive clauses
G. Use noun clauses accurately and meaningfully, including in reported speech
H. Write well formed sentences with correct word order, especially with verbs that have grammar restrictions
I. Use connecting words accurately and meaningfully to connect ideas and create coherence
J. Use signal words accurately and meaningfully to show cause, effect, contrast, comparison, process, chronology, example, and conclusion
K. Interpret and use standard error symbols to indicate types of errors in a written passage
L. Effectively edit sentences and longer passages for clarity and accuracy
M. Prioritize errors to focus on correcting the most serious errors in written discourse

Course Content:

1. Analysis of errors that affect meaning:
    1. Verb tense
    2. Verb form
    3. Modals
    4. Conditional sentences
    5. Passive voice
    6. Relative, adverb, and noun clauses
    7. Sentence structure

        8. Word order
        9. Connecting words
2. Analysis of errors that distract or confuse readers:
    1. Subject-verb agreement
    2. Articles
    3. Word choice
    4. Word forms
    5. Prepositions
3. Strategies for revision and making writing more clear:
    1. Correcting unclear sentences
    2. Expanding academic vocabulary
    3. Academic writing style
4. Strategies for self editing:
    1. Editing symbols
    2. Techniques for prioritizing errors
    3. Proofreading

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of noun clauses as reported speech
2. Classroom Activity - for example, editing a paragraph containing certain grammatical structure
3. Discussion - for example, small group discussion of the difference between simple past and past perfect tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's editing of his/her writing sample
5. Written Exercises - for example, in-class paragraph writing
6. Projects - for example, individual or small group projects covering a specific editing issue
7. Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Methods of Evaluation

A. Class Work
    1. Weekly
B. Exams/Tests
    1. Minimum of two, including a comprehensive final
C. Home Work
    1. Approximately 6 hours per week
D. Papers
    1. Minimum of every other week, short essays to be marked and edited
E. Quizzes
    1. Minimum of every other week

Typical Outside-of-Class Assignments

A. Writing:
    1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
    2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
    3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
    4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.
B. Other:
    1. Editing Tasks
        1. Analysis: *Identify the subjects, tensed verbs, objects in each clause of your paragraph.*
        2. Peer editing and error detection: *Read your partner's paragraph and identify any verb tense or verb form errors.*
        3. Error correction: S*elf-correct the errors marked by your instructor.*
    2. Grammar Exercises
        1. Fill in the blanks with the correct tensed verb.
        2. Change the verbs in the following sentences from the active to the passive voice.
        3. Complete the following conditional clauses with a logical result clause.

Textbooks (Typical):

Textbook:

1. Martin Hewings *Advanced Grammar in Use* . 4th ed., Cambridge University Press, 2023.
2. Raymond Murphy, William R Smalzer *Grammar in Use Intermediate.* 4 ed., Cambridge University Press, 2018.
3. J Maurer *Focus on Grammar 5.* 5 ed., Pearson Education, 2016.
4. Robyn Brinks Lockwood, Kristin Donnalley Sherman, Lyda Baker *Grammar for Great Writing C.* 1 ed., Cengage Learning, 2018.
5. David Skiwire, Harvey S. Wiener *Student's Book of College English.* 14 ed., Pearson Education, 2017.
6. S M Elbaum *Grammar in Context 3.* 6 ed., Cengage Learning, 2016.
7. Janet Lane, Ellen Lange *Writing Clearly: Grammar for Editing.* 3 ed., Cengage Learning, 2012.

Equity Based Curriculum

- Methods of Instruction

Requisite Validation

A. ESL 120B

Content Review

Required

- Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- Identify and correctly use the passive voice in all verb tenses
- Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- Demonstrate mastery in form, meaning, and use of all verb tenses
- Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
- Use standard grammar terminology to analyze and discuss English in written discourse

Recommended

- Use technology (Canvas, etc.) to assist and monitor learning

B. NESL 220B

Content Review

Required

- Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- Identify and correctly use the passive voice in all verb tenses
- Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- Demonstrate mastery in form, meaning, and use of all verb tenses
- Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse
- Use standard grammar terminology to analyze and discuss English in written discourse

Recommended

- Use technology (Canvas, etc.) to assist and monitor learning

C. ESL 121B

Content Review

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Express unreal conditions and use modals with emerging accuracy
- Express real conditions consistently, with some errors
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- Identify source (author, title, date, publisher, type of source) and evaluate reliability
- Use websites to research information about a specific topic in the college library and create a works cited page
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- Summarize and paraphrase short texts, with emerging accuracy
- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Contribute constructive comments in the peer editing process

D. NESL 221B

Content Review

Required

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension
- Read a variety of authentic texts or general interest to native speakers, but with some difficulty
- Recognize vocabulary and word form, including figurative language and idiomatic expressions with emerging accuracy
- Identify and correct errors in a paragraph based on learned grammar and spelling
- Express unreal conditions and use modals with emerging accuracy

- Express real conditions consistently, with some errors
- Identify and write accurate simple, compound and complex sentences with emerging control of compound-complex sentences in a variety of verb tenses
- Compose original, coherent, developed compositions of four or more paragraphs with learned organization structure and development which include a thesis statement, conclusion, focus on one topic, and use appropriate transitions

Recommended

- Identify source (author, title, date, publisher, type of source) and evaluate reliability
- Use websites to research information about a specific topic in the college library and create a works cited page
- Read a full-length text with sufficient understanding to discuss in writing various aspects of the text
- Comprehend facts from texts in order to draw appropriate inferences with emerging accuracy
- Summarize and paraphrase short texts, with emerging accuracy
- Identify audience and purpose in reading and demonstrate the ability to write to a specific audience
- Identify and interpret cohesive devices, signal words, and pronoun references, but not consistently
- Distinguish between accurate and inaccurate, relevant and irrelevant, fact and opinion or assumption, and main points and supporting points in readings passages of several longer paragraphs
- Demonstrate increasing variety and spelling accuracy of learned academic vocabulary
- Contribute constructive comments in the peer editing process

DE Proposal

Delivery Methods

- **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.
This course should be offered in Distance Education format in emergency case situations only, when it is necessary in order for students to continue ESL/NESL course work because of the closure of campus. All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the DE format EFO as a response to future emergencies.
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 four times per semester
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: 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: A minimum of twice per semester when the course is offered in the OFI mode.

Student-Student Interaction

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

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly
- **Other:**
  Frequency: Weekly classwork; approximately six hours of homework.

Credit for Prior Learning

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000553011

CB03: TOP Code
493087 - English as a Second Language - Integrated

CIP Code
32.0109 - Second Language Learning

CB04: Credit Status
N - Non Credit

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
A - English as a Second Language (ESL)

LAS POSITAS COLLEGE

Admin Outline for Noncredit Mindfulness 210
Mindfulness in Everyday Life for Older Adults

Effective: Fall 2027

Catalog Description:

NMIN 210 - Mindfulness in Everyday Life for Older Adults
162 Hours

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

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

Course Grading:

Optional

Justification for course proposal

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

Discipline:

Religious Studies.

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

1. Fundamentals of Mindfulness Meditation

1. Formal Practice Modalities
    1. Sitting and Standing
    2. Mindful Walking
2. Informal Practice and Daily Integration
    1. Physical: Standing, Walking, and Eating
    2. Transition States: Waiting and Sensory Environment
    3. Relational: Deep Listening and Conscious Speaking/Responding
    4. Cognitive: Mindful Writing and the STOP Practice (Stop, Take a breath, Observe, Proceed)
3. Environment and Physical Postures
    1. Visual Orientation: Eyes Open vs. Eyes Closed
    2. Spaces: Nature, Home, and Communal Locations
    3. Managing Environmental and Internal Distractions
    4. Elements of Practice: Cushions, Chairs, and Lying Down positions
    5. Technological Support: Web-based meditation applications
4. Internal and External Anchors
    1. Physiological Anchors: Breath and Somatic Sensations
    2. Environmental Anchors: Sound, Visual Objects, and Imagery
5. Developmental Stages of Awareness
    1. Focused Attention
    2. Investigative Inquiry
    3. Open Monitoring /Choiceless Awareness
    4. Non-Dual Awareness Natural State
6. Navigating the Wandering Mind
    1. Identifying Cognitive Difficulty and Resistance
    2. The Art of Mental Labeling
7. Embodiment and Somatic Awareness
    1. Mindful Movement and the "Flow State"
    2. Physicality as a Doorway to Presence
    3. Conscious Embodiment: Achieving Full Connection
    4. Guided Body Scanning and Somatic Tracking
    5. Mindful Approaches to Physical Pain and Discomfort
8. Sustainable Practice & Habit Formation
    1. Incremental Progression
    2. Reflective Praxis: Journaling and Contemplative Writing
    3. Community Engagement: Retreats and Peer Support
    4. Integration of Wisdom and Ethical Action
    5. Curation of Online Resources and Digital Support
9. Spheres of Mindfulness
    1. Academic Success and Cognitive Performance
    2. Career Development/Vocational Path
    3. Familial and Interpersonal Communication
    4. Professional Relationships
    5. Social Responsibility and Activism
2. Historical Precedents of Mindfulness
    1. From Ancient Traditions to Modern Secular Mindfulness
    2. The Intersection of Evidence-Based Research and Practice
    3. Mindfulness as a Tool for Social Change
3. Mindfulness Studies: Theory and Practice
    1. Mindfulness Investigation
        1. Literary Analysis
        2. Experiential Analysis
        3. Comparative Evaluation of Contemporary Theories
        4. Neuroscience, the Bio-Psycho-Social Health Models
    2. The Autonomic Nervous System (ANS)
        1. The Parasympathetic Branch: Recovery and Homeostasis
        2. The Sympathetic Branch: Stress Response (Fight, Flight, Freeze)
        3. Trauma-Informed Mindfulness and Resourcing Techniques
    3. Applied Neuroplasticity
        1. The Default Mode Network (The Wandering Mind)
        2. Executive Function: The Prefrontal Cortex
        3. Emotional Processing: The Amygdala and Hippocampus
    4. The Physiology of Stress and Resilience
    5. Mechanisms of Emotional Self-Regulation
    6. Distinguishing Between "States" (Temporary) and "Traits" (Permanent)
4. The Nature of Impermanence
    1. The Transient Nature of the Human Experience
    2. Observing Change in Nature and the Environment
5. Obstacles to Presence/The Hindrances
    1. Attachment: Craving, Ego, and Competing Priorities

2. Aversion: Boredom, Resistance, and Fear
3. Agitation: Restlessness and Intense Emotional Turbulence
4. Hesitation: Doubt in Self and the Efficacy of Practice

6. Mindfulness-Based Emotional Intelligence
    1. Cultivating Positive Mind States
        1. The Architecture of Happiness
        2. Heart-Centered Practices: Loving-Kindness (Metta), Self-Compassion, and Equanimity
    2. Transforming Reactive Mind States
        1. Mapping the Somatic Impact of Negative Emotions
        2. Deconstructing the Inner Critic
        3. Identifying Internal and Environmental Triggers
        4. The RAIN Protocol:
            1. Recognize: Labeling Emotion
            2. Allow: Acceptance of Direct Experience
            3. Investigate: Mind/Body Experience
            4. Nurture: Cultivate Compassionate Response
            5. Cognitive Reframing and Perspective Shifting

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. Writing:
    1. Completion and analyses of mindfulness self-assessments. These assignments will be assessed for completion and self-reflective analyses.
    2. Journals (10 at 250-300 words/each): Students will complete a weekly journal entry documenting experiences with mindfulness practices. Journal entries provide weekly practice updates on the changing nature of the student's progress through the semester. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.
    3. Self-Investigatory Essay (2): Each essay will be 500-750 words in length. In these investigative essays, students will discuss and define the class topic related to the mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life. These writing assignments will be assessed for critical thinking, conceptual understanding, structure, style and mechanics.
B. Project:
    1. Project (1): 250 words. Culminating project synthesizes learning and demonstrates a creative interpretation of course content. (One option includes writing an academic essay). This project will be assessed for critical thinking, conceptual understanding, and structure.
C. Other:
    1. Interactive Discussion Posts (8 at 300 words/each): In the discussion posts, students will consider course texts, and/or articles, and mindful awareness techniques in order to analyze their experiences in relation to course topics. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

Textbooks (Typical):

Textbook:

1. Winston, Diana *The little book of being.*, Sounds True, 2019.
2. Smalley, S.L and Winston, D. *Fully present: The science, art and practice of mindfulness.*, De Capo Press, 2010.

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

Equity Based Curriculum

- Course Objectives

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: As needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: 5-6 times on Major Assignments
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Once a seester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 5-6 times per class
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Three per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Twice per semester

Codes and Dates

Course CB Codes

CB03: TOP Code
083510 - Physical Fitness and Body Movement

CIP Code
38.0201 - Religion/Religious Studies

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
H - Courses for Older Adults: Education programs for older adults

LAS POSITAS COLLEGE

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

Effective: Fall 2027

Catalog Description:

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

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

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

Course Grading:

Optional

Justification for course proposal
Integrating a Noncredit Mindfulness course into the curriculum provides opportunities to serve a broader community, particularly older adults. The course equips learners with evidence-based techniques to support emotional balance, memory, and concentration, as well as tools for managing chronic pain and anxiety.

Discipline:

Religious Studies.

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

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

    1. Formal Practices
        1. Breath Awareness
        2. Body scan
        3. Mindful walking
        4. Sensory guided meditations
        5. Mindful eating
        6. Noting and labeling practice
        7. Breath counting
    2. Informal Practices
        1. Soft Landing
        2. Two feet and a breath
        3. Square breathing
        4. Embodied Listening
        5. Withitness
        6. The stop practice
        7. Three good things
    3. Utilizing Various Body Postures to Support Practice
    4. Working with Mental and Physical Distractions
    5. Elements of Awareness as Core Component of Practice
        1. Focused Awareness
        2. Investigative Awareness
        3. Choiceless/Open Awareness
        4. Natural Awareness
3. Body Awareness
    1. Examination of Direct Sensation
    2. Movement Practices to Recognize Relationship between Sensations and Thoughts
    3. Movement as a Path to Mindfulness
    4. Interrupt Reactivity
    5. Guided Body Scan
    6. Working with Physical Discomfort to Explore Changing Fields of Sensation
4. Mindfulness and Emotions
    1. Recognizing and Observing Emotions
    2. Feeling States and Neutrality
    3. Investigation of Emotional States
        1. Qualities of Positive Emotions
            1. Understanding the Qualities of Happiness and Joy
            2. Role of Self-Compassion in Mindfulness Practice
            3. Value of Equanimity to Action;
        2. Negative Emotions
            1. Impact of Negative Emotions
            2. Recognizing Triggers
5. Mindfulness and Loving Kindness
    1. Inner Critic
    2. Forgiveness
6. Interpersonal Mindfulness
    1. Mindful Listening
    2. Mindful Communication
7. Research on Mindfulness
    1. Health Outcomes
        1. Lower blood pressure
        2. Reduce chronic pain
        3. Improve sleep
    2. Psychological Outcomes
        1. Decrease stress
        2. Increase resilience
        3. Improve academic achievement
        4. Decrease anxiety
        5. Buffer against depression
8. Self-Compassion
    1. Definition of Self-Compassion
        1. Self-Kindness vs. Self-Judgement
        2. Common humanity vs. isolation
        3. Mindfulness vs. over-identification
    2. Research on Self-Compassion
        1. Decrease in negative emotional states, depression, anxiety, stress, shame, negative body image
        2. Increase in positive emotional states, happiness, life satisfaction, optimism
        3. Increase in social connections
        4. Improvements in physical health
    3. Self-Compassion vs Self-Esteem

4. Physiology of Self-Compassion
    1. Stress/threat response
    2. Regulation through affiliation (common humanity)
5. Self-Compassion Formal Practices
    1. Affectionate breathing
    2. Loving-kindness to a loved one
    3. Loving-kindness for ourselves
    4. Giving and receiving compassion
    5. Compassionate friend
    6. Compassion for self and other
6. Self-Compassion Informal Practices
    1. Soothing touch
    2. Self-Compassion break
    3. Self-Compassion in daily life
    4. Finding loving-kindness phrases
    5. Compassionate movement
    6. Compassionate letter
    7. Savoring food
    8. Working with Difficult Emotions
    9. Working with shame
7. Resistance
8. Loving-Kindness and Compassion
9. Self-Criticism and Safety
10. Suffering
    1. Finding Value
11. Listening with Compassion
12. Difficult Emotions
13. Shame
14. Challenging Relationships
15. Foregiveness
16. Cultivating Happiness
17. Savoring and Gratitude
18. Self-Appreciation

9. Neuroscience of Mindfulness and Compassion
    1. Neuroplasticity
    2. Nervous System
        1. Sympathetic
        2. Parasympathetic
    3. Prefrontal Cortex
    4. Default Mode Network
    5. Amygdala
    6. Hippocampus

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

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

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Course Objectives

DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

The RELS program has indicated a commitment to offering classes in mulitple formats to allow students access choices. The RELs program offers all of its courses in both DE and Face to Face options.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: As needed to integrate assignments and class supports.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Throught out the course student will use discussion boards to interact with the material, instructor and other students.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students will work in teams to complete one assignment.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Twice throughout the class students will be offered an opportunity to partake in group mindfulness practices.

Student-Content Interaction

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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642310

CB03: TOP Code
151000 - Religious Studies

CIP Code
38.0201 - Religion/Religious Studies

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 201
Welding Basics A

Effective: Fall 2027

Catalog Description:

NWLD 201 - Welding Basics A
54 Hours

Safety in welding and cutting applications. Welding theory basics for metals including steel, alloy steels, stainless steel and cast iron for industrial applications. Thermal cutting equipment, uses and applications. Basic discussion of American Welding Society Codes, nomenclature and terminology. Physical and mechanical properties of steel, alloy steels, stainless steel and cast iron including numbering systems. Job opportunities, welder qualification/certification testing.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Demonstrate knowledge of safety in the welding workplace environment
B. Demonstrate knowledge of the raw material structural shapes used in the welding workplace
C. Demonstrate knowledge of welding workplace employment opportunities and requirements

Course Objectives:

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

A. Explain and apply safety in the welding and cutting workplace.
B. Explain and apply the theory and safe use of Oxy-Fuel Cutting;
C. Explain and apply the theory and safe use of Plasma Arc Cutting;
D. Explain and apply the theory and safe use of Carbon Arc Cutting;
E. Outline basic metallurgy and numbering systems for steels;
F. Report on career opportunities in the welding trade.
G. Identify ferrous raw material types and shapes
H. Explain techniques to join ferrous metal types

Course Content:

1. Safety in welding and cutting.
    1. Welding hazards
    2. Cutting hazards
    3. Hand and power tool hazards
    4. Personal Protective Equipment
2. Oxy-Fuel cutting theory, safety and process basics for cutting ferrous metals
    1. Technique
    2. Equipment and supplies
    3. Uses and limitations
    4. Fuel gases
    5. Safety
3. Plasma arc cutting theory, safety and process basics as it relates to cutting ferrous metals
    1. Technique
    2. Power supplies
    3. Equipment and supplies
    4. Uses and limitations
    5. Safety
4. Carbon arc cutting theory, safety and process basics as it relates to ferrous metals
    1. Technique
    2. Power supplies

3. Equipment and supplies
4. Electrodes
5. Uses and limitations
6. Safety

5. Understand basic metallurgy and numbering systems for steels, stainless steel and cast iron
    1. Basic steel metallurgy
    2. Basic stainless steel
    3. Basic cast iron metallurgy
    4. Welding effects on metallurgy
    5. AISI/SAE numbering system
6. Raw materials
    1. Sheet material
    2. Plate material
    3. Structural shapes
    4. Pipe and tubing
    5. Castings
    6. Forgings
7. Techniques for welding metals
    1. Sheet
    2. Plate
    3. Structural shapes
    4. Pipe and tubing
    5. Castings
    6. Forgings
    7. Other ferrous materials
8. Career opportunities in the welding trade
    1. Typical work
    2. Working environment
    3. Basic skills
    4. Soft skills
    5. Apprenticeship
    6. Wages
    7. Advancement
    8. Union and Non-Union employment
    9. Future outloook

Methods of Instruction:

1. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
2. Discussion - Discussion of topics relevant to welding workplace topics
3. Audio-visual Activity - Video content of welding processes, Vidual a
4. Correlation with real world industrial applications

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Class Work
    1. As needed at instructors discretion
C. Exams/Tests
    1. One Final
D. Home Work
    1. Weekly reading topics
E. Quizzes
    1. As needed at instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments from text
B. Other:
    1. Quizzes and Tests based on weekly reading assignments, discussions and lecture course content

Textbooks (Typical):

Textbook:

1. American Welding Society *Standard Welding Terms and Definitions.* A3.0 ed., American Welding Society, 2020.
2. William A Bowditch, Mark A Bowditch, Kevin E Bowditch *Welding Fundamentals.* 7th ed., Goodheart Wilcox, 2026.
3. John R Walker, W. Richard Polanin *Shielded Metal Arc Welding.* 10th ed., Goodheart Wilcox, 2022.
4. American Welding Society D1.1 Technical Committee *Structural Welding Code - Steel D1.1.* 2020 ed., American Welding Society, 2020.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID
CCC000642311

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 202
Welding Basics B

Effective: Fall 2027

Catalog Description:

NWLD 202 - Welding Basics B
54 Hours

Basic theory of welding Aluminum, Magnesium, Copper, Nickel, Titanium and their alloys for industrial applications. Welding power sources and applications. Auxilliary equipment, uses and applications will be covered. Physical and mechanical properties of nonferrous metals and numbering systems. Basic welding inspection and testing, as well as welding procedure specifications will be explored.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Demonstrate and explain applications of welding power source usage
B. Demonstrate knowledge of the American Welding Society electrode numbering system
C. Demonstrate knowledge and use of American Welding Society welding symbols

Course Objectives:

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

A. Explain and apply the theory and basic use of welding power sources;
B. Explain and apply the theory and safe use of welding auxiliary equipment;
C. Explain and apply the theory of different welding process;
D. Outline basic metallurgy and numbering systems for nonferrous metals;
E. Specify the AWS electrode and filler wire numbering systems;
F. Use correctly Welding Society (AWS) welding symbols and nomenclature;
G. Explain techniques for welding different metal types
H. Explain inspection and testing of nonferrous metals

Course Content:

1. Theory and basics of welding power sources
    1. Engine driven
    2. Transformer
    3. Inverter
    4. AC power
    5. DC power
2. Theory and basics of welding auxiliary equipment
    1. Wire Feeder
    2. Hand and power tools
    3. Regulator / Flowmeter
3. Theory and process basics of different welding processes
    1. Laser
    2. Resistance
    3. Torch Brazing
    4. Torch Soldering
    5. Friction Stir
    6. Hybrid
    7. SMAW
    8. FCAW
    9. GMAW

10. GTAW
4. Understand basic metallurgy and numbering systems for nonferrous metals
    1. Basic aluminum alloy metallurgy
    2. Basic magnesium alloy metallurgy
    3. Basic copper alloy metallurgy
    4. Basic nickel alloy metallurgy
    5. Basic titanium alloy metallurgy
    6. Dissimilar metal joining metallurgy
    7. Heat Affected Zone (HAZ)
    8. ASTM numbering system
5. Demonstrate knowledge of AWS electrode and filler wire numbering systems
    1. AWS system for electrodes
    2. Uses of different electrode classes
    3. Filler metals
6. Use and demonstrate knowledge of American Welding Society (AWS) welding symbols and nomenclature
    1. AWS nomenclature
    2. AWS standard weld symbols
    3. Uses and applications
7. Techniques for welding metals
    1. Welding Procedure Specification (WPS)
    2. Sheet
    3. Plate
    4. Structural shapes
    5. Pipe and tubing
    6. Castings
    7. Forgings
    8. Other ferrous materials
8. Welding Inspection and testing basics
    1. Visual
    2. Destructive testing
    3. Nondestructive testing

Methods of Instruction:

1. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
2. Discussion - Discussion of topics relevant to welding workplace topics
3. Audio-visual Activity - Visual aids
4. Correlation with real world industrial applications

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Class Work
    1. As needed at instructors discretion
C. Exams/Tests
    1. One Final
D. Home Work
    1. Weekly reading topics
E. Quizzes
    1. As needed at instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments from text
B. Other:
    1. Quizzes based on weekly reading assignments and course content

Textbooks (Typical):

Textbook:

1. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
2. Walter C Brown, Ryan K Brown *Print Reading for Industry.* 11th ed., Goodheart Wilcox, 2020.
3. William Minnick , James Mosman *GMAW/FCAW Handbook.* 2nd ed., Goodheart Willcox , 2022.
4. Richard Polanin, James Walker *Shielded Metal Arc Welding.* 10th ed., Goodheart Willcox , 2022.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID

CCC000642312

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 203
Print Reading for Welding

Effective: Fall 2027

Catalog Description:

NWLD 203 - Print Reading for Welding
54 Hours

Basics of drawings and prints used in welding workplace settings. Dimensioning and tolerancing basics. Foundational skills needed for print reading success, including basic mathematics, geometry principles and measurement tools. Use of detail, section and assembly drawings. Welding symbol basics and their use in manufacturing.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Identify and apply different line types typically used on prints and drawings.
B. Identify the three primary views in an orthographic drawing.
C. Read and interpret a detail part drawing.

Course Objectives:

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

A. Describe line conventions and lettering used on prints
B. Interpret multiview drawings and prints
C. Demonstrate the fundamentals of size description and common drawing annotations
D. Use detail and assembly drawings
E. Interpret and sketch welding symbols

Course Content:

1. Introduction to Drafting, Print Reading Procedures and Lines
    1. Prints: The Language of Industry
    2. Line Conventions and Lettering
    3. Title Blocks and Part Lists
    4. ANSI Y14.100 - Engineering Drawing Practices
2. Fundamentals of Shape Description in Multivew Drawings
    1. Geometric Terms and Construction
    2. Multiview Drawings
    3. Section Views
    4. Auxiliary Views
    5. Screw Thread Representation
3. Fundamentals of Size Description and Annotation
    1. Dimensioning
    2. Tolerancing
    3. Machining Specifications and Drawing Notes
    4. Surface Texture Symbols
    5. ANSI Y14.5 Geometric Dimensioning and Tolerancing
    6. Drawing Revision Systems
4. Industrial Drawing Types
    1. Detail Drawings
    2. Assembly Drawings
5. Specialized Parts and Prints in Manufacturing
    1. Spring and Fasteners in Industrial Prints
    2. Gears, Splines, and Serrations

3. Cam Diagrams and Prints
4. Plastic Parts
5. Precision Sheet Metal Parts
6. Welding Symbols and Prints

Methods of Instruction:

1. Classroom Activity - Print reading from large format drawings, sketching
2. Discussion - Topics to include the different components of the print reading environment. Discussions on uses and applications of the different components of print reading.
3. Lecture - Uses and applications of prints in industry, common practices and standards. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Exams/Tests
    1. One Final
C. Home Work
    1. As needed based on instructor's discretion.
D. Quizzes
    1. As needed based on instructor's discretion.

Typical Outside-of-Class Assignments

A. Other:
    1. Read the chapter in the text covering Welding Symbols
    2. Participate in print reading discussions in class
B. Activity:
    1. Develop a sketch of the part shown, including important dimensions
    2. Review the print for missing information with a group of other students
    3. Using the Bill of Materials, determine the quantity of material required to manufacture the part.

Textbooks (Typical):

Textbook:

1. John R Walker *Exploring Drafting.* 13th ed., Goodheart Willcox, 2022.
2. Bruce Wilson *GD&T Application and Interpretation* . 7th ed., Goodheart - Willcox, 2021.
3. Walter C. Brown, Ryan K. Brown *Print Reading for Industry.* 11th ed., Goodheart - Willcox, 2022.

Other Materials Required of Students

1. Calculator.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584351

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 204
Introduction to Welding Inspection

Effective: Fall 2027

Catalog Description:

NWLD 204 - Introduction to Welding Inspection
54 Hours

Basic theory of inspections and tests using destructive and nondestructive methods. The role and duties of the Certified Welding Inspector (CWI).
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Explain the role of the CWI in the welding workplace
B. Identify welding defects that can be found using Magnetic Particle Testing (MT)
C. Identify and interpret ten different welding defects or discontinutes

Course Objectives:

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

A. Specify requirements to become a Certified Welding Instructor (CWI)
B. Describe requirements and duties of a CWI;
C. Identify and interpret AWS welding testing symbols, codes and specifications;
D. Basics of welding inspection and testing using industry accepted methods;
E. Describe qualification and testing of welders, welding processes and welding procedures;
F. Explain existing non-destructive testing methods, state their limitations and optimum applications;
G. Explain existing destructive testing methods, state their limitations and optimum applications;
H. Recognize ten or more weld defects and suggest cause and corrective actions;

Course Content:

1. Requirements to become a CWI
    1. Written testing
    2. Practical testing
    3. Visual acuity
    4. Background and experience
    5. Working conditions
    6. Employment outlook
    7. Staying current
2. List requirements and duties of a CWI
    1. Ethics
    2. Professionalism
    3. Adhering to standards and requirements
    4. Depth of knowledge
    5. Inspection
    6. Testing
    7. Approval
    8. Documentation
    9. Reliability and repeatability
3. Identify and interpret weld testing symbols, codes and specifications
    1. AWS D1.1 Structural Welding Code
    2. ASME Section IX
    3. API 1104

    4. AWS welding and testing symbols
4. Basics of industry accepted inspection and testing methods
    1. Visual Testing (VT) use, application and limitations
    2. Penetrant Testing (PT) use, application and limitations
    3. Magnetic Particle Testing (MT) use, application and limitations
    4. Radiographic Testing (RT) use, application and limitations
    5. Ultrasonic Testing (UT) use, application and limitations
    6. Hardness Testing use, application and limitations
    7. Tensile Testing use, application and limitations
    8. Charpy Testing use, application and limitations
    9. Guided Bend Testing, use application and limitations
    10. Hydrostatic Pressure Testing use, application and limitations
    11. Documenting and reporting
5. Understand qualification and testing of welders, welding processes and welding procedures
    1. Welder qualification and certification
    2. Welder testing
    3. Welding process or procedure qualification and testing
    4. Prequalified welding procedures
6. Explain existing non-destructive testing methods, state their limitations and optimum applications
    1. Non-destructive methods
    2. Limitations
    3. Applications
7. Explain existing destructive testing methods, state their limitations and optimum applications
    1. estructive testing methods
    2. Limitations
    3. Applications
8. Recognize ten or more weld defects and suggest cause and corrective actions
    1. Common weld discontinuities
    2. Common weld discontinuity causes
    3. Common weld discontinuity corrective actions

Methods of Instruction:

1. Lecture - Lecture content to cover the required objectives and further encourse discussions. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
2. Discussion - Discussions of the roles and responsibilities of inspectors. The different inspection methods and their results will be discussed.
3. Audio-visual Activity - Visual presentations
4. Guest Lecturers - Invited guests

Methods of Evaluation

A. Exams/Tests
    1. One Final
B. Home Work
    1. As needed at instructors discretion
C. Quizzes
    1. As needed at instructors discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Read chapter related to visual testing
    2. Discuss the chapter content

Textbooks (Typical):

Textbook:

1. American Welding Society *STANDARD METHODS FOR MECHANICAL TESTING OF WELDS.* 2016 ed., American Welding Society, 2016.
2. American Welding Society *D1.1 Structural Welding Code - Steel.* 2020 ed., American Welding Society, 2020.
3. American Welding Society *Standard Welding Terms & Definations* . 2020 ed., American Welding Society, 2020.
4. John R Walker, Kenneth W Stier *Modern Metalworking.* 11th ed., Goodheart - Willcox, 2022.
5. William A Bowditch, Mark A Bowditch, Kevin E Bowditch *Welding Fundamentals.* 7th ed., Goodheart Wilcox, 2026.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID

CCC000507865

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 205
Introduction to SMAW

Effective: Fall 2027

Catalog Description:

NWLD 205 - Introduction to SMAW
54 Hours

Basics of Shielded Metal Arc (SMAW) welding in the flat, horizontal, vertical and overhead positions to American Welding Society code specifications. Safe use and handling of SMAW welding equipment and consumables.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Demonstrate safety awareness in the welding workplace.
B. Describe what is required to pass AWS D1.1 - limited thickness A36 steel test plate using SMAW.
C. Identify discontinuities and defects in SMAW welds using visual testing.

Course Objectives:

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

A. Identify basic SMAW equipment;
B. Illustrate the uses and limitations of SMAW
C. Employ proper SMAW electrode selection for the application
D. Describe and identifySMAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications
E. Describe and identify circumferential welds
F. Specify the uses and limitations of Constant Current power sources for SMAW
G. Identify and discuss safe use of basic SMAW equipment;
H. Operate the following SMwelding support equipment safely:
    1. Power Tools
    2. Hand Tools

Course Content:

1. Basic equipment associated with SMAW
2. Uses and limitations of SMAW
3. Electrode and wire selection for SMAW applications
4. SMAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications.
5. Circumferential welds in all positions
6. SMAW welding power supplies, AC and DC, constant current and constant voltage
7. Safe handling and use
    1. Shielded Metal Arc Welding (SMAW) equipment
8. SMAW support equipment safe use and application
    1. Hand tools
    2. Power Tools

Methods of Instruction:

1. Discussion - Discussion of topics relevant to welding workplace topics
2. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
3. Correlation with real world industrial applications
4. Visual aids

5. Group demonstration

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Exams/Tests
    1. One Final
C. Home Work
    1. Weekly reading topics
D. Quizzes
    1. As needed at instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Reading assignments on basic Shielded Metal Arc Welding (SMAW)

Textbooks (Typical):

Textbook:

1. American Welding Society *Standard Welding Terms and Definitions.* 2020 ed., American Welding Society, 2020.
2. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
3. John R Walker, Richard Polanin *Shielded Metal Arc Welding.* 10th ed., Goodheart Willcox , 2022.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID
CCC000503412

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 206
Introduction to FCAW

Effective: Fall 2027

Catalog Description:

NWLD 206 - Introduction to FCAW
54 Hours

Basics of Flux Cored Arc (FCAW) welding in the flat, horizontal, vertical and overhead positions to American Welding Society code specifications. Safe use and handling of FCAW welding equipment and consumables.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Identify discontinuities and defects in a FCAW weld using visual testing.
B. Demonstrate safety awareness in the welding workplace.
C. Describe what is required to pass AWS D1.1 - limited thickness A36 steel test plate using FCAW.

Course Objectives:

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

A. Identify basic FCAW equipment;
B. Describe the uses and limitations of FCAW;
C. Classify proper FCAW electrode and wire selection for application;
D. Describe and identify FCAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications;
E. Describe and identify circumferential welds
F. Outline the uses and limitations of constant voltage power sources for FCAW;
G. Identify and discuss safe use of basic FCAW equipment;
H. Operate the following FCAW welding support equipment safely:
    1. Hand Tools
    2. Power T

Course Content:

1. Basic equipment associated with FCAW
2. Uses and limitations of FCAW
3. Electrode and wire selection for FCAW applications
4. FCAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications.
5. Circumferential welds in all positions
6. FCAW constant voltage welding power supplies
7. Safe handling and use
    1. Flux Cored Arc Welding (FCAW) equipment
8. FCAW support equipment safe use and application
    1. Hand tools
    2. Power Tools

Methods of Instruction:

1. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
2. Discussion - Discussion of topics relevant to welding workplace topics
3. Correlation with real world industrial applications
4. Visual aids

5. Group demonstration

Methods of Evaluation

A. Class Participation
    1. ongoing
B. Exams/Tests
    1. One Final
C. Home Work
    1. Weekly reading topics
D. Quizzes
    1. As needed based on the instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly reading assignments from textbook.

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION.* 2012 ed., American Welding Society, 2012.
2. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
3. William Minnick, James Mosman *GMAW/FCAW Handbook* . 2nd ed., Goodheart Willcox , 2022.
4. John Walker, Richard Polanin *Welding Print Reading.* 8th ed., Goodheart Willcox , 2022.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID
CCC000503413

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 207
Introduction to GMAW

Effective: Fall 2027

Catalog Description:

NWLD 207 - Introduction to GMAW
54 Hours

Basics of Gas Metal Arc Welding (GMAW) welding in the flat, horizontal, vertical and overhead positions to American Welding Society code specifications. Safe use and handling of GMAW welding equipment and consumables.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Demonstrate safety awareness in the welding workplace.
B. Describe what is required to pass AWS D1.1 - limited thickness A36 steel test plate using MAW.
C. Identify discontinuities and defects in GMAW welds using visual testing.

Course Objectives:

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

A. Identify basic GMAW equipment;
B. Catalog the uses and limitations of GMAW;
C. Employ proper GMAW electrode selection for the application
D. Describe and identify GMAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications
E. Describe and identify circumferential welds
F. Explain the uses and limitations of Constant Voltage power sources for GMAW;
G. Identify and discuss safe use of basic GMAW equipment;
H. Operate the following GMAW welding support equipment safely:
    1. Hand Tools
    2. Power Tool

Course Content:

1. Basic equipment associated with GMAW
2. Uses and limitations of GMAW
3. Electrode and wire selection for GMAW applications
4. GMAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications.
5. Circumferential welds in all positions
6. GMAW constant voltage welding power supplies
7. Safe handling and use
    1. Gas Metal Arc Welding (GMAW) equipment
8. GMAW support equipment safe use and application
    1. Hand tools
    2. Power Tools

Methods of Instruction:

1. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
2. Discussion - Discussion of topics relevant to welding workplace topics
3. Group demonstration
4. Visual aids

5. Correlation with real world industrial applications

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Exams/Tests
    1. One Final
C. Home Work
    1. Weekly reading topics
D. Quizzes
    1. As needed at instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
   Reading assignments on basic Shielded Metal Arc Welding (GMAW)

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION.* 2012 ed., American Welding Society, 2012.
2. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
3. Walter Brown, Ryan Brown *Print Reading for Industry.* 11th ed., Goodheart-Willcox Company, 2020.
4. William H Minnick, James Mosman *GMAW/FCAW Handbook.* 2nd ed., Goodheart Willcox , 2022.

Other Materials Required of Students

1. Personal Protective Equipment.
2. Safety Glasses (ANSI Z87.1).
3. Leather welding gloves.
4. Long sleeve shirt or jacket.
5. Leather shoes or boots.
6. Welding Helmet (preferred).

Codes and Dates

Course CB Codes

CB00: State ID
CCC000503416

CB03: TOP Code
095650 - Welding Technology

CIP Code
48.0508 - Welding Technology/Welder

CB04: Credit Status
N - Non Credit

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

CB25: Course General Education Status
Y. Not Applicable

LAS POSITAS COLLEGE

Admin Outline for Noncredit Welding Technology 208
Introduction to GTAW

Effective: Fall 2027

Catalog Description:

NWLD 208 - Introduction to GTAW
54 Hours

Basics of Gas Tungsten Arc (GTAW) welding in the flat, horizontal, vertical and overhead positions to American Welding Society code specifications. Safe use and handling of SMAW welding equipment and consumables.
18 hours 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
This course is intended to be part of a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

Discipline:

Welding.

Student Learning Outcomes

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

A. Demonstrate safety awareness in the welding workplace.
B. Describe what is required to pass AWS D1.1 - limited thickness A36 steel test plate using GTAW.
C. Identify discontinuities and defects in GTAW welds using visual testing

Course Objectives:

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

A. Identify basic GTAW equipment;
B. Identify the uses and limitations of GTAW;
C. Identify proper GTAW electrode and wire selection for the application;
D. Describe and identify GTAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications
E. Describe and identify circumferential welds
F. Specify the uses and limitations of Constant Current power sources for GTAW
G. Identify and discuss safe use of basic GTAW equipment;
H. Safely operate GTAW welding support equipment:
    1. Hand Tools
    2. Power Tools

Course Content:

1. Basic equipment associated with GTAW
2. Uses and limitations of GTAW
3. Electrode and wire selection for GTAW applications
4. GTAW welded plate steel in the flat, horizontal, vertical and overhead positions to AWS specifications.
5. Circumferential welds in all positions
6. GTAW welding power supplies, AC and DC, constant current and constant voltage
7. Safe handling and use
    1. Gas Tungsten Arc Welding (FCAW) equipment
8. GTAW support equipment safe use and application
    1. Hand tools
    2. Power Tools

Methods of Instruction:

1. Discussion - Discussion of topics relevant to welding workplace topics
2. Lecture - Lecture content to initiate discussion and explore new topics. The topics discussed will be presented using reference to the diverse workforce in the welding workplace environment.
3. Audio-visual Activity - Visual aids
4. Demonstration - Group demonstration

5. Correlation with real world industrial applications

Methods of Evaluation

A. Class Participation
    1. Ongoing
B. Exams/Tests
    1. One Final
C. Home Work
    1. Weekly reading topics
D. Quizzes
    1. As needed at instructor's discretion

Typical Outside-of-Class Assignments

A. Reading:
    1. Reading assignments on basic Gas Tungsten Arc Welding (GTAW)

Textbooks (Typical):

Textbook:

1. American Welding Society *SPECIFICATION FOR WELDING PROCEDURE AND PERFORMANCE QUALIFICATION.* 2012 ed., American Welding Society, 2012.
2. American Welding Society *Structural Welding Code - Steel.* D1.1 ed., American Welding Society, 2020.
3. Walter C Brown, Ryan K Brown *Print Reading for Industry.* 11th ed., Goodheart-Willcox Company, 2022.
4. William H Minnick, Michael A Prosser *Gas Tungsten Arc Welding.* 7th ed., Goodheart Willcox , 2022.

Equity Based Curriculum

- Methods of Instruction

Codes and Dates

Course CB Codes

CB00: State ID

CCC000503415

CB03: TOP Code

095650 - Welding Technology

CIP Code

48.0508 - Welding Technology/Welder

CB04: Credit Status

N - Non Credit

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 13
Vineyard Soil and Pest Management

Effective: Fall 2027

Catalog Description:

VWT 13 - Vineyard Soil and Pest Management
3.00 Units

This course introduces students to vineyard soil health, nutrient management, pest and disease identification, and responsible pesticide use. Topics include soil testing, fertility, irrigation considerations, integrated pest management (IPM), pesticide safety and regulations, and sustainable vineyard practices. Students will learn to identify common vineyard challenges and apply practical management strategies to support vine health, grape quality, and overall vineyard productivity.

1 Units Lecture 2 Units Lab

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

Course Grading:

Letter Grade Only

Justification for course proposal

This course will provide students with a better understanding of how soil health, pests, diseases, and vineyard management practices directly affect grape quality and overall vineyard success. These are challenges vineyard managers and growers face every day, and students need the knowledge and hands-on experience to recognize problems, make informed decisions, and manage vineyards responsibly. By introducing students to soil testing, nutrient management, pest identification, pesticide applications, and integrated pest management, this course will help bridge the gap between classroom learning and real-world vineyard operations. It will also strengthen our Viticulture and Enology program by preparing students for careers in the wine industry or continued education at UC Davis and other four-year institutions. Ultimately, the goal is to give students practical skills they can confidently apply in a vineyard, whether they're entering the workforce or continuing their education.

Discipline:

Agriculture, and, Agricultural Production, or.

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 pesticide labels and application requirements to determine safe, legal, and effective pesticide use in vineyards.
B. Develop an integrated pest management (IPM) strategy using monitoring, prevention, and appropriate control methods.
C. Identify common vineyard pests and diseases and assess their potential impact on vine health and grape production.
D. Interpret soil test results to identify nutrient deficiencies and recommend appropriate soil management practices.

Course Objectives:

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

A. Develop practical soil and pest management plans that support sustainable vineyard operations, healthy vines, and quality grape production.
B. Explain pesticide applications, including product selection, application methods, safety procedures, and California pesticide regulations.
C. Apply integrated pest management (IPM) practices to develop effective and environmentally responsible pest and disease management strategies.
D. Identify common vineyard pests, diseases, and weeds and recognize their effects on vine health, grape quality, and vineyard productivity.
E. Evaluate vineyard soil conditions through soil testing, nutrient analysis, and an understanding of soil health and fertility.

Course Content:

Lecture:

1. Introduction to Vineyard Soil and Pest Management
2. Vineyard Soil Formation, Classification, and Physical Properties
3. Soil Chemistry, pH, Cation Exchange Capacity, and Nutrient Availability
4. Soil Biology, Organic Matter, and Microbial Activity
5. Grapevine Nutrition, Fertilization, and Nutrient Deficiency Identification
6. Vineyard Water Management, Soil Moisture, and Irrigation Practices
7. Soil Conservation, Erosion Prevention, and Cover Crop Management
8. Identification and Biology of Common Vineyard Insect Pests
9. Grapevine Diseases, Pathogens, and Environmental Risk Factors
10. Vineyard Weed Identification and Management Strategies
11. Integrated Pest Management Principles and Monitoring Techniques

12. Biological, Cultural, Mechanical, and Chemical Pest Control Methods
13. Pesticide Safety, Regulations, Application Practices, and Environmental Stewardship
14. Sustainable, Organic, and Regenerative Vineyard Management Practices
15. Vineyard Management Effects on Grape Development, Fruit Composition, and Grape Juice Sensory Quality

Lab Activities:

1. Vineyard Site Evaluation and Soil Sampling Techniques
2. Soil Texture, Structure, Compaction, and Drainage Assessment
3. Soil pH, Electrical Conductivity, and Nutrient Testing
4. Soil Organic Matter Evaluation and Biological Activity Assessment
5. Grapevine Tissue Sampling and Nutrient Deficiency Identification
6. Soil Moisture Measurement and Irrigation System Evaluation
7. Cover Crop Identification, Soil Conservation, and Erosion Assessment
8. Vineyard Insect Pest Identification and Field Scouting
9. Grapevine Disease Symptom Identification and Diagnostic Sampling
10. Vineyard Weed Identification and Management Assessment
11. Integrated Pest Management Monitoring, Trapping, and Recordkeeping
12. Evaluation of Biological, Cultural, and Mechanical Pest Management Techniques
13. Pesticide Label Interpretation, Application Calibration, and Safety Procedures
14. Vineyard Soil Health and Sustainable Management Assessment
15. Grape Maturity Testing, Juice Chemistry, and Grape Juice Sensory Evaluation

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and review images of vineyard soils, common pests, diseases, and management practices to better understand real-world vineyard conditions.
2. Classroom Activity - Students will work through vineyard management scenarios to identify soil and pest problems and discuss possible solutions.
3. Demonstration - The instructor will demonstrate soil testing, pest identification, vineyard monitoring, and proper pesticide safety practices.
4. Discussion - Students will discuss common vineyard challenges, share observations, and explore different approaches to soil and pest management.
5. Field Trips - Students will visit vineyards to observe soil conditions, identify pests and diseases, and see management practices firsthand.
6. Guest Lecturers - Vineyard managers, pest control advisers, and other industry professionals will share their experiences and discuss current vineyard management practices.
7. Lab - Students will conduct soil tests, examine soil samples, identify vineyard pests, and practice monitoring techniques.
8. Lecture - Students will learn the fundamentals of vineyard soils, plant nutrition, pest management, pesticide safety, and sustainable vineyard practices.
9. Observation - Students will observe vineyard conditions and plant health to recognize signs of soil deficiencies, pest activity, and disease.
10. Projects - Students will develop a basic soil and pest management plan for a vineyard using information gathered throughout the course.
11. Research - Students will research common vineyard pests, soil management methods, and current industry recommendations to support their management decisions.
12. Simulations - Students will work through realistic vineyard situations to practice making decisions about pest control, soil management, and pesticide safety.
13. Student Presentations - Students will present their findings on a vineyard soil or pest management topic and explain their recommended solutions.
14. Written Exercises - Students will complete short assignments involving soil test results, pest identification, pesticide labels, and vineyard management recommendations.
15. Learning Management System - Students will use Canvas to access course materials, complete assignments, participate in discussions, and review additional vineyard management resources.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Performance
    1. 3–4 evaluations per semester
C. Class Work
    1. 8–10 assignments per semester
D. Exams/Tests
    1. 2 per semester (midterm and final)
E. Field Trips
    1. At least 1-2 per semester
F. Group Projects
    1. 1 per semester
G. Home Work
    1. 8–10 assignments per semester
H. Lab Activities
    1. 8–10 per semester
I. Oral Presentation
    1. 1 per semester
J. Projects
    1. 1 major project per semester
K. Quizzes
    1. 4-5 per semester
L. Research Projects
    1. 1 per semester

M. Simulation
    1. 2 per semester

Typical Outside-of-Class Assignments

A. Activity:
    1. Evaluate pesticide labels, identify vineyard pests, and review real-world vineyard management scenarios.
B. Writing:
    1. Complete short written assignments explaining soil test results, pest management recommendations, and vineyard observations.
C. Reading:
    1. Complete assigned readings on vineyard soils, pest management, pesticide safety, and sustainable growing practices.
D. Research:
    1. Research vineyard pests, diseases, soil management techniques, and recommended industry practices.
E. Project:
    1. Develop a vineyard management plan that addresses soil health, pest control, and sustainable vineyard practices.
F. Laboratory:
    1. Review lab results and observations to understand better soil health, nutrient levels, and vineyard pest activity.

Textbooks (Typical):

Textbook:

1. Markus Keller *The Science of Grapevines.* 4th ed., Academic Press / Elsevier, 2025.
2. Olivier Viret and Katia Gindro *Science of Fungi in Grapevine.* 1st ed., Springer Nature (Springer Cham, 2024.
3. Glen L Creasy and Leroy L. Creasy *Grapes.* 3rd ed., CABI Publishing, 2025.
4. Ted Goldammer *Sustainable Soil Management: Methods & Applications.* 1st ed., Apex Publishers, 2024.
5. Ted Goldammer *Grape Grower's Handbook: A Guide to Viticulture for Wine Production.* 4th ed., Apex Publishers, 2026.

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Student Learning Outcomes
- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- Textbooks/Materials
- Other Materials Required of Students

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 46
Wines of Livermore

Effective: Fall 2027

Catalog Description:

VWT 46 - Wines of Livermore
3.00 Units

An introduction to the wines of Livermore Valley, focusing on the region's history, climate, soils, grape varieties, and winemaking practices. Students will explore local wineries, wine styles, and the characteristics that make Livermore Valley unique. Emphasis is placed on regional wine knowledge, sensory evaluation, and the importance of Livermore Valley within California's wine industry.

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

Las Positas College is located in the heart of Livermore Valley, one of California's most historic wine regions. Yet we do not currently offer a course dedicated to the wines produced right in our own community. Wines of Livermore would fill this gap by allowing students to explore the region's history, unique growing conditions, grape varieties, local wineries, and winemaking traditions. This course would complement our existing wine education courses and strengthen connections between our students and the local wine industry. It would also support career opportunities in winemaking, hospitality, wine sales, and tourism. With such a strong wine industry right in our backyard, offering a course dedicated to Livermore Valley is a natural and valuable addition to our Viticulture and Winery Technology program.

Discipline:

Culinary Arts/Food 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. Compare Livermore Valley wines with wines from other California wine regions.
B. Describe the historical and economic importance of Livermore Valley's wine industry.
C. Evaluate Livermore Valley wines using basic sensory evaluation techniques.
D. Explain how Livermore Valley's climate, soils, and geography influence wine characteristics.
E. Identify the major grape varieties and wine styles produced in Livermore Valley.

Course Objectives:

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

A. Discuss the role of local wineries, sustainable practices, and wine tourism in the Livermore Valley wine industry.
B. Evaluate Livermore Valley wines through tasting and sensory evaluation.
C. Describe how climate, soils, and geography influence the region's wines.
D. Identify the major grape varieties grown in Livermore Valley and the wines produced from them.
E. Explain the history and importance of winemaking in Livermore Valley.

Course Content:

1. Introduction to Livermore Valley Wines
2. History of Livermore Valley Viticulture and Winemaking
3. Livermore Valley American Viticultural Area (AVA)
4. Climate, Geography, Soils, and Terroir
5. Major Grapevine Varieties of Livermore Valley
6. Historical and Modern Winemaking Practices
7. Livermore Valley Wineries and Wine Producers
8. White Wine Styles and Characteristics
9. Red Wine Styles and Characteristics
10. Rosé, Sparkling, and Dessert Wines
11. Wine Tasting and Sensory Evaluation
12. Wine Quality and Regional Wine Characteristics
13. Sustainable Viticulture and Winemaking Practices

14. Livermore Valley Wine Tourism, Marketing, and Economic Impact
15. Emerging Trends and the Future of Livermore Valley Wines

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and presentations about Livermore Valley wineries, vineyards, and winemaking practices.
2. Classroom Activity - Students will participate in activities exploring Livermore Valley wines, grape varieties, and regional characteristics.
3. Demonstration - The instructor will demonstrate proper wine tasting techniques and sensory evaluation methods.
4. Discussion - Students will discuss Livermore Valley wine history, wineries, wine styles, and current industry trends. Students will evaluate and discuss the aromas, flavors, and overall quality of Livermore Valley wines.
5. Field Trips - Students may visit local vineyards and wineries to learn directly about Livermore Valley wine production.
6. Guest Lecturers - Local winemakers, vineyard managers, and wine industry professionals may share their experiences with students.
7. Lecture - The instructor will present topics covering Livermore Valley history, climate, soils, grape varieties, and wine production.
8. Observation - Students will observe and identify differences in wine color, aroma, flavor, and other sensory characteristics.
9. Research - Students will research Livermore Valley wineries, grape varieties, and the history of the local wine industry.
10. Student Presentations - Students will share their findings about a selected Livermore Valley winery, grape variety, or wine style.
11. Learning Management System - Students will use Canvas to access course materials, complete assignments, and participate in online activities.

Methods of Evaluation

A. Class Participation
    1. Evaluated regularly
B. Class Work
    1. Students will complete in-class assignments and sensory evaluation activities throughout the semester.
C. Exams/Tests
    1. One midterm and final exam
D. Field Trips
    1. One or more
E. Group Projects
    1. Students will complete at least one group project during the semester.
F. Home Work
    1. Weekly readings and assignments
G. Oral Presentation
    1. One oral presentation
H. Papers
    1. One or two short written papers
I. Projects
    1. Students will complete one or two projects throughout the semester related to regional wines and winemaking.
J. Quizzes
    1. Throughout the semester
K. Research Projects
    1. One research project

Typical Outside-of-Class Assignments

A. Activity:
    1. Visit a local winery, vineyard, or wine-related event and complete a short reflection on your experience.
B. Other:
    1. Explore local winery websites, wine labels, and educational resources to become more familiar with Livermore Valley wines.
C. Writing:
    1. Complete short written assignments reflecting on Livermore Valley wines, wine tastings, and course topics.
D. Reading:
    1. Complete weekly readings about Livermore Valley wines, wineries, grape varieties, and regional wine history.
E. Research:
    1. Research the history, growing conditions, and winemaking practices of Livermore Valley.
F. Project:
    1. Complete a project exploring a Livermore Valley winery, grape variety, or wine style.

Textbooks (Typical):

Textbook:

1. Ruth Teiser, M.A. Amerine, Ernest A Wente *Wine Making in the Livermore Valley: Oral History Transcript and Related Material.*, Legara Street Press, 2022.
2. Janet Newton *Stories of the Vineyards and the Wineries of the Livermore Valley.*, Livermore Heritage Guild, 1983.
3. Thomas C. Wilmer *The Wine Seeker's Guide to Livermore Valley.*, RiverWood Books, 2010.
4. Wine Tasting: A professional Handbook *Ronald S. Jackson.* 4th ed., Academic Press (Elsevier), 2022.
5. The Wine Bible *Karen MacNeil.* 3rd ed., Workman Publishing Company, 2022.
6. The Wines of California *Elaine Chukan Brown.* 1st ed., Academie du Vin Library, 2025.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

12.0510 - Wine Steward/Sommelier

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 56
Winery and Vineyard Management

Effective: Fall 2026

Catalog Description:

VWT 56 - Winery and Vineyard Management
3.00 Units

This course introduces students to the business and management of winery and vineyard operations. Topics include winery management, vineyard management, grape contracts, cellar management, and winery process planning. Students will also explore staffing, scheduling, production planning, equipment management, budgeting, and inventory management. Emphasis is placed on understanding how vineyard and winery operations work together and the business decisions involved in managing a successful wine operation.

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

This course will give students a better understanding of what it takes to successfully manage a winery and vineyard beyond the hands-on production of grapes and wine. While our current courses focus on viticulture and winemaking, there is a need to introduce students to the business and management side of the industry. Students will learn about daily operations, staffing, production planning, grape contracts, budgeting, and managing resources. This course will help prepare students for management positions within the wine industry and support those interested in owning or operating their own winery or vineyard. It will also strengthen our expanding Wine Hospitality and Business program by connecting the practical side of wine production with the business decisions needed to run a successful operation.

Discipline:

Agriculture.

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 a basic winery workflow and facility layout that supports efficient production, equipment use, and resource management.
B. Assess winery and vineyard operating costs to develop a practical budget and identify opportunities to improve efficiency.
C. Create a winery production schedule that includes harvest planning, cellar operations, and inventory management.
D. Evaluate grape contracts and purchasing agreements to make informed business decisions.
E. Develop a basic management plan that outlines daily winery and vineyard operations, staffing, and scheduling.

Course Objectives:

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

A. Apply budgeting, operational planning, and facility design principles to improve winery efficiency and business operations.
B. Describe effective cellar management practices, including production scheduling, inventory tracking, and equipment management.
C. Evaluate grape purchasing agreements, grower contracts, and vineyard management decisions.
D. Develop management plans for vineyard activities, winery production, staffing, and resource allocation.
E. Explain the key responsibilities involved in managing daily winery and vineyard operations.

Course Content:

1. Introduction to Winery and Vineyard Business Management
2. Winery Business Structure, Organization, and Management
3. Vineyard Management, Seasonal Planning, and Operations
4. Vineyard Budgeting, Labor, and Resource Management
5. Grape Purchasing, Contracts, and Grower Relationships
6. Winery Production Planning and Harvest Coordination
7. Cellar Management, Operations, and Production Workflow
8. Winery Staffing, Scheduling, and Employee Management
9. Winery Equipment, Maintenance, and Facility Management
10. Wine Inventory, Production Tracking, and Recordkeeping
11. Winery Process Planning, Facility Layout, and Design
12. Winery and Vineyard Operating Costs and Budget Management

13. Wine Quality Management and Operational Decision-Making
14. Sustainability, Resource Efficiency, and Risk Management
15. Developing a Winery and Vineyard Business Management Plan

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and presentations covering winery management, vineyard operations, and production planning.
2. Classroom Activity - Students will participate in activities involving winery budgets, staffing schedules, grape contracts, and operational planning.
3. Critique - Students will review winery management plans and business decisions to identify areas for improvement.
4. Demonstration - The instructor will demonstrate how to develop production schedules, track inventory, and organize winery workflows.
5. Directed Study - Students will independently review winery and vineyard management practices to prepare for class activities.
6. Discussion - Students will discuss real-world winery management challenges, business decisions, and operational strategies.
7. Field Trips - Students may visit local wineries or vineyards to observe management practices and facility operations.
8. Guest Lecturers - Winery owners, vineyard managers, and industry professionals may share their experiences managing wine businesses.
9. Individualized Instruction - Students will receive individual guidance while developing winery budgets, management plans, and operational projects.
10. Lecture - The instructor will present topics related to winery management, vineyard operations, grape contracts, cellar management, and facility planning.
11. Observation - Students will observe winery and vineyard workflows to better understand production efficiency and management decisions.
12. Projects - Students will develop a winery and vineyard management plan that includes staffing, budgets, production scheduling, and operational needs.
13. Research - Students will research winery management practices, grape purchasing agreements, and operational challenges in the wine industry.
14. Learning Management System - Students will use Canvas to access course materials, complete assignments, and submit their projects.

Methods of Evaluation

A. Class Participation
    1. Evaluated regularly
B. Class Work
    1. Regular in-class activities
C. Exams/Tests
    1. One midterm and final exam during the semester.
D. Final Performance
    1. One final management plan
E. Group Projects
    1. At least one
F. Home Work
    1. Weekly readings and assignments
G. Oral Presentation
    1. One presentation
H. Papers
    1. One or two short written papers
I. Projects
    1. One or two
J. Quizzes
    1. Throughout the semester
K. Research Projects
    1. One research project

Typical Outside-of-Class Assignments

A. Activity:
    1. Review real-world winery and vineyard operations to better understand management decisions, staffing, and production planning.
B. Project:
    1. Develop a winery and vineyard management plan that includes staffing, budgeting, production schedules, and operational needs.
C. Research:
    1. Research winery management practices, vineyard operations, grape contracts, and business strategies used in the wine industry.
D. Reading:
    1. Complete weekly readings related to winery management, vineyard operations, cellar management, and production planning.
E. Writing:
    1. Complete short written assignments analyzing winery operations, grape contracts, budgeting, and management decisions.
F. Other:
    1. Review sample winery budgets, grape purchasing agreements, inventory records, and production schedules to gain a better understanding of daily business operations.

Textbooks (Typical):

Textbook:

1. Abhaya Panicker *The Business of Wine Production.*, Educohack Press, 2025.
2. Foued Cheriet, Carole Maurel, Paul Amadieu, Herve Hannin *Wine Management and Marketing 2: Responses the Industry to Crises and New Expectations.* 2 ed., Wiley-ISTE, 2024.
3. Ted Goldammer *Grape Grower's Handbook: A Guide to Viticulture for Wine Production.* 4th ed., Apex Publishers, 2026.
4. Ted Goldammer *Wine Production: Science and Technology of Winemaking.*, Apex Publishers, 2023.
5. John Anthony Considine, Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making.* 2nd ed., Academic Press (Elsevier), 2023.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 57
Wine Marketing and Hospitality Management

Effective: Fall 2027

Catalog Description:

VWT 57 - Wine Marketing and Hospitality Management
3.00 Units

This course introduces students to wine marketing and hospitality management within wineries, tasting rooms, hotels, resorts, and other hospitality businesses. Topics include hospitality operations, business management, staffing, event planning, wine tourism, branding, digital marketing, customer experience management, and business development. Students will explore how hospitality businesses manage daily operations, attract customers, organize events, and develop marketing strategies. Emphasis is placed on leadership, operational efficiency, and creating successful hospitality experiences within the wine and tourism industries.

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

This course will help students develop the business and management skills needed to work in the growing wine and hospitality industries. While our existing Wine Service and Sales course focuses on customer interactions and professional wine service, this course will focus on managing hospitality operations, marketing, staffing, events, and overall guest experiences. Students will explore how wineries, tasting rooms, hotels, resorts, and other hospitality businesses attract visitors, manage their operations, and build successful brands. This course will expand career opportunities for students interested in hospitality management, wine tourism, event planning, and marketing while strengthening the business side of our Viticulture and Winery Technology program.

Discipline:

Agriculture.

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 hospitality management plan that includes staffing, scheduling, and daily operations for a winery, tasting room, hotel, or hospitality business.
B. Create a marketing campaign that promotes a wine brand, hospitality business, or tourism experience.
C. Plan a hospitality event that includes budgeting, staffing, marketing, and event coordination.
D. Evaluate guest satisfaction and operational performance to recommend improvements to a hospitality business.
E. Develop a basic business strategy that combines marketing, hospitality management, and financial planning to improve business performance.

Course Objectives:

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

A. Explain the responsibilities involved in managing wineries, tasting rooms, hotels, resorts, and other hospitality businesses.
B. Develop marketing strategies that promote wine brands, hospitality services, events, and tourism experiences.
C. Describe effective hospitality management practices, including staffing, scheduling, budgeting, and daily operations.
D. Evaluate event planning, guest experience management, and customer satisfaction strategies within the hospitality industry.
E. Apply leadership, business planning, and marketing principles to improve hospitality operations and business success.

Course Content:

1. Introduction to Wine Marketing and Hospitality Management
2. Hospitality Industry Overview: Wineries, Tasting Rooms, Hotels, and Resorts
3. Hospitality Business Models, Organizational Structure, and Management
4. Hospitality Staffing, Scheduling, Leadership, and Employee Management
5. Wine Branding, Product Development, and Brand Identity
6. Wine Marketing Strategies, Advertising, and Promotions
7. Digital Marketing, Social Media, and Online Brand Management
8. Consumer Behavior, Market Research, and Target Audiences
9. Tasting Room, Hotel, and Resort Operations Management
10. Guest Experience Management, Reservations, and Customer Satisfaction
11. Wine Tourism, Destination Marketing, and Hospitality Partnerships
12. Hospitality Event Planning, Weddings, and Corporate Events

13. Hospitality Budgeting, Pricing Strategies, and Revenue Management
14. Hospitality Business Performance, Sustainability, and Industry Trends
15. Developing a Wine Marketing and Hospitality Management Plan

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and presentations on wine marketing, hospitality management, and hotel and tasting room operations.
2. Classroom Activity - Students will participate in activities focused on marketing campaigns, event planning, staffing, and hospitality business management.
3. Critique - Students will review hospitality and marketing strategies to identify strengths and areas for improvement.
4. Demonstration - The instructor will demonstrate how to create marketing plans, manage reservations, and develop hospitality budgets.
5. Directed Study - Students will independently review marketing and hospitality management practices to prepare for class activities.
6. Discussion - Students will discuss current hospitality trends, marketing strategies, and challenges faced by wineries, hotels, and resorts.
7. Field Trips - Students may visit wineries, hotels, or hospitality venues to observe business operations and management practices.
8. Guest Lecturers - Hospitality managers, winery owners, marketing professionals, and event coordinators may share their industry experiences.
9. Lecture - The instructor will cover wine marketing, branding, hospitality operations, leadership, event management, and business planning.
10. Observation - Students will observe hospitality operations, guest experiences, and marketing practices in different business settings.
11. Projects - Students will develop marketing campaigns, hospitality management plans, and event proposals based on real-world scenarios.
12. Research - Students will research hospitality businesses, consumer trends, marketing strategies, and wine tourism.
13. Simulations - Students will work through realistic hospitality management situations involving staffing, budgets, events, and operational decisions.
14. Student Presentations - Students will present marketing strategies, hospitality business plans, or event proposals to the class.
15. Written Exercises - Students will complete short written exercises related to hospitality management decisions, marketing strategies, and business planning.
16. Learning Management System - Students will use Canvas to access lectures, assignments, course materials, and other learning resources.

Methods of Evaluation

A. Class Participation
    1. Evaluated regularly
B. Class Performance
    1. Periodically
C. Class Work
    1. Regular in-class activities
D. Exams/Tests
    1. One midterm and final exam
E. Group Projects
    1. At least one
F. Home Work
    1. Weekly readings and assignments
G. Oral Presentation
    1. One presentation
H. Papers
    1. One or two short papers
I. Projects
    1. One or two
J. Quizzes
    1. Every two to three weeks
K. Research Projects
    1. One research project
L. Simulation
    1. Two or three

Typical Outside-of-Class Assignments

A. Project:
    1. Develop a marketing and hospitality management plan for a winery, hotel, or resort that includes branding, staffing, budgeting, and guest experiences.
B. Activity:
    1. Review a winery, hotel, resort, or tasting room to evaluate its marketing, guest experiences, and overall hospitality operations.
C. Research:
    1. Research hospitality businesses, wine tourism, consumer trends, and marketing strategies used to attract and retain customers.
D. Reading:
    1. Complete weekly readings related to wine marketing, hospitality management, event planning, leadership, and business operations.
E. Writing:
    1. Complete short written assignments analyzing hospitality management practices, marketing campaigns, guest satisfaction, and business strategies.
F. Other:
    1. Review winery and hotel websites, marketing materials, event packages, and hospitality business plans to better understand industry practices.

Textbooks (Typical):

Textbook:

1. Paul Wagner, Liz Thach, Susan DeMatei *Wine Marketing & Sales.* 4th ed., Second Growth Press, 2026.
2. David K. Hayes, Jack D. Ninemeier, Bjorn Hanson *Hotel Operations Management.* 4th ed., Pearson, 2025.
3. Javier Martínez-Falcó, Bartolomé Marco-Lajara, Eduardo Sánchez-García, Luis A. Millán-Tudela *Strategic Management in the Wine Tourism Industry.* 1st ed., Palgrave Macmillan, 2024.

4. John R. Walker, Josielyn T. Walker *Introduction to Hospitality.* 9th ed., Pearson, 2023.
5. Glenn A. J. Bowdin, Johnny Allen, Rob Harris, Leo Jago, William O'Toole, Ian McDonnell *Events Management.* 4th ed., Routledge, 2024.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 58
Wine Distribution, Wholesale Sales, and Global Markets

Effective: Fall 2027

Catalog Description:

VWT 58 - Wine Distribution, Wholesale Sales, and Global Markets
3.00 Units

This course introduces students to wine distribution, wholesale sales, and domestic and international wine markets. Topics include distribution systems, wholesale pricing, distributor relationships, logistics, shipping, import and export regulations, and global wine trade. Students will explore how wineries bring their products to market, develop distribution strategies, and navigate the business challenges of selling wine locally, nationally, and internationally.

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

This course will help students understand the business side of getting wine from the winery into the marketplace. While our current courses focus on wine production, hospitality, and direct sales, we do not currently have a course dedicated to wholesale distribution, logistics, and international wine markets. Students will learn how wineries work with distributors, retailers, restaurants, and international buyers, along with the challenges of pricing, shipping, regulations, and expanding into new markets. This course will help prepare students for careers in wine distribution, wholesale sales, logistics, and business management while strengthening the business component of our Viticulture and Winery Technology program.

Discipline:

Agriculture.

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 wine market expansion strategy that includes target customers, distribution partners, pricing, and sales opportunities.
B. Develop a basic logistics and distribution plan that addresses shipping, inventory, and market requirements.
C. Evaluate distribution agreements and identify important business and regulatory considerations.
D. Calculate wholesale wine pricing, distributor margins, and potential profitability.
E. Compare different wine distribution channels and determine which are most appropriate for a winery's business needs.

Course Objectives:

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

A. Explain how wine distribution systems operate in domestic and international markets.
B. Identify the roles of distributors, wholesalers, importers, exporters, and retailers within the wine industry.
C. Evaluate wholesale pricing, distribution agreements, and sales strategies used to bring wine to market.
D. Describe the logistics, shipping requirements, and regulations involved in domestic and international wine distribution.
E. Develop strategies for expanding wine sales into new markets while considering costs, customer demand, and business opportunities.

Course Content:

1. Introduction to Wine Distribution, Wholesale Sales, and Global Markets
2. Overview of the Domestic and International Wine Industry
3. The U.S. Three-Tier Distribution System and Alternative Sales Channels
4. Wine Distributors, Importers, Brokers, and Wholesale Relationships
5. Wholesale Wine Pricing, Margins, and Profitability
6. Wine Sales Strategies for Restaurants, Retailers, and Distributors
7. Distributor Agreements, Contracts, and Territory Management
8. Wine Logistics, Warehousing, Inventory, and Transportation
9. Federal and State Regulations for Wine Distribution and Shipping
10. International Wine Markets and Global Trade
11. Wine Importing, Exporting, Tariffs, and Trade Agreements
12. International Wine Regulations, Labeling, and Compliance
13. Global Wine Marketing, Consumer Trends, and Market Development

14. Challenges and Opportunities in Wine Distribution and International Sales
15. Developing a Wine Distribution and Global Market Strategy

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and presentations about wine distribution, wholesale sales, logistics, and international wine markets.
2. Classroom Activity - Students will participate in activities involving wholesale pricing, distribution planning, and market analysis.
3. Critique - Students will review wine distribution strategies, sales approaches, and business decisions to identify areas for improvement.
4. Demonstration - The instructor will demonstrate how to calculate wholesale pricing, distributor margins, and shipping costs.
5. Directed Study - Students will independently review distribution practices, trade regulations, and wine market trends.
6. Discussion - Students will discuss challenges, opportunities, and current trends in domestic and international wine distribution.
7. Field Trips - Students may visit wineries, distribution facilities, or wine retailers to observe distribution and wholesale operations.
8. Guest Lecturers - Wine distributors, importers, exporters, and industry professionals may share their experiences with students.
9. Individualized Instruction - Students will receive individual guidance while developing pricing strategies, market analyses, and distribution plans.
10. Lecture - The instructor will present topics related to wine distribution, wholesale sales, logistics, regulations, and global markets.
11. Projects - Students will develop a wine distribution or market expansion plan using real-world business scenarios.
12. Research - Students will research wine distribution systems, international markets, trade regulations, and industry trends.
13. Student Presentations - Students will present their findings on wine distribution strategies, wholesale markets, or international sales opportunities.
14. Learning Management System - Students will use Canvas to access course materials, complete assignments, and submit projects.

Methods of Evaluation

A. Class Participation
    1. Evaluated regularly
B. Class Work
    1. Regular in-class exercises
C. Exams/Tests
    1. One midterm and final exam
D. Field Trips
    1. At least one
E. Group Projects
    1. At least one
F. Home Work
    1. Weekly readings and assignments
G. Oral Presentation
    1. One presentation
H. Papers
    1. One or two short papers
I. Projects
    1. One or two projects
J. Quizzes
    1. Throughout the semester
K. Research Projects
    1. One research project

Typical Outside-of-Class Assignments

A. Project:
    1. Develop a wine distribution plan that includes wholesale pricing, shipping, and strategies for entering new markets.
B. Research:
    1. Research domestic and international wine markets, distribution systems, and opportunities for expanding wine sales.
C. Reading:
    1. Complete weekly readings related to wine distribution, wholesale sales, logistics, and global wine trade.
D. Writing:
    1. Complete short written assignments analyzing distribution agreements, market trends, and challenges within the wine industry.
E. Activity:
    1. Review real-world wine pricing, distributor portfolios, and shipping options to better understand how wineries bring their products to market.

Textbooks (Typical):

Textbook:

1. Paul Wagner, Susan DeMatei, John C. Crotts, Byron Marlowe *Wine Sales and Distribution: The Secrets to Building a Consultative Selling Approach.* 2nd ed., Rowman & Littlefield, 2024.
2. Ian Pfeffer *The Business Behind a Bottle: An Insider's Guide to Wholesale Alcohol Distribution in the USA.*, Graeworks, 2024.
3. James (Jim) Silver *The Post-Pandemic Wine Market: A Practical Guide.*, Board and Bench Publishing, 2025.
4. Foued Cheriet, Carole Maurel, Paul Amadieu, Hervé Hannin *Wine Management and Marketing 2: Responses of the Industry to Crises and New Expectations.* 2 ed., Wiley-ISTE, 2024.
5. Hang Kei Ho *How Hong Kong Transformed the Global Wine Trade: Culture, Geopolitics, and Taste.* 1st ed., Routledge, 2026.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS COLLEGE

Admin Outline for Viticulture and Winery Technology 59
Wine Finance, Law, and Entrepreneurship

Effective: Fall 2027

Catalog Description:

VWT 59 - Wine Finance, Law, and Entrepreneurship
3.00 Units

This course introduces students to wine business finance, law, and entrepreneurship. Topics include business ownership, startup planning, winery accounting, budgeting, financial statements, business financing, licensing, permits, taxes, regulatory compliance, and wine business development. Students will explore federal and state wine laws, business risks, and the financial decisions involved in starting and operating a wine business. Emphasis is placed on financial planning, legal responsibilities, and developing a practical wine business plan.

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

This course will give students the opportunity to learn what it takes to start, finance, and legally operate a wine business. While our existing courses focus on wine production, hospitality, sales, and management, we currently do not offer a course dedicated to the financial, legal, and entrepreneurial side of the wine industry. Students will learn about business ownership, startup costs, financial planning, winery licensing, taxes, and industry regulations. The course will also help students understand the challenges of starting and growing a wine business. This is an important addition to our Wine Hospitality and Business program, especially for students interested in opening their own winery, starting a wine-related business, or moving into leadership and business ownership roles.

Discipline:

Agriculture.

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 basic wine business plan that includes startup costs, financing, and business goals.
B. Prepare and interpret basic financial statements, budgets, and cash flow projections for a wine business.
C. Identify the permits, licenses, taxes, and regulatory requirements needed to establish and operate a winery.
D. Calculate wine production costs, pricing, and profit margins to evaluate business profitability.
E. Evaluate a wine business scenario and recommend appropriate financial, legal, and entrepreneurial decisions.

Course Objectives:

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

A. Explain the financial, legal, and business responsibilities involved in starting and operating a wine business.
B. Develop basic winery budgets, financial forecasts, and business plans using financial information.
C. Identify federal, state, and local licensing, tax, and regulatory requirements for wine businesses.
D. Evaluate business financing options, operating costs, profitability, and financial risks.
E. Apply entrepreneurship, financial management, and legal principles to make informed wine business decisions.

Course Content:

1. Introduction to Wine Business Finance, Law, and Entrepreneurship
2. Wine Business Ownership, Legal Structures, and Business Models
3. Starting a Wine Business: Feasibility, Startup Costs, and Business Planning
4. Winery and Vineyard Accounting and Financial Recordkeeping
5. Understanding Financial Statements, Revenue, Expenses, and Profitability
6. Wine Production Costs, Product Pricing, and Profit Margins
7. Budgeting, Cash Flow Management, and Financial Forecasting
8. Business Financing, Loans, Investors, and Funding Opportunities
9. Introduction to Federal, State, and Local Wine Laws
10. Winery Licensing, Permits, and Regulatory Agencies
11. Wine Labeling, Advertising, and Alcohol Beverage Compliance
12. Wine Excise Taxes, Sales Taxes, Reporting, and Recordkeeping

13. Business Contracts, Intellectual Property, Insurance, and Risk Management
14. Wine Business Entrepreneurship, Growth Strategies, and Long-Term Planning
15. Developing a Wine Business Plan, Financial Projections, and Compliance Strategy

Methods of Instruction:

1. Audio-visual Activity - Students will watch videos and presentations about wine business financing, legal requirements, and entrepreneurship.
2. Classroom Activity - Students will participate in activities involving winery budgets, financial statements, business planning, and regulatory requirements.
3. Critique - Students will review sample wine business plans and financial decisions to identify strengths and areas for improvement.
4. Demonstration - The instructor will demonstrate how to prepare business budgets, calculate profit margins, and review licensing documents.
5. Directed Study - Students will independently review wine business financial practices, legal requirements, and startup procedures.
6. Discussion - Students will discuss real-world financial, legal, and entrepreneurial challenges faced by wine businesses.
7. Guest Lecturers - Winery owners, accountants, attorneys, and other industry professionals may share their experiences managing wine businesses.
8. Individualized Instruction - Students will receive individual guidance while developing financial plans, business proposals, and entrepreneurship projects.
9. Lecture - The instructor will cover wine business finance, accounting, licensing, regulations, taxation, and entrepreneurship.
10. Projects - Students will develop a wine business plan that includes startup costs, financial projections, and legal requirements.
11. Research - Students will research winery licensing, financial management, business ownership, and wine industry regulations.
12. Simulations - Students will work through realistic financial and legal scenarios involving winery startup costs, profitability, and business decisions.
13. Student Presentations - Students will present a wine business proposal that outlines financial planning, legal considerations, and business opportunities.
14. Written Exercises - Students will complete financial calculations, business planning exercises, and short written assignments related to wine business operations.
15. Learning Management System - Students will use Canvas to access course materials, complete assignments, and submit business projects.

Methods of Evaluation

A. Class Participation
    1. Evaluated regularly on their participation in class discussions and business activities.
B. Class Work
    1. Throughout the semester.
C. Exams/Tests
    1. One midterm and final exam
D. Group Projects
    1. At least one
E. Home Work
    1. Weekly readings and assignments
F. Oral Presentation
    1. One presentation
G. Papers
    1. One or two short papers
H. Projects
    1. One or two
I. Quizzes
    1. Every two to three weeks
J. Research Projects
    1. One research project
K. Simulation
    1. Two or three

Typical Outside-of-Class Assignments

A. Activity:
    1. Review sample financial statements, winery budgets, and business scenarios to better understand financial and legal decision-making.
B. Project:
    1. Develop a wine business plan that includes startup costs, financial projections, financing options, and licensing requirements.
C. Research:
    1. Research wine business ownership, financing opportunities, federal and state regulations, and winery licensing requirements.
D. Reading:
    1. Complete weekly readings related to winery accounting, financial management, business law, taxation, and entrepreneurship.
E. Writing:
    1. Complete short written assignments analyzing wine business finances, legal responsibilities, and entrepreneurship opportunities.
F. Other:
    1. Review sample winery licenses, tax forms, business agreements, and financial documents to become familiar with operating a wine business.

Textbooks (Typical):

Textbook:

1. Richard P. Mendelson *Wine in America: Law and Policy.* 2nd ed., Aspen Publishing, 2023.
2. Jeffrey R. Cornwall, David O. Vang, Jean M. Hartman *Entrepreneurial Financial Management: An Applied Approach.* 6th ed., Routledge, 2025.
3. Entrepreneurship *Andrew Zacharakis, Andrew C. Corbett, William D. Bygrave.* 6th ed., Wiley, 2025.
4. Abhaya Panicker *The Business of Wine Production.*, Educohack Press, 2025.
5. Foued Cheriet, Carole Maurel, Paul Amadieu, Hervé Hannin *Wine Management and Marketing 2: Responses of the Industry to Crises and New Expectations.* 2 ed., ISTE Ltd / Wiley, 2024.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes

CB03: TOP Code

010400 - Viticulture, Enology and Wine Business

CIP Code

01.1004 - Viticulture and Enology

CB04: Credit Status

D - Credit - Degree Applicable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

5.2 Course Modifications

- CIS 88B Word Processing Advanced: MS Word, Google Docs, AI Tools
- CNT 8001 Cisco CCNA1/3 Introduction to Networks (ITN)
- ECE 95 Work Experience
- ENG 20 Studies in Shakespeare
- ENG 42 Black Literature in America
- ENG 44 Literature of the American West
- ENG 45 Studies in Fiction
- ENGL C1001 Critical Thinking and Writing
- ENGR 1 Introduction to Engineering
- ENGR 23 Engineering Graphics
- JAMS 1 Introduction to Mass Communications
- JAMS 2 Introduction to Media
- JAMS 11 Introduction to Reporting and Newswriting
- JAMS 21A Express College Newspaper A
- JAMS 21B Express College Newspaper B
- JAMS 21C Express College Newspaper C
- JAMS 21D Express College Newspaper D
- JAMS 22 Express Staff
- JAMS 24A Naked Magazine: College Magazine A
- JAMS 24B Naked Magazine: College Magazine B
- NBUS 216 Career Success Through Compassion
- PHIL 1 God, Nature, Human Nature
- PHIL 29 Independent Study, Philosophy
- PHYS 1A General Physics I
- VWT 33 Summer Winery and Vineyard Operations
- VWT 41 Fall Winery and Vineyard Operations
- VWT 55 Wine Service and Sales

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

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

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

Catalog Description:

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

Advanced word processing techniques used to produce complex business documents. Includes topics such as ~~formatt~~ formatting multiple page reports, ~~create~~ creating tables of contents and indexes, ~~insert~~ inserting footnotes/endnotes, using ~~Word's~~ word processing collaboration features to share documents, create macros to automate tasks, and integrate data from ~~Excel~~ spreadsheets and other programs. Use MS Word, Google Docs, and AI tools.
1.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Computer Information Systems.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

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

Course Objectives:

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

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

Course Content:

Lecture:

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

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

Lab Activities:

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

Methods of Instruction:

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

Methods of Evaluation

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

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

    1. ~~Read~~

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

    B. Other:

        1. Videos

            1. Access the online videos related to the chapter.

        2. Hands-on labs

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

1. Portable storage media.
2. GoPrint card.

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
With many businesses embracing online/virtual work environments, it is appropriate and beneficial to students that the content of this course be offered in an online modality. Offering this course online also allows more flexibility for our students.
Explain how the decision was made to offer this course in a Distance Education mode.
In the past, students with Macs or older PCs could not complete assignments using their own equipment, therefore, the course was offered on-campus only. We now have the ability to offer students access to a Windows-based lab environment online via NetLab. Students will be able to complete the curriculum regardless of the operating system on their computer.

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

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584388

CB03: TOP Code
070210 - Software Applications

CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN)

Credit for Prior Learning: CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN) (Launched)
compared with
CNT 8001 - Cisco CCNA1/3 Introduction to Networks (ITN) (Active - Implemented 08-15-2025)

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

Effective: Fall 2025

Catalog Description:

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

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

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. Build a simple Ethernet network using routers and switches.

Course Objectives:

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

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

Course Content:

Lecture:

1. Networking Today
    1. Explain the advances in modern network technologies.
        1. Networks Affect Our Lives
        2. Network Components
        3. Network Representations and Topologies
        4. CommonTypes of Networks
        5. Internet Connections
        6. Reliable Network
        7. Interaction
        8. Network Security
        9. The IT Professional
2. Basic Switch and Device Configuration
    1. Implement initial settings including passwords, IP addressing, and default gateway parameters on a network switch and end devices.
        1. Cisco IOS Access
        2. IOS Navigation
        3. The Command Structure
        4. Basic Device Configuration
        5. Save Configurations
        6. Ports and Addresses
        7. Configure IP Addressing
        8. Connectivity
3. Protocols and Models
    1. Explain how network protocols enable devices to access local and remote network resources.
        1. The Rules
        2. Protocols
        3. Standards Organizations
        4. Reference Models
        5. Data Encapsulation
        6. Data Access
4. Physical Layer
    1. Explain how physical layer protocols, services, and network media support communications across data networks.
        1. Purpose of the Physical Layer
        2. Physical Layer Characteristics
        3. Copper Cabling
        4. UTP Cabling
        5. Fiber-Optic Cabling
        6. Wireless Media
5. Number Systems
    1. Binary and Hexadecimal
        1. Binary Number System
        2. Hexadecimal Number System
6. Data Link Layer
    1. Explain how media access control in the data link layer supports communication across networks.
        1. Purpose of the Data Link Layer
        2. Topologies
        3. Data Link Frame
7. Ethernet Switching
    1. Explain how Ethernet operates in a switched network.
        1. Ethernet Frame
        2. The MAC Address Table
        3. Switch Speeds and Forwarding Methods
8. Network Layer
   Explain how routers use network layer protocols and services to enable end-to-end connectivity.
    1. Network Layer Characteristics
    2. IPv4 Packet
    3. IPv6 Packet
    4. How a Host Routes
    5. Router Routing Tables Explain the function of fields in the routing table of a router.
9. Address Resolution
   Explain how ARP and ND enable communication on a local area network.
    1. MAC and IP
    2. ARP
    3. Neighbor Discovery
10. Basic Router Configuration
    Implement initial settings on a router and end devices.
    1. Configure Initial Router Settings
    2. Configure Interfaces
    3. Configure the Default Gateway
11. IPv4 Addressing
    Calculate an IPv4 subnetting scheme to efficiently segment your network.

1. IPv4 Address Structure
2. IPv4 Unicast, Broadcast, and Multicast
3. Types of IPv4 Addresses
4. Subnet an IPv4 Network
5. Subnet a /16 and /8 Prefix Calculate IPv4 subnets for a /16 and /8
6. Variable Length Subnet Masking
7. Structured Design

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

Lab Activities:
Navigate the IOS
Configure Initial Switch Settings
Implement Basic Connectivity
Investigate the TCP-IP and OSI Models in Action
Explore a Network
Connect a Wired and Wireless LAN
Identify MAC and IP Addresses
Examine the ARP Table
Identify MAC and IP Addresses
Examine the ARP Table
Configure Layer 3 Switches
Explor Internetworking Devices
Configure Initial Router Settings
Connect a Router to a LAN
Troubleshoot Default Gateway Issues
Investigate Unicast, Broadcast, and Multicast Traffic
Configure IPv6 Addressing
Explore of TCP and UDP

Verify IPv4 and IPv6 Addressing
Ping and Trace to Test the Path
Troubleshoot IPv4 and IPv6 Addressing
Investigate Unicast, Broadcast, and Mufticast Traffic
Design and Implement a VLSM Addressing Scheme
Configure IPv6 Addressing
Implement a Subnetted IPv6 Addressing Scheme
Explore TCP and UDP Communications
Implement a Subnetted IPv6 Addressing Scheme
Web and Email
DNS and DHCP
Configure Secure Passwords and SSH
Back Up Configuration Files
Test Connectivity with Traceroute
Use Show Commands
Configure a Linksys Router
Configure an Integrated Router

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. Class Participation
    1. Class Participation
B. Exams/Tests
    1. One weekly exam
C. Home Work
    1. Reading and Practice Exams
D. Lab Activities
    1. Weekly hands-on labs
E. Quizzes
    1. One weekly quiz
F. Simulation
    1. Using Packet Tracer

Typical Outside-of-Class Assignments

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

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

1. Cisco Networking Academy On-line Curriculum. Las Positas College maintains a subscription to Cisco netcad.com at no cost to students..

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.

One of the goals in our Program Review is to meet the needs of our students through new 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: 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 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
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~~ from 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
CCC000664009

CB03: TOP Code
070810 - Computer Networking

CIP Code
11.0901 - Computer Systems Networking and Telecommunications

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 N - Course is not an upper division course

Course Modification: ECE 95 - Work Experience

Course Modification: ECE 95 - Work Experience (Launched)
compared with
ECE 95 - Work Experience (Active - Implemented 08-15-2025)

Admin Outline for Early Care and Education 95
Work Experience

Effective: Fall ~~2025~~ 2027

Catalog Description:

ECE 95 - Work Experience
1.00 - 3.00 Units

Cooperative effort between ~~;~~ student, supervisor , and instructor to accomplish professional work objectives and broaden experiences. On-the-job work experience to build early childhood competencies.
1 - 3 Units Work Experience

Corequisite:

- ECE 96

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education.

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Complete and implement objectives that ~~improves~~ improve the child learning environment.
B. Demonstrate developmentally appropriate practices in their work with young children.

Course Objectives:

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

A. ~~Develop~~ Successfully implement the learning objectives created with the course instructor and work supervisor ~~at the beginning of the school term~~ .
B. Demonstrate ~~one or more~~ new skills ~~acquired~~ ~~as~~ gained ~~a result of the selected learning objectives.~~
C. ~~Demonstrate~~ from direct involvement with children in accordance with the ~~classroom~~ student's ~~activities,~~ learning ~~of a program for young children~~ objectives .
D. Use reflection for self-improvement.

Course Content:

1. Developing professional measurable objectives and the methods of evaluation
2. Planning for developmentally appropriate environments
3. Direct involvement in planning and implementing curriculum
4. Ethics and ~~profesionalism~~ professionalism on the job
5. On-the-job demonstration of
    1. Developmentally appropriate practices
    2. Establishing relationships with all children, families, and staff
    3. Communication skills
    4. Enrichment of the children's environment
    5. Work ethics

Methods of Instruction:

1. Work Experience - Placements will give the students opportunity to apply specific theory and skills and apply them in the work experience setting
2. Feedback that includes open-ended questions and comments to written reflections.
3. Role modeling by mentor placement or head teacher
4. ECD 96 group discussions.

Methods of Evaluation

A. Home Work

1. Every two weeks

B. Individual consultation with students
   1. At least 2 times per semester.
C. Performance evaluation by classroom supervisor Midterm Final Student's self performance evaluation, once (final) Documentation of objectives completion. once (final) Documentation of number of hours completed at site Midterm Final

Typical Outside-of-Class Assignments

A. Other:
   1. Completion of professional objectives agreed upon by instructor, student and site director by established deadline
   2. Students will be directed at the work site by the site supervisors. Individualized assignments may include involvement with:
      1. children
      2. program
      3. curriculum
      4. staff-relations
      5. classroom environment
      6. contact with parents
   3. Written journal reflections based on the classroom experiences.

Textbooks (Typical):

Textbook:

1. Carol Copple, Sue Bredekamp *Developmentally Appropriate Practice in Early Childhood Programs* . ~~3rd.~~ 4th ed., NAEYC, ~~2008~~ 2022 .
2. Stephanie Feeney, Nancy Freeman *Ethics and the Early Childhood Educator: Using the NAEYC Code.* ~~3rd.~~ 4th ed., NAEYC, ~~2018~~ 2026 .
3. California Department of Education and First 5 California *California Early Childhood Educator Competencies.* 1st ed., California Department of Education, 2012.
4. Valora Washington, Brenda Gadson *Guiding Principles for the New Early Childhood Professional.* 1st. ed., Teachers College Press, 2017.

Other Materials Required of Students

1. Students must have a TB Test completed and show proof of MMR and dTAP vaccine for the first day of class..

Equity Based Curriculum

- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

We want to ensure students can complete their coursework with as much flexibility as possible, to meet their needs. This is necessary to consider especially for unexpected circumstances when remote instruction may be required.

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

ECE routinely looks at our curriculum to determine if courses can have a DE option. Based on an awareness of emergency situations that can arise, we decided to take a second look at course offerings, outside of the time when we usually do it for program review. During that review we saw that since this course is lecture-based, we decided that this is one the courses we can offer with 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

- **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: One per module
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: On every assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 4
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least 2 times
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: At least once per semester

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Once per module
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  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 per module
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 2 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 1 per module
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 per semester
- **Other:**
  Frequency: Performance evaluation by classroom supervisor, 2x per semester; Documentation of number of hours completed at site, 2x per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000595189
CB03: TOP Code
130500 - Child Development/Early Care and Education
CIP Code

13.1210 - Early Childhood Education and Teaching

CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
B - Transferable to CSU only.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
C - Clearly Occupational
CB10: Cooperative Work Experience
C - Is part of a cooperative work experience education program.
CB11: Course Classification Status
CB13: Special Class Status
N - Course is not a special class.
CB21: Course Prior to College
Y - Not applicable
CB22: Non Credit Course Category
Y - Not Applicable, Credit course
CB23: Funding Agency Category
Y - Not Applicable (funding not used to develop course)
CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: ENG 20 - Studies in Shakespeare

Course Modification: ENG 20 - Studies in Shakespeare (Launched)
compared with
ENG 20 - Studies in Shakespeare (Active - Implemented 08-15-2025)

Admin Outline for English 20
Studies in Shakespeare
Effective: Fall ~~2025~~ 2028

Catalog Description:

ENG 20 - Studies in Shakespeare
3.00 Units

Readings of the sonnets and representative comedies, histories, tragedies, and romances of William Shakespeare, with attention to the early, middle, and late phases of his art and to the Age of Elizabeth.
3 Units Lecture

Prerequisite(s):

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

- ~~***ENGL C1000, may be taken concurrently.***~~

Total Lecture Hours	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:

English.

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 an author's use of literary techniques to develop a theme.***
B. ***Identify, analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in Shakespeare's plays and sonnets.***
C. ***Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.***

Course Objectives:

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

A. ***Recognize the differences in approach, style, and technique in Shakespeare's early, middle and late plays***
B. ***Recognize the nature of Shakespearean comedies, histories, tragedies and romances and distinguish their differences***
C. ***Identify, summarize, and interpret Shakespearean blank verse***
D. ***Explain the most distinctive characteristics of Shakespeare's work in poetry and drama***
E. ***Describe the plays as stage representations in Elizabethan playhouses***
F. ***Describe the structural elements in Shakespeare's plays and explain how they operate within the framework of the Elizabethan view of the world***
G. ***Analyze modern productions of Shakespeare's plays and the ways they are informed by modern sensibilities***
H. ***Analyze and evaluate primary and secondary sources, as well as critical works related to Shakespeare's plays and poetry***
I. ***Recognize the human experiences expressed in Shakespeare's work and relate them to his or her own world***
J. ***Analyze how Shakespeare's use of literary techniques develops a theme***

Course Content:

1. ***Representative sample of Shakespeare's histories, tragedies, comedies, and romances covering the early, middle and late phases of his career***
2. ***Selected sonnets by Shakespeare***
3. ***The Elizabethan playhouse and theatrical conventions of Shakespeare's time***

4. *Social and historical contexts of the Elizabethan world from which Shakespeare's works emerged*
5. *Modern perspectives and productions of Shakespeare's plays*
6. *Selected primary works which constituted Shakespeare's sources*
7. *Selected secondary works including critical analyses*

Methods of Instruction:

1. *Discussion - Class and group discussion*
2. *Lecture*
3. *Written Exercises - Written analysis of plays, sonnets and critical essays*
4. *Reading*
5. *Group work and activities*
6. *Oral presentations based on student research*
7. *Video and/or live productions of Shakespeare's works*

Methods of Evaluation

A. *Class Participation*
   1. *most class sessions*

B. *Class Performance*
   1. *at least one per semester*

C. *Class Work*
   1. *most class sessions*

D. *Field Trips*
   1. *one per semester*

E. *Group Projects*
   1. *one per semester*

F. *Home Work*
   1. *due most class sessions*

G. *Oral Presentation*
   1. *one per semester*

H. *Papers*
   1. *3 short papers*

I. *Quizzes*
   1. *monthly*

J. *Research Projects*
   1. *one per semester*

Typical Outside-of-Class Assignments

A. *Reading:*
   1. *Read Act I and Act II of A Midsummer Night's Dream*
   2. *Read Sonnet 18*
   3. *Read Susan Snyder's critical essay "King Lear: A Modern Perspective"*
   4. *Read the primary source "The History of Four-footed Beasts."*
   5. *Assigned reading will include examination of sexuality and gender-focused criticisms of the works of Shakespeare.*

B. *Writing:*
   1. *Written Analysis of Plays, Sonnets and Sources*
      1. *Read Sonnet 129 and make a reading log entry identifying the metaphors in the poem and discussing the impression they create.*
      2. *Write a short, critical essay analyzing the role of Julia in the live production of The Two Gentlemen of Verona contrasted with the BBC version.*
      3. *Write an analytical essay evaluating Iago's motivations in Othello.*

C. *Research:*
   1. *Research and present to the class information about Elizabethan stage representations in Elizabethan playhouses and show how Much Ado About Nothing might be staged in an Elizabethan theater.*
   2. *Research and present to the class the history and use of the masque tradition in The Tempest.*
   3. *Research and present to the class the sources from which Shakespeare wrote Henry IV, Part I*

D. *Other:*
   1. *Video and/or Live Productions of Shakespeare's plays*
      1. *Watch Trevor Nunn's 1996 production of Twelfth Night*
      2. *Attend Shakespeare on Tour's production of Julius Caesar at the LPC theatre.*
      3. *Watch Kenneth Branagh's 1993 version of Much Ado About Nothing and compare/contrast its settings and mood with the Joss Whedon's, 2012, version of Much Ado About Nothing.*

Textbooks (Typical):

Textbook:

1. *Ian Smith Black Shakespeare: Reading and Misreading Race ., Cambridge University Press, 2022.*

2. *Ayanna Thompson, ed. The Cambridge Companion to Shakespeare and Race., Cambridge University Press, 2021.*
3. *Valerie Traub The Oxford Handbook of Shakespeare and Embodiment: Gender, Sexuality, and Race., Oxford UP, 2018.*
4. *David Young The King's a Beggar: A Study of Shakespeare's Epilogues. 1 ed., Archway, 2017.*
5. *Emma Whipday Shakespeare's Domestic Tragedies: Violence in the Early Modern Home. 1 ed., Cambridge University Press, 2019.*
6. *Harold Bloom Lear: The Great Image of Authority (Shakespeare's Personalities). Scribner; Reprin ed., Scribner, 2018.*
7. *Bloom, Harold, Shakespeare, The Invention of the Human., Riverhead Books, 1999.*
8. *Shakespeare, William, The Taming of the Shrew., Bedford Books, 1996.*
9. *Shakespeare, William, Twelfth Night. revised ed., The Folger Shakespeare Library, 2004.*
10. *Shakespeare, William, King Lear. reprint ed., The Folger Shakespeare Library, 1993.*
11. *Shakespeare, William, The Tempest., The Folger Shakespeare Library, 1994.*
12. *Marjorie Garber Shakespeare After All. reprint ed., Anchor, 2005.*
13. *Stephen Landrigan, Qais Omar Shakespeare in Kabul., Haus Pub. , 2012.*
14. *Irena Makaryk , Marissa McHugh Shakespeare and the Second World War: Memory, Culture, Identity., University of Toronto Press, Scholarly Publishing Division , 2012.*
15. *Stephen Greenblatt Tyrant: Shakespeare on Politics. 1 ed., W.W. Norton and Company, 2018.*

Other Materials Required of Students

Equity Based Curriculum

- *Typical Assignments*

Requisite Validation

A. ~~*ENGL C1000*~~
~~*UC TCA Requirement*~~

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 online to provide students with more flexibility.

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

This course should be offered online to provide students with more flexibility. The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well.

Accessibility:

- ***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. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.

- ***Discussion board:*** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- ***Announcements:*** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, typically once a month. Announcements will be posted to the class regularly. Announcements might include information on when assignments are due, changes in the syllabus, and exam schedules.
- ***Web conferencing:*** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed, typically at least once per semester.

Student-Student Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Daily or weekly. Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each other's postings. Example Assignment -- POST: After reviewing the readings and video lecture on the Commedia Dell' Arte, discuss how the history and style of the Commedia Dell' Arte influenced The Comedy of Errors, specifically. In your discussion, be sure to 1.)Reference the history of the Commedia dell' arte, 2.)Refer to specific stock players in the Commedia dell' arte, 3.)Use text from The Comedy of Errors and any graphics you can find online to illustrate and support your discussion points. REPLY: You will not be allowed to reply until your have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1.) Discuss any similarities or differences in your analyses, 2.) Provide an additional reference to the play (Act, Scene, or Line) that either supports or contradicts the post's analysis.
- ***Group work:*** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: At least once per semester if assigned. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, WIKI, and file sharing. Example Assignment: Read Chpt. 7 "Shakescene" in Stephen Greenblatt's Will in the World. Greenblatt makes a strong argument here about the historical source of Falstaff. Using the WIKI, work together to research and share other interpretations concerning the historical source for the character of Falstaff. Using PowerPoint, create an interesting presentation for the rest of the class, explaining Greenblatt's interpretation as well as your researched information concerning the historical source for Falstaff. Provide some graphics to illustrate your research, as well as some specific references to lines/scenes from the play. Post your Power Point presentation, WIKI work, and Annotated Bibliography to your Group Page by the due date.

Student-Content Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Daily or weekly. Students will use the Discussion Boards to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. Assignment Example: Discuss the role of the fool in King Lear: What do you think are the key lines in the play that help us understand the fool? How do you interpret the fool's relationship with King Lear? How do you interpret the connection between Lear's fool and Cordelia? If you were going to cast an actor you know in the role of Lear' fool, who would it be? Explain why this actor would be best at presenting your interpretation of the fool. (Post should be at least 300 words long. You will not be able to view other posts until you have posted.)
- ***Written papers:*** *Papers will be written on various topics.*
  Frequency: three short essays per semester
- ***Quizzes, tests/exams:*** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Monthly. Quizzes may be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. Example quiz question: How does Hippolyta describe the prologue to the play within the play, after Quince recites it? a. Very moving and inspirational b. Like a child on an instrument he hasn't quite mastered yet c. Like a poet's sonnet d. Simple, but charming
- ***Lecture:*** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of elements of tragedy, comedy, history plays, the Renaissance, Elizabethan theater, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

General Education/Transfer

General Education/Transfer Request
Cal-GETC

- ***3B - Humanities - Approved***

CSU Transfer

- ***Transfers to CSU - Approved***

Las Positas College GE

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

UC Transfer

- ***Transfers to UC - Approved***

Codes and Dates

Course CB Codes
CB00: State ID
CCC000601254

CB03: TOP Code

150400 - Classics

CIP Code

16.1200 - Classics and Classical Languages, Literatures, and Linguistics, 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

CB26: Course Support Course Status

CB27: Upper Division Status

Course Modification: ENG 42 - Black Literature in America

Course Modification: ENG 42 - Black Literature in America (Launched)
compared with
ENG 42 - Literature of the African Diaspora in America (Active - Implemented 08-15-2025)

Admin Outline for English 42
Black Literature ~~of the African Diaspora~~ in America
Effective: Fall ~~2025~~ 2028

Catalog Description:

ENG 42 - Black Literature ~~of the African Diaspora~~ in America
3.00 Units

Form, development, and cultural and historic insights of literature of the African diaspora in America and the United States, including some or all of the following: short fiction and novels, oral history and memoir, poetry, plays, songs, popular culture, and nonfiction; exploration of particular themes or periods as reflected in the literature of people of the African diaspora created in America.
3 Units Lecture

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

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

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

Course Grading:

Optional

Justification for course proposal

Discipline:

English.

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 an author's use of literary techniques to develop a theme.***
B. ***Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.***

Course Objectives:

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

A. ***Demonstrate familiarity with a variety of techniques and methods used by writers***
B. ***Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development***
C. ***Explain the works studied in relation to and as expressions of cultural and historical influences***
D. ***Identify and explain common topics and themes in diverse works written by African Americans, African and African-descended immigrants, or African Americans living abroad***
E. ***Analyze and evaluate critical responses to the works studied***
F. ***Provide various critical approaches to bear on the interpretation of fiction in take-home and in-class written work, including at least two take-home essays***
G. ***Analyze an author's use of literary techniques to develop a theme***
H. ***Understand African American literature in terms of other cultures' influence on it, whether those cultures are of the African diaspora or outside of it, for example the influence of Parisian culture on the Harlem Renaissance***

Course Content:

1. ***Reading and analysis of at least two novels***
2. ***Reading and analysis of a sampling of at least three of the following additional genres: short fiction, creative nonfiction, memoir, poetry, drama, and/or film, with attention to relevant literary elements, potentially including characterization, plot, point of view, imagery, setting, staging, poetic form, symbolism, and theme***
3. ***Potential supplemental materials and genres including oral histories, song lyrics, film, visual art, and popular culture***

4. *Instruction and practice writing critical responses to literature*
5. *Exposure to author's personal, cultural, historical background along with literary context of works studied*
6. *Application of various critical approaches to works studied, including ethnic studies, historical, formalist, feminist, and other approaches as relevant*
7. *Discussion of the treatment of common themes, potentially including:*
    1. *transnational understanding of black identity (required)*
    2. *folk culture*
    3. *experience/legacy of slavery*
    4. *migration*
    5. *assimilation/group separatism*
    6. *passing*
    7. *rural/urban divide*
    8. *resistance to stereotypes*
    9. *cultural nationalism/Pan Africanism/Afrocentrism*
    10. *class mobility*
    11. *racial profiling/discrimination*
    12. *mixed-race identity/hybridity*
    13. *invisibility/color-blind racism*
    14. *racial terror*
    15. *utopia/dystopia*
    16. *intersectionality*

Methods of Instruction:

1. *Field Trips - Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.*
2. *Research - In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations.*
3. *Student Presentations - Presentations on an author or work that is being studied, important authors or artistic movements that will not be covered by the class. Best practices for group presentations (group contract, rubric, student self- and group-assessment, rehearsal, instruction in MLA citation for slides) should be followed.*
4. *Guest Lecturers - Possible guest lecturers from on campus (for example, a lecture from an LPC historian on Booker T. Washington and W.E.B. DuBois) or off campus to provide a particular expertise or artistic performance that will enhance students' learning.*
5. *Audio-visual Activity - Films based on works studied in the course, films that extend a theme in the reading, portions of documentaries, influential music videos, videos of slam poetry*
6. *Discussion - Whole-class and small-group discussion.*
7. *Lecture - Short lectures interspersed with classroom activities.*
8. *Written Exercises - In-class writing to respond to a reading or prepare for an essay.*
9. *Projects - Projects could use multiple modalities to meet a measurable objective of the course. This could substitute for one essay.*

Methods of Evaluation

A. *Class Participation*
    1. *Weekly whole-class and small-group discussion.*
B. *Class Work*
    1. *Frequent in-class writing to respond to a reading or prepare for an essay, for example.*
C. *Field Trips*
    1. *Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.*
D. *Group Projects*
    1. *In groups, create a digital zine on the topic of living Black poets in America and their work or similar at least one time per semester*
E. *Home Work*
    1. *Frequently read and annotate works like "The New Negro and the Black Image: From Booker T. Washington to Alain Locke" and make connections to texts read in class.*
F. *Papers*
    1. *Two essays on texts read in class or one essay and one group project*
G. *Quizzes*
    1. *Frequent quizzes on reading material.*
H. *Research Projects*
    1. *In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations at least one or two times per semester.*
I. *Reading and annotation for a theme, use of literary element, comparison to another text. Reading Responses Preparation of questions for discussion*

Typical Outside-of-Class Assignments

A. *Other:*
    1. *Using Kendrick Lamar's poetry as models, describe your neighborhood by using poetry, spoken word, or straightforward descriptions. Plan to share your description at our next class.*
    2. *In thinking about black writers' relationship to the American dream, we have seen Langston Hughes declare that "America never was America to me" and Ralph Ellison's protagonist in Invisible Man struggle to secure an education and livelihood because whites conspire against him. Many figures in rap (Jay-Z, T.I., Young Jeezy, Rick Ross, The Game, The Notorious B.I.G.) use story-telling to depict their rise from the bottom to the top: from lives of crime and bleak opportunities to financial success, having families/becoming fathers, and participating in legal hustles like rapping, producing, and becoming moguls and entrepreneurs. In other words, many of these rappers seem to be living the American dream. Research "American dream" using campus library databases and the Internet. What exactly is it, who invented it, and what are its values and concerns? Write a composition based on our class readings as well as your research that A) defines the American dream and B) argues whether or not three or more rap figures of your choice qualify as living the American dream.*

3. *Finish Nnedi Okorafor's Who Fears Death and come to class with three questions for class discussion.*
4. *Find and read a critical essay on the neo-slave narrative, summarize it for the class, and suggest ways in which the slave narrative form applies to Ishmael Reed's Flight to Canada.*
5. *Review Mat Johnson's essay "You Can Kiss My Mulatto Ass" and make notes to prepare for a discussion of his use of the word and riffs on it (referring to the Mélange Center charter school as a "Mulattopia," for example) in Loving Day.*
6. *Write an essay on how the experience of "intersectionality" accounts for Helga's tragedy in Nella Larsen's Quicksand.*

Textbooks (Typical):

Textbook:

1. *Ajuan Maria Mance Before Harlem. 1st ed., University of Tennessee Press, 2016.*
2. *George Schuyler Black No More. Reprint ed., Penguin Random House LLC, 2018.*
3. *James Weldon Johnson Autobiography of an Ex-Colored Man. reprint ed., Barnes and Noble, 2007.*
4. *Mat Johnson Loving Day., Spiegel & Grau-Random House, 2016.*
5. *James Baldwin, Raoul Peck I Am Not Your Negro: A Companion Edition to the Documentary., Vintage International, 2017.*
6. *Harriet Ann Jacobs Incidents in the Life of a Slave Girl. reprint ed., Skyhorse Publishing, 2015.*
7. *Ralph Ellison Invisible Man. 2nd ed., Vintage, 1995.*
8. *Z.Z. Packer Drinking Coffee Elsewhere., Riverhead Books, 2004.*
9. *Langston Hughes The Ways of White Folks. reprint ed., Vintage, 1990.*
10. *Henry Louis, ed Gates The Norton Anthology of African American Literature. 3rd ed., W. W. Norton, 2017.*
11. *Toni Morrison The Bluest Eye. reprint ed., Vintage International, 2007.*
12. *Danzy Senna Caucasia., Riverhead Books, 1999.*
13. *Brandon Jacobs-Jenkins Appropriate and Other Plays., Theatre Communications Group, 2018.*
14. *Lorraine Hansberry A Raisin in the Sun. Rep Rei ed., Vintage, 2004.*
15. *Camille Dungy Black Nature: Four Centuries of African American Nature Poetry., University of Georgia P, 2009.*
16. *G. Neri Yummy: The Last Days of a Southside Shorty. 3rd ed., Lee & Low, 2010.*
17. *Michael Harper The Vintage Book of African American Poetry., Vintage, 2000.*
18. *Ishmael Reed Flight to Canada. reprint ed., Scribner-Simon and Schuster, 1998.*
19. *Frances E. W. Harper Iola Leroy; or, Shadows Uplifted. 2nd ed., Dover, 2010.*
20. *Edwidge Danticat The Dew Breaker. reprint ed., Vintage, 2005.*
21. *Nnedi Okorafor Who Fears Death. reprint ed., DAW-Penguin, 2011.*
22. *Junot Diaz Drown. 1st ed., Riverhead, 1996.*
23. *NK Jemison The City We Became. 1st ed., Orbit, 2020.*

Other Materials Required of Students

Equity Based Curriculum

- ***Assignments***

Requisite Validation

A. ~~***Eligibility for college-level composition as determined by college assessment or other appropriate method.***~~
~~***UC TCA Requirement***~~

DE Proposal

Delivery Methods

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.

This course should be offered online to provide students with more flexibility as many students work many hours and are not able to come to campus frequently; additionally, DE classes are preferable to face-to-face classes for some types of learners. The English Department has been offering composition courses online for some time and together decided to make it possible for literature courses, including this course, to be offered online as well.

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 comp rehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- ***Discussion board:*** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- ***Feedback on assignments:*** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: In addition to assessing assignments, the instructor will provide feedback clarifying the assessment result. This will occur through the use of annotations or written comments, rubric evaluations, and/or audio/video comments.
- ***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.
- ***Chat:*** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: The instructor will use chat or web conferencing to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.

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: Class Discussions - Students will post to the discussion threads in each module, answering questions posed by the instructor. They will also reply to others' postings. Example Assignment POST: After reading ZZ Packer's short story "Our Lady of Peace," discuss how Packer uses characterization, plot, point of view, imagery, or symbolism to achieve her main intention. In your discussion: Clarify which element of fiction you are analyzing, and back your ideas with at least two direct quotations from the story. REPLY: You will not be allowed to reply until you have submitted a post. Reply to 2 posts. (NO more than two replies to each post.) In your reply: 1: Discuss any similarities or differences in your analyses, and 2: Draw connections to other students' analyses of that same element of fiction.
- ***Group work:*** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students may work together on a group project using groups created by the instructor, or chosen by the students, through discussion threads, email communication, chatroom collaboration, WIKI, and file sharing. Example Assignment: Choose an author we have read this semester and research and report how the author's work is informed by cultural and historical influences. Also, draw connections between the author's life and his or her work. Finally, summarize two critical analyses of the author's work and discuss to what degree you find each analysis to be fair and accurate. Support your findings with visual images and specific references to the author's work and your sources. Post your Power Point presentation, WIKI work, and Annotated Bibliography to your Group Discussion by the due date.

Student-Content Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Students will use the Discussion Threads to engage with the reading in a variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. Assignment Example: Imagine you are ZZ Packer, and respond to the questions below. Provide a specific example from Drinking Coffee Elsewhere to support your response. 1. How would you describe your use of setting in the story? What is your intention in your use of setting throughout the story? (Post should be at least 300 words long. You will not be able to view other posts until you have posted.)
- ***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 may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.
- ***Lecture:*** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, a mini-lecture might be posted on the topic of the elements of fiction, including characterization, plot, point of view, imagery, symbolism, and theme. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

General Education/Transfer

General Education/Transfer Request
Cal-GETC

- ***3B - Humanities - Approved***

CSU Transfer

- ***Transfers to CSU - Approved***

Las Positas College GE

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

UC Transfer

- ***Transfers to UC - Approved***

Codes and Dates

Course CB Codes
CB00: State ID
CCC000589065

CB03: TOP Code

150300 - Comparative Literature

CIP Code

16.0104 - Comparative Literature

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Course Modification: ENG 44 - Literature of the American West

Course Modification: ENG 44 - Literature of the American West (Launched)
compared with
ENG 44 - Literature of the American West (Active - Implemented 08-15-2025)

Admin Outline for English 44
Literature of the American West

Effective: Fall ~~2025~~ 2028

Catalog Description:

ENG 44 - Literature of the American West
3.00 Units

Critical analysis of the cultural and historical experiences of diverse people of the American West as expressed in their literatures, including the novel, short story, poetry, autobiography, memoirs, as-told-to-narratives, film, and secondary works. Emphasis upon techniques of critical review of and response to literary works. Study of the works of at least three of the following groups: Black and African Americans; Asian Americans, Native Hawaiian/Pacific Islander; European Americans, Latinx Americans, Native Americans. Exploration of interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology. Comparison and contrast of the myth of the west to the experiences of its diverse peoples and regions. Some exploration of the myth of the west as exported to, consumed by, and in turn generated by other countries.

3 Units Lecture

Prerequisite(s):

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

- ~~***ENGL C1000***~~

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

English.

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 an author's use of literary techniques to develop a theme.***
B. ***Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.***
C. ***Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.***
D. ***Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.***

Course Objectives:

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

A. ***Explore the interrelationships among peoples and cultures of the West, as mediated by place and community and the flow of people and capital as influenced by technology.***
B. ***Use class discussion and assessments to demonstrate understanding of various cultural and historical perspectives of the American West as reflected in literature written by at least three of the following groups: Black and African Americans; Asian American and Native Hawaiian/Pacific Islanders; Latinx Americans; Native Americans, and European Americans.***
C. ***Apply knowledge of shifting racial definitions, formation, identity, and relationships in the American West in various periods and among various groups to the interpretation of literature and at least one other form of artistic expression.***
D. ***Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender identity, sexual orientation, racial or ethnic group, or intersectionality, as well as tensions between "authentic" individual and group expression and assimilation to Anglo-American, male, and/or cisgender literary standards.***

E. *Describe and evaluate at least one example of the tropes of the American west being explored by artists from other cultures, whether to critique the myth of the American west or to explore aspects of their own cultures.*
F. *Describe, analyze, and assess extra-literary presentations of the American West, whether memoir, nonfiction essay or full-length work, museum exhibit, film, or painting, and relate these to literature.*
G. *Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.*
H. *Recognize the various functions of literature (social, historical, personal, and to make cultural commentary and insights) and interpret how they operate in a given literary selection and in different genres.*
I. *Engage in reading and writing as a process, integrating both to respond to the text in various ways, including at least one essay.*
J. *Analyze an author's use of literary techniques to develop a theme.*

Course Content:

1. *Reading of literary works that explore the variety of perspectives and experiences of the diverse peoples of the American West and their interrelationships;*
2. *Examination of the diversity of cultural, ethnic, and gender perspectives in the American West and of American Western histories and landscapes;*
3. *Study of connections between reading, writing, and thinking about literature;*
4. *Evaluation of diction, form, and structure of literary works and how these elements of fiction contribute to the writer's purpose;*
5. *Exploration and assessment of social, cultural, and rhetorical uses of literary works;*
6. *Writing extensively on literature of the American west, whether in journals, blogs, discussion board postings, essays, or documented research papers.*
7. *Definition and subsequent practice of appropriate research techniques for obtaining both primary and secondary sources for further study;*
8. *Reading of selected sources with a mind to using sources to support small "research project" (oral presentation and/or review);*
9. *Exploration of how race, ethnicity, class, gender, nation, and region impact identity and how those identities can shift based on context.*
10. *Connection of content and themes to own life as a Westerner or to knowledge of histories and life experiences typical of the American West.*

Methods of Instruction:

1. *Audio-visual Activity - Consideration of at least one extra-literary type of text, which in most cases will be a film. The instructor may also encourage Hypothesis annotation of video or film, especially if the course is delivered online.*
2. *Classroom Activity - Discussing the texts; reporting out on the reading; doing a jigsaw where students study an aspect of the literature of the American west and then teach it to each other; reading aloud; close reading; annotation; identifying text-to-self, text-to-text, text-to-world connections.*
3. *Critique - Reading response that critique the text according to instructor guidelines.*
4. *Discussion - Discussion of the readings and extra-literary texts as the whole class or in small groups. At least two full-length works will be assigned, most likely novels, as well as shorter works which may include stories, poetry, memoirs, autobiography, as-told-to narratives*
5. *Field Trips - One field trip. It is recommended that the instructor provide a list of field trips that can be done online or in person. Examples include Museum on Main, Pleasanton; Oakland Museum of California; Angel Island Immigration Station; Indigenous Peoples Day Celebration and Pow Wow, Berkeley; Peralta Adobe and Fallon House, San Jose.*
6. *Guest Lecturers - Guest lecturers, if invited, could include local authors or historians.*
7. *Lecture - Mini-lectures on the history of the American west, particular critical approaches in the field, or on particular authors shall provide context for students' reading.*
8. *Research - One option is to assign a small individual or group project to present to the class. Possible topics might include Chinese immigration, the Chinese exclusion act, and literary treatments of both; the complicated legacy of John Muir; Black cowboys in the west; curanderismo; the myth of the American west in Europe; the Carlisle Indian School; Traditional Ecological Knowledge (TEK); women cross-dressing as men when migrating west.*
9. *Written Exercises - Writing of at least one 3-5-page essay; shorter reading responses like film reviews; journal entries; retrospectives of course themes or units; or critiques. Option of essay exam or in-class presentation for final exam.*
10. *Quizzes*

Methods of Evaluation

A. *Class Participation*
    1. *daily*
B. *Quizzes*
    1. *weekly*
C. *Close reading might be evaluated based on: Performance on quizzes Depth and frequency of participation in class discussion Level of detail in textual annotation and post-reading notes Depth and specificity of response to a passage or idea in a text, and significance of connection of that passage or idea to themes of course, in a reading log Command of material presented and demonstration of that material's connection to course themes in group oral presentation Completeness and brevity of summary and sophistication of source assessment in annotated bibliography Writing might be evaluated in various ways, depending on the purpose and context for it: Informal in-class writing might be evaluated based on comprehensiveness of summary of a text or presentation, depth of reflection on it, general fluency In-class writing for a midterm or final might be evaluated based on depth of reflection on text, mastery of themes of course, synthesized discussion of multiple texts in support of a controlling idea, general fluency and coherence Take-home essays, reviews, and/or retrospectives should be evaluated more rigorously, with more attention to form. In addition, reviews might be evaluated based on comprehensiveness of summary of extra-literary source material, analysis of its components, and assessment of writer/director/artist/curator's "argument" about American West, general fluency and coherence, command of standard written English*

Typical Outside-of-Class Assignments

A. *Reading:*
    1. *Read Jack London's "All Gold Canyon," paying special attention to how nature is treated in each of these stories as you make textual annotations*
    2. *Read The Life and Adventures of Nat Love, Better Known in the Cattle Country as "Deadwood Dick" and do some Internet research on this story and on black cowboys, making brief handwritten notes on what you find (and avoiding plagiarism). Be prepared to discuss the role of African Americans in the West and how the debate over the veracity of his "true story" does or does not impact your reading of his tale*
    3. *Visit the Oakland Museum's California History room and take notes on its presentation of vaquero, farming, and religious cultures of the Southwest. Decide whether its presentation confirms, contradicts, or largely avoids the type of presentation of those cultures in Rudolfo Anaya's Bless Me, Ultima*

B. ***Writing:***
   1. ***Write an essay-length analysis of the delineation of Chinese immigrant characters in Bret Harte's "The Heathen Chinee," Wallace Stegner's "The Chink," and Maxine Hong Kingston's China Men***
   2. ***Write a book review of William Kittredge's Who Owns the West?***
   3. ***Write a retrospective reflecting on the themes of the first four weeks of class and connecting them to the readings and to your life as a Westerner***
   4. ***Write a reading log summarizing and responding to "The Grandfather of the Sierra Nevada Mountains" chapter in Maxine Hong Kingston's China Men***
   5. ***In preparation for your group's oral presentation on Japanese internment, read the primary and secondary sources your group has identified and write an annotated bibliography of your sources. Be sure to use correct MLA style***

C. ***Other:***
   1. ***Guided discussion:***
      1. ***Using reading log for today's reading, share passages that intrigued you and discuss what makes them so engaging***
      2. ***Using Leslie Marmon Silko's "Language and Literature from a Pueblo Indian Perspective" and your text annotations, discuss the Native American relationship to language and storytelling as reflected in N. Scott Momaday's "The Priest of the Sun," from House Made of Dawn***
   2. ***In-class writing:***
      1. ***Write an in-class response comparing the "hired girls" to the native-born Americans in Willa Cather's My Antonia***
      2. ***Write an in-class response to the class speaker's presentation of her culture and her personal experience as a Native American, comparing it to Native American stereotypes or misconceptions you are familiar with***
   3. ***Small group activities:***
      1. ***Deliver an oral presentation on a cultural or historical aspect of the American West—curanderos, Japanese internment, cowboy poetry, the railroad—that you and your group have researched***
      2. ***Discuss an extra-literary text that you and a fellow student are both reviewing, assessing its most important ideas and relating it to what the class has already read***

Textbooks (Typical):

OER:

1. ***E. J. Guerin Mountain Charley; or, The Adventures of Mrs. E. J. Guerin, Who Was Thirteen Years in Male Attire., Dubuque, 1861. chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://transreads.org/wp-content/uploads/2022/02/2022-02-04_61fd94bca5f2a_MountainCharley.pdf.***
   ,
2. ***Nat Love The Life and Adventures of Nat Love., Project Gutenberg, 1907. https://www.gutenberg.org/files/21634/21634-h/21634-h.htm.***

Textbook:

1. ***C Pam Zhang How Much of These Hills is Gold., Virago, 2021.***
2. ***Diana Fuss, Ed. Wilderness Tales: Forty Stories of the North American Wild., Penguin Random House, 2023.***
3. ***Jack London To Build a Fire and Other Favorite Stories. Dover Thrift ed., Dover, 2008.***
4. ***Kristiana Kahakauwila This Is Paradise: Stories., Hogarth, 2013.***
5. ***Terry Tempest Williams Refuge: An Unnatural History of Family and Place., Vintage, 1992.***
6. ***Alexie, Sherman, Reservation Blues., Warner Books, 1996.***
7. ***Anaya, Rudolfo, Bless Me, Ultima., Warner Books, 1994.***
8. ***Cather, Willa, My Ántonia., Broadview Press, 2003.***
9. ***Doig, Ivan, This House of Sky., Harcourt Brace, 1987.***
10. ***Kingsolver, Barbara, Animal Dreams., Harper Collins, 1991.***
11. ***Kingston, Maxine Hong, China Men., Vintage, 1989.***
12. ***Lyons, Greg, ed., Literature of the American West., Longman, 2002.***
13. ***Watts, Edward and David Rachels, eds., Edward Watts, David Rachels The First West: Writing from the American Frontier, 1776-1860., Oxford UP, 2002.***
14. ***Work, James C., Prose and Poetry of the American West., U of Nebraska Press, 1991.***
15. ***Ana Castillo The Mixquiahuala Letters., Anchor, 1992.***
16. ***Mark Twain Roughing It., Signet, 2008.***
17. ***Shawn Wong Homebase., U of Washington P, 1979.***
18. ***Ella Deloria Waterlily., Bison, 2013.***
19. ***Nicolas S., ed Witschi A Companion to the Literature and Culture of the American West., Wiley-Blackwell, 2014.***
20. ***Nina Baym Women Writers of the American West, 1833-1927., University of Illinois Press, 2011.***
21. ***Stephen, ed Frye Cambridge Companion to the Literature of the American West. 1 ed., Cambridge UP, 2016.***

Other Materials Required of Students

Equity Based Curriculum

- ***Typical Texts***

Requisite Validation

A. ~~***ENGL C1000***~~
   ~~***UC TCA Requirement***~~

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.
It's important to offer students more flexibility, as described in the original DE rationale. Since that time, the English department has noticed that our literature courses are filling more reliably when at least one of them is offered online. An additional reason for online delivery is that the course could be offered as part of a "study away" option, where travel study to one area of the American west or a tour of important locales in the American west could enhance the delivery of the content and achievement of the measurable objectives. Since the mythology of the west is a global phenomenon, it might even be interesting to offer the course in another country with an investment in that mythology, whether Mongolia or Italy.

Explain how the decision was made to offer this course in a Distance Education mode.
This course should be offered online to provide students with more flexibility. The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well.
Accessibility:

- ***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. The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- ***Discussion board:*** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly. The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.
- ***Announcements:*** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, typically monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, and exam schedules.

Student-Student Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Daily. Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. For example, students might hazard some interpretations of Rainsford Chan's dreams in Homebase or discuss the characters in My Antonia as Western archetypes.
- ***Group work:*** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: As needed if assigned. Typically once per semester. Students may work together on a group project using Groups, which enables email communication, chatroom collaboration, and file sharing. For example, students may work on a group research project on black cowboys or European immigration and migration to the West or the concept of Aztlan.

Student-Content Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Daily. Students will use the DB to engage with the reading in variety of ways, whether by doing an online dialogic journal, posting answers to post-reading questions, or posting a summary or journal response to a text. For example, students may answer post-reading questions about Maxine Hong Kingston's China Men. They will interact with other students by providing feedback on each other's answers.
- ***Quizzes, tests/exams:*** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Exam typically once per semester. Quizzes weekly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book", but the questions will be randomized so different students get different questions. Tests

and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting.

- ***Lecture:*** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, mini-lectures might be posted on the topics of the oral tradition in Native cultures, American realism and naturalism, assimilation and the "double consciousness," common myths of the West, immigration and migration, the concept of the frontier, etc. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- ***3B - Humanities - 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

CCC000601256

CB03: TOP Code

150300 - Comparative Literature

CIP Code

16.0104 - Comparative Literature

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Course Modification: ENG 45 - Studies in Fiction

Course Modification: ENG 45 - Studies in Fiction (Launched)
compared with
ENG 45 - Studies in Fiction (Active - Implemented 08-15-2025)

Admin Outline for English 45
Studies in Fiction
Effective: Fall ~~2025~~ 2028

Catalog Description:

ENG 45 - Studies in Fiction
3.00 Units

Form, development, and cultural insights of the novel and short story; exploration of particular themes or periods as reflected in works of fiction.
3 Units Lecture

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

- ~~***ENGL C1000***~~

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

English.

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 an author's use of literary techniques to develop a theme.***
B. ***Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.***
C. ***Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.***

Course Objectives:

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

A. ***Employ a variety of techniques and methods used by authors of fiction***
B. ***Critique the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development***
C. ***Explain the works studied in relation to and as expressions of cultural and historical influences***
D. ***Identify and explain common topics and themes in diverse works of fiction***
E. ***Analyze and evaluate critical responses to the works studied***
F. ***Bring various critical approaches to bear on the interpretation of fiction in take-home and in-class written work***
G. ***Analyze an author's use of literary techniques to develop a theme***

Course Content:

1. ***Reading and analysis of short fiction, with attention to characterization, plot, point of view, imagery, symbolism, and theme***
2. ***Reading and analysis of at least two novels, with attention to characterization, structure, point of view, imagery, symbolism, and theme***
3. ***Instruction and practice writing responses to fiction***
4. ***Cultural and literary context of works studied***
5. ***Connections between writers' lives and writers' works***
6. ***Application of various critical approaches to works studied, including historical, formalist, ethnic, feminist, Marxist, deconstructionist, and other approaches as applicable.***

Methods of Instruction:

1. *Discussion - Small group discussion and collaborative presentations*
2. *Lecture - Lecture on elements of fiction, authors, and literary criticism*
3. *Guest Lecturers - when appropriate*
4. *Projects - Individual and/or Group Projects*
5. *Field Trips - when appropriate*
6. *Research - Films providing historical, biographical background*

Methods of Evaluation

A. *Class Participation*
    1. *daily*
B. *Exams/Tests*
    1. *1-2 per semester*
C. *Home Work*
    1. *daily*
D. *Papers*
    1. *minimum of one per semester*
E. *Quizzes*
    1. *weekly*

Typical Outside-of-Class Assignments

A. *Reading:*
    1. *Read Edgar Allen Poe's "The Masque of the Red Death," and come to class with three questions for class discussion.*
    2. *Find and read a critical essay on Poe's story, summarize it for the class, and discuss whether you agree with the critic's analysis.*
    3. *Students will critically read texts and materials from a variety of academic and cultural contexts.*
B. *Project:*
    1. *Collaborative Presentations:*
        1. *The England of Jane Austen*
        2. *Post Civil War America in Toni Morrison's Beloved.*
    2. *Individual Presentations:*
        1. *Psychiatric hospitals in the time of One Flew over the Cuckoo's Nest*
        2. *Sexual Politics in Margaret Atwood's The Handmaid's Tale.*
        3. *Uprooting of African-American communities, connecting this process to Morrison's Sula.*
        4. *19th century dining customs, connecting them to Dickens' Great Expectations.*
C. *Writing:*
    1. *Writing, listening, problem-solving, critical thinking:*
    2. *Write a short essay connecting the estates in Jane Austen's novels with the principles of neoclassicism.*
    3. *Working in a small group, find a passage from the text that you agree reveals the most about one character, and explain the passage to the class.*
    4. *Write a three to four page essay exploring Andre Dubus's House of Sand and Fog as a portrait of economic and ethnic stressors in urban America.*
D. *Other:*
    1. *Students will explore language beyond edited American English, including Englishes informed by their own positionality and code-meshed Englishes.*

Textbooks (Typical):

Textbook:

1. *Bill Henderson, Ed. The Pushcart Prize XLVIII: Best of the Small Presses 2024., Pushcart Press, 2023.*
2. *Julia Alvarez How the Garcia Girls Lost Their Accents., Algonquin Books, 2010.*
3. *Andre Dubus III House of Sand and Fog., W.W. Norton & Company, 2011.*
4. *Ernest Hemingway For Whom the Bell Tolls., Scribner, 1995.*
5. *Toni Morrison Sula., Vintage, 2004.*
6. *Jane Austen Pride and Prejudice., Tribeca Books, 2014.*
7. *Lauren Groff, Ed., Pitilor, Heidi, Ed. The Best American Short Stories 2024., Mariner Books, 2024.*
8. *Kelly J. Mays, ed. The Norton Introduction to Literature. 12th ed., W.W. Norton & Company, 2021.*
9. *Mohsin Hamid Exit West. 1 ed., Riverhead Books, 2018.*

Other Materials Required of Students

Equity Based Curriculum

- *Assignments*

Requisite Validation

A. ~~*ENGL C1000*~~
    ~~*UC TCA Requirement*~~

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 online to provide students with more flexibility.

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

The department has been offering composition courses online for some time and has decided to make it possible for literature courses to be offered online as well. We had a successful offering of English 32 online last summer, and we hope to offer 45 online in the summer at some point.

Accessibility:

- ***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. The instructor will initiate interaction with students to determine that they are accessing and comp rehending course material and that they are participating regularly in the activities in the course. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible.
- ***Discussion board:*** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly. The instructor will regularly participate in discussions that deal with academic content, will constantly provide substantive feedback, and will facilitate all of the discussions. For example, the instructor will monitor all the discussions and give 5-10 individual responses to discussion posts per week.
- ***Feedback on assignments:*** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly. The instructor will provide regular substantive, academic feedback to students on assignments and other assessments. Students will know why they deserved the grade they received and what they can do to improve. For writing assignments and assessments, the instructor will utilize grading rubrics. Example assignment: Write an essay exploring how gothic vampire tales and retellings of more traditional fairy stories demonstrate the in between position of the Anglo-Irish artist and community in the years leading up to the Irish revolution and establishment of the Free State. As you write your draft and review and revise it with the help of your fellow students, keep the provided grading rubric in mind.
- ***Announcements:*** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: As needed, typically weekly or monthly. Regular announcements that are academic in nature will be posted to the class. For example, the instructor will post at least one academic announcement per week. To a lesser extent, the instructor will post announcements include information on when assignments are due, changes in the syllabus, exam schedules, etc.
- ***Web conferencing:*** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: As needed, typically at least once per semester. The instructor may use webconferencing to interact with students in real-time.

Student-Student Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Daily or weekly. Class Discussion Board - Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to others' postings. Example Assignment POST: After reading ZZ Packer's short story "Our Lady of Peace," discuss how Packer uses characterization, plot, point of view, imagery, or symbolism to achieve her main intention. In your discussion: Clarify which element of fiction you are analyzing, and back your ideas with at least two direct quotations from the story. REPLY: You will not be allowed to reply until you have submitted a post. Reply

to 2 posts. (NO more than two replies to each post.) In your reply: 1: Discuss any similarities or differences in your analyses, and 2: Draw connections to other students' analyses of that same element of fiction.

- ***Group work:*** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Students may work together on a group project using Collaborate, which enables group work on a Google Doc, or Groups set up through the "People" link on the course navigation menu, which offer opportunities for students to post announcements, create pages, participate in discussions, upload files, and participate in conferences and collaborations. Example Assignment: Choose an author we have read this semester and research and work with your group to report how the author's work is informed by cultural and historical influences. Also, work with your group to draw connections between the author's life and his or her work. Finally, work as a group to summarize two critical analyses of the author's work and discuss to what degree you find each analysis to be fair and accurate. Findings should be supported with visual images and specific references to the author's work and your sources. Power Point presentation will be posted in a class-wide discussion board for the entire class to review.
- ***Peer-editing/critiquing:*** *Students will complete peer-editing assignments.*
  Frequency: Monthly. Students will complete a peer-editing assignment. They will edit two other students' essay drafts and give feedback by answering questions provided by the instructor. Example Assignment: The prompt for your essay asks you to think about what makes a writer and their work "American." For today's peer review exercise, you will work with your partners to review a model paragraph and confer with each other to discuss what improvements you could make to help your body paragraphs emulate that model. The model paragraph supports the following thesis: Díaz's story "Drown" reads like a story focused on isolation rather than a story whose character is part of any larger identity, let alone an American one. However, Díaz's story is quintessentially American for being immersed in its main character's inbetweenness.

Student-Content Interaction

- ***Class discussion board:*** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- ***Written papers:*** *Papers will be written on various topics.*
  Frequency: As needed, typically minimum of two per semester. Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. Students should be very careful to provide in-text citations for directly quoted material and paraphrased ideas expressed by the narrator; plot summary does not need to be cited unless the student chooses to do so as a courtesy to the reader.
- ***Quizzes, tests/exams:*** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Monthly. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes may or may not be "open-book," but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set, backtracking will be prohibited, and students will be forced to complete the exam in one sitting. Example quiz question from The Road: What is significant about the house the father and son find at the beginning of the story? A. It has food in it B. It has someone alive in it C. It's where the father grew up D. It's a house from a TV show E. It's where the typewriter was invented
- ***Lecture:*** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, a mini-lecture might be posted on the topic of the elements of fiction, including characterization, plot, point of view, imagery, symbolism, and theme. PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes.

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- ***3B - Humanities - Approved***

CSU Transfer

- ***Transfers to CSU - Approved***

Las Positas College GE

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

UC Transfer

- ***Transfers to UC - Approved***

Codes and Dates

Course CB Codes

CB00: State ID

CCC000369697

CB03: TOP Code

150300 - Comparative Literature

CIP Code

16.0104 - Comparative Literature

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

CB26: Course Support Course Status

CB27: Upper Division Status

Course Modification: ENGL C1001 - Critical Thinking and Writing

Course Modification: ENGL C1001 - Critical Thinking and Writing (Launched)
compared with
ENGL C1001 - Critical Thinking and Writing (Active - Implemented 08-15-2025)

Admin Outline for English C1001
Critical Thinking and Writing

Effective: Fall ~~2025~~ 2027

Catalog Description:

ENGL C1001 - Critical Thinking and Writing
3.00 Units

In this course, students receive instruction in critical thinking for purposes of constructing, evaluating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. Develops critical thinking, reading and writing skills as they apply to the textual analysis of primary and secondary book-length works from a range of academic and cultural contexts. Emphasis on the techniques and principles of effective written argument in research-based writing across disciplines.
3 Units Lecture

Prerequisite(s):

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

- College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent

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:

English.

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. ~~Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.~~
B. ~~Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.~~
C. ~~Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority~~
D. ~~Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.~~
E. ~~Craft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, andsoundness.~~
F. Evaluate the logic and validity of a nonfiction college-level text's reasoning and support.
G. Use grammar, vocabulary, and style appropriate for academic essays.
H. Write a research paper using credible sources and correct documentation.
I. Write an academic essay synthesizing multiple texts and using logic to support a thesis.

Course Objectives:

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

A. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
B. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
C. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
D. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
E. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.
F. ~~Employ~~ Evaluate ~~critical thinking skills in class discussion~~ printed and ~~written~~ online ~~essays:~~
    1. ~~Read~~ information sources for credibility and ~~interpret~~ appropriateness ~~book-length~~ for ~~works~~ an ~~from~~ assignment a or ~~range of academic, cultural and disciplinary contexts~~
    2. ~~Understand the relationship between meaning and language manipulation and between language and logic~~ task.

C. Identify unstated premises and hidden assumptions ~~which~~ in a text and how these may arise from ~~the~~ social, historical, ~~moral,~~ or cultural ~~, psychological, or aesthetic contexts in which the primary texts and the critical writings which apply them exist~~
4. ~~Evaluate the pattern of reasoning present in an argument and related critical evaluation, including induction and deduction~~
5. ~~Identify logical fallacies, including false cause, personal attack, and appeal to pity, in the arguments of works in different disciplines~~
6. ~~Recognize the similarities and differences between the intentions, biases, assumptions, and arguments of an author and his/her critics~~
7. ~~Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences can be derived from the same facts~~
8. ~~Draw and justify inferences about a work, the intention of the author, or the effect of the text based on purpose,~~ context ~~, . audience, etc.~~
9. ~~Evaluate cross-disciplinary arguments in terms of fairness, accuracy and completeness~~

G. Employ composition skills
1. Explore a line of inquiry and limit the topic appropriately
2. Establish and state clearly a unifying thesis or proposition
3. Select examples, details, and other evidence to support or validate the thesis and other generalizations
4. Use detail, example, and evidence to develop and elaborate upon subtopics
5. Use principles of inductive and deductive logic to support and develop ideas
6. ~~Avoid logical fallacies in the presentation of an argument~~
7. Organize main parts of the essay and create a clear sequence
8. Write coherently
9. Use precise diction that communicates unambiguously
10. Use language, style, and voice to write clear, engaging prose with an authentic voice. a. Assess the rhetorical situation and audience needs. b. Deconstruct dichotomy between academic and personal writing and discuss features of each from a linguistic justice perspective. c. Assess the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts. d. Use edited American English, Englishes informed by one's positionality, and code-meshed Englishes.
11. Format all major essays according to MLA guidelines

H. Use appropriate research techniques to produce an acceptable research paper
1. Identify appropriate library resources for research
2. Show an understanding of the purpose of research
3. Use research honestly and legitimately
4. Identify and evaluate sources
5. Evaluate researched data for accuracy, sampling, validity, and reliability
6. Identify diverse discipline-specific research methods, including kinds of questions posed in different academic fields
7. Formulate a productive research question
8. Write and use summaries, paraphrases and direct quotations correctly
9. Efficiently gather and record information
10. Organize information
11. Integrate source material into a paper through the conventions of direct and indirect quoting
12. Correctly utilize MLA documentation for in-text citations and works cited page

Course Content:

1. ~~Develop writing and reading skills for logical reasoning and argumentation using primarily nonfiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.~~ Develop writing and reading skills for logical reasoning and argumentation using primarily nonfiction texts. Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing that inform students' inquiry-driven research and writing process. Students should revise and receive feedback from their instructor on at least one extended argument.
2. ~~Instruction focused on critical thinking and evaluating the arguments made in texts, both written and cultural. Lessons on critical thinking, reading, and interpretation will include the following:~~ Instruction focused on critical thinking and evaluating the arguments made in texts, both written and cultural. Lessons and written assignments will include the following:
    1. ~~Reading two full book-length works (one or both nonfiction) and at least five minor pieces of writing;~~ Reading two full book-length works (one or both nonfiction) and at least five minor pieces of writing
    2. ~~Reading texts (primarily nonfiction) reflecting diversity of subject matter, cultural perspective and gender perspective, national or geographic background, time period, structure and theme;~~ Reading texts (primarily nonfiction) reflecting diversity of subject matter, cultural perspective and gender perspective, national or geographic background, time period, structure and theme
    3. ~~Distinguishing between fact and inference;~~ Distinguishing between fact and inference
    4. ~~Identifying logical inferences;~~ Identifying logical inferences
    5. ~~Identifying logical fallacies;~~ Identifying logical fallacies
    6. ~~Recognizing denotative and connotative language;~~ Recognizing denotative and connotative language
    7. ~~Evaluating diction;~~ Evaluating diction
    8. ~~Exploring rhetorical uses of writing;~~ Exploring rhetorical uses of writing
    9. ~~Identifying stylistic choices in a text;~~ Identifying stylistic choices in a text
    10. Completing writing assignments totaling 5,000 final draft words
    11. Completing a minimum of three essays
3. ~~Instruction focused on writing strong argumentative and evaluative essays, including:~~ Instruction focused on writing strong argumentative and evaluative essays, including:
    1. ~~Constructing sound arguments;~~ Constructing sound arguments
    2. ~~Avoiding logical fallacies;~~ Avoiding logical fallacies
    3. ~~Supplying sufficient support for claims;~~ Supplying sufficient support for claims
    4. ~~Refuting objections;~~ Refuting objections
    5. ~~Writing with grace and style;~~ Writing with grace and style
    6. ~~Understanding the connection between thinking, reading and writing, and using each as a reinforcement for the other;~~
    7. ~~Completing writing assignments totaling 5,000 final draft words;~~ Understanding the connection between thinking, reading and writing, and using each as a reinforcement for the other

4. ~~Instruction focused on incorporating researched materials into writing, including:~~ Instruction focused on incorporating researched materials into writing, including:
    1. ~~Research strategies;~~ Research strategies
    2. ~~Evaluation of outside sources;~~ Evaluation of outside sources
    3. ~~Proper integration and documentation of researched materials into student papers.~~ Proper integration and documentation of researched materials into student papers

Methods of Instruction:

1. Lecture - Lectures to provide information on concepts such as logical fallacies
2. Discussion - Discussion of assigned readings
3. Written Exercises - Writing assignments, totaling 5,000 final draft words, including a research paper
4. Audio-visual Activity - Multi-media materials, oral presentations
5. Group work and collaborative learning
6. Peer responses to multiple drafts
7. Reading two full-length works in addition to five shorter works

Methods of Evaluation

A. Class Participation
    1. in each in-person class meeting or weekly online

B. Class Work
    1. in each in-person class meeting or weekly online

C. Exams/Tests
    1. zero-two times per semester

D. Home Work
    1. for eeach in-person class meeting or weekly online

E. Individual consultation with students
    1. zero-two times per semester

F. Papers
    1. three-five per semester

G. Quizzes
    1. zero to weekly

H. Research Projects
    1. Once per semester

I. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty but must include at least one extended argument through draft and revision. Additional assessments could include, but are not limited to, peer evaluations, discussions, metacognitive reflections, presentations, quizzes, exams, projects, etc. ~~Informal writing~~ Also, ~~assignments might~~ could include summaries, prewriting, book reviews, in-class essays, or ~~informal~~ annotated bibliographies ~~. ,~~ ~~Informal writing exercises like these may not count towards the 5,000 required words of final draft writing. Daily Reading~~ reading responses, class discussion, and quizzes or exams to demonstrate comprehension and analysis of reading materials. ~~Daily Essays and~~ Informal ~~research~~ assessments ~~paper~~ may ~~graded~~ not ~~A~~ count towards the 5000 ~~- F,~~ word ~~according to performance, 3-6 per semester~~ requirement . Evaluation of students' achievement of the course objectives will be based on both critical thinking and writing skills, specifically the following: ~~Clarity~~ clarity and effectiveness of writing ; ~~and~~ clarity ~~the~~ of ~~degree~~ understanding ~~to~~ of ~~which~~ assigned ~~it~~ readings; ~~successfully~~ successful ~~incorporates~~ incorporation of principles of composition and of logical reasoning taught in the course ~~; Clarity of understanding of assigned literature and other readings and the degree to which students are successful in using logical reasoning principles and sound exemplification~~ to support an argument ~~. about the works considered.~~

Typical Outside-of-Class Assignments

A. Writing:

~~Essays embodying analytical arguments:~~

1. Essays embodying analytical arguments:

    1. In ~~The~~ *You* *Eagle's* *Sound* *Shadow* *Like a White Girl* , ~~Mark~~ Julissa ~~Hertsgaard~~ Arce ~~argues~~ discusses aspects of American culture that ~~the~~ she ~~rest~~ views ~~of~~ as ~~the~~ "lies," ~~world~~ including ~~both admires and resents America. In each chapter~~ whiteness , ~~he discusses an aspect of this argument; aspects include American religion, journalism, wealth~~ English , and ~~religion, among others. Choose one chapter and evaluate Hertsgaard's argument in that chapter. Do you find his argument persuasive? Why or why not? You should demonstrate your point through discussions of the text and of any outside examples that you would like to include.~~

    2. ~~In "White Privilege and Male Privilege," Peggy McIntosh argues that being white or male affords an American a number of unearned privileges. Write an essay examining one type of privilege that you might enjoy; male privilege, white privilege, heterosexual privilege, native-English speaker privilege, or able-bodied privilege are some obvious examples. You may choose one of these or any other form of privilege that benefits you~~ success . Write an essay explaining ~~what~~ another ~~impact~~ aspect of American culture that ~~privilege~~ could ~~has~~ be ~~had~~ seen as a lie. What makes this aspect a lie, and does the lie function similarly or differently to the lies Arce describes? Discuss passages from Arce's book to support your argument.

    3. We have discussed the "Edited American English" construct, developing your own writer's voice and the purpose of prologues in writing. You read "They Say if You Talk Pidgin, You No Can," by Native Hawaiian writer Lee Tonouchi. Imagine that you are Tonouchi, who believes that his dialect is just as effective, powerful, and scholarly as "Edited American English," and you're preparing to present your work for an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.

    4. Reading *Logicland,* you have learned a number of concepts related to logic, argumentation, and critical thinking (LACT). Choose one argumentative article from the list provided on Canvas and explain whether that article uses strong or weak LACT overall. Support your ~~life,~~ argument by discussing quotes from the article and how ~~your~~ they ~~life~~ show ~~might~~ weak ~~differ~~ or ~~from~~ strong ~~the~~ LACT ~~life~~ concepts. ~~of someone who does not have that privilege.~~

    5. ~~We have discussed the "Edited American English" construct, developing your own writer's voice and the purpose of prologues in writing. You read "They Say if You Talk Pidgin, You No Can," by Native Hawaiian writer Lee Tonouchi. Imagine that you are Tonouchi, who believes that his dialect is just as effective, powerful, and scholarly as "Edited American English," and preparing to present your work for an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.~~

B. Reading:

1. Read Browne's Chapter 8, "How Good is the Evidence?" Use Browne's guidelines to analyze Cromer's review of Galileo.
2. Read ~~Browne's~~ Chapter ~~8, "How Good is the Evidence?" Use Browne's guidelines to analyze Cromer's review~~ 7 of ~~Galileo;~~
3. ~~Read~~ *Algospeak* *Chapters* by ~~1-6~~ Adam ~~in Dreams of Trespass~~ Aleksic . Write a short response describing ~~how~~ linguistic ~~Mernissi~~ appropriation ~~uses~~ and ~~the~~ explaining ~~concept~~ if ~~of~~ you ~~"hadud,"~~ think it is a serious problem or ~~"boundaries,"~~ not ~~in~~ and ~~these chapters;~~ why.
4. For homework, read Camille Paglia's "On Date Rape." In class, work in a group of three to four students to identify three logical fallacies in her essay. Do these fallacies hurt her argument, in your opinion? Explain your response using specific examples from the text.
5. ~~For homework, read Camille Paglia's "On Date Rape." In class, work in a group of three to four students to identify three logical fallacies in her essay. Do these fallacies hurt her argument, in your opinion? Explain your response using specific examples from the text~~

C. Research:

~~At least one researched paper that posits a logically supported argument and is based on a synthesis and analysis:~~

1. ~~Choose one issue discussed in Michael Moore's~~ Dude, Where's My Country ~~. Research this issue to determine whether you agree or disagree with Moore concerning this topic. Possible topics include the PATRIOT Act, American oil usage, the Iraq war, or the war on terror. Demonstrate your argument using discussions of Moore's text and of the researched materials.~~ At least one researched paper that posits a logically supported argument and is based on a synthesis and analysis:
    1. Choose a major social issue from the list provided, or determine your own issue based on the guidelines provided and have it approved by your instructor. Research this issue and propose a solution, supporting it with researched evidence and strong argumentation.

Textbooks (Typical):

OER:

1. Anna Mills *How Arguments Work: A Guide to Writing and Analyzing Texts in College.* Current /e, OER Libretexts, 2022. https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills).

Textbook:

1. Annette T Rottenberg , Donna Haisty Winchell ~~*The*~~ *Elements of Argument: A* ~~*Test and*~~ *Text Reader.* ~~12th~~ 14th ed., Bedford/ ~~St.~~ Saint ~~Martins~~ Martin's , ~~2022~~ 2024 .
2. Richard Paul and Linda Elder *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life.* 4th ed., The Foundation of Critical Thinking, 2022.
3. Sylvan Barnet *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.* 13th ed., Bedford/St. Martin, 2022.
4. Julissa Arce *You Sound Like a White Girl: The Case for Rejecting Assimilation.* , Flatiron, 2022.
5. Wayne Booth et al. *The Craft of Research.* 5th ed., University of Chicago Press, 2024.
6. Galen Foresman and Peter S. Fosi *The Critical Thinking Toolkit.* 1st ed., Wiley-Blackwell, 2016.
7. ~~Michael~~ Karin ~~J. Sandel~~ Spirn ~~*Justice*~~ *Logicland.* , Literary Kitchen, 2026.
8. 6.Adam Aleksic *Algospeak : What's How Social Media Is Transforming the Right Future Think of to Language.* , ~~Do?~~ Knopf, 2025. , 2025.
9. Annette Rottenberg *The Elements of Argument: A Test and Reader* . ~~1st~~ 14 ed., ~~Farrar~~ Bedford/St. Martins , ~~Straus and Giroux, 2010~~ 2024 .
10. Cromer, Alan, Alan Cromer *Uncommon Sense: The Heretical Nature of Science.*, Oxford University Press, 1993.
11. McNeill Browne, Stuart M Keeley *Asking The Right Questions: A Guide to Critical Thinking.* 12th ed., Pearson, 2021.
12. Freud, Sigmund, Sigmund Freud *Civilization and Its Discontents.*, W. W. Norton & Company, 1989.
13. Diana Hacker *A Writer's Reference.* ~~10th~~ 11th ed., Bedford/St. Martin's, ~~2021.~~
14. ~~Mernissi, Fatima, Fatima Mernissi~~ Dreams of Trespass: Tales of a Harem Girlhood. ~~, Perseus Books, 1994.~~
15. ~~Nietzche, Friedrich,~~ Thus Spake Zarathustra. ~~, Dover Publications, 1999~~ 2025 .
16. Paul Richard, Linda Elder *The Miniature Guide to Critical Thinking: Concepts and Tools.* 7th ed., Foundation for Critical Thinking, 2014 .
17. ~~Annette T Rottenberg, Donna Haisty Winchell~~ Elements of Argument. ~~13th ed., Bedford/Saint Martin's, 2021~~ .

Manual:

1. Bullock, Richard, et al.. The Little Seagull Handbook. W.W. Norton & Company, 2024.

Other Learning Materials:

1. Materials shall be primarily non-fiction, are expected to represent culturally diverse perspectives, and will vary by individual institutions and sections. A writing handbook must be included. Open Educational Resources (OER) materials are encouraged.

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

A. College-level composition (ENGL C1000/C-ID ENGL 100) or equivalent
CCN/C-ID Requirement

DE Proposal

Delivery Methods

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.

already approved

Accessibility:

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

Syllabus:

- 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: as needed
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: as needed
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: as needed
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: as needed

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: as needed
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: once a semester if assigned by instructor
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: at least twice per semester

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 3-6 major papers
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: minimum of one per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: as needed

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 1B - Critical Thinking Composition - Approved

Chabot College GE

- IC. Writing and Critical Thinking

CSU GE

- A3 - Critical Thinking
- C2 - Humanities (Literature, Philosophy, Languages Other than English)

CSU Transfer

- Transfers to CSU - Approved

IGETC GE

- 1B - Critical Thinking - English Composition
- 3B - Humanities

UC Transfer

- Transfers to UC - Approved

C-ID: ENGL 105

Codes and Dates

Course CB Codes

CB00: State ID

CCC000364371

CB03: TOP Code

150100 - English

CIP Code

23.0101 - English Language and Literature, 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

A. Course meets any of the following:
    - CSU General Education Breadth Area A2: Written Communication
    - CSU General Education Breadth Area A3: Critical Thinking
    - CAL-GETC Area 1A: English Composition
    - CAL-GETC Area 1B: Critical Thinking-English Composition
    - UC IGETC Area 1A: English Composition
    - UC IGETC Area 1B: Critical Thinking-English Composition

    OR

    - Course has a general education certification or articulation agreement that ensures the course fulfills English composition requirements at an accredited four year institution

OR

- Course fulfills local general education requirements for English Composition as outlined in Title 5 Section 55063

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: ENGR 1 - Introduction to Engineering

Course Modification: ENGR 1 - Introduction to Engineering (Launched)
compared with
ENGR 1 - Introduction to Engineering (Active - Implemented 08-15-2025)

Admin Outline for Engineering 1
Introduction to Engineering

Effective: Fall ~~2025~~ 2027

Catalog Description:

ENGR 1 - Introduction to Engineering
2.00 Units

~~Introduction~~ The ~~to~~ course ~~careers, activities, and topics related to~~ explores the ~~field~~ branches of engineering, ~~including~~ the ~~computer~~ functions ~~applications~~ of an engineer, and the industries in which engineers work. Explains the engineering education pathways and explores effective strategies for students to ~~design~~ reach their full academic potential. Presents an introduction to the methods and tools of engineering problem -solving ~~solving~~ and design, including the interface of the engineer with society and engineering ethics. Develops communication skills pertinent to the engineering profession .

2 Units Lecture

Recommended Course Preparation:

- ~~**Eligibility for ENGL C1000**~~

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Engineering.

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 build a structure to solve an engineering design problem.**
B. **Identify and differentiate between the different engineering branches.**
C. ~~**Use**~~ **Create** ~~**Microsoft**~~ **spreadsheet** ~~**Excel**~~ **using common formulas used** **in engineering applications.**

Course Objectives:

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

A. **Demonstrate a basic knowledge of the different engineering branches;**
B. **Understand how engineering branches and engineering functions differ;**
C. **Demonstrate by discussing and writing what is expected of engineers;**
D. **Identify the 5 basic steps in engineering design, and apply them in developing a solution to a design project assignment;**
E. **Explain the procedural steps, and benefits, involved in obtaining a professional engineering license;**
F. **Develop, edit and proofread a professional resume;**
G. **Investigate internet-based content related to the engineering major and the engineering profession;**
H. **Define and discuss ethics in engineering;**
I. **Develop software spreadsheet skills, using Microsoft Excel or Google Sheets , used in ~~computer~~ solving ~~programming~~ engineering ~~type applications~~ problems .**

Course Content:

1. **Engineering and engineers in society**
2. **LPC Engineering Discipline ~~Review~~**
    1. ~~**What**~~ **Engineering** ~~**school**~~ **Technology** ~~**is**~~ **vs** ~~**best**~~ **Engineering** ~~**for you and why**~~
    2. ~~**History of Las Positas College engineering transfer students**~~ **Transfer**

3. Identify resources and support services to assist in transfer

4. Considerations when choosing a transfer institution

3. Engineering Design Process

    1. The 5 steps involved in engineering design

    2. Design Project utilizing the engineering design process

4. Engineering Branches (at minimum)
    1. Mechanical engineering
    2. Civil and Environmental engineering
    3. Electrical and Electronic engineering
    4. Computer science
    5. Materials engineering
    6. Chemical engineering
    7. Industrial engineering
    8. Aeronautical engineering
5. ~~Interviewing~~ Engineering ~~a working engineer~~

6. ~~Writing a professional resume~~ functions
    1. ~~Resume~~ Types ~~writing~~ of ~~techniques~~

    2. ~~Interviewing~~ areas ~~issues~~

7. ~~Engineering~~ all ~~functions~~

8. ~~Engineering~~ engineers ~~design~~ can ~~/ design project~~

    1. ~~The 5 steps involved~~ work in ~~engineering~~ (i.e. ~~design~~ research, sales, etc.)
9. Professional Engineer licensing requirements
    1. Education and work experience requirements
    2. The two main types of licensing examinations
    3. What a license allows an engineer to do
10. Interviewing a working engineer

11. Professional Skills

    1. Writing a resume

    2. Writing a cover letter

    3. Creating a LinkedIn Page

    4. Interview skills

12.

    Ethics in engineering
    1. Why necessary
    2. Respect and credibility
13. Intellectual Property
14. ~~Use~~ Spreadsheet ~~of~~ skills ~~Microsoft Excel software~~ used in ~~solving~~ engineering ~~engineering-related problems~~ applications

Methods of Instruction:

1. Projects - Hands-on engineering design projects
2. Written Exercises - ~~Writing~~ Write a summary of an interview ~~summary~~ student has with someone in the field
3. Written Exercises - Writing and editing a professional resume
4. Lecture - ~~Powerpoint~~ Slide deck lectures ~~on~~ with ~~a~~ guided ~~variety of subjects~~
5. ~~Demonstration - Build an audio speaker project~~ notes
6. Written Exercises - Written textbook reading assignments
7. Discussion - ~~Small~~ Discuss ~~Group~~ concepts ~~Discussion~~ being learned in small groups.
8. Guest Lecturers - Local professional engineers speaking about their experiences so students can see themselves in others.

9. Lab - Computer-based ~~MS Excel~~ spreadsheet assignments utilizing open access software.
10. Lab - Introduction to Solidworks CAD software

Methods of Evaluation

A. Class Participation
   1. ~~In class discussion Participation in group projects~~ Daily
B. Exams/Tests
   1. ~~Final~~ At ~~Examination~~ least 1 per semester.
C. Group Projects
   1. ~~Table~~ At ~~Jumper~~ least ~~Design~~ one ~~Project~~ per semester
D. Home Work
   1. ~~Reading Assignments Write a Resume Transfer Plan~~ Weekly
E. Lab Activities
   1. ~~MS~~ At ~~Excel~~ least ~~assignments Solidworks~~ 1 ~~assignments~~
F. ~~Oral~~ - ~~Presentation~~
   1. ~~Oral~~ 2 ~~Reports~~ per ~~on design project~~ semester
G. Papers
   1. ~~Interview~~ At ~~an~~ least ~~Engineer~~ one per semester
H. Projects
   1. ~~Build~~ At ~~a~~ least ~~truss~~ one ~~/~~ per ~~Build an Arduino project~~ semester
I. Quizzes
   1. At least 1 - 2 ~~quizzes~~ per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

1. ~~Homework~~

    1. Reading assignments from ~~textbooks~~ textbook

B. ~~Interview~~ Writing:

    1. Reflect ~~a~~ on ~~working~~ interests ~~engineer~~ and what engineering discipline might be best to study.
    2. Develop a professional resume, ~~and~~ cover ~~investigate~~ letter & LinkedIn page.

C. Laboratory:

    1. Create spreadsheet using common formulas used in engineering ~~job openings~~ applications.

D. ~~Researching~~ Project:

    1. Design and build a structure to solve an engineering ~~statistics~~ design ~~online~~ problem using the engineering design process.
        1. Table Jumper
        2. Audio speaker
        3. Truss structure
        4. Arduino

    2. Interview a working engineer ~~, and write a summary of the interview~~ .

5. ~~Laboratory assignments~~

    1. ~~Creating a working transcript using MS Excel software~~
    2. ~~Creating a parabola graphing program using MS Excel software~~

6. ~~Hands-on Design and Building Projects~~

    1. ~~Review steps involved in the Engineering design process~~

2. ~~Table Jumper Design Project~~
3. ~~Build an audio speaker project~~
4. ~~Build a truss structure project~~
5. ~~Construct and troubleshoot an electronics problem involving Arduino technology~~

Textbooks (Typical):

Textbook:

1. Ray Landis , Steffen Peuker, Jennifer Mott *Studying Engineering: A Road Map to a Rewarding Career.* 5th ed., Discovery Press, 2018.
2. William Oakes, Les Leone *Engineering Your Future: A Comprehensive Introduction to Engineering.* 9th ed., Oxford University Press, 2016.
3. Elizabeth Stephan, David Bowman *Thinking Like An Engineer: An Active Learning Approach.* ~~4th~~ 6th ed., Pearson, ~~2017~~ 2025 .
4. Saeed Moaveni *Engineering Fundamentals: An Introduction to Engineering.* ~~6th~~ 7th ed., Cengage Learning, ~~2019~~ 2024 .
5. ~~Jay~~

~~Brockman~~ Introduction to Engineering Software : Modeling ~~and~~

1. Spreadsheet . Problem Program . ~~Solving.~~ ~~1st ed.~~ , ~~John Wiley and Sons, 2009.~~
2. ~~Gary Martin~~ Welcome to the Professional World. ~~4th ed., Cognella Academic Publishing, 2015~~ (/e) .

Other Materials Required of Students

1. ~~Computer file storage (e.g., USB drive) .~~

Equity Based Curriculum

- ~~DE~~ Methods ~~Course~~ of ~~Interaction~~ 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.

~~Engineering faculty discussed the course and felt that there must be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~

Offering the course in online or hybrid formats provides flexibility for student schedules.

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

The decision was made after departmental discussion and hearing from students.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every 2-3 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least once per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: 3 times per semester.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: ~~Twice~~ At ~~each~~ least 1 - 2 times per semester ~~, to include design project demonstrations, mock interviewing, and office hours.~~
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~Every week.~~ 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: Once per week.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: At least 1 - 2 ~~-4~~ times per semester ~~.~~
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments ~~:~~*
  ~~*Frequency:*~~ - *Once per semester.*
- - *Wikis:* *Students will use wikis to work collaboratively .*
  Frequency: Once per semester.

- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: 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: 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 1 - 2 ~~-4~~ times per semester ~~.~~
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~One~~ At ~~longer~~ least ~~paper per semester. One shorter paper per semester.~~
- - **Research Assignments:** **Students will use the Internet and library resources to research questions,problems, events, etc.**
  ~~**Frequency:**~~ - **1-2 times one per semester.**
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes: At least 1 ~~every~~ - 2 ~~weeks.~~ per semester Exam: 1 ~~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:**~~ - **2 per semester.**

- **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:**~~ - **1 time per semester (Mock interviews).**
- - **Video:** **Video will be used to demonstrate procedures and to help students visualize concepts.**
  ~~**Frequency:**~~ - **1 every 2-3 weeks.**

- - **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: At least 1 per semester.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least 1 per semester (as part of the Design Project assignment).
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: 2-3 times ~~per semester.~~
- - **Other:**

Frequency: One time per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

UC Transfer

- **Transfers to UC - Approved**

C-ID: ENGR 110 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000604376

CB03: TOP Code

090100 - Engineering, General (requires Calculus) (Transfer)

CIP Code

14.0102 - Pre-Engineering

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

Course Modification: ENGR 23 - Engineering Graphics

Course Modification: ENGR 23 - Engineering Graphics (Launched)
compared with
ENGR 23 - Engineering Graphics (Active - Implemented 08-15-2025)

Admin Outline for Engineering 23
Engineering Graphics

Effective: Fall ~~2025~~ 2027

Catalog Description:

ENGR 23 - Engineering Graphics
3.00 Units

~~Introduction~~ This course covers the principles of engineering drawings in visually communicating engineering designs and an introduction to computer-aided design (CAD). Topics include the development of visualization and spacial reasoning skills; orthographic projects; geometrical dimensioning and tolerancing practices; and the engineering design process~~;~~ . Students will develop sketching and ~~to~~ 2D ~~technical~~ and ~~graphic~~ 3D ~~communications tools used by engineers. Conceptual design of products. Development of spatial reasoning~~ CAD skills. ~~Orthographic and axonometric projection-drawing techniques. Tolerance analysis for fabrication. Documentation of designs through engineering working drawings. Use~~ SolidWorks Computer-Assisted Drawing software will be used as ~~a~~ an ~~design~~ integral ~~tool~~ part of the course . ~~Basic CAD 3-Dimensional solid-modeling.~~

2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- MATH 39
- ~~ENGL C1000~~

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

Justification for course proposal

Discipline:

Engineering.

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 solid model within CAD given only information found in orthographic projection.
B. Construct an assembly drawing in SolidWorks.
C. ~~Create~~ Inspect ~~a~~ and ~~drawing using several different geometric~~ verify dimensions and tolerances on a part .
D. Identify and draw the different types of sectional views.

Course Objectives:

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

A. Explain the engineering design process
B. Develop technical sketches
C. Demonstrate use of computer aided drawing (CAD) tools
D. ~~Demonstrate~~ Use modeling best practices to align with modern manufacturing and ~~discuss~~ inspection ~~visualization techniques~~ methods
E. Apply engineering geometrics
F. Construct graphic construction, e.g., planes, angles, surfaces
G. Construct axonometric projections
H. Construct perspective projections
I. Construct auxiliary views
J. Construct section views
K. Dimension drawings with a basic knowledge of tolerances
L. Describe the fundamental concept of geometric dimensioning and tolerancing (gd&t)
M. Define and explain thread and fastener applications
N. Define and apply working drawings

O. Strengthen ability to analyze spatial relationships
P. Solve three-dimensional problems by descriptive geometry techniques

Course Content:

Lecture:

1. Use of traditional drawing tools
    1. Free-hand sketching techniques.
    2. Sketching of isometric ellipses freehand
    3. Center line / Hidden line practice on sketches
2. Design visualization
    1. Sketches
    2. Models
    3. Connection between drawings and objects
3. Developing orthographic projections
    1. One-view drawings
    2. Two-view drawings
    3. Three-view drawings
    4. Technical sketches
    5. Auxiliary views
    6. Sectional views
4. Developing pictorial projections
    1. Isometric projection
    2. Oblique projection
    3. Perspective drawings
5. Dimensions
    1. Application to orthographic and axonometric projections
    2. Tolerancing
    3. Geometrical dimensioning/positioning and tolerancing overview
    4. Detail, subassembly and assembly review drawings
6. Working drawings
    1. Detail drawings
    2. Sub-assembly drawings

3. Assembly drawings
4. Parts lists
5. Review actual working drawings

7. Auxiliary Views
    1. True size of planes
    2. True ~~Angle~~ angle between planes
    3. Secondary auxiliary views

8. Other skills
    1. Engineers Scale use
    2. Metric Scale use
    3. Use of digital calipers
    4. 3D Printing techniques

9. Use of SolidWorks CAD software
    1. Part files
        1. Sketch commands
        2. Sketch planes
        3. Boss/Base Extrusions
        4. Extruded Cuts
        5. Hole Wizard
        6. Smart Dimensioning
        7. Fillets
    2. Drawing files
        1. Use of template files
        2. View placement
        3. Dimensioning and ~~Tolerancing~~ tolerancing
    3. Assembly files
        1. Part file assemblies
        2. Bill of Materials

Lab Activities:

1. Computer Lab Protocol
2. Launching Solidworks software, saving files
3. Computer methods used in constructing solid models using Solidworks software
4. Computer methods used constructing drawing files using Solidworks software.
5. Computer methods used constructing assembly files using Solidworks software.
6. Protocol for uploading completed assignments into Canvas course site.
7. Methods for hard-copy printing of completed assignments

Methods of Instruction:

1. Discussion - Review of and discussion about actual engineering drawings and designs ~~1~~ . ~~Reading from the text and handouts 2. Completion of drawing exercises 3. Group problem solving exercises 4. Homework assignments, i.e., producing drawings and sketches using CAD and/or sketches, and constructing three-dimensional physical models 5. In-class use of drafting tools and computers~~
2. Lecture - ~~Freehand~~ Use ~~sketching~~ of ~~methods Orthographic~~ slidedeck ~~Projection Isometric~~ or ~~Projection Dimensioning Tolerancing Sectional~~ document ~~Views Auxiliary Views Solidworks CAD software~~ camera
3. Demonstration - Computer demonstration of step-by-step CAD process
4. Projects - 3D Printing Project - Design, Draw, Print and Inspect a unique object Caliper Project - Learn how to use calipers to inspect items.

Methods of Evaluation

A. Class Participation
   1. ~~Attendance taken every meeting~~ Daily

B. Class Work
   1. ~~In class CAD work In class freehand sketching or work on CAD. Frequency: Every class meeting~~ Daily

C. Exams/Tests
   1. ~~Four combination multiple choice and drawing based exams. Frequency of Exams:~~ 2-4 exams per semester

D. Group Projects
   1. ~~Assembly drawing projects.~~ 1-2 projects per semester.

E. Home Work
   1. ~~Reading Using Solidworks software on home computer. Frequency: Every week~~ Weekly

F. Lab Activities
   1. ~~Solidworks drawings Free hand sketching Frequency: Every class meeting~~

G. ~~Portfolios~~
   1. ~~Portfolio of all completed drawings during semester. Frequency: 1 portfolio per semester~~ Daily

H. Projects
   1. ~~Assembly drawing projects. Frequency:~~ 1-2 projects per semester ~~. 3D Printing projects~~

Typical Outside-of-Class Assignments

A. ~~Other:~~

Laboratory:
Complete freehand drawings including multiple views (Section; Isometric) and geometric dimensioning and tolerancing.

A. Project:
Design and draw an object that can be 3D printed and inspected.

B. Activity:
For homework, follow steps in textbook to draw the lens of a flashlight in Solidworks.

C. Reading ~~:~~
:
Read Chapter 3: Dimensioning Practices, Scales, Tolerancing and Fasteners and be prepared to discuss how different dimensioning rules are applied to a drawing

1. ~~Read "Dimensioning and Notes," Chapter 8, Solidworks 2018 and Engineering Graphics, and be prepared to discuss how different dimensioning rules are applied to a drawing.~~

2. ~~Read "Feature Design Tree," Chapter 5,~~ Solidworks 2018 and Engineering Graphics~~, and be prepared to identify the type of information contained with the feature design tree~~

4. ~~Practical Exercises:~~

    1. ~~Watch demonstration and powerpoint on Geometric Dimensioning and Tolerancing in~~ Solidworks ~~, and be prepared to demonstrate how to create a position tolerance.~~

5. ~~Drawings:~~

    1. ~~Freehand sketching~~
    2. ~~Multiview drawings~~
    3. ~~Dimensioning and Tolerancing~~
    4. ~~Sectional view drawings~~
    5. ~~Auxiliary view drawings~~
    6. ~~Isometric drawings~~

Textbooks (Typical):

Solidworks is provided to every student for at home use.

Textbook:

1. ~~Randy Shih~~ David C. Planchard *SOLIDWORKS ~~2018~~ 2025 and Engineering Graphics: An ~~Integrated~~ Step-by-Step Based Approach.* ~~1st ed.~~ , SDC Publications, ~~2018~~ 2025 .
2. ~~David~~ Ibrahim ~~Planchard~~ Zeid and Nathan Brown *~~Engineering~~ Mastering Solidworks - The Design Approach.* , Pearson, 2022.
3. James D. Bethun & Nathan Brown *Enginering Design and Graphics with Solidworks 2019 2023* . ~~1st ed.~~ , ~~SDC Publications~~ Pearson , ~~2019~~ 2024 .
4. Gary Bertoline, Eric Wiebe, Nathan Hartman, William Ross *~~Technical~~ Fundamentals of Solid Modeling and Graphics Communication.* ~~4th~~ 7th ed., McGraw Hill, ~~2008~~ 2018 .
5. William Howard, Joseph Musto *Introduction to Solid Modeling using SolidWorks.* ~~1st ed.~~ , McGraw Hill, ~~2018.~~
6. ~~James D. Bethune~~ Engineering Design and Graphics with Solidworks 2019. ~~1st ed., Pearson, 2019~~ 2026 .

Other Materials Required of Students

1. Drafting pencils, erasers.
2. External data storage device.

Equity Based Curriculum

- ~~DE Course Interaction~~ 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.
~~Engineering faculty discussed the course and felt that there must be a way to offer the course in case of an emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~

Offering the course in online or hybrid formats provides flexibility for student schedules.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after departmental discussion and hearing from students.
Accessibility:

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

Syllabus:

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

Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Every 2-3 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Every 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: If offered partially online, students will come to campus at least once per semester for course activities.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Every week.

Student-Student Interaction

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1-2 times per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Every on-line lecture (twice each week).

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1-2 times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 4-6 Exams per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly.
- **Other:**
  Frequency: Portfolio: 1 per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: C-ID 150

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612118

CB03: TOP Code
090100 - Engineering, General (requires Calculus) (Transfer)

CIP Code
14.0102 - Pre-Engineering

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

Course Modification: JAMS 1 - Introduction to Mass Communications

Course Modification: JAMS 1 - Introduction to Mass Communications (Launched)
compared with
JAMS 1 - Introduction to Mass Communications (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 1
Introduction to Mass Communications

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 1 - Introduction to Mass Communications
3.00 Units

Survey of mass communication and the interrelationships of media with society, including history, structure, and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity. -

3 Units Lecture

Recommended Course Preparation:

- ~~Eligibility for~~ ENGL C1000 -

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Journalism.

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. Students will trace the historical development and technological evolution of major mass media industries and explain how they shape and reflect culture.
B. Create a comparative analysis of how different media outlets cover a single news story.
C. Describe the history, social impact, economics, and regulation of ~~Journalism~~ journalism and ~~Media~~ media. ~~Studies.~~

Course Objectives:

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

A. Identify and describe the major mass media
B. Explain the influence and role of technology in affecting mass media content and the impact it has on society
C. Analyze the media's influence on society and society's influence on the media
D. Evaluate the role, power, and influence of the mass media
E. Describe the history of mass media in the United States
F. Identify and describe the five freedoms of the First Amendment
G. Demonstrate a general understand of the legal responsibilities of the mass media, including areas of libel, privacy, pornography, copyright, and freedom of information
H. Describe global media trends

Course Content:

1. The nature of mass communications
    1. Overview of mass media in the process of communication
    2. Mass media purposes and structures
        1. Newspapers

    2. Magazines
    3. Books
    4. Movies
    5. Radio and sound recordings
    6. Television
    7. Internet and electronic media, including social media

2. Mass media and technology
    1. The impact of technology on mass media content
    2. The impact of mass media technology on society
3. Mass media as a societal, cultural, and economic force
    1. Mass media as an industry
    2. Mass media's role in global development
4. Mass media influence and power
    1. Mass media's impact on society
    2. Society's impact on mass media
    3. The evolving role of mass media in society
    4. Media literacy
5. History of individual media and current use
6. The five freedoms of the First Amendment
    1. Speech
    2. Press
    3. Religion
    4. Assembly
    5. Petition
7. Legal and ethical issues relating to media
    1. Libel
    2. Privacy
    3. Pornography
    4. Copyright

5. Freedom of information
6. Ethical standards
7. Industry standards
8. Regulation

8. Global media

Methods of Instruction:

1. Student Presentations - - Present research on a large media company's control and how that impacts consumers.
2. Discussion - - Discuss the rating system used for motion pictures with a focus on the exclusion and inclusion of audiences.
3. Audio-visual Activity - - Watch "Spotlight" and discuss the ethical obligations of journalists and the impact of a story.
4. Written Exercises - - Complete a written analysis of the individual student's internet use, focusing on time spent on media and media used.
5. Projects - Create a fictional media company as a group. Assign roles and begin to develop a product, a mission, and branding.
6. Lecture - - Discuss the Broadcast Era and the advent of radio and television in America.
7. Guest Lecturers - Have a local videographer come to class to discuss the job requirements and outlook.
8. Research - Research a large media company to determine the different kinds of media it controls.
9. Critique - - Critique a news website's coverage of a breaking news story, analyzing headlines, word choice, sources, visuals, and overall coverage.
10. Field Trips - - Take a field trip to a Bay Area media company, such as the San Francisco Chronicle or Bleacher Report.
11. Classroom Activity - - In groups, create a media plan for a new media company with a logo, mission statement, press release, and pitch.

Methods of Evaluation

A. Class Participation
    1. ~~weekly~~ Weekly
B. Class Performance
    1. ~~monthly~~ Monthly
C. Class Work
    1. ~~weekly~~ Weekly
D. Exams/Tests
    1. ~~at~~ At least once per semester
E. Field Trips
    1. One time per semester
F. Group Projects
    1. ~~monthly~~ Monthly
G. Home Work
    1. ~~weekly~~ Weekly
H. Oral Presentation
    1. ~~monthly~~ Monthly
I. Papers
    1. ~~monthly~~ Monthly
J. Projects
    1. ~~monthly~~ Monthly
K. Quizzes
    1. ~~monthly~~ Monthly
L. Research Projects
    1. ~~at~~ At least once per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity :

1. ~~Reading~~ Go 24 hours without media—no phones, no computers, no radio, no television—and analyze your experience in 500 words or fewer, making reference to social and cultural norms. Post this on the Discussion Board, and read and respond to at least five other posts by students, focusing on how the other students' experiences were similar to yours and how they were different.

B. Writing: -

1. Read Chapter 1 of The Media of Mass Communication , "Mass Media Literacy", and prepare a brief summary of the chapter and an analysis of the Case Study at the end of the chapter. ~~DE Component:~~
2. Post your summary and analysis of Chapter 1 of the class text on the Discussion Board. Read and respond to at least five other ~~posting~~ postings by students, focusing on how the other students' ~~analyses~~ responses were similar to yours and how they were different.
3. ~~Writing:~~ Complete a five-page paper discussing the internet's role in political change. ~~DE Component~~

C. Activity :

1. Post a draft of your paper discussing the internet's role in political change to the Discussion Board. In groups, give feedback on how to improve the draft.

2. ~~Analysis: Go 24 hours without media--no phones, no computers, no radio, no television--and analyze your experience in 500 words or less, making reference to social and cultural norms. DE Component: Post this on the Discussion Board, and read and respond to at least five other posting by students, focusing on how the other students' experiences were similar to yours and how they were different.~~

Textbooks (Typical):

Textbook:

1. John Vivian *Media of Mass Communications.* 12th ed., Pearson, ~~2016~~ 2021 .
2. Stanley Baran *Introduction to Mass Communication: Media Literacy and Culture.* ~~10th~~ 2026 Release ed., McGraw Hill, ~~2018~~ 2026 .
3. Richard Campbell, Christopher Martin, Bettina Fabos, Shawn Harmsen *Media Essentials: A Brief Introduction.* 5th ed., Bedford/St. Martin's, ~~2019~~ 2020 .
4. Shirley Biagi *Media Impact: An Introduction to Mass Media.* ~~12th~~ 13th ed., Wadsworth, ~~2016~~ 2025 .

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description
- Methods of Instruction
- Methods of Evaluation
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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

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

This course can and has been adapted to fully online during an emergency. Since it includes many discussions, debates, and group projects, face-to-face and partially online formats are preferred.

Rationale for DE

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

~~In a prior iteration, this course was approved for web-hybrid. This has been successful. In addition, after consulting with my dean and colleague, we decided to offer Introduction to Mass Communications as a Fully Online course in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of the GE Pattern for A.A. and A.S. degrees, CSU GE Breadth and IGETC. It is also included in five degrees, including two transfer degrees, and five certificates at LPC, including the CSU GE Certificate and the IGETC Certificate.~~

In a prior iteration, this course was approved for web-hybrid. This has been successful. In addition, after consulting with my dean and colleague, we decided to offer Introduction to Mass Communications as a Fully Online course in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of the GE Pattern for A.A. and A.S. degrees, CSU GE Breadth and IGETC. It is also included in transfer degrees and certificates at LPC. It will also be offered Fully Online based as needed; for example, it is offered Fully Online as part of the Winter Interession.

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

~~It was already approved for web-hybrid (Partially Online). The decision for Fully Online was made after discussion with my colleague and our dean and after hearing from students in the program.~~

It was already approved for web-hybrid (Partially Online). The decision for Fully Online was made after discussion with my colleague and our dean and after 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: ~~This will be done on a weekly basis, at minimum.~~ 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: ~~This will be used to discuss class content on a weekly basis.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class one time per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~This will be done on a weekly basis.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be used on a weekly basis.~~ Weekly

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 on a weekly basis.~~ 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: ~~This will be used to discuss class content on a weekly basis.~~ 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: ~~Students will work with each other on a weekly basis to discuss and complete assignments.~~ Weekly
- **Blogs:** *Students will use blogs to discuss topics in the course.*
  Frequency: ~~Students will use blogs on a weekly basis.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Students will use social networking on a weekly basis.~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as class once per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: ~~This will be used to discuss class content on a weekly basis.~~ 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: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a weekly basis.~~ Monthly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a weekly basis.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Quizzes or exams will be included in the class on a weekly basis. A final project will be due during finals week.~~ Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Once per week synchronous lectures and discussions are part of the class.~~ Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~This will be used on a monthly basis.~~ Monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~Students~~ Once ~~may attend virtual conferences during the~~ per semester ~~.~~
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~This will be done on a weekly basis.~~
- - Blogs: Students will use blogs to discuss course content.
  ~~**Frequency:**~~ - **Students will blog on a weekly basis.** **Weekly**
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: ~~**This will be done on a weekly basis.**~~
-
  - **Other:**

  Frequency: **This will be done on a monthly basis.** **Weekly**

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: JOUR 100 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000379602

CB03: TOP Code

061000 - Mass Communications

CIP Code

09.0102 - Mass Communication/Media Studies

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

Course Modification: JAMS 2 - Introduction to Media

Course Modification: JAMS 2 - Introduction to Media (Launched)
compared with
JAMS 2 - Introduction to Media (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 2
Introduction to Media

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 2 - Introduction to Media
3.00 Units

A survey of multimedia, radio, television, ~~film,~~ and ~~multimedia~~ film and their impact on culture and society; includes economics, technological development, programming, ratings, legal aspects, and social control of broadcasting in America, and cross-cultural, international comparisons.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Journalism.

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 the effectiveness of a social media campaign by identifying its core message, target audience, astrategies used, and explaining how these elements drive audience engagement.
B. Analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.
C. Critically analyze the negative and positive impacts of technology on society.

Course Objectives:

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

A. Explain and analyze radio as a means of mass communications through the study of radio history, current programming practices, regulation, and radio station management;
B. Explain and analyze television as a means of mass communications through the study of television history, current programming practices, regulation, and television station management;
C. Explain and analyze film as a means of mass communications through the study of film history and current practices of the film industry;
D. Explain and analyze multimedia as a means of mass communications through the study of the history and current practices of multimedia industries;
E. Explain and analyze the historical and current impact of the media on our society from the standpoint of business, education, and politics.

Course Content:

1. Radio
    1. Growth of radio
        1. Origin of networks
        2. Early programming
        3. Regulating principles

2. Radio programming today
    1. Economics of music industry
    2. Online programming
    3. Culture
3. Radio station operation

2. Television
    1. Growth of television
        1. Origins
        2. Early programming
        3. Regulating principles
    2. Television programming today
        1. Advertising
        2. Online programming
    3. Television station operation
    4. Educational television
    5. Networks today
    6. Cable broadcasting
    7. Subscription broadcasting
    8. Careers in broadcasting
    9. Social aspects of broadcasting
        1. Economics
        2. Culture
        3. Ethics
        4. Entertainment

3. Film
    1. Growth of film
        1. Origin of film
        2. Early film

3. Regulating principles: ratings

2. Film today
3. Film production and industry
    1. Multimedia

4. Growth of multimedia
    1. Origin of multimedia
    2. Early multimedia
    3. Regulating principles
    4. Multimedia programming today
        1. User-generated content
        2. Social networking
        3. Collaborative filtering
        4. Cloud computing

    5. Multimedia industry and converging media
        1. Online content
        2. Mobile devices
        3. Video game platforms

5. Media and society
    1. The Federal Communications Commission
        1. History and functions
        2. Composition

    2. The public interest
        1. The basic theory of broadcasting
        2. Radio, television, film, and multimedia as media of free speech
        3. FCC statements of policy

    3. Social inequality and media representation
        1. Race

    2. Gender
    3. Class

4. Politics and broadcasting
5. The law and political broadcasting
6. Coverage of political events
7. The economics of broadcasting
8. Advertising and agencies
9. Problems posed by advertising
10. The audience
    1. Research and surveys
    2. Ratings ~~--~~ — how they are attained and what they mean

11. Comparative broadcast systems
    1. Types of systems
    2. Radio, television, film, and multimedia in other countries

12. Growth of international broadcasting

Methods of Instruction:

1. Audio-visual Activity - View "An Anthropological Introduction to YouTube" by Michael Wesch and post a response on the Discussion Board.
2. Critique - - Critique the media methods used by an actor, entertainer, film, TV show, or other creative project with a focus on how diversity is portrayed, the effectiveness of the media, and how much money it generated.
3. Discussion - - Post research on an individual or entity impacted by a data breach or identity theft. Discuss how media consumers can protect themselves from the harm caused by data breaches and identity theft.
4. Projects - - Create an original website using Wix or Adobe Express and using at least one image or graphic on each page with descriptive alt text and clear headings, readable fonts, and organized navigation.
5. Research - ~~project~~ Play a video game and pay close attention to what is happening on screen and how the game affects you and those around you. Observe and take notes on specific game elements that impact play. Then analyze the detrimental and beneficial aspects of the game based on this week's reading about video games.
6. Lecture - - Lecture on the major social media platforms and how their markets have evolved over the years.
7. Discussion
8. ~~Student Presentations -~~
9. Written Exercises - Discuss your Career Coach Assessment results with reference to how media will impact your future career path.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Group Projects
    1. At least one per semester
D. Home Work
    1. Weekly
E. Papers
    1. Weekly
F. Projects
    1. At least ~~one~~ once per semester

G. Quizzes
    1. Weekly
H. Research Projects
    1. At least one per semester

Typical Outside-of-Class Assignments

A. ~~Research:~~

    1. ~~Primary and secondary research term paper:~~

        1. ~~Provide an oral report on the role that the ratings system has played in the development of American cinema.~~

B. Writing:
    1. Written analysis of ethical issues presented in a video:
        1. View " ~~Broadcast~~ An ~~News~~ Anthropological Approach to YouTube " and ~~describe~~ discuss the ethical issues ~~confronted~~ presented ~~by~~ in the video.
        2. Read three to five responses from classmates and respond to at least one of ~~the~~ those ~~three major character~~

C. ~~Other:~~

    1. ~~Oral presentations of group research and discussion:~~

        1. ~~Compare television in~~ on the ~~United~~ Discussion ~~States with television in Mexico (or another country) using comparative techniques discussed in class~~ Board .
        2. ~~Define and explain the ethical issues involved in broadcasting campaign ads on television.~~

    2. ~~Essay~~ Typical ~~examinations~~ questions :
        1. ~~Typical questions:~~

            1. ~~Compare and contrast radio in Canada with radio in the United States.~~
            2. How ~~have~~ has ~~new~~ social media impacted how Americans get the news?
            3. Describe how the rating system is used in film.

Textbooks (Typical):

OER:

1. Mark Poepsel *Media, Society, Culture and You.* 2018 /e, Rebus Community, 2018. https://open.umn.edu/opentextbooks/textbooks/630.

Textbook:

1. David Croteau, William Hoynes Clayton Childress *Media / Society: Technology, Industries, ~~Images~~ Content , and ~~Audiences~~ Users* . ~~5th~~ 8 ed., ~~Pine~~ SAGE ~~Forge Press~~ Publications , ~~2013.~~
2. ~~CQ Researcher~~ Issues in Media: Selections from CQ Researcher. ~~3rd ed.~~ Inc , ~~CQ Press, 2016~~ 2025 .
3. Richard Campbell , Christopher Martin, Bettina Fabos, Ron Becker *Media & Culture: Mass Communications in a Digital Age.* ~~10th~~ 14th ed., ~~Bedford/St.~~ McMillian ~~Martin's~~ Learning , ~~2015~~ 2025 .

Other Materials Required of Students

1. Access to radio, television, film, and the Internet.

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Methods of Instruction
- Methods of Evaluation
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- ~~Partially~~ 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.

~~At Las Positas College, this course has only been offered as a DE class. As a class with substantial focus on the electronic media, it works well to offer it online.~~

At Las Positas College, this course has only been offered as an asynchronous DE class. As a class with substantial focus on the electronic media, it works well to offer it online.

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

~~When this course was revised in 2008-09, it was revised as an online class. (It had never been taught at LPC before this; the original curriculum came from Chabot.) Because the content of the class deals with electronic media, the online setting was considered appropriate, and it has been successful. At the time, it was the first online class for Mass Communications.~~

When this course was revised in 2008-09, it was revised as an online class. (It had never been taught at LPC before this; the original curriculum came from Chabot.) Because the content of the class deals with electronic media, the online setting was considered appropriate, and it has been successful. At the time, it was the first online class for Mass Communications, which is now Journalism and Media Studies.

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:~~ - **This is an example from Spring 2017: Attend This Workshop Will Restore Your Faith in Humanity: How to Spot Fake News Presented by LPC faculty, this workshop will be offered four times during the semester: Tuesday, February 28, 3:30-5 Tuesday, March 28, 3:30-5 Wednesday, April 12, 3-4:30 Tuesday, May 2, 10-11:30 (I'm presenting on this date.) All dates are in the LPC Library, room 2003. Students should attend just one workshop (this isn't a series, just the same workshop four times). Space is limited. Students should sign up at http://www.laspositascollege.edu/library/? After the workshop, send me proof of attendance with a 250-word maximum email describing the process what you learned at the workshop. The email should have the subject line "Fake News Workshop." If I'm at the workshop, please introduce yourself to me. Due Date: Friday, May 5 by 11:59 p.m. (Pacific Time) Value: Up to 30 Extra Credit points**
- **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: **~~Here is an example from Spring 2017: Group Discussion: Media and Politics Steps: Citing at least three reputable sources using the MLA system of citation, analyze the media coverage and use of social media of one of the candidates for president in 2016. 1) (20 points) Write a 300-word (longer if needed) analysis of the research. Be sure to cite at least three sources and to answer the following questions: How is the candidate and his or her party portrayed in the media? Did the coverage of the political parties differ? Was the coverage fair and balanced? How did the candidate use social media in support of his or her~~**

~~campaign? Do you think the Fairness Doctrine should be reinstated? Post your paper into the group Discussion Board. Make sure to proofread and spell-check your work. 2) (10 points) Read at least three of your classmates' analyses on the Discussion Board. Write a paragraph response to their post.~~ 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: ~~Instructor will provide feedback to students on assignments and on the final paper.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~Instructor will post announcements of events and class updates throughout the semester.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~If you don't already have one, sign up for a Twitter account and then ... 1. Post your Twitter user name on the Discussion board so that everyone else in the class can "follow" you on Twitter. (Start thinking of your Twitter name as your brand. How do you want the world to view you?) 2. Sign up to follow everyone else in the class on Twitter, including me, @melissakorber. Also follow the college newspaper, @lpcexpressnews.com and the college, @LPCOfficial. 3. Post at least 10 items on Twitter. (This can be informal but avoid being offensive. You can be very creative if you'd like. Celebrity observations and sports postings are fair game -- and may be one of the reasons Twitter has caught on. Politics can be interesting, but do be respectful of the rights of others. Retweeting counts, especially about school events. Good meme? Tweet it!) 4. Respond at least 10 times to what other people in the class wrote on Twitter. Try to pick different people. And again, please be respectful.~~
- Chat: The instructor will use chat to interact with students, textually and/or graphically, in realtime.
  ~~Frequency:~~ The Twitter assignment from Spring 2017 is also an example of this, especially this part: Respond at least 10 times to what other people in the class wrote on Twitter. Try to pick different people. And again, please be respectful. Students often respond to my posts. 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: ~~Here is an example from Spring 2017: Discussion: Cloud Computing Steps: 1) (10 points) Access my Google Document titled, "Media Final Outline." As a class you will work collaboratively to make an outline for your final essay for this class on Google Docs. We will work on this at least twice this term before the final paper. 2) (15 points) On the document I have listed questions that relate to your final essay. As a class, you will create an outline for each of the questions. On the discussion board, write a paragraph summary of your experience using Google Docs. 3) (5 points) Read one of your classmates' posts on the discussion board. Write a brief response to their post. Be sure to discuss: a. Whether or not you agree that they made a significant contribution to the assignment and why. b. Whether or not you agree with their opinion of what it was like to use Google Docs and why.~~
- Group work: Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.
  ~~Frequency:~~ The class outline is an example of group work.
- Chat: Students will use the class chatroom to discuss assignments and course material in realtime.
  ~~Frequency:~~ The Twitter assignment from Spring 2017 is also an example of this, especially this part: Respond at least 10 times to what other people in the class wrote on Twitter. Try to pick different people. And again, please be respectful. Weekly

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~Many of the postings on the Discussion Board involve responding to another students and critiquing his or her work.~~ Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: ~~There are weekly Discussion Board postings in this class.~~
- 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:~~ Group Work, such as the class outline, is required in this class. Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~A final paper is required in this class.~~ Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~Many assignments involve researching facts using the Internet.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~There are weekly quizzes in this class.~~ Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~Students must access video on an almost-weekly basis. Most video is available through YouTube.~~ Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~The class outline is an example of a semester-long project that students may use to write their final papers.~~ Weekly
- ~~Other~~ Case studies : *Students will evaluate real-world problems, situations, etc.*
  Frequency: ~~One module requires students to create either a basis website or a presentation using Prezi. They then must share this on the Discussion Board.~~ Weekly

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**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584359

CB03: TOP Code

061000 - Mass Communications

CIP Code

09.0102 - Mass Communication/Media Studies

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

Course Modification: JAMS 11 - Introduction to Reporting and Newswriting

Course Modification: JAMS 11 - Introduction to Reporting and Newswriting (Launched)
compared with
JAMS 11 - Introduction to Reporting and Newswriting (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 11
Introduction to Reporting and Newswriting

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 11 - Introduction to Reporting and Newswriting
3.00 Units

An introduction to gathering, synthesizing/ - organizing, and writing news in journalistic style across multiple platforms. Includes role of the journalist, analysis of exemplary journalistic models, and related legal and ethical issues. Students will report and write based on their original interviews and research to produce news content. Experiences may include covering speeches, meetings, and other events, writing under deadline and use of AP Style.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism.

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. Write clear and concise news stories using correct grammar, Associated Press (AP) style, and standard journalistic structures.
B. Research a topic and conduct an effective interview to gather information for a news story.
C. Research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste.

Course Objectives:

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

A. Write simple and complex news stories using appropriate journalistic format and style for different platforms
B. Define and execute ~~newsgathering~~ news-gathering strategies, including interviewing live sources, reporting on a meeting, and using online and investigative techniques.
C. Write different types of news stories, including covering speeches, meeting, and events
D. Write articles under deadline
E. Apply Associated Press style to articles and edit own and others' articles for proper spelling, grammar, AP Style, and journalistic style
F. Write an extended news feature of at least 1,200 words
G. Define and avoid libelous writing, invasion of privacy, and unethical reporting.

Course Content:

1. Information and news - - gathering, including live interviews
    1. Preparing for interviews
    2. Interviewing live sources
    3. Using different methods and strategies for research, including online research

2. Writing news stories
    1. Journalistic writing forms, including the inverted pyramid
    2. Writing for multiple platforms, including print, online, broadcast and social media
    3. Writing simple and complex/long form articles
    4. Editing and improving news stories
        1. Practice at writing/rewriting leads, ~~nutgraphs~~ nut graphs , and kickers
        2. Practice reducing wordiness
        3. Practice rewriting for greater clarity
3. News - - gathering practice, including preparing for and covering speeches, meetings and other events
4. Writing under deadline
5. Introduction to Associated Press Style and practice using AP Style Guide and other editing techniques
6. Introduction to the news feature and practice preparing for, executing, and writing a news feature
7. Legal and ethical issues in reporting, including invasion of privacy, plagiarism, and libel

Methods of Instruction:

1. Guest Lecturers - Guest presentations by journalists
2. Audio-visual Activity - Films, videos, and recordings
3. Field Trips - Possible field trips to different media companies and journalism conferences
4. Classroom Activity - Individual/group evaluation of student and professional ~~prose~~ stories
5. Simulations - Reporting simulations
6. Lecture - Lectures related to the process of researching, interviewing, writing, and revising a story
7. Projects - "Live" interview and note-taking situations
8. Written Exercises - Written work, including summaries, papers, and exams
9. Discussion - Small group and whole-class discussion about how to research, write, revise, and edit a news story
10. Projects - Deadline writing situations
11. Critique - Instructor and student critique of stories written on deadline
12. Research - Background research on interview topics and subjects
13. Instructor conferences

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. Monthly
D. Field Trips
    1. Potentially one per semester
E. Group Projects
    1. Weekly
F. Home Work
    1. Weekly
G. Oral Presentation
    1. ~~Weekly~~ Monthly
H. Papers
    1. Weekly
I. ~~Portfolios~~
    1. ~~Semester-long creation of one~~
J. Projects

1. Weekly

K. Quizzes
   1. ~~Weekly~~ Monthly

L. Research Projects
   1. Monthly

Typical Outside-of-Class Assignments

A. Writing:
   1. Attend a student government meeting and complete a 600-word story about at least one topic covered at the meeting under a three-hour deadline, using appropriate style.

B. Reading:
   1. Read Chapter 2 of The Associated Press Reporting Handbook, "What Is News?" and write a one-page paper describing your relationship to the media.
      1. Where do you get your news?
      2. What do you consider newsworthy?

Textbooks (Typical):

Textbook:

1. ~~Brian S~~ Chris R. ~~Brooks,~~ ~~James~~ Vaccaro ~~L. Pinson,~~ *News Jean Gaddy Writing Wilson Working and with Words Reporting: A Handbook Strategic for Approach Media to Writers and Editors Storytelling*. ~~9th~~ 1st ed., ~~Bedford/St.~~ Sage ~~Martin's~~ College Publishing, ~~2016~~ 2024.
2. Bill Kovach, Tom Rosenstiel *The Missouri Elements Group of (Brian S. Brooks Journalism, George Kennedy, Daryl R. Moen, Revised and Don Updated Ranly) 4th News Edition: Reporting What Newspeople Should Know and Writing the Public Should Expect*. ~~12th~~ 4th ed., ~~Bedford/St. Martin's~~ Crown, ~~2017~~ 2021.
3. Harrower, Tim~~,~~ *Inside Reporting.* 3rd ed., McGraw-Hill, 2012.
4. Associated Press *The Associated Press Stylebook, ~~2017~~ 58th ~~and~~ Edition, ~~Briefing on Media Law~~ 2026-2028*. ~~48th~~ 58th ed., Basic Books, ~~2017~~ 2026.

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- DE Course Interaction

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.
This class benefits most with face-to-face interaction on campus.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
After discussing this with my dean and another faculty member, partial online delivery was determined to be an effective way to teach this class because out-of-class work can contribute to effectively achieving the course objectives and outcomes.

Explain how the decision was made to offer this course in a Distance Education mode.
I discussed this with the dean and the faculty member who usually teaches this 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:

- 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: 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
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

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

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Once per semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly
- **Role playing:** *Students will be divided into groups and assigned roles to "play" in a real- world situation.*
  Frequency: Monthly

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

C-ID: JOUR 110 - Approved

Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
1. A resume highlighting journalism experience
2. At least one example of a breaking news story of 500 words or more
3. At least one example of a story from a meeting or event of 500 words or more
4. At least one example of a news feature of 1200 words or more
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
CCC000588433
CB03: TOP Code
060200 - Journalism
CIP Code
09.0401 - Journalism
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

Course Modification: JAMS 21A - Express College Newspaper A

Course Modification: JAMS 21A - Express College Newspaper A (Launched)
compared with
JAMS 21A - Express College Newspaper A (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 21A
Express College Newspaper A

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 21A - Express College Newspaper A
3.00 Units

An applied course in which students practice and refine beginning journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. The focus ~~of study~~ is on creating basic news, feature , sports, entertainment , and opinion stories. Students are introduced to concepts related to photojournalism, business management, graphic arts, design, social media, ~~and~~ leadership , and editing ~~skills~~ . The course includes ethical, practical, and legal issues in journalism.
1 Units Lecture 2 Units Lab

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism.

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~~ Show entry-level understanding of the processes of distribution of content on different media platforms.
B. Show entry-level knowledge of newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.
C. Develop, rigorously edit, and publish quality entry-level visual and written journalism on strict, recurring press deadlines.
D. Collaborate with others effectively through structured editor-review to verify facts, to improve quality, and to ensure AP Style compliance before publication of stories and visuals.
E. Critically analyze and evaluate The Express, demonstrating an increasing understanding of the standards of journalism, including effective use of ~~headlines~~ journalistic ~~and~~ writing ~~text~~ style , ~~architecture and~~ visuals, design, ~~content and organization~~ layout , and ~~elements that serve to establish a house style~~ editing .

Course Objectives:

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

A. Explain and demonstrate skills related to producing different types of stories
B. Explain the roles of writers, editors, the online and print production staff, and the business staff as outlined in course materials, take part in issue planning and in meeting all deadlines, and explain and demonstrate specific skills pertaining to role assumed
C. Participate in overall story development, beat coverage, application of newspaper policies, print and online production, and collaborative decision making
D. Develop and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development
E. Explain, practice, and demonstrate journalistic style
F. Explain the roles of photojournalism, social media, and multimedia in journalism
G. Work to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
H. Practice journalistic standards of ethics and explain press law regarding matters of libel and privacy

Course Content:

Lecture:

1. Preparing for, researching, and writing stories (news stories, feature stories, opinion stories, entertainment stories, sports stories, and column writing)
    1. Defining news worthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing your thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats
2. Overview of newspaper staff and the production process
    1. The roles of writers, editors, business staff, and the online and print production staff
    2. The elements of production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Journalistic style, standards, and traditional news values
    1. The Associated Press Style Guide
        1. Use
        2. Overview
    2. The inverted pyramid and other styles
    3. The importance of the lead and nut graph
    4. Accuracy as the foundation of journalism
4. The newspaper's evolving audience
    1. Outreach
    2. Advertising
    3. Online presence
        1. Website
        2. Social media
    4. Distribution
5. Ethical and legal issues in journalism and photojournalism

1. Ethical issues
2. Legal issues

Lab Activities:

1. Preparing for print and online issues of the newspaper
    1. Story development
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team.
    5. Page design
    6. Web content management
2. Writing, layout, design, and online and print production
    1. Introduction to print and online writing, including headline and cutline writing
    2. Practice writing in print and online, including headline and cutline writing
    3. Introduction to layout and graphic design
    4. Practice using layout and graphic design
    5. Introduction to online production
    6. Practice using online production methods
3. ~~Journalistic style, standards, and traditional news values~~
    1. ~~The Associated Press Style Guide~~
        1. ~~Overview~~
        2. ~~Use~~
    2. ~~The inverted pyramid and other styles~~
    3. ~~The importance of the lead and nut graph~~
    4. ~~Accuracy as the foundation of journalism~~
4. Beginning photojournalism and multimedia techniques
    1. Shooting and selecting photographs for print and online publication
    2. Planning for multimedia, including videos and slideshows
    3. Using social media to enhance newspaper coverage and outreach

5. ~~The newspaper's evolving audience~~
    1. ~~Outreach~~
    2. ~~Advertising~~
    3. ~~Online presence~~
        1. ~~Website~~
        2. ~~Social media~~
    4. ~~Distribution~~
6. ~~Ethical and legal issues in journalism and photojournalism~~
    1. ~~Ethical issues~~
    2. ~~Legal issues~~

~~**Lab Activities:**~~

Methods of Instruction:

1. Guest Lecturers - Guest lecturers in media or related fields
2. Lecture - ~~covering~~ Lecture about all phases of ~~newsgathering~~ news-gathering , writing, online and print production, and distribution
3. Field Trips - Go to ~~relevant locations such as~~ newspapers ~~or~~ , television stations , or journalism conferences
4. Individualized Instruction - ~~individual~~ Individual conferences about work produced
5. Individualized Instruction - coached supervision in necessary activities such as copyediting, online and print production, and proofreading
6. Critique - "Hell Sheets" in which the class critiques issues and online work for strengths and weaknesses .
7. Projects - ~~assignments~~ Assignments in writing, ~~style~~ editing , and ~~standards~~ production
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. ~~brainstorming~~ Lab - Conduct research, interview sources, and write and revise stories; layout pages of the print edition of the paper
10. Research - Conduct research before interviewing a source or writing a story
11. Discussion - Discuss impact of ethical standards to local coverage
12. Classroom Activity - Review a published article and discuss journalistic style and AP Style used in the article
13. Brainstorming /planning/discussing at staff meetings and in editorial board meetings
14. ~~group~~ Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel

Methods of Evaluation

A. Class Participation
    1. ~~students participate in staff meetings and critiques of the newspaper weekly~~ Weekly
B. Class Work
    1. ~~students~~ Weekly
C. Field ~~work~~ Trips
    1. Once ~~on~~ per ~~stories and production of the newspaper during lab time weekly~~ semester
D. Group Projects
    1. ~~recognizing stories, acquiring stories, producing an online and print edition, and distributing the newspaper are weekly group projects~~ Weekly
E. ~~Portfolios~~ Home Work
    1. ~~semester~~ Weekly
F. Individual ~~long~~ consultation with students
    1. Monthly
G. Lab Activities
    1. Weekly
H. Oral Presentation
    1. Monthly
I. Papers
    1. Weekly
J. Projects

1. ~~students review a year's worth of newspapers and select entries for at least one journalism contest~~ Monthly

K. Quizzes
1. ~~weekly reading checks related to how student newspapers function and appropriate use of journalistic style~~ Weekly

L. Research Projects
1. ~~research, interview, and develop a story for publication weekly~~ Weekly

Typical Outside-of-Class Assignments

A. ~~Other~~ Writing:

1. Prepare for, research, write, and edit a story about recycling on campus.

B. Reading
:

1. Read ~~Chapter~~ Section ~~5, "Newswriting"~~ 2 in The Student Newspaper Survival A Guide 2nd to Edition Newswriting, "Ethics," and then complete a Reading Check in which the student demonstrates understanding of the ethical elements of ~~a news story~~ reporting and corrects some practice sentences for appropriate journalistic style.

3. ~~Writing:~~

1. ~~Prepare for, research, and write a story about recycling on campus.~~

Textbooks (Typical):

OER:

1. Tara Cuslidge-Staiano *A Guide to Newswriting.* 3rd /e, San Joaquin Delta College, 2025. https://oercommons.org/courses/a-guide-to-newswriting.

Textbook:

1. Associated Press ~~*The Associated Press*~~ *AP Stylebook*, ~~*and*~~ *58th* ~~*Briefing*~~ *Edition,* ~~*on Media Law 2019*~~ *2026-2028*. ~~54th~~ 58th ed., Basic Books, ~~2019~~ 2026.
2. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw Hill, 2012.
3. Kanigel, Rachele, *The Student Newspaper Survival Guide.* 2nd ed., Wiley-Blackwell, 2012.
4. Brian Carroll *Writing and Editing for Digital Media.* ~~3rd~~ 6th ed., Routledge, ~~2017~~ 2026.

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ 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.

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree, a transfer degree, and a certificate at LPC.

Rationale for DE

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

~~**After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree, a transfer degree, and a certificate at LPC.**~~

As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

Explain how the decision was made to offer this course in a Distance Education mode.
~~The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.~~

The decision was made after discussion with my colleague and our dean and after hearing from students in the 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:

- 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: ~~This~~ Weekly
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class two times per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~Social networking is used several times per week.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other 's on postings.*
  Frequency: ~~a~~ ~~weekly basis to produce content for the online Express.~~ **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: ~~**Students will work with editors on a weekly basis to produce content for the online Express.**~~ **Weekly**
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~**This will be done on a weekly basis.**~~ **Weekly**
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~**This will be done on a weekly basis.**~~ **Weekly**
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~**Social networking is used several times per week.**~~ **Weekly**
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~**We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.**~~ **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: ~~**This will occur on a weekly basis.**~~ **Weekly**
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~**This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.**~~ **Weekly**
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~**This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.**~~ **Weekly**
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~**Twelve Reading Checks will be included in the class with one given per week until they are completed. A final group project will be given during finals week.**~~ **Weekly**
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~**Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.**~~ **Weekly**
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~**Two times per month video will be used to help with understanding.**~~ **Monthly**
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~**Two virtual field trips**~~ **Once per semester** ~~.~~
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~**This will be done on a weekly basis.**~~ **Weekly**
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~**This will be done on a weekly basis.**~~
- **Other:**

  Frequency: **Students will work on the semester-long creation of a portfolio.** **Weekly**

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

C-ID: JOUR 130 - 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.

1. At least five published news stories, demonstrating journalistic standards and using AP Style.

2. Photos, artwork, and infographics to accompany the stories above with appropriate cutlines and using AP Style.

3. A resume detailing journalistic work.

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

CCC000595145

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: JAMS 21B - Express College Newspaper B

Course Modification: JAMS 21B - Express College Newspaper B (Launched)
compared with
JAMS 21B - Express College Newspaper B (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 21B
Express College Newspaper B

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 21B - Express College Newspaper B
3.00 Units

An applied course in which students practice and refine intermediate journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. ~~Focus~~ The focus is on creating in-depth news, feature, entertainment, sports, and opinion stories. Students develop intermediate abilities in photojournalism, business management, graphic arts, design, social media, ~~and~~ leadership, and editing ~~skills~~. The course includes ethical, practical, and legal issues in journalism.

1 Units Lecture 2 Units Lab

Prerequisite(s):

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

- JAMS 21A

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism.

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. ~~Critique~~ Show knowledge of intermediate-level newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.
B. Show intermediate-level understanding of the processes of distribution of content on different media platforms.
C. Develop, rigorously edit, and publish quality intermediate-level visual and written journalism on strict, recurring press deadlines.
D. Collaborate with others effectively through structured editor-review to verify facts, to improve quality, and to ensure AP Style compliance before publication of stories and visuals.
E. Critically analyze and evaluate The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

Course Objectives:

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

A. Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A
B. Explain the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
C. Write typical genre stories in at least two of the following sections: news, feature, opinion, sport, or arts and entertainment
D. Create story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements
E. Edit stories for publication in print and online
F. Use social media to effectively supplement the online and print editions of the newspaper
G. Use multimedia to tell a story for a specific section
H. Serve in a leadership role for the newspaper

I. Lead a critique of a portion of the newspaper after publication
J. Refine and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development
K. Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community
L. Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy

Course Content:

Lecture:

1. Leadership relating to preparing for, researching, and writing stories in specific genres. Model and lead others in
    1. Defining newsworthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats
2. Model and lead others in using journalistic style, standards, and traditional news values
    1. Intermediate use of the Associated Press Style Guide
    2. The inverted pyramid and other styles
    3. The importance of the lead and nut graph
    4. Accuracy as the foundation of journalism
3. Leadership with respect to the newspaper's evolving audience
    1. Outreach
    2. Advertising
    3. Online presence
        1. Website
        2. Social media
    4. Distribution
4. Ethical and legal issues in journalism and photojournalism
    1. Ethical issues
    2. Legal issues

Lab Activities:

1. The newspaper staff and the production process
    1. Work with writers, editors, business staff, and the online and print production staff
    2. Participate in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
2. Leadership relating to preparing for print and online issues of the newspaper. Model and lead others in
    1. Story development in at least two genres
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team.
    5. Page design
    6. Web content management
3. Create story packages with multiple elements and model or lead others in writing, layout, design, and online and print production
    1. Intermediate print and online writing, including headline and cutline writing
    2. Write in print and online, including headline and cutline writing
    3. Intermediate layout and graphic design
    4. Use layout and graphic design
    5. intermediate online production
    6. Use online production methods
4. ~~Model and lead others in using journalistic style, standards, and traditional news values~~
    1. ~~Intermediate use of the Associated Press Style Guide~~
    2. ~~The inverted pyramid and other styles~~
    3. ~~The importance of the lead and nut graph~~
    4. ~~Accuracy as the foundation of journalism~~
5. Intermediate photojournalism and/or multimedia techniques
    1. Shooting and/or selecting photographs for print and online publication
    2. Planning for and executing multimedia, including videos and slideshows
    3. Using social media to enhance newspaper coverage and outreach
6. ~~Leadership with respect to the newspaper's evolving audience~~

1. ~~Outreach~~
2. ~~Advertising~~
3. ~~Online presence~~
    1. ~~Website~~
    2. ~~Social media~~
4. ~~Distribution~~

7. ~~Ethical and legal issues in journalism and photojournalism~~
    1. ~~Ethical issues~~
    2. ~~Legal issues~~

~~**Lab Activities:**~~

Methods of Instruction:

1. Field Trips - Travel to relevant locations such as newspapers ~~or~~ , television stations , or journalism conventions
2. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses
3. Guest Lecturers - Guest lecturers in media or related fields
4. Individualized Instruction - ~~coached~~ Coached supervision in necessary activities such as leadership, editing, writing, copyediting, online and print production, and proofreading
5. Projects - ~~assignments~~ Assignments in writing, style, and standards, including multimedia projects to be posted online
6. Lecture - ~~covering~~ Covering all phases of newsgathering, writing, online and print production, and distribution
7. Individualized Instruction - individual conferences about work produced
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. Discussion - Discuss impact of ethical standards to local coverage
10. Lab - Conduct research, interview sources, and write and revise stories; lay out pages of the print edition of the paper
11. Research - Conduct research before interviewing a source or writing a story; conduct research while editing a story
12. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel
13. Brainstorming/planning/discussing at staff meetings and in editorial board meetings

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Field Trips
    1. Once per semester
D. Group Projects
    1. Weekly
E. ~~Portfolios~~ Home Work
    1. ~~Once,~~ Weekly
F. Lab ~~at the end of the semester~~ Activities
    1. Weekly
G. Papers
    1. Weekly
H. Projects
    1. Weekly
I. Research Projects
    1. Monthly

Typical Outside-of-Class Assignments

A. Other :

:

Multimedia: Prepare for, research, write, and produce an in-depth feature story about a prominent person or group on campus for online publication as a video or podcast.

A. ~~Reading:~~ Project:

Create and execute a plan for a page in the print edition of the newspaper, to include development of stories, visuals, design, and layout.

1. ~~Read the chapter on page design in the Student Newspaper Survival Guide, and present the chapter to the class, highlighting how the lessons in the book can be applied to the Express.~~

B. Writing :

:

Prepare for, research, and write an in-depth feature story about a prominent person or group on campus for print and online publication

1. ~~Prepare for, research, and write an in-depth feature story about a prominent person or group on campus for print publication.~~

3. ~~Multimedia:~~

1. ~~Prepare for, research, write, and produce an in-depth feature story about a prominent person or group on campus for online publication.~~

Textbooks (Typical):

OER:

1. Tara Cuslidge-Staiano *A Guide to Newswriting.* 3rd /e, San Joaquin Delta College, 2025. https://oercommons.org/courses/a-guide-to-newswriting.

Textbook:

1. Kanigel, Rachele, *The Student Newspaper Survival Guide.* 2nd ed., Wiley-Blackwell, 2012.
2. Tim Harrower, Julie Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw Hill, 2012.
3. Associated Press *The Associated Press Stylebook* , ~~*and*~~ *58th* ~~*Briefing*~~ *Edition,* ~~*on Media Law 2019*~~ *2026-2028* . ~~53rd~~ 58th ed., Basic Books, ~~2019~~ 2026 .
4. Brian Carroll *Writing and Editing for Digital Media.* ~~3rd~~ 6th ed., Routledge, ~~2017~~ 2026 .

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

A. JAMS 21A
CCN/C-ID Requirement

DE Proposal

Delivery Methods

- ~~Fully~~ Online with the Flexible In-Person Component (~~FO~~ 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.

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree and a transfer degree at LPC.

Rationale for DE

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

~~After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree and a transfer degree at LPC.~~

As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live social media coverage of a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

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

~~The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.~~

The decision was made after discussion with my colleague and our dean and after hearing from students in the 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:

- 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: ~~**This**~~ **Weekly**
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~**The production assignments, part of the in-person classes, include both layout of pages and online.**~~ **Weekly**
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~**This will be done on a weekly basis, at minimum.**~~ **Weekly**
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~**We will meet as a class two times per week. Individual web conferencing will also take place as a supplement.**~~ **Weekly**
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~**Social networking is used several times per week.**~~ **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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: a ~~weekly basis to produce content for the online Express.~~ 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: ~~Students will work with editors on a weekly basis to produce content for the online Express.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Social networking is used several times per week.~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.~~ Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Twelve Leadership Checks will be included in the class with one given per week until they are completed. A final group project will be given during finals week.~~ Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Once per week, synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.~~ Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~Two times per month video will be used to help with understanding.~~ Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~Two virtual field trips~~ Once **per semester.**
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~This will be done on a weekly basis.~~
- Other:

  Frequency: Students will work on the semester-long creation of a portfolio. Weekly

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- **Transfers to CSU - Approved**

C-ID: JOUR 131 - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000595146
CB03: TOP Code
060200 - Journalism
CIP Code

09.0401 - Journalism

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: JAMS 21C - Express College Newspaper C

Course Modification: JAMS 21C - Express College Newspaper C (Launched)
compared with
JAMS 21C - Express College Newspaper C (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 21C
Express College Newspaper C

Effective: Fall ~~2021~~ 2027

Catalog Description:

JAMS 21C - Express College Newspaper C
3.00 Units

An applied course in which students practice and refine advanced journalism skills ~~,~~ ~~including~~ for ~~recognizing,~~ The ~~acquiring, producing~~ Express , and ~~distributing~~ its online version, LPCExpressnews.com. Students will work with a team to recognize, acquire, produce, and distribute content for the print and online ~~editions of the~~ student newspaper ~~, the Express~~ . ~~Focus~~ This ~~is~~ course ~~on~~ includes practice with leadership, editing the work of others, improving writing ~~and multimedia~~ skills, and improving ~~the~~ multimedia ~~Express~~ skills . Enhanced leadership ~~role~~ roles ~~includes~~ include outreach to the community and representation as a journalist and leader at events. Students develop ~~advanced~~ abilities in writing, photojournalism, business management, graphic arts, design, ~~social media~~ layout , and ~~leadership~~ social ~~and editing skills. Students will produce newscasts, an infographics, and reader surveys~~ media . The course includes ethical, practical, and legal issues in journalism. Students should serve in a leadership role.

1 Units Lecture 2 Units Lab

Prerequisite(s):

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

- JAMS 21B

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism.

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. ~~Critique~~ Show advanced understanding of the processes of distribution of content on different media platforms.
B. Show knowledge of advanced newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.
C. Critically analyze and evaluate The Express, demonstrating intermediate-to-advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

Course Objectives:

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

A. Work as a productive team member of a newspaper staff with increased responsibility from ~~MSCM~~ JAMS ~~16B~~ 21B
B. Explain and help facilitate the newspaper production process from story idea to completed product, including leading others in all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
C. Write ~~–~~ and lead others in writing typical genre stories in three or more of the following sections: news, feature, opinion, sports, or arts and entertainment
D. Create story packages and lead others in creating story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
E. Edit stories and lead others in editing stories for publication in print and online
F. Use social media and lead others to use social media to effectively supplement the online and print editions of the newspaper
G. Use multimedia and lead others in using multimedia to ~~tell~~ effectively ~~a~~ supplement ~~story~~ the ~~for at least two specific sections~~ online and ~~using~~ print ~~at least two different forms~~ editions of ~~social~~ the ~~media~~ newspaper
H. Serve as a section editor, copy editor, multimedia editor, web editor, or in ~~a~~ another leadership position on the newspaper
I. ~~Lead~~ Take a leadership role in a critique of the newspaper after publication, including the online edition, multimedia elements, and use of social media

J. Refine, apply, and lead others in applying advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
K. Assume a leadership role in mentoring newer staff members and in helping to improve the print, online, multimedia, and social media aspects of the newspaper continuously to better meet the needs of the readership of the Las Positas College community
L. Practice, discuss, apply, and lead others in applying journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy
M. ~~Create~~ Work ~~at~~ with ~~least~~ others ~~one~~ to ~~five-minute~~ create ~~newscast~~ multimedia and social media for ~~publication in~~ the online edition of the newspaper
N. ~~Design~~ Work with others to design and create at least one infographic for use in the either the online or print edition of the newspaper
O. ~~Design~~ Work with others to design and create at least one reader ~~survey~~ forum for use in the online or print edition of the newspaper
P. Perform outreach to recruit new staff members at campus events in the community
Q. Represent the newspaper as a leader and journalist at events such as forums ~~for hiring administrators, meetings~~, celebrations, and conferences

Course Content:

Lecture:

1. Leadership and increased responsibility relating to preparing for, researching, and writing stories in specific genres. Model, guide, and lead others in
    1. Defining newsworthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing ~~the~~ stories ~~story~~ and visuals
    6. Revising ~~the~~ stories ~~story~~ and visuals
    7. Working with an editor on ~~the~~ stories ~~story~~ and visuals
    8. Reporting on meetings, speeches, special events, and specific beats
2. The newspaper staff and the production process
    1. Work with and lead writers, editors, ~~business~~ multimedia staff, and the online and print production staff
    2. Work with outside ~~vendors~~ entities such as advertisers and the printer to facilitate publication of the newspaper
    3. Participate in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, multimedia production, social media, and post-production
3. Leadership relating to preparing for print and online issues of the newspaper. Model, guide, and lead others in
    1. Story development in at least three genres
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team
    5. Page design
    6. Web content management
    7. Multimedia development
    8. Social media development
4. Create and lead others in creating story packages with multiple elements and model, guide, and lead others in writing, layout, design, and online and print production
    1. Advanced print and online writing, including headline and cutline writing

2. Advanced layout and graphic design, including creation of infographics
3. Use layout and graphic design software
4. Advanced online production, including development of multimedia and social media skills
5. Use online production methods with increasing proficiency

5. Model and lead others in using journalistic style, standards, and traditional news values
    1. Advanced use of the Associated Press Style Guide
    2. The inverted pyramid and other styles
    3. The importance of the ~~lead~~ lede and ~~nut graph~~ nutgraph
    4. Accuracy as the foundation of journalism
6. Lead others in using social media as part of the distribution process
7. Advanced photojournalism and/or multimedia techniques
    1. Shooting and/or selecting photographs and video for print and online publication
    2. Planning for and executing multimedia, including videos and ~~slideshows~~ online images
    3. Using social media to enhance newspaper coverage and outreach ~~in at least two sections and using at least two forms of social media~~
8. Leadership with respect to the newspaper's evolving audience
    1. Outreach
    2. ~~Express~~ The newspaper as a business
    3. Advertising
    4. Online presence
        1. Website
        2. Social media
    5. Distribution
9. Lead others in an effective critique of ~~a~~ the publication
10. Writing, editing, critical thinking, page design, photo planning, and online content development
    1. Model and apply skills
    2. Lead and guide others to develop skills
11. The leader as mentor
    1. Leadership styles
    2. How to coach writers, photographers, and other members of the staff

12. Lead others to understand ethical and legal issues in journalism and photojournalism
    1. Ethical issues
    2. Legal issues
    3. ~~Refining Express~~ Refine policies and practices with respect to ethical and legal issues as needed
13. ~~Newscast~~ Multimedia for online edition
    1. Working as a team, ~~write~~ to ~~the~~ create ~~script~~ online ~~for a newscast~~ media
    2. ~~Working as a team, shoot and edit the newscast~~
    3. Distribute ~~newscast~~ video components online
14. Infographic for print or online edition
    1. Recognize information suitable for presentation as an infographic
    2. Acquire, design, produce, and publish an infographic
15. ~~Reader survey for online edition~~
    1. ~~Recognize information suitable for reader survey~~
    2. ~~Acquire, design, produce,~~ Outreach and ~~publish a reader survey~~
    3. ~~Working with others on staff, analyze the results of the reader survey.~~
16. ~~Outreach to community and/or on campus~~
17. ~~Leadership~~ leadership in the campus community

Lab Activities:

1. Staff Meetings — Plan and hold staff meetings to plan for print and online production of all elements of a story or other content.
2. Editorial Board Meetings — Participate in editorial board meetings to define leadership tasks and goals and to work effectively with all members of the team.
3. Story and Visual Creation — Work with staff to recognize and acquire sources, visuals, and graphics for all content.
4. Story and Visual Creation — Work with staff to edit and revise content for online and print production.
5. Design and Production — Work with staff to design, edit, and layout content using different media platforms using software and working with various text and visual attributes to create effective media.
6. Distribute — Distribute content to the campus community and online using different media.

Methods of Instruction:

1. Guest Lecturers - in media or related fields
2. Individualized Instruction - coached supervision in necessary activities such as leadership, communicating and collaborating with colleagues, editing, writing, copyediting, online and print production, and proofreading
3. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
4. Field Trips - to relevant locations such as newspapers ~~or~~ , television stations , or conferences
5. Projects - take a leadership role in guiding production of the newspaper, including writing, editing, guiding, and creating multimedia project
6. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses. Students will be asked to take a leadership role in the critiques.
7. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network

8. Classroom Activity - Design and lay out a page of the print edition of The Express
9. Lab - work on stories or visuals for print or online distribution
10. Research - conduct research as part of the process of writing a story for publication
11. Discussion - Discuss development of a story
12. Brainstorming/planning/discussing at staff meetings and in editorial board meetings
13. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel and students demonstrating increasing proficiency in leading, guiding, and collaborating with others

Methods of Evaluation

A. Class Participation
   1. Weekly
B. Class Work
   1. Weekly
C. Group Projects
   1. Weekly
D. ~~Portfolios~~ Home Work
   1. ~~Once~~ Weekly
E. Lab ~~at the end of the semester~~ Activities
   1. Weekly
F. Papers
   1. Weekly
G. Projects
   1. Weekly
H. Research Projects
   1. Once per semester

Typical Outside-of-Class Assignments

A. ~~Other~~ Project:

   1. ~~Reading:~~ Prepare ~~Read all news stories published during a period covered by a contest (usually one year)~~ for, ~~select~~ research, ~~the best news stories~~ write, and ~~, working~~ produce online ~~with~~ content ~~the~~ featuring ~~adviser,~~ relevant ~~submit~~ campus ~~the stories for judging~~ news.

B. Writing:

   1. Prepare for, research, write, vet, edit, and publish an editorial about a significant legal or ethical issue relevant to readers.

C. ~~Multimedia~~ Project:

   1. Read ~~Prepare~~ all ~~for~~ stories and visual elements published during a period covered by a contest (usually one year), ~~research,~~ select ~~write~~ the best stories and visuals, and, ~~produce an~~ working ~~online~~ with ~~newscast~~ the ~~featuring~~ advisor, ~~relevant~~ submit ~~campus~~ the ~~news~~ work for judging.

Textbooks (Typical):

OER:

1. Tara Cuslidge-Satiano *A Guide to Newswriting.* 3rd /e, San Joaquin Delta College, 2024. https://oercommons.org/courses/a-guide-to-newswriting.

Textbook:

1. ~~Ian Lamont~~ Lean Media: How To Focus Creativity, Streamline Production, and Create Media that Audiences Love. ~~1st ed., i30 Media Corporation, 2017.~~
2. ~~Brian Carroll~~ Writing and Editing for Digital Media. ~~3rd ed., Routledge, 2017.~~
3. Harrower, Tim and Julie Elman, *The Newspaper Designer's Handbook.* 7th ed., MCGraw-Hill, 2012.
4. Associated Press *The Associated Press Stylebook*, ~~*and*~~ *58th* ~~*Briefing*~~ *Edition,* ~~*on Media Law 2019*~~ *2026-2028*. ~~53rd~~ 58th ed., Basic Books, ~~2019.~~
5. ~~Kanigel, Rachele,~~ The Student Newspaper Survival Guide. ~~2nd ed., Wiley-Blackwell, 2012~~ 2026.

Other Materials Required of Students

Equity Based Curriculum

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

Requisite Validation

A. JAMS 21B
   Content Review
      Required
      - Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A
      - Refine and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development

Recommended

- ~~Serve in a leadership role for the newspaper~~
- ~~Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy~~
- ~~Lead a critique of the newspaper after publication~~
- ~~Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A~~
- ~~Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community~~
- ~~Use social media to effectively supplement the online and print editions of the newspaper~~
- Explain the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
- Write typical genre stories in at least two of the following sections: news, feature, opinion, sport, or arts and entertainment
- Create story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements
- Edit stories for publication in print and online
- Use social media to effectively supplement the online and print editions of the newspaper
- Serve in a leadership role for the newspaper
- Lead a critique of the newspaper after publication
- Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy
- Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community

Not Necessary Skills

- Use multimedia to tell a story for a specific section

DE Proposal

Delivery Methods

- ~~Fully~~ **Online** **with the Flexible In-Person Component** **(** ~~**FO**~~ **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.

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

Rationale for DE

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

~~After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.~~

As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

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

~~The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.~~

The decision was made after discussion with my colleague and our dean and after hearing from students in the 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:

- 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: ~~This~~ Weekly
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class two times per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~Social networking is used several times per week.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other 's on postings.*
  Frequency: **a** ~~weekly basis to produce content for the online Express.~~ 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: ~~Students will work with editors on a weekly basis to produce content for the online Express.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Social networking is used several times per week.~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.~~ Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.~~
- - Quizzes, tests/exams: Quizzes will be used to make sure students completed assigned material and understood it.
  ~~**Frequency:**~~ - **Twelve Leadership Checks will be included in the class with one given per week until they are completed. A final group project will be given during finals week. Weekly**
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~**Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.**~~ **Weekly**
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~**Two times per month video will be used to help with understanding.**~~ **Monthly**
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~**Two virtual field trips**~~ **Once per semester** ~~.~~
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~**This will be done on a weekly basis.**~~ **Weekly**
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~**This will be done on a weekly basis.**~~

- Other:

  Frequency: Students will work on the semester-long creation of a portfolio. Weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595147

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: JAMS 21D - Express College Newspaper D

Course Modification: JAMS 21D - Express College Newspaper D (Launched)
compared with
JAMS 21D - Express College Newspaper D (Active - Implemented 08-15-2021)

Admin Outline for Journalism and Media Studies 21D
Express College Newspaper D

Effective: Fall ~~2021~~ 2027

Catalog Description:

JAMS 21D - Express College Newspaper D
3.00 Units

An applied capstone course in which students practice and refine advanced journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, ~~the~~ The Express. Focus is on ~~completing a portfolio project,~~ exploring career opportunities in the field, leading others, editing the work of others, improving writing and multimedia skills, and improving ~~the~~ The Express. Students work to develop advanced abilities in writing, photojournalism, business management, graphic arts, design, social media, leadership, and editing skills. The course includes ethical, practical, and legal issues in journalism. Student assumes a leadership role and ~~create~~ creates ~~workshops~~ presentations to benefit other staff members.
1 Units Lecture 2 Units Lab

Prerequisite(s):

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

- JAMS 21C

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

Course Grading:

Optional

Justification for course proposal

Discipline:

Mass Communication, or, Journalism.

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. ~~Critique~~ Show advanced knowledge of newspaper layout and design by developing pages for the school newspaper that include elements such as text wraps, font variety, and use of visual elements in the print edition.
B. Show advanced understanding of the processes of distribution of content on different media platforms.
C. Critically analyze and evaluate The Express, demonstrating advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

Course Objectives:

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

A. Work as a productive team leader of a newspaper staff with increased responsibility from ~~MSCM~~ JAMS ~~16C~~ 21C
B. Explain and lead the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
C. Write typical genre stories and mentor others in writing typical genre stories in all of the following sections: news, feature, opinion, sports, and arts and entertainment
D. Create story packages and mentor others in the development of story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements
E. Edit stories and mentor others in editing stories for publication in print and online
F. Use social media and mentor others in using social media to effectively supplement the online and print editions of the newspaper
G. Use multimedia to tell a story ~~for at least two specific sections~~ and mentor others in using multimedia to tell a story ~~for a specific section~~
H. Serve as a section editor, managing editor, editor-in-chief, or in another leadership role for the newspaper
I. Lead a critique of the newspaper after publication, including the online edition
J. Refine, apply, and model advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
K. Assume a leadership role in mentoring newer staff members and in helping to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community

L. Practice, discuss, model, and apply journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy
M. ~~Create an effective portfolio of work~~ Explore and demonstrate understanding of different career opportunities in journalism

Course Content:

Lecture:

1. Senior leadership and increased responsibility relating to preparing for, researching, and writing stories in specific genres. Present, model, guide, and lead others in
    1. Defining newsworthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats
2. Senior leadership role related to the newspaper staff and the production process
    1. Work with writers, editors, business staff, and the online and print production staff
    2. Work with outside vendors such as advertisers and the printer to facilitate publication of the newspaper
    3. Take a leadership role in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Senior leadership relating to preparing for print and online issues of the newspaper. Present, model, guide, and lead others in
    1. Story development in all genres
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team
    5. Page design
    6. Web content management
    7. Multimedia development
    8. Social media development
4. Create story packages with multiple elements and present, model, guide, and lead others in writing, layout, design, and online and print production
    1. Advanced print and online writing, including headline and cutline writing
    2. Advanced layout and graphic design, including creation of infographics
    3. Use layout and graphic design software with increased understanding
    4. Advanced online production, including development of multimedia and social media skills
    5. Use online production methods with increasing proficiency

5. Present, model, guide, and lead others in using journalistic style, standards, and traditional news values

    1. Advanced use and understanding of the Associated Press Style Guide
    2. The inverted pyramid and other styles
    3. The importance of the ~~lead~~ lede and ~~nut graph~~ nutgraph
    4. Accuracy as the foundation of journalism

6. Present, model, guide, and lead others in the use of social media to effectively supplement the online and print editions of the newspaper
7. Advanced photojournalism and/or multimedia techniques

    1. Leadership in shooting ~~and/~~ or selecting photographs for print and online publication
    2. Leadership in planning for and executing multimedia, including videos and ~~slideshows~~ podcasts
    3. Leadership in using social media to enhance newspaper coverage and outreach

8. Leadership with respect to the newspaper's evolving audience

    1. Outreach
    2. The Express as a business
    3. Advertising
    4. Online presence

        1. Website
        2. Social media

    5. Distribution

9. Leadership with respect to the newspaper's design and content
10. An editor's role in producing content
11. The editor as mentor and teacher
12. Ethical and legal issues in journalism and photojournalism

    1. Ethical issues
    2. Legal issues
    3. Leadership in refining The Express policies and practices with respect to ethical and legal issues

13. Careers in journalism

    1. ~~Creation of a portfolio of work~~
    2. Research careers and internships in journalism
    3. Research educational opportunities in journalism

Lab Activities:

1. Staff Meetings — plan and hold staff meetings to plan for print and online production of all elements of a story or other content.
2. Editorial Board Meetings — participate in editorial board meetings to define leadership tasks and goals and to work effectively with all members of the team.
3. Story and Visual Creation — work with staff to recognize and acquire sources, visuals, and graphics for all content.
4. Story and Visual Creation — work with staff to edit and revise content for online and print production.
5. Design and Production — work with staff to design, edit, and layout content using different media platforms using software and working with various text and visual attributes to create effective media.
6. Distribute — distribute content to the campus community and online using different media.

Methods of Instruction:

1. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution with some discussions led by students
2. Field Trips - to relevant locations such as newspapers or television stations
3. Projects - guide students to take a leadership role in production of the newspaper, including writing, editing, guiding, and creating multimedia project
4. Projects - portfolio of student work
5. Guest Lecturers - in media or related fields
6. Individualized Instruction - coached supervision in necessary activities such as leadership, communicating and collaborating with colleagues, editing, writing, copyediting, online and print production, and proofreading
7. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses. Students will take a leadership role in the critiques.
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. ~~brainstorming~~ Discussion - of development of a story
10. Lab - work on stories or visuals for print or online distribution
11. Research - conduct research as part of the process of writing a story for publication
12. Brainstorming /planning/discussing at staff meetings and in editorial board meetings
13. ~~group~~ Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel and students demonstrating increasing proficiency in leading, guiding, and collaborating with others
14. Course will use a variety of instructional methods, including lecture, lab, discussion, and one-on-one meetings to promote inclusivity and equity
15. Course materials are made accessible using universal design for the presentation of assignments in the course management software.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Field Trips
    1. Once per semester
D. Group Projects
    1. Weekly
E. ~~Portfolios~~ Home Work
    1. ~~Once~~ Weekly
F. Lab ~~at the end of the semester~~ Activities
    1. Weekly
G. Papers
    1. Weekly
H. Projects
    1. Weekly
I. Research Projects
    1. Once per semester
J. Students are provided options when demonstrating their learning, including written responses, multimedia responses, and one-on-one meetings.

Typical Outside-of-Class Assignments

A. ~~Other~~ Research :

    1. ~~Reading:~~

        1. ~~Review~~ Create a portfolio of work and research job, internship, and educational opportunities in the ~~contents~~ field of journalism

B. Project:

1. Prepare for, research, write, and produce an in-depth feature for distribution online.
2. Prepare for, research, write, and produce online content featuring relevant campus news
3. Read all ~~issues~~ stories and visual elements published during a period covered by a contest (usually one year), select the best stories ~~, visuals,~~ and ~~designs~~ visuals, and, working with the adviser, submit ~~–~~ the work for judging.

C. Writing:

1. Prepare for, research, write, vet, edit, and publish an ~~in-depth news story~~ editorial about a significant legal or ethical issue relevant to readers.

4. ~~Multimedia:~~

1. ~~Prepare for, research, write, and produce an in-depth feature for distribution online.~~

5. ~~Portfolio:~~

1. ~~Create a portfolio of work and research job and internship opportunities in the field of journalism~~

Textbooks (Typical):

OER:

1. Tara Cusldige-Staiano *A Guide to Newswriting.* 3rd /e, Delta College, 2024. https://oercommons.org/courses/a-guide-to-newswriting.

Textbook:

1. Harrower, Tim and Julie Elman, *The Newspaper Designer's Handbook.* 7th ed., McGraw Hill, 2012.
2. Associated Press *The Associated Press Stylebook* , ~~and~~ *58th* ~~Briefing~~ *Edition,* ~~on Media Law 2019~~ *2026-2028* . ~~53rd~~ 58th ed., Basic Books, ~~2019.~~
3. ~~Kanigel, Rachele,~~ The Student Newspaper Survival Guide. ~~2nd ed., Wiley-Blackwell, 2012.~~
4. ~~Ian Lamont~~ Lean Media: How To Focus Creativity, Streamline Production, and Create Media that Audiences Love. ~~1st ed., i30 Media Corporation, 2017.~~
5. ~~Brian Carroll~~ Writing and Editing for Digital Media. ~~3rd ed., Routledge, 2017~~ 2026 .

Other Materials Required of Students

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation
- Typical Assignments

Requisite Validation

A. JAMS 21C

Content Review

Required

- Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21B

Recommended

- Explain and help facilitate the newspaper production process from story idea to completed product, including leading others in all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper
- Write ~~–~~ and lead others in writing typical genre stories in three or more of the following sections: news, feature, opinion, sports, or arts and entertainment
- ~~Work~~ Represent the newspaper as a ~~productive~~ leader ~~team~~ and ~~member~~ journalist at events such as forums, celebrations, and conferences
- Perform outreach to recruit new staff members at campus events in the community
- Work with others to design and create at least one reader forum for use in the online or print edition of ~~a~~ the newspaper ~~staff~~
- Work with ~~increased~~ others ~~responsibility~~ to ~~from MSCM 16B~~

~~Recommended~~

- ~~Create story packages~~ design and ~~lead~~ create at least one infographic for use in the either the online or print edition of the newspaper
- Work with others ~~in~~ to ~~creating~~ create ~~story~~ multimedia ~~packages~~ and social media for ~~print or~~ the online ~~that~~ edition ~~may include~~ of the ~~main article~~ newspaper
- Practice , ~~sidebars, photos, illustrations, photo illustrations, infographics, and/or video~~
- ~~Refine~~ discuss , apply, and lead others in applying ~~advanced skills~~ journalistic ~~in~~ standards ~~writing,~~ of ~~editing, critical thinking, page design, photo planning,~~ ethics and ~~online~~ explain ~~content~~ and ~~development~~

- ~~Lead~~ discuss ~~a~~ press ~~critique~~ law regarding matters of ~~the newspaper after publication, including the online edition, multimedia elements,~~ libel and ~~use of social media~~
- ~~Use multimedia and lead others in using multimedia to tell a story for at least two specific sections and using at least two different forms of social media~~
- ~~Edit stories and lead others in editing stories for publication in print and online~~
- ~~Create at least one five-minute newscast for publication in the online edition of the newspaper~~ privacy
- Assume a leadership role in mentoring newer staff members and in helping to improve the print, online, multimedia, and social media aspects of the newspaper continuously to better meet the needs of the readership of the Las Positas College community
- ~~Perform~~ Refine, ~~outreach~~ apply, ~~to~~ and ~~recruit~~ lead ~~new staff members at campus events~~ others in applying advanced skills in writing, editing, critical thinking, page design, photo planning, and online content development
- Take a leadership role in a critique of the ~~community~~ newspaper after publication, including the online edition, multimedia elements, and use of social media
- Serve as a section editor, copy editor, multimedia editor, web editor, or in ~~a~~ another leadership position on the newspaper
- ~~Practice,~~ Use ~~discuss, apply,~~ multimedia and lead others in ~~applying~~ using ~~journalistic~~ multimedia ~~standards~~ to ~~of~~ effectively ~~ethics and explain and discuss press law regarding matters of libel and privacy~~
- ~~Design and create at least one infographic for use in the either~~ supplement the online ~~or~~ and print ~~edition~~ editions of the newspaper
- ~~Represent the newspaper as a leader and journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences~~
- Use social media and lead others to use social media to effectively supplement the online and print editions of the newspaper
- ~~Design~~ Edit stories and ~~create at least one reader survey for use in the online edition of the newspaper~~
- ~~Explain and help facilitate the newspaper production process from story idea to completed product, including leading~~ lead others in ~~all~~ editing ~~steps~~ stories ~~related~~ for ~~to~~ publication ~~recognizing, acquiring, producing, and distributing the~~ in print and online
- Create ~~newspaper~~ story packages and lead others in creating story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video

DE Proposal

Delivery Methods

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ 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.

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

Rationale for DE

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

~~After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.~~

As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.

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

~~The decision was made after discussion with my colleague and our dean and after hearing from students in the class. [Prior note] As students become more tech-savvy, more of their research can be conducted online and more of their work can be posted directly online. They may use technology at remote places to cover events as part of their work in the class (examples: live-Tweeting a playoff game or filming and editing a protest video). Now seems to be a good time to change the courses to a hybrid model since the newspaper is moving toward more reliance on digital production and distribution. Some other colleges in California offer these classes as hybrid classes.~~

The decision was made after discussion with my colleague and our dean and after hearing from students in the 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:

- 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: ~~This~~ Weekly
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class two times per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~Social networking is used several times per week.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other 's on postings.*
  Frequency: **a** ~~weekly basis to produce content for the online Express.~~ 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: ~~Students will work with editors on a weekly basis to produce content for the online Express.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Social networking is used several times per week.~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as a class two times per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ 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: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due about 6 or 7 times during the semester.~~ Weekly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a weekly basis with student stories and images due 6 or 7 times during the semester.~~ Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Twelve Leadership checks will be included in the class with one given per week until they are completed. A final group project will be given during finals week.~~ Weekly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Once per week synchronous lectures will be given. Asynchronous and synchronous guest lectures are also planned.~~ Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~Two times per month video will be used to help with understanding.~~ Monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~Two virtual field trips~~ Once per semester .
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~This will be done on a weekly basis.~~
- Other:

Frequency: Students will work on the semester-long creation of a portfolio. Weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- **Transfers to CSU - Approved**

Codes and Dates

Course CB Codes

CB00: State ID

CCC000595148

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism

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: JAMS 22 - Express Staff

Course Modification: JAMS 22 - Express Staff (Launched)
compared with
JAMS 22 - Express Editorial Board (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 22
Express ~~Editorial Board~~ Staff

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 22 - Express ~~Editorial Board~~ Staff
1.00 Units

~~The~~ An applied course in which the student explores the roles and responsibilities of staff members and leaders on the college newspaper, The Express. Practical experience includes participating in staff and editorial board meetings ~~, setting policy for the newspaper,~~ and ~~leading~~ participating in the decision-making process for the planning, budgeting, and ~~the~~ development of the print and online newspaper . Students will explore the basic structure of different types of stories, the use of images and photography, and production of the print and online newspapers . Enrollment is limited to ~~student leaders~~ students on the Express.

1 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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:

Journalism.

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. ~~Serve~~ Collaborate ~~as~~ effectively ~~a~~ with ~~leader~~ editors, ~~for~~ staff ~~the~~ writers, ~~weekly~~ copy ~~college~~ editors, ~~newspaper~~ photographers , graphic designers, and digital editors to create content on multiple platforms.
B. Critically analyze and evaluate The Express, ~~recognizing,~~ demonstrating ~~acquiring, producing, and distributing content; student will lead others in increased~~ increasing understanding of the standards of journalism , including effective use of journalistic writing style, visuals, design, layout, and ~~design~~ editing.
C. Demonstrate the ability to recognize, acquire, produce, and ~~increased~~ distribute ~~understanding~~ content ~~of~~ for ~~online~~ The ~~distribution~~ Express across multiple platforms .

Course Objectives:

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

A. Perform as an editor , manager, or ~~manager~~ staff member for the newspaper and demonstrate an understanding of the different ~~leadership~~ roles on the newspaper;
B. ~~Direct and guide newspaper staff members~~ Learn to fulfill specific jobs on the staff , including staff writers, photographers, graphic artists, multimedia staff, social media staff, and production crew;
C. Participate ~~in and help guide the staff~~ in issue planning, budgeting, assignments, meeting all deadlines, designing, and producing the online and print ~~issues of the~~ Express;
D. Function as a member of ~~a~~ the ~~leadership~~ staff team in ~~editorial board~~ meetings and ~~staff meetings~~ critiques ;
E. Describe and participate in student media roles in the college community;
F. Edit assignments for grammar, style, clarity, and legal and ethical concerns.

Course Content:

1. Leadership ~~of~~ and ~~the~~ staff roles on college newspaper
    1. Editorial and management positions and responsibilities on the college newspaper

        1. Editor - - in - - chief
        2. Copy editors
        3. Section editors
        4. Production and design editors
        5. Online editors
        6. Business managers
        7. Social media manager

    2. Staff positions and responsibilities on the college newspaper
        1. Staff writer
        2. Staff photographer
        3. Social media team
        4. Copy editing team
        5. Production team

    3. Editor selection
    4. Staff communication
        1. Leadership styles
        2. ~~Editorial budgets~~ Styles

    5. Methods
    6. ~~Working with the newspaper staff~~
        1. ~~The roles and responsibilities of staff members~~
        2. Coaching staff members to fulfill their roles and responsibilities

2. ~~Leading in the~~ The production of the newspaper
    1. Issue and online planning
    2. Assignments with deadlines
        1. Story assignments
        2. Photo assignments
        3. Multimedia assignments

    3. The newspaper budget
    4. Issue and online design
    5. Production of the newspaper

6. Post-production and distribution

3. Collaborative teamwork in the production of the newspaper
    1. A ~~leader'~~ staff member' s responsibility at meetings and in the lab
    2. The decision-making process
        1. Editorials
        2. Filling open editorial board positions
        3. The editorial board's role in setting policy

4. The leaders' responsibility to:
    1. the staff
    2. the readers
    3. the college and community
    4. ethics and standards of journalism
    5. design

5. Editing the work of others
    1. grammar
    2. style
    3. clarity
    4. legal concerns
    5. ethical concerns

Methods of Instruction:

1. Critique - ~~Coaching~~ Coach student leaders to critique their work and the work of others. "Hell Sheets" in which the class critiques issues and online work for strengths and weaknesses
2. Discussion - ~~Discussing~~ Discuss standards of journalism and legal and ethical issues ~~with student leaders.~~
3. Individualized Instruction - ~~Coaching~~ Coach students to develop their skills as a ~~writer~~ staff member and a leader
4. Field Trips - Travel to media outlets or journalism conference
5. Guest Lecturers - Media professionals will serve as guest lecturers
6. Lab - Produce content for distribution online or in print .
7. Lecture - Cover all phases of news-gathering, writing, online and print production, and distribution
8. Projects - Assignments in writing, style, and standards
9. Research - Conduct research before interviewing a source or writing a story
10. Directed Study - Direction to fulfill a specific role on the newspaper staff
11. Brainstorming/planning/discussing at ~~editorial board~~ staff meetings ~~.~~
12. ~~Coaching student leaders to perform role of a leader, including leading~~ Leading and participating at meetings ~~, filling staffing needs,~~ and developing and refining editing skills ~~.~~
13. Individual conferences with students ~~.~~
14. Decision-making in which students plan, delegate, and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal consideration with ~~adviser~~ advisor providing appropriate advice and counsel.

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Field Trips
    1. Once per semester
D. Group Projects
    1. Weekly
E. Home Work
    1. Weekly
F. Individual consultation with students
    1. Weekly
G. Lab Activities
    1. Weekly
H. Papers
    1. Weekly
I. Research Projects
    1. Weekly
J. Critiques will occur on a weekly basis. Participation in staff meetings will occur on a weekly basis.

Typical Outside-of-Class Assignments

A. Other:

1. Perform role as a student leader.

    1. Prepare proposed assignments for The Express.
    2. Present the proposed assignments to the editorial board.
    3. Participate in editorial board discussion of the assignments.
    4. Assist in making assignments to staff.
    5. Edit the assignments.
    6. Participate in page and online design.
    7. Participate in production.
    8. Participate in distribution. Create visuals for a club fair on campus.

B. Present a summary of your leadership duties and responsibilities to the staff.

Writing:

1. Participate in editorial board meetings.
2. Participate in final exam, preparing for a journalism contest. Prepare for, research, write, and edit a story about a club fair on campus.

Textbooks (Typical):

OER:

1. Tara Cuslidge-Staiano *A Guide to Newswriting.* 3rd /e, San Joaquin Delta College, 2025. https://oercommons.org/courses/a-guide-to-newswriting.

Textbook:

1. ~~Brian S. Brooks, James L. Pinson~~ Working with Words: A Handbook for Media Writers and Editors. ~~10th ed., Bedford/St. Martin's, 2020.~~
2. Associated Press ~~*The Associated Press*~~ *AP Stylebook*, ~~*and*~~ *58th* ~~*Briefing*~~ *Edition,* ~~*on Media Law*~~ *2026-2028*. ~~55th~~ 58th ed., Basic Books, ~~2020~~ 2026.
3. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw-Hill, 2012.
4. Rachele Kanigel *The Student Newspaper Survival Guide.* 2nd ed., Blackwell Publishing, 2012.
5. ~~-~~ Style Guide and Staff Manual of the Express. ~~, Las Positas College Express, 2020.~~
6. Robin Williams *The Non-Designer's Design Book.* 4th ed., Peachpit Press, 2014.

Other Materials Required of Students

1. ~~Data storage device.~~

Equity Based Curriculum

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

Requisite Validation

DE Proposal

Delivery Methods

- ~~Fully~~ **Online with the Flexible In-Person Component (~~FO~~ 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.

This class is most effective when collaboration can occur in person, but these functions could occur online during an emergency.

Rationale for DE

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

After consulting with my dean and colleagues, we decided to offer all of The Express classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. In addition, we are asking for partially online to allow for flexibility in the future.

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

The decision was made after discussion with my colleague and our dean and after hearing from students in the 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:

- 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~~ Weekly
- ~~of~~ **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Weekly
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~Minimum of~~ 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: ~~Minimum of~~ 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: Monthly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments .*
  Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings .*
  Frequency: Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Minimum of~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~Minimum of~~ 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: Weekly ~~, with student stories and images due about 6 or 7 times during the semester.~~
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Weekly ~~, with student stories and images due 6 or 7 times during the semester.~~
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Weekly ~~(synchronous). Asynchronous and synchronous guest lectures are also planned.~~
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~One time per month video will be used to help with understanding.~~ Monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: One ~~virtual field trip~~ per semester ~~.~~
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Weekly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000516091

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism

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

Course Modification: JAMS 24A - Naked Magazine: College Magazine A

Course Modification: JAMS 24A - Naked Magazine: College Magazine A (Launched)
compared with
JAMS 24A - Naked Magazine: College Magazine A (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 24A
Naked Magazine: College Magazine A

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 24A - Naked Magazine: College Magazine A
3.00 Units

Creation of a journalistic-style student magazine. Emphasis is placed on developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business ~~-~~ side of the magazine, and exploring ethical issues.
2 Units Lecture 1 Units Lab

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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:

Mass Communication.

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. Research, interview sources, orranize, and write accurate, engaging articles using appropriate journalistic style.
B. Contribute to the student magazine, Naked, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style.
C. Design and edit stories and visuals in proper magazine style at a beginner level.

Course Objectives:

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

A. Take an active part in overall ~~editorial~~ story and visual development, application of magazine ~~policies~~ style, graphic style, business decisions, and editorial ~~topics~~ development
B. Practice collaborative decision making and explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor ~~-~~ in ~~-~~ chief, managing editor, art director, writer, photographer, artist, production staff, copy editor, and web editor
C. Explain and demonstrate specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, ethical standards, and values
D. Develop and apply skills in computer graphics, page design, photo planning, and web design~~;~~
E. Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community;
F. Practice professional journalistic standards of ethics and explain press law regarding matters of libel and privacy.

Course Content:

Lecture:

1. Preparing for, researching, and writing ~~editorials on desktop publishing software~~ stories
    1. Developing content based on audience
    2. Developing package plans

3. Writing ~~editorials~~ stories for magazine publication
4. Planning visuals for publication
5. Conducting research and interviews

2. Attending scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
3. Applying magazine style, standards, and values
    1. Magazine style
        1. Overview
        2. Use
    2. Advertising and public relations
4. Using beginning magazine visuals
    1. Creating photographs, computer graphics, and artwork for use in a magazine
    2. Correlating visuals and ~~editorials~~ stories in a magazine
    3. Participating in digital layout and graphic design
    4. Transitioning the print magazine to the online version
        1. Print online: transitioning from print to web
        2. Visuals online: transitioning from print to web
        3. Interaction with online audience
5. Developing the magazine and its audience
    1. Defining audience
    2. Creating content based on audience
    3. Advertising sales based on audience
    4. Marketing to the audience
6. Applying magazine law and ethics
    1. Ethics in magazine publication
    2. Accuracy
    3. The magazine and the law

Lab Activities:

1. Prepare for, research, and write content for the magazine.

2. Work with editors and advisors to improve written content.
3. Plan, acquire, and edit visuals for the magazine.
4. Plan, revise, layout, and edit magazine pages.
5. Seek sponsorships and advertising revenue for the magazine.

Methods of Instruction:

1. Written Exercises - Assignments in writing, style, and standards
2. Guest Lecturers - Media professionals will serve as guest lecturers
3. Field Trips - Travel to media outlets or journalism conferences
4. Critique - Group critique sessions and analysis of publications and stories
5. Discussion - Group decision-making in which students plan, delegate and assign jobs, choose content, govern issues regarding ethics, taste, and legal considerations, with adviser and editors providing appropriate advice and counsel
6. Critique - Critiques of past issues of magazine for strengths and weaknesses
7. Classroom Activity - Brainstorming/planning/discussing at staff meetings
8. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
9. Individualized Instruction - Individual conferences about work produced
10. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content. Plan, acquire, and edit visuals for the magazine. Plan, revise, layout, and edit magazine pages. Seek sponsorships and advertising revenue for the magazine.
12. Lecture - Present standards of journalism and the process of writing a story. The lecture covers all phases of news-gathering, writing, online and print production, and distribution
13. Projects - Complete assignments in writing, visual creation, and layout
14. Research - Conduct research before interviewing a source or writing a story

Methods of Evaluation

A. Class Participation
   1. Weekly
B. Class Work
   1. ~~Write~~ Weekly
C. Field ~~a~~ Trips
   1. Once ~~lede~~ per ~~and nutgraph for your story.~~ semester
D. Group Projects
   1. ~~Working~~ Monthly
E. Home Work
   1. Weekly
F. Individual consultation with ~~a~~ students
   1. Monthly
G. Lab ~~designer and a photographer, create a dummy of your story, including all visuals.~~ Activities
   1. Weekly
H. Portfolios
   1. ~~The~~ Once ~~completed~~ per ~~magazine serves as a portfolio for student editors.~~ semester
I. Projects
   1. Monthly
J. Quizzes
   1. ~~Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz.~~ Monthly
K. Research Projects
   1. ~~Conduct research on a person for a magazine profile.~~ Monthly

Typical Outside-of-Class Assignments

A. ~~Other~~ Activity:

   1. ~~Reading~~

      1. ~~Read~~ Create ~~Chapter~~ a ~~9, "The Structure~~ dummy of ~~Writing"~~ the ~~in Feature~~ visuals and ~~Magazine~~ text ~~Writing:~~ for ~~Action,~~ your ~~Angle~~ story using principals of design and ~~Anecdotes~~ magazine ~~and complete a reading check in which you analyze and discuss some methods to improve your own writing and correct some practice sentences~~ style.

B. Writing
   :

      1. Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

Textbooks (Typical):

OER:

1. American Society of Magazine Editors *The National Magazine Awards 2025.* 2025 /e, American Society of Magazine Editors, 2026. https://asme.memberclicks.net/feature-writing-2025.

Textbook:

1. Marcus Thompson, II *Golden : The Miraculous Rise of Steph Curry* . 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press ~~*Associated Press*~~ *AP Stylebook* , ~~*and*~~ *58th* ~~*Briefing*~~ *Edition,* ~~*on Media Law*~~ *2026-2028* . ~~Rev~~ 58th ed., Basic Books, ~~2018.~~
3. ~~Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson~~ Working with Words: A Handbook for Media Writers and Editors. ~~8th ed., Bedford/St. Martin's, 2015.~~
4. ~~The American Society of Magazine Editors~~ The Best American Magazine Writing 2017. ~~2017 ed., Columbia University Press, 2017~~ 2026 .
5. Sammye Johnson, Patricia Prijatel *The Magazine from Cover to Cover.* 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

1. Computer card, disk, reporter's notebook, and tape recorder.

Equity Based Curriculum

- Course Content
- Methods of Instruction
- Methods of Evaluation
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

- ~~**Fully**~~ **Online with the Flexible In-Person Component (~~FO~~ 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 consulting with my dean and colleagues, we decided to offer all Naked Magazine classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.~~

After consulting with my dean and colleagues, we decided to offer all Naked Magazine classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

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

The decision was made after discussion with my colleague and our dean and after 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:

- 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: ~~This~~ Weekly
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class twice per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~Social networking will be used at least once in the class. It is used for distribution of content as well as communication within the the class.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other 's on postings.*
  Frequency: **a** ~~weekly basis to produce content for Naked Magazine.~~ 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: ~~Students will work in groups with editors on a weekly basis to produce content for Naked Magazine.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~Social networking will be used at least once in the class. It is used for distribution of content as well as communication within the the class.~~ Monthly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as a class once per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ 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: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a monthly basis with student stories and images due at least twice per semester.~~ Monthly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a monthly basis with student stories and images due at least twice per semester.~~ Monthly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Reading checks based on class readings will be given at least once.~~ Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Once~~ Weekly
- ~~per~~ **Video:** ~~week synchronous lectures~~ *Video will be given. used Asynchronous to demonstrate procedures and synchronous to guest help lectures students are visualize also concepts.*
  Frequency: **planned** ~~in conjunction with a local conference and a regional conference.~~ Monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~There~~ Once ~~will~~ per ~~be two virtual field trips for conferences.~~ semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~This will be done on a monthly basis.~~ Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~This will be done on a monthly basis.~~ Monthly

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 resume highlighting journalism experience in writing, editing, design, and layout
At least one example of a published news feature magazine story of 1000 words or more
At least one example of a published magazine photograph, infographic, illustration, or advertisement
At least one example of a published page design
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
CCC000589263

CB03: TOP Code
060200 - Journalism

CIP Code
09.0401 - Journalism

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
B - Advanced Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

CB26: Course Support Course Status
N - Course is not a support course

CB27: Upper Division Status

Course Modification: JAMS 24B - Naked Magazine: College Magazine B

Course Modification: JAMS 24B - Naked Magazine: College Magazine B (Launched)
compared with
JAMS 24B - Naked Magazine: College Magazine B (Active - Implemented 08-15-2025)

Admin Outline for Journalism and Media Studies 24B
Naked Magazine: College Magazine B

Effective: Fall ~~2025~~ 2027

Catalog Description:

JAMS 24B - Naked Magazine: College Magazine B
3.00 Units

Leadership in the creation and promotion of a journalistic-style student magazine, including development of skills in areas of social media and multimedia. Emphasis is placed on practicing and refining intermediate-level journalism skills while developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business - side of the magazine, and exploring ethical issues.

2 Units Lecture 1 Units Lab

Prerequisite(s):

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

- JAMS 24A

Recommended Course Preparation:

- Eligibility for ENGL C1000.

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:

Mass Communication.

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. Research, interview sources, organize, and write accurate, engaging articles using appropriate journalistic style.
B. Contribute to the student magazine, Naked, with an intermediatelevel of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style.
C. Design and edit stories and visuals in proper magazine style at an intermediate level.

Course Objectives:

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

A. Work as a productive team member of the magazine staff with increased responsibility from ~~MSCM~~ JAMS ~~34A~~ 24A
B. Develop and apply skills in ~~computer~~ graphics, page design, photo planning, and web design with increased responsibility from ~~MSCM~~ JAMS ~~34A~~ 24A
C. Lead others in the overall ~~editorial~~ story and visual development, application of magazine policies, graphic style, business decisions, and editorial topics
D. Create story packages and lead others in creating magazine story packages for print or online , ~~that may include~~ including the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
E. Practice collaborative decision-making and lead, explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor - - in - - chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
F. Explain, demonstrate, and lead others in developing specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values
G. Work to improve the magazine continuously to better meet the needs of the readership and the Las Positas College community
H. Lead others in professional journalistic standards of ethics ; and explain press law regarding matters of libel and privacy
I. Use social media and lead others to use social media to effectively promote and supplement the magazine
J. Use multimedia and lead others in using multimedia to tell a story or promote an event for the magazine

K. Design and create at least one infographic for use in the magazine
L. Represent the magazine as a leader and journalist at events such as ~~forums for hiring administrators,~~ meetings, celebrations, and conferences

Course Content:

Lecture:

1. Leadership and increased responsibility relating to preparing for, researching, and writing stories for the magazine. Model, guide, and lead others in
    1. Finding and recognizing stories for the magazine
    2. Creating visuals ~~linked to~~ for written content
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Developing secondary story ideas
    9. Attending and leading scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
2. Lead others in applying magazine style, standards, and values to ~~computer~~ graphics, ~~graphics~~ illustrations, page design, photo planning, and web design
3. Lead others in using beginning magazine visuals
    1. Creating photographs, ~~computer~~ graphics, and ~~artwork~~ illustrations for use in a magazine
    2. Correlating visuals and ~~editorials~~ stories in a magazine
    3. Participating in digital layout and graphic design ~~:~~
4. Work with the leadership team and magazine staff to
    1. Brainstorm story ideas
    2. Create story packages to include: ~~themain~~ the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
5. Develop leadership style and skills through collaboration with staff and editors and through assuming at least one leadership ~~fole~~ role, including editor ~~-~~ ~~-~~ in ~~-~~ ~~-~~ chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
6. Lead others to develop specific journalistic skills, including interviewing, researching, writing, editing, critical thinking, and meeting journalist standards
7. Leadership with respect to the magazine and its evolving audience
    1. Defining audience
    2. Creating content based on audience
    3. Advertising sales based on audience
    4. Marketing to the audience
    5. Using social media to connect with the audience
8. Applying magazine law and ethics
    1. Ethics in magazine publication
    2. Accuracy
    3. The magazine and the law
9. Social media and the magazine
    1. Promotion of the magazine on social media
    2. Publication events
    3. Developing relationships with potential readers and advertisers
10. Transitioning the print magazine to the online version
    1. Website and online publication
    2. ~~Visual~~ Visuals online
    3. Multimedia online
    4. ~~Interaction with the online audience~~
11. ~~Infographic~~ Infographics for print ~~or~~ and online ~~edition~~ editions
    1. Recognize information suitable for presentation as an infographic
    2. Acquire, design, produce, and publish an infographic
12. Leadership in the college community

Lab Activities:

1. Prepare for, research, and write content for the magazine.
2. Work with editors and advisors to improve written content.
3. Plan, acquire, and edit visuals for the magazine.
4. Plan, revise, layout, and edit magazine pages.
5. Seek sponsorships and advertising revenue for the magazine.

Methods of Instruction:

1. Individualized Instruction - Individual conferences about work produced

2. Discussion - Group decision-making in which students plan, delegate , and assign jobs, choose content, govern issues regarding ethics, taste , and legal considerations, with adviser and editors providing appropriate advice and counsel
3. Written Exercises - Assignments in writing, style, and standards
4. Guest Lecturers - Media professionals will serve as guest lecturers
5. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
6. Critique - Group critique sessions and analysis of publications
7. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
8. Critique - Critiques of past issues of magazine for strengths and weaknesses
9. Classroom Activity - Brainstorming/planning/discussing at staff meetings
10. Field Trips - Travel to media outlets or journalism conferences
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content. Plan, acquire, and edit visuals for the magazine. Plan, revise, ~~layout~~ lay out , and edit magazine pages. Seek sponsorships and advertising revenue for the magazine
12. Lecture - Present standards of journalism and the process of writing a story . Lecture covers all phases of news-gathering, writing, online and print production, and distribution
13. Research - Conduct research before interviewing a source or writing a story
14. Projects - Complete assignments in writing, visual creation, and layout

Methods of Evaluation

A. Class Participation
   1. Weekly
B. Class Work
   1. ~~Work~~ Weekly
C. Field ~~with~~ Trips
   1. Once ~~other~~ per ~~students to refine their a ledes and nutgraphs.~~ semester
D. Group Projects
   1. ~~Working~~ Monthly
E. Home Work
   1. Weekly
F. Individual consultation with ~~a designer and a photographer, create a dummy of your story, including all visuals.~~ students
   1. Monthly
G. ~~Portfolios~~ Lab Activities
   1. ~~The completed magazine serves as a portfolio for student editors.~~ Weekly
H. Projects
   1. Monthly
I. Quizzes
   1. ~~Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz. (This book changes every year, so students will not be quizzed on the same work for A and B.)~~ Monthly
J. Research Projects
   1. ~~Conduct research on a person for a magazine profile.~~ Monthly

Typical Outside-of-Class Assignments

A. ~~Other:~~

   Activity:

   Create a dummy of the visuals and text for the magazine using principals of design and magazine style.

   1. ~~Leading:~~

      1. ~~Lead a group discussion in which the magazine staff explores, identifies, and assigns stories and visuals for the upcoming edition.~~

   B. Writing ~~:~~

      :

      Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

      1. ~~Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.~~

Textbooks (Typical):

OER:

1. American Society of Magazine Editors *The National Magazine Awards 2025.* 2025 /e, American Society of Magazine Editors, 2025. https://asme.memberclicks.net/feature-writing-2025.

Textbook:

1. Marcus Thompson, II *Golden : The Miraculous Rise of Steph Curry* . 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press, ~~*Associated Press*~~ *AP Stylebook , ~~and~~ 58th ~~Briefing~~ Edition, ~~on Media Law~~ 2026-2028* . ~~Rev~~ 58th ed., Basic Books, ~~2017.~~
3. ~~Brooks, Brian S., James L. Pinson, and Jean Gaddy Wilson,~~ Working with Words: A Handbook for Media Writers and Editors. ~~8th ed., Bedford/St. Martin's, 2015.~~

4. ~~Clark, Roy Peter and Don Fry,~~ The Best American Magazine Writing 2017. ~~2017 ed., Columbia University Press, 2017~~ 2026 .
5. Johnson, Sammye and Patricia Prijatel, *The Magazine from Cover to Cover.* 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

1. Reporter's notebook and recording device.

Equity Based Curriculum

- Course Content
- Course Objectives
- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

A. JAMS 24A

Content Review

Required

- Take an active part in overall editorial and visual development, application of magazine policies, graphic style, business decisions, and editorial topics
- Practice collaborative decision making and explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
- Explain and demonstrate specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values
- Practice professional journalistic standards of ethics and explain press law regarding matters of libel and privacy.

Recommended

- Develop and apply skills in computer graphics, page design, photo planning, and web design;
- Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community;

DE Proposal

Delivery Methods

- ~~Fully~~ **Online** **with the Flexible In-Person Component** **(** ~~**FO**~~ **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 consulting with my dean and colleagues, we decided to offer all Naked Magazine classes as Fully Online courses in case of an emergency situation. This ensures that students are not prolonging their time in college to complete courses due to an emergency beyond their control. This course is part of a degree at LPC.

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

The decision was made after discussion with my colleague and our dean and after 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: ~~This~~ Weekly
- **Discussion board:** *The instructor will be regularly done participate on in a discussions weekly that basis deal with academic content , at will minimum 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: ~~This will be done on a weekly basis.~~ Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: ~~This will be done on a weekly basis, at minimum.~~ Weekly
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~We will meet as a class twice per week. Individual web conferencing will also take place as a supplement.~~ Weekly
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: ~~Social networking will be used at least once in the class. It is used for distribution of content as well as communication within the the class.~~ 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: ~~This will be done on a weekly basis.~~ Weekly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ 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 email post to the discussion board, answering questions posed by the instructor. They will also reply to each other 's on postings.*
  Frequency: ~~a~~ ~~weekly basis to produce content for Naked Magazine.~~ 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: ~~Students will work in groups with editors on a weekly basis to produce content for Naked Magazine.~~ Weekly
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: ~~This will be done on a weekly basis.~~ Weekly
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: ~~We will meet as a class once per week. Students will interact with each other during these conferences and may set up additional times to meet.~~ Weekly

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: ~~This will occur on a weekly basis.~~ Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~This will occur on a monthly basis with student stories and images due at least twice per semester.~~ Monthly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~This will occur on a monthly basis with student stories and images due at least twice per semester.~~ Monthly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: ~~Reading checks based on class readings will be given at least once.~~ Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Once~~ Weekly
- ~~per~~ **Video:** ~~week synchronous lectures~~ *Video will be given. used Asynchronous to demonstrate procedures and synchronous to guest help lectures students are visualize also concepts.*
  Frequency: ~~**planned** in conjunction with a local conference and a regional conference.~~ Monthly
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: ~~There~~ Once ~~will~~ per ~~be two virtual field trips for conferences.~~ semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: ~~This will be done on a monthly basis.~~ Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: ~~This will be done on a monthly basis.~~ Monthly

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589069

CB03: TOP Code

060200 - Journalism

CIP Code

09.0401 - Journalism

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

Course Modification: NBUS 216 - Career Success Through Compassion

Course Modification: NBUS 216 - Career Success Through Compassion (Launched)
compared with
NBUS 216 - Career Success Through Compassion (Active - Implemented 08-15-2025)

Admin Outline for Noncredit Business 216
Career Success Through Compassion

Effective: Fall ~~2025~~ 2027

Catalog Description:

NBUS 216 - Career Success Through Compassion
54 Hours

This course ~~gives~~ introduces ~~students~~ practical ~~the~~ skills ~~tools~~ for ~~needed~~ career ~~to~~ readiness ~~exhibit~~ through compassion, emotional regulation, ~~in~~ and ~~the~~ respectful ~~workplace~~ communication. ~~However~~ Students identify strengths and goals, examine influences on their choices, and practice strategies for navigating challenges, setting healthy boundaries, and building supportive relationships. Emphasis is placed on personal safety, accountability, problem-solving, and using feedback and reliable guidance. Students apply these skills ~~are applicable~~ to ~~every single part of life. The tools the students will add to their tool box will bring greater meaning to their relationships~~ school, ~~at work and in their personal lives. Some skills include, but are not limited to, building compassion, resisting destructive behaviors and influences, identifying positive influences and mentors, learning from all experiences, perseverance through obstacles~~ community, and ~~managing~~ workplace ~~disappointment.~~ situations ~~This~~ and ~~course~~ develop ~~is~~ an ~~highly~~ action ~~recommended~~ plan ~~for~~ toward ~~students~~ an ~~who are currently in the workforce,~~ educational or ~~planning~~ career ~~to join the workforce~~ goal.

18 hours lecture.

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

Course Grading:

Pass/No Pass

Justification for course proposal
This course will help students develop and practice new skills necessary for success in the workplace.

Discipline:

Vocational (short-term): Noncredit.

Number of Times Course May Be Taken for Credit:

Student Learning Outcomes

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

A. ~~Identify~~ Explain how people, culture, media, and environments influence choices and behavior.
B. Create an action plan with realistic steps toward a meaningful personal, educational, or career goal based on identified strengths and areas ~~of~~ for ~~improvement, along with goals and dreams~~ growth.
C. ~~Describe~~ Apply ~~ways~~ healthy strategies to ~~block~~ manage ~~out~~ emotions, ~~negative~~ disappointment, ~~influences~~ conflict, and ~~focus~~ setbacks while demonstrating perseverance and adapting as needed to stay on ~~positive~~ track ~~influences,~~ toward ~~to~~ a ~~ensure career goals are attained~~ goal.
D. ~~Articulate methods to forgive~~ Identify and ~~move~~ evaluate ~~on~~ sources ~~when~~ of ~~a friend or coworker has caused harm or pain~~
E. ~~Select trusted individuals to provide wise counsel~~ guidance and ~~guidance~~ support ~~to~~ for ~~achieve~~ safety ~~career~~ and ~~goals~~ reliability.
F. ~~Work~~ Demonstrate ~~through~~ compassion ~~obstacles~~ while maintaining personal boundaries, ~~focusing~~ protecting ~~on goals~~ safety, and ~~milestones.~~
G. ~~Use~~ taking ~~tools~~ responsibility for ~~emotional~~ one's ~~regulation so negative emotions don't negatively affect the workplace~~ actions.

Course Objectives:

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

A. Identify personal strengths, interests, values, and areas ~~of~~ for ~~improvement,~~ growth ~~along~~ related ~~with~~ to ~~goals~~ educational and ~~dreams~~ career readiness.
B. ~~Describe~~ Explain compassion and identify ways to ~~block~~ demonstrate ~~out~~ care ~~negative~~ and ~~influences~~ respect for others while maintaining personal boundaries.
C. Describe how everyday habits, use of time, rest, and ~~focus~~ available ~~on~~ resources ~~positive~~ can ~~influences~~ affect progress toward goals.
D. Explain how family, peers, culture, media, and school or workplace environments can influence choices, recognizing differences in people's experiences and perspectives.
E. Recognize emotions and demonstrate strategies for managing responses to ~~ensure~~ disappointment, ~~career goals are attained~~
F. ~~Articulate methods to forgive~~ stress, and ~~move~~ setbacks ~~on~~ in ~~when~~ school, ~~a friend~~ community, or ~~coworker~~ workplace ~~has~~ situations.
G. Distinguish ~~caused~~ between everyday disagreements and situations involving harm or ~~pain~~ unsafe behavior, and identify appropriate responses, boundaries, and sources of support.
H. ~~Select~~ Demonstrate ~~trusted~~ respectful ~~individuals~~ communication through listening, expressing needs, responding to ~~provide wise counsel~~ feedback, and ~~guidance~~ taking responsibility for one's actions.

I. Develop an educational or career action plan that includes a meaningful goal, manageable steps, a realistic timeline, needed resources, and a way to ~~achieve~~ review ~~career goals~~
J. ~~Work through obstacles, focusing on goals and milestones~~
K. ~~Use tools for emotional regulation so negative emotions don't negatively affect the workplace~~ progress.

Course Content:

1. ~~Personal~~ Discovering ~~inventory~~ Your Strengths and Goals
    1. ~~What~~ Identify ~~is~~ personal ~~compassion?~~ strengths, interests, values, and areas for growth.
    2. ~~Building~~ Explore compassion ~~relies~~ as ~~on~~ recognizing ~~LIFE~~ and ~~(Labor,~~ responding ~~Influence,~~ to ~~Forgiveness,~~ others' ~~Experiences)~~ feelings and needs while respecting your own.
    3. ~~Our~~ Describe how values ~~inform~~ can ~~our~~ guide goals, ~~which~~ choices, ~~inform~~ and the ~~way~~ use ~~we spend~~ of time.
    4. ~~How~~ Set ~~can~~ meaningful ~~you~~ personal, ~~use~~ educational, ~~LIFE to be successful in your~~ or career goals.
    5. Recognize that people have different opportunities, responsibilities, and ~~in~~ support ~~professional relationships~~ needs.
2. ~~Labor~~ Building ~~is~~ Everyday ~~how you use your body to achieve your goals~~ Habits
    1. ~~Achieving~~ Explore how everyday habits can support learning, well-being, and progress toward goals.
    2. Break larger goals ~~requires~~ into ~~investing~~ manageable steps.
    3. Practice planning time for responsibilities, rest, and ~~energy~~ activities that matter to you.
    4. ~~"The~~ Identify ~~secrets~~ habits and circumstances that help or interfere with progress, without labeling yourself or others.
    5. Adjust routines and seek support when demands become difficult to ~~your future are hidden in your daily routines~~ manage."
    6. ~~Addictive and destructive behaviors affect our ability to achieve our dreams~~
    7. ~~Tips for managing hard times at work to grow your career~~
3. ~~Culture~~ Understanding ~~influences~~ What ~~your~~ Shapes ~~life~~ Our Choices
    1. ~~Society~~ Examine how family, ~~your neighborhood~~ culture, ~~your~~ friends, school, community, media, and workplace expectations can influence choices.
    2. Recognize that people may experience the same environment differently.
    3. Practice making choices that reflect your ~~ethnicity~~ values while respecting differences.
    4. Explore ways to respond to pressure, ask questions, and ~~your~~ seek ~~family~~ support.
    5. Identify ways to contribute to respectful, inclusive environments at school and ~~background all influence and impact your life~~
    6. ~~Influences can be positive and negative~~
    7. ~~Ways to stay true to yourself without feeling left out or alone~~
    8. ~~Ways that you can positively impact the culture at~~ work ~~and reject destructive behaviors that can cost you your job~~.
4. ~~Forgiveness~~ Responding ~~begins~~ with ~~by~~ Healthy ~~acknowledging that you have been hurt~~ Boundaries
    1. ~~Forgiveness~~ Recognize ~~requires courage to face your pain~~ feelings and ~~hurt~~ personal boundaries when an interaction feels uncomfortable, disrespectful, or unsafe.
    2. Practice communicating needs and ~~find~~ limits ~~ways to let it go~~
    3. ~~Forgiveness is a sign of strength –~~ when it is ~~a way~~ safe to ~~release~~ do ~~toxins~~ so.
    4. ~~Research~~ Distinguish ~~has~~ everyday ~~found~~ disagreements from situations involving harm, harassment, or unsafe behavior.
    5. Identify when to step away, ask for help, or report a concern.
    6. Explain that ~~prolonged~~ compassion ~~"un-forgiveness"~~ does ~~makes~~ not ~~people~~ require ~~500~~ excusing ~~times more likely to die before the age of 50 – people think it is a form of self-protection~~ harm, ~~but~~ forgiving ~~it causes harm~~
    7. ~~To be successful in your career~~ someone, ~~you~~ or ~~will~~ continuing ~~need to let irritations and hurt go~~ contact.
5. ~~Negative~~ Navigating ~~experiences~~ Challenges ~~don't~~ and ~~have~~ Managing ~~to destroy your life~~ Emotions
    1. ~~You~~ Recognize ~~can change your perspective~~ emotions and ~~focus~~ how ~~on~~ they ~~the~~ may ~~future~~
    2. ~~Negative~~ affect ~~experiences can create fear~~ thoughts, ~~anxiety~~ physical ~~and depression~~
    3. ~~Positive experiences can create joy, hope~~ sensations, and ~~excitement for the future~~ actions.
    4. ~~It~~ Understand ~~is~~ that ~~important~~ emotions ~~to~~ provide ~~work~~ information ~~through negative experiences at work so they~~ and do not ~~diminish~~ define ~~your~~ a ~~professional~~ person's ~~potential~~ character or worth.
    5. Practice strategies such as pausing, grounding, taking a break, and asking for support.

6. Consider possible responses to disappointment, conflict, and setbacks.

7. Recognize when a situation requires additional support rather than an individual coping strategy.

6. ~~Labor~~ Staying ~~requires~~ Flexible ~~perseverance~~ and Working Toward Goals
    1. ~~Obstacles~~ Recognize that setbacks , ~~difficulties,~~ changing ~~failures~~ circumstances , and ~~detours~~ uncertainty ~~are~~ can ~~part~~ affect ~~of any great achievement~~ progress.
    2. ~~To~~ Practice ~~be~~ problem-solving ~~successful~~ by ~~you~~ identifying ~~must~~ a ~~overcome~~ challenge, considering options , and ~~continue~~ choosing ~~working~~ a ~~towards~~ realistic next step.

    3. Use feedback to adjust a plan or develop a skill.

    4. Recognize when persistence, rest, additional support, or a change in direction may be helpful.

    5. Identify resources and people who can help with personal, educational, or career goals.

    6. Recognize progress without comparing your ~~goals~~

    7. ~~Doing nothing gets you nothing~~

    8. ~~To grow in your profession you will need~~ timeline to ~~find~~ someone ~~ways to solve problems, by using your resources~~

    9. ~~Build a network of people that can support you in your career~~ else's.
7. ~~People~~ Building ~~influence~~ Healthy ~~your~~ and ~~life~~ Supportive Connections
    1. ~~People~~ Identify ~~can~~ qualities ~~bring~~ of ~~hope~~ supportive relationships , ~~life~~ including ~~and healing to help you achieve your goals~~

    2. ~~People can also drain your energy~~ respect , ~~crush~~ honesty, ~~your spirit~~ reliability , and ~~destroy~~ care.

    3. Recognize ~~your~~ that ~~goals~~ healthy relationships allow differences, personal boundaries, and ~~dreams~~ independent choices.
    4. ~~Find~~ Practice listening, expressing needs, and respecting others' limits.

    5. Identify trusted adults, peers, educators, supervisors, and mentors ~~at work~~ who can ~~lift~~ provide ~~you~~ appropriate ~~up~~ support.

    6. Recognize concerning behaviors, including pressure, manipulation, discrimination , and ~~steer~~ repeated ~~clear~~ boundary ~~of~~ violations.

    7. Explore ~~negative influences who want~~ ways to ~~push~~ seek ~~you~~ help ~~down~~ or create distance when a relationship feels unsafe or harmful.
8. ~~Forgiveness~~ Choosing ~~is~~ Ways ~~a~~ to ~~process~~ Move Forward
    1. ~~Forgiveness~~ Recognize ~~rids~~ that ~~you~~ people respond to hurt and conflict differently and may need different kinds of ~~the~~ support.

    2. Explore ~~pain~~ options such as taking space, seeking support, reporting concerns, or participating in a supported conversation when safe and ~~hurt, but you may still have the memories and loss~~ voluntary.
    3. ~~Ways~~ Distinguish ~~to~~ an ~~work~~ apology ~~through~~ from ~~forgiveness~~

    4. ~~At work you must interact with people~~ accountability , ~~even~~ changed ~~those who have hurt you~~ behavior , and ~~you~~ rebuilding ~~can~~ trust.

    5. Practice ~~find~~ taking ~~ways~~ responsibility for your actions and making repairs when appropriate, while respecting another person's boundaries.

    6. Recognize that school and workplace expectations do not remove a person's right to ~~manage~~ safety ~~this~~ and support.
9. ~~Successful people learn~~ Learning from ~~the~~ Experience ~~experiences~~ and ~~of~~ Seeking ~~others~~ Guidance
    1. ~~Learning~~ Reflect ~~about~~ on everyday experiences to identify what worked, what was difficult, and what you might try next.

    2. Learn from others' ~~good and bad~~ experiences ~~will~~ while ~~shape~~ recognizing ~~you~~ that their circumstances may differ from your own.
    3. ~~They~~ Evaluate ~~can~~ guidance ~~help~~ by ~~you~~ considering ~~achieve~~ the ~~goals~~ source's knowledge, reliability, respect for boundaries , and ~~can~~ relevance ~~help~~ to ~~you~~ your ~~avoid pitfalls~~ situation.
    4. ~~Seek~~ Practice ~~wise~~ asking ~~counsel~~ questions, requesting feedback, and deciding how to use advice.
    5. Identify appropriate mentors and support resources at school, in the community, and at work .

    6. Create ~~that~~ an ~~can~~ action ~~teach~~ plan with realistic steps, needed support, and ~~guide~~ opportunities ~~you~~ to review progress.

Methods of Instruction:

1. Student Presentations - Students will complete oral and media presentations regarding course objectives.
2. Written Exercises - Students will document their conclusions based on reflection and review of course materials.

Methods of Evaluation

A. Class Participation
    1. Weekly

B. Individual consultation with students
    1. Weekly

C. Papers
    1. Weekly

D. Projects
    1. Once per term

Typical Outside-of-Class Assignments

A. Other:
    1. Instructor prepared activities, worksheets, discussions, etc.
    2. Capture discoveries and reflections digitally
    3. Create plan for next steps (i.e. goal-setting or decision making)
    4. Journaling or self-reflection essays

Textbooks (Typical):

Textbook:
1. Goodheart-Willcox *Soft Skills for the Workplace* . 2nd ed., Goodheart-Willcox , 2020.

Other Learning Materials:
1. Instructor prepared materials

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- 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.
~~• This course should be offered in hybrid/partially online mode to allow a greater variety of students to participate. This course is geared towards anyone interested in furthering their workplace skills, regardless of age, experience in industry, or location.~~

This course should be offered in hybrid/partially online mode to allow a greater variety of students to participate. This course is geared towards anyone interested in furthering their workplace skills, regardless of age, experience in industry, or location.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made to offer this course in a partially online mode to ensure that all students that are interested in, and can benefit from, the course content can participate.
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
- **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: As needed

Student-Student Interaction

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

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  Frequency: Twice per term
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Once per term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: Once per term

General Education/Transfer

General Education/Transfer Request

Codes and Dates

Course CB Codes

CB00: State ID
CCC000653419

CB03: TOP Code
050630 - Management Development and Supervision

CIP Code
52.0704 - Social Entrepreneurship

CB04: Credit Status
N - Non Credit

CB05: Transfer Status

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
J - Workforce Preparation Enhanced Funding

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category
J - Workforce Preparation

CB23: Funding Agency Category
A - This course was primarily developed using Economic Development funds

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

Course Modification: PHIL 1 - God, Nature, Human Nature

Course Modification: PHIL 1 - God, Nature, Human Nature (Launched)
compared with
PHIL 1 - God, Nature, Human Nature (Active - Implemented 08-15-2025)

Admin Outline for Philosophy 1
God, Nature, Human Nature

Effective: Fall ~~2025~~ 2027

Catalog Description:

PHIL 1 - God, Nature, Human Nature
3.00 Units

An exploration of the nature and range of philosophical inquiry in relation to everyday problems of humans as individuals, as ~~citizens~~ members of communities , as physical creatures, and as ~~creators of~~ spiritual and ~~artistic~~ religious ~~works~~ thinkers . Philosophical texts are analyzed with special attention given to the development of skills in analysis and argumentation. NOTE: Philosophy 2 and 4 are also introductory courses and may be taken before Philosophy 1 if a more detailed examination of ethical problems, the theory of knowledge, or political philosophy is desired.
3 Units Lecture

Recommended Course Preparation:

- Eligibility for ENGL C1000

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

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Philosophy.

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. Effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
B. Use philosophical methods to explain, apply and evaluate philosophical positions of their own and of significant historical figures.

Course Objectives:

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

A. Articulate and discuss the central questions and formative figures of the philosophical tradition
B. Evaluate and critique prominent theories about God, nature and human nature
C. Apply theories discussed in class to problems and questions facing humans in modern times
D. Show connections between the field of philosophy and other fields of inquiry such as humanities, religion, art, sociology, psychology, and the applied arts
E. Synthesize personal experience, individual research, and course information into a cogent and defensible philosophical theory
F. Explain personal philosophical positions to others in both written and spoken form
G. Work with others in a group to problem-solve philosophical issues

Course Content:

1. Definitions and overview
    1. Definitions of philosophy
    2. Essentials of the philosophical method
2. Theories of knowledge

1. The nature of knowledge
2. The problem of skepticism
3. Rationalism and empiricism
4. The scientific method
5. Self-knowledge and religious knowledge
6. ~~Naturalism~~ Comparative ~~and~~ epistemic ~~constructivism~~ traditions

3. The Nature of reality
    1. ~~Classical~~ Comparative classical theories of reality
    2. Dualism
    3. Materialism
    4. Idealism
    5. Representative realism

4. Understanding the self
    1. ~~Classical~~ Comparative classical theories of self
    2. Behaviorism and physicalism
    3. ~~Eastern challenges to self-identity~~
    4. The self in psychology
    5. Existentialist theories of self

5. Ethics
    1. ~~Classical~~ Comparative classical ethical theories
    2. Ethics and religion
    3. Relativism
    4. ~~Utilitarianism~~

6. ~~Modern deontological theory~~
7. ~~Ethical nihilism~~

- Political philosophy

1. ~~Classical~~ Comparative classical political theory
2. Rights and responsibilities
3. ~~Economics and the human condition~~
4. Theories of human freedom

5. Individual and collective identity

- Philosophy of Religion

1. ~~Classical~~ Comparative classical religious philosophy
2. Arguments for God's existence
3. The problem of evil
4. ~~The nature of religious experience~~

- ~~Philosophy of Art~~

1. ~~Classical aesthetic theory~~
2. ~~Defining art~~
3. ~~Debates on the value of art~~
4. ~~Understanding artistic experience~~

- Logic and argumentation

1. Background, premises, and conclusions
2. Making valid arguments
3. ~~Basics of formal logic~~
4. Avoiding fallacies in reasoning

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Student Presentations -
4. Final research and analysis project
5. Course text readings
6. Brief written assignments
7. ~~Multi-media presentations & analysis~~

Methods of Evaluation

A. ~~Both~~ Class ~~group~~ Participation
   1. Class ~~discussions~~ participation ~~{~~ will be weekly ~~}~~

B. Class ~~and~~ Work
   1. At ~~multi-media~~ lest ~~presentation analyses {0~~ 3 -5 times per term ~~}~~ .

C. Exams/Tests
   1. At ~~include~~ lest ~~written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. Student presentations {1~~ 2 - ~~2~~ 3 per term ~~}and~~

D. Group ~~final~~ Projects
   1. At ~~projects~~ least ~~{~~ one group project per term ~~}~~ .

E. Individual ~~are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas~~ consultation with ~~applied~~ students
   1. At ~~concerns. Brief~~ least ~~written assignments {~~ 3- ~~6~~ 5 times per term ~~}~~ .

F. Papers
   1. At ~~are~~ lest ~~evaluated~~ 3-5 ~~according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate ones own ideas as well as those of the philosophers we have studied. Essay and short-answer tests {1-4~~ papers per term ~~}~~ .

G. Projects

1. At are lest used one throughout substantial the project per term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course . A. Methods 1. Both group discussions and multi-media presentation analyses include written group accounts and are evaluated according to creativity, critical insight, formation of cogent arguments, and depth of understanding. 2. Student presentations and final projects are evaluated according to the quality of research, level of understanding of the philosophical content, and the ability to apply that material to make effective arguments which synthesize abstract philosophical ideas with applied concerns. 3. Brief written assignments are evaluated according to the extent to which they reflect an understanding of the material, an ability to apply that material effectively to personal experience, and an ability to critically evaluate ones own ideas as well as those of the philosophers we have studied. 1. Essay and short-answer tests may be used throughout the term to demonstrate knowledge of the key ideas, thinkers, and philosophical methods presented in the course.

Typical Outside-of-Class Assignments

A. Other:
   1. Lecture
      1. "Plato's analysis of the connection between religion and the ethnical life in his dialogue Euthyphro"
      2. "Descartes' argument for the existence of the human soul as found in his Meditations on First Philosophy"
   2. Group discussion
      1. What role does religion play in the establishing of contemporary ethical beliefs? How would Plato respond to our contemporary ethical ideas?
      2. Philosophically evaluate Descartes' argument that the soul can be more easily known than the body.
   3. Student presentations
      1. 1. Using Descartes' characterization of God as a response to Plato's challenges to religious ethics
      2. Challenges in contemporary psychology to Descartes' theory of self knowledge
   4. Multi-media presentations & analysis
      1. View clips from the 2008 presidential debates where religious arguments are made to support ethical views, followed by an analysis of Plato's theory in relation to these contemporary arguments.
      2. Watch short documentary film Mysteries of the Mind, followed by in-class group analysis of the implications for Descartes' theory of direct self-knowledge.
   5. Course text readings
      1. Read Plato's Euthyphro, and be prepared to discuss the central arguments in class.
      2. Read Meditation II from Descartes' Meditations on First Philosophy and be prepared to discuss his understanding of the nature of the human mind.
   6. Brief written assignments
      1. Evaluate Plato's arguments about religious ethics from your own point of view. Explain what you find to be the strengths and weaknesses of basing ethics on ones religious point of view.
      2. Using your own experience as an example, argue for or against Descartes' claim that we have direct, self-evident access to our own minds.
   7. Final research and analysis project
      1. Look back at the topics in philosophy that we have covered over the course of this class. Choose one topic that is of special interest to you and compose a 5-7 page paper that contrasts the arguments and perspective of two philosophers on that topic. Drawing from research and your own ideas, make a cogent argument for which philosopher's theory is more philosophically defensible.

Textbooks (Typical):

Textbook:

1. Joel Stephen Feinberg Stich , Russ Thomas Shafer-Landau Donaldson *Reason and Responsibility* *Philosophy : Readings in Some Basic* *Asking* *Questions , in Seeking* *Philosophy* *Answers* . 16th 2nd ed., Cengage Oxford University Press , 2017 2024 .
2. Manuel Velasquez *Philosophy: A Text with Readings.* 13th 14th ed., Cengage, 2017 2025 .
3. Descartes, Rene, *Meditations on First Philosophy.* 3rd ed., Hackett, 1993.
4. Hume, David, *Dialogues Concerning Natural Religion.* 2nd ed., Hackett, 1998.
5. Gary John Kessler Perry, Michael Bratman, John Martin Fisher *Voices* *Introduction* *of Wisdom: A Multicultural* *to* *Philosophy* *Reader* . 9th th ed., Wadsworth Oxford University Press , 2016 2026 .
6. Plato, *Five Dialogues: Euthyphro, Apology, Crito, Meno, Phaedo.* 2nd ed., Hackett, 2002.
7. Cahn, Steven M., *Exploring Philosophy: An Introductory Anthology.* 4th 8th ed., Oxford University Press, 2011 2023 .

Other Materials Required of Students

Equity Based Curriculum

- Catalog Description
- Course Content
- Course Objectives
- Student Learning Outcomes
- Methods of Instruction
- Methods of Evaluation
- Typical Assignments
- Textbooks/Materials
- DE Course Interaction

Requisite Validation

DE Proposal

Delivery Methods

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.
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

- **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: DE Previously Approved

Student-Student Interaction

- **Other:**
  Frequency:

Student-Content Interaction

- **Other:**
  Frequency:

General Education/Transfer

General Education/Transfer Request
Cal-GETC

- 3B - Humanities - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: PHIL 100 - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000354303
CB03: TOP Code
150900 - Philosophy
CIP Code
38.0101 - Philosophy
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

Course Modification: PHIL 29 - Independent Study, Philosophy

Course Modification: PHIL 29 - Independent Study, Philosophy (Launched)
compared with
PHIL 29 - Independent Study, Philosophy (Active - Implemented 01-01-2019)

Admin Outline for Philosophy 29
Independent Study, Philosophy

Effective: Spring ~~2019~~ 2025

Catalog Description:

PHIL 29 - Independent Study, Philosophy
0.50 - 2.00 Units

May be repeated time(s)

Supervised study in Philosophy. Any student interested in registering for ~~a~~ an Independent Study 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:

Philosophy.

Number of Times Course May Be Taken for Credit:

~~No limitation on repeatability~~ 1

Student Learning Outcomes

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

A. Explain the specific course content indicated in the independent study

Course Objectives:

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

A. Develop a project in Philosophy to develop skills or deepen knowledge
B. Complete the project according to established standards in the field
C. Effectively communicate the essential concepts or results of the project to instructor

Course Content:

1. Develop skills and knowledge that reinforce or expand upon philosophical concepts
2. Develop methodology and reporting structure for a project
3. Communicate the essential applications or theories related to the project -
4. Consider equity implications of study material

Methods of Instruction:

1. Independent Study
2. Projects - develop project in collaboration with instructor
3. Demonstration - as noted on the independent study form
4. Discussion - with instructor
5. Classroom Activity - Work with the faculty member to develop necessary skills to fulfill independent study

Methods of Evaluation

A. Oral Presentation
    1. 0-4

B. Papers
    1. 1-4
C. Projects
    1. 0-4
D. Research Projects
    1. 1

Typical Outside-of-Class Assignments

A. Other:
    1. Reading assignments - as agreed upon between instructor and student to further student's philosophical interests in proportion to the unit value of the class
    2. Writing assignments - students will develop written responses to the reading assignments as required by instructor in proportion to the unit value of the class

Textbooks (Typical):

Textbook:

1. Stephen Stich, Thomas Donaldson *Philosophy: Asking Questions, Seeking Answers.* 2nd ed., OUP, 2024.
2. John Perry ,Michael Bratman, John Martin Fisher *Introduction to Philosophy, Classical and Contemporary Readings.* 10th ed., OUP, 2026.
3. Steven Cahn *Exploring Philosophy: A Text with Readings.* 8th ed., Oxford University Press, 2023.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- Course Objectives

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000354655
CB03: TOP Code
150900 - Philosophy
CIP Code
38.0101 - Philosophy
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

Credit for Prior Learning: PHYS 1A - General Physics I

Credit for Prior Learning: PHYS 1A - General Physics I (Launched)
compared with
PHYS 1A - General Physics I (Active - Implemented 08-15-2022)

Admin Outline for Physics 1A
General Physics I

Effective: Fall ~~2022~~ 2027

Catalog Description:

PHYS 1A - General Physics I
5.00 Units

Introduction to the principles of Newtonian Mechanics and analytical methods of physics using calculus as needed. Topics covered include vectors, kinematics, forces, energy, momentum, rotation, and gravitation.
4 Units Lecture 1 Units Lab

Prerequisite(s):

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

- MATH 1

Total Lecture Hours	72
Total Lab Hours	54
Total Inside of Class Hours	126
Total Outside of Class Hours	144
Total Student Learning Hours	270

Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

Discipline:

Physics/Astronomy.

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 physical situations quantitatively using Newtonian mechanics and conservation laws.
B. Design and conduct laboratory experiments, and analyze and interpret their data.
C. Effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

Course Objectives:

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

A. Construct vectors in three dimensions to model physical phenomena, and perform algebraic calculations with these vectors.
B. Use algebra, trigonometry, geometry, and calculus to model physical phenomena and calculate relevant physical parameters.
C. Predict the future trajectory of an object moving in two dimensions with uniform acceleration.
D. Analyze a physical situation with multiple constant forces acting on a point mass using Newtonian mechanics.
E. Analyze a physical situation with multiple forces acting on a point mass or extended object using concepts of work and energy.
F. Analyze a physical situation with multiple forces acting on an extended object using the concept of torque.
G. Calculate the moment of inertia and angular momentum of an extended object or system of objects, using calculus if necessary.
H. Analyze collisions of point masses and extended objects using the concept of conservation of linear and angular momentum.
I. Analyze situations in which the gravitational acceleration changes as a function of distance using Newton's Law of Universal Gravitation.
J. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
K. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
L. Analyze real-world experimental data, including appropriate use of error propagation, units and significant figures.
M. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
N. Write comprehensive laboratory reports that describe the scientific basis of the experiment, clearly explain the experimental procedure, present a complete mathematical analysis of data and uncertainties, and evaluate the effectiveness of the experiment based on calculated uncertainties.

Course Content:

Lecture:

1. Physics and Measurement
    1. Standards of Length, Mass and Time
    2. Matter and Model Building
    3. Density and Atomic Mass
    4. Dimensional Analysis
    5. Conversion of Units
    6. Estimates and Order-of-Magnitude Calculations
    7. Significant Figures
2. Motion in One Dimension
    1. Position, Velocity, and Speed
    2. Instantaneous Velocity and Speed
    3. Acceleration
    4. Motion Diagrams
    5. One-Dimensional Motion with Constant Acceleration
    6. Freely Falling Objects
    7. Kinematic Equations Derived from Calculus
    8. General Problem-Solving Strategy
3. Vectors
    1. Coordinate Systems
    2. Vector and Scalar Quantities
    3. Some Properties of Vectors
    4. Components of a Vector and Unit Vectors
4. Motion in Two Dimensions
    1. The Position, Velocity and Acceleration Vectors
    2. Two-Dimensional Motion with Constant Acceleration
    3. Projectile Motion
    4. Uniform Circular Motion
    5. Tangential and Radial Acceleration
    6. Relative Velocity and Relative Acceleration
5. The Laws of Motion
    1. The Concept of Force
    2. Newton's First Law and Inertial Frames
    3. Mass
    4. Newton's Second Law
    5. The Gravitational Force and Weight
    6. Newton's Third Law
    7. Some Applications of Newton's Laws
    8. Forces of Friction
6. Circular Motion and Other Applications of Newton's Laws
    1. Newton's Second Law Applied to Uniform Circular Motion
    2. Non-uniform Circular Motion
    3. Motion in the Presence of Resistive Forces
7. Energy and Energy Transfer
    1. Systems and Environments
    2. Work Done by a Constant Force
    3. The Scalar Product of Two Vectors
    4. Work Done by a Varying Force
    5. Kinetic Energy and the Work-Kinetic Energy Theorem
    6. The Nonisolated System – Conservation of Energy
    7. Situations Involving Kinetic Friction
    8. Power
8. Potential Energy
    1. Potential Energy of a System
    2. The Isolated System – Conservation of Mechanical Energy
    3. Conservative and Non-conservative Forces
    4. Changes in Mechanical Energy for Non-conservative Forces
    5. Relationship Between Conservative Forces and Potential Energy
    6. Energy Diagrams and Equilibrium of a System
9. Linear Momentum and Collisions
    1. Linear Momentum and Its Conservation
    2. Impulse and Momentum
    3. Collisions in One Dimension
    4. Two-Dimensional Collisions
    5. The Center of Mass
    6. Motion of a System of Particles
    7. Rocket Propulsion
10. Rotation of a Rigid Object around a Fixed Axis
    1. Angular Position, Velocity and Acceleration
    2. Rotational Kinematics: Rotational Motion with Constant Angular Acceleration
    3. Angular and Linear Quantities

4. Rotational Kinetic Energy
5. Calculation of Moments of Inertia
6. Torque
7. Relationship Between Torque and Angular Acceleration
8. Work, Power and Energy in Rotational Motion
9. Rolling Motion of a Rigid Object

11. Angular Momentum
    1. The Vector Product and Torque
    2. Angular Momentum
    3. Angular Momentum of a Rotating Rigid Object
    4. Conservation of Angular Momentum
    5. The Motion of Gyroscopes and Tops
12. Static Equilibrium and Elasticity
    1. The Conditions of Equilibrium
    2. More on the Center of Gravity
    3. Examples of Rigid Objects in Static Equilibrium
    4. Elastic Properties of Solids
13. Universal Gravitation
    1. Newton's Law of Universal Gravitation
    2. Measuring the Gravitational Constant
    3. Free-Fall Acceleration and the Gravitational Force
    4. Kepler's Laws and the Motion of Planets
    5. The Gravitational Field
    6. Gravitational Potential Energy
    7. Energy Considerations in Planetary and Satellite Motion

Lab Activities:

Methods of Instruction:

1. Lecture
2. Discussion
3. Lab
4. Demonstration
5. Problem solving
6. Internet and other computer-based simulations and instructional multi-media

Methods of Evaluation

A. Class Participation
    1. at instructor's discretion
B. Class Work
    1. at instructor's discretion
C. Exams/Tests
    1. at least 3 times per semester
D. Home Work
    1. weekly or bi-weekly
E. Lab Activities
    1. weekly
F. Oral Presentation
    1. at instructor's discretion
G. Papers
    1. at instructor's discretion
H. Quizzes
    1. at instructor's discretion

Typical Outside-of-Class Assignments

A. Other:
   Assignments include weekly or bi-weekly homework assignments with an average of 10-15 word problems per assignment. Weekly or bi-weekly practice problems may be worked on collaboratively during class, for practice only. Weekly laboratory activities take place which may involve direct experimentation, computer analysis, theoretical calculations, and written lab reports.

Textbooks (Typical):

Textbook:

1. Hugh D. Young, Roger A. Freedman *University Physics.* 15th ed., Pearson Education, 2020.
2. David Halliday, Robert Resnick, Jearl Walker *Fundamentals of Physics (Extended)*. 12th ed., Wiley, 2021.
3. Randall D. Knight *Physics for Scientists and Engineers: A Strategic Approach with Modern Physics.* 5th ed., Pearson Education, 2022.

Other Materials Required of Students

1. Programmable scientific calculator capable of graphing .
2. Campus print card .

Equity Based Curriculum

- Methods of Evaluation

Requisite Validation

A. MATH 1
UC TCA Requirement

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
This course should be offered as DE in an emergency situation when the LPC campus is shut down, because DE courses allow students to continue their education remotely. Introductory physics courses are part of all STEM pathways and are essential to the training of the STEM workforce. We have made the decision to offer this class as DE in order to allow STEM students to complete their educational pathway during a campus shutdown.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision to convert introductory physics lecture and laboratory courses to DE was made by the two full-time physics faculty after consultation with all LPC part-time physics faculty, the Dean of the STEM division, and the curriculum committee chair.
Accessibility:

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

Syllabus:
Course Objectives:

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: 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: At least three times 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: For partially online courses: at least once per semester for labs and/or exams.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Weekly.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Weekly.

Student-Content Interaction

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: Weekly.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: Full lab reports will be written at least once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Exams at least three times per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Twice a week.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency: At least once per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: At least once per semester.

General Education/Transfer

General Education/Transfer Request
Cal-GETC
- 5A - Physical Science - Approved
- 6 - Ethnic Studies - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 5 - Natural Sciences - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: PHYS 200S (if taken with PHYS 1B+1C+1D), PHYS 205 - Approved

Codes and Dates

Course CB Codes
CB00: State ID
CCC000371421
CB03: TOP Code
190200 - Physics, General
CIP Code
40.0801 - Physics, 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

Course Modification: VWT 33 - Summer Winery and Vineyard Operations

Course Modification: VWT 33 - Summer Winery and Vineyard Operations (Launched)
compared with
VWT 33 - Summer Viticulture Operations (Active - Implemented 06-01-2025)

Admin Outline for Viticulture and Winery Technology 33
Summer ~~Viticulture~~ Winery and Vineyard Operations

Effective: ~~Summer~~ Fall ~~2025~~ 2027

Catalog Description:

VWT 33 - Summer ~~Viticulture~~ Winery and Vineyard Operations
1.00 Units

This course covers vineyard ~~practices~~ and ~~for~~ winery operations during the summer ~~session~~ season. ~~The~~ ~~class~~ Students will ~~manage~~ gain hands-on experience managing the Las Positas College Campus Hill ~~vineyard~~ Vineyard and Winery, with an emphasis on ~~the practical applications of~~ applying viticulture ~~theory~~ and ~~including~~ winemaking principles. Topics include vine training, canopy management, ~~assessment of insect~~ pest and disease ~~problems specific to the appellation~~ assessment, irrigation ~~applications relating to soil and leaf moisture and~~, crop estimation, grape maturity monitoring, winery equipment operation, sanitation, wine production, and preparation for the upcoming harvest.

0.5 Units Lecture 0.5 Units Lab

Recommended Course Preparation:

- VWT 10
- VWT 20

Total Lecture Hours	9
Total Lab Hours	27
Total Inside of Class Hours	36
Total Outside of Class Hours	18
Total Student Learning Hours	54

Course Grading:

Optional

Justification for course proposal

Discipline:

Agricultural Production.

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~~ Assess grape maturity and ~~explain~~ vineyard ~~the~~ conditions ~~functions of the components that~~ to make ~~up~~ informed ~~a~~ decisions ~~working~~ about ~~vineyard~~ harvest ~~irrigation~~ preparation.
B. Perform ~~system~~ basic winery operations, including ~~PVC~~ wine ~~piping and fittings~~ sampling, ~~low~~ chemistry ~~voltage valves~~ testing, ~~filters, tubing, emitters~~ sanitation, and ~~the~~ cellar ~~system~~ management.
C. Safely ~~controller~~ operate, clean, and maintain vineyard and winery equipment.
D. Identify ~~the~~ vineyard ~~external~~ pests, ~~structural~~ diseases, ~~components~~ and ~~of~~ nutrient ~~a~~ deficiencies ~~modern~~ and ~~trellis~~ recommend ~~system~~ appropriate ~~trained~~ management ~~grape~~ practices.
E. Perform essential summer vineyard operations, including canopy management, irrigation, and vine maintenance.

Course Objectives:

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

A. ~~Plan~~ Evaluate grape maturity, wine quality, and ~~implement~~ vineyard ~~a~~ conditions to prepare for the upcoming harvest.
B. Apply winery sanitation, equipment operation, and wine production practices.
C. Identify and assess vineyard pests, diseases, and grapevine health concerns.
D. Demonstrate proper canopy management, ~~program;~~
E. ~~Assess pests~~ irrigation, and ~~apply~~ vineyard ~~control~~ maintenance ~~and/or preventative methods as appropriate;~~ techniques.
F. ~~Assess~~ Explain ~~disease~~ the ~~incidence~~ seasonal vineyard and ~~apply~~ winery ~~control~~ operations ~~and/or~~ needed ~~preventative~~ during ~~methods~~ the ~~as~~ summer ~~appropriate;~~
G. ~~Describe vineyard floor management practices;~~
H. ~~Assess and repair irrigation system failures;~~
I. ~~Program and operate an irrigation system;~~
J. ~~Assess bird pressure and apply control and/or preventative methods as appropriate;~~

K. ~~Perform cultural practices that will improve grape quality;~~
L. ~~Follow prescribed formulas to accurately estimate crop levels;~~
M. ~~Collected data using evaluative methods and equipment to determine fruit ripeness parameters including pH, degrees brix, titratable acidity and sensory assessments;~~
N. ~~Prepare for fruit harvest~~ months .

Course Content:

Lecture:

1. Introduction to Summer Winery and Vineyard Operations
2. Summer Vineyard Management and Seasonal Planning
3. Grapevine Growth, Development, and Fruit Ripening
4. Canopy ~~management~~ Management, ~~practices~~ Shoot Positioning, and Hedging
    1. ~~The~~ Vineyard ~~canopy~~ Irrigation, ~~microclimate~~ Soil Moisture, and Water Management
    2. Vineyard Pest, Disease, and Nutrient Management
    3. Crop Estimation and Grape Maturity Assessment
    4. Summer Winery Operations and Production Planning
    5. Winery Equipment Operation, Maintenance, and Sanitation
    6. Wine Fermentation, Monitoring, and Cellar Management
    7. Harvest Preparation, Vineyard and Winery Safety, and Sustainability
5. ~~Pest evaluation and control methods~~
6. ~~Disease incidence evaluation and control methods~~
7. ~~Vineyard floor management practices~~
    1. ~~Types of weeds, beneficials, and cover crops~~
8. ~~The irrigation system~~
    1. ~~Irrigation materials, preparation and installation~~
9. ~~Irrigation scheduling and system operation~~
    1. ~~The irrigation controller and setting up irrigation schedules~~
10. ~~Bird population evaluation and control methods~~
    1. ~~Bird pressure~~
11. ~~Cultural practices for quality grape production~~
12. ~~Estimating crop levels~~
13. ~~Fruit ripeness parameters and evaluation methods~~
    1. ~~Types of equipment and how to use them~~
14. ~~Harvest preparation~~

Lab Activities:

1. ~~Canopy management practices~~
    1. ~~Bud removal, shoot thinning~~ Vineyard and ~~shoot~~ Winery ~~tucking~~ Safety and Equipment Operation
    2. Summer Vineyard Maintenance and Seasonal Management
    3. Grapevine Shoot Positioning, Hedging, and Canopy Management
    4. Vineyard Irrigation System Operation and Soil Moisture Monitoring
    5. Vineyard Pest and Disease Scouting and Management
    6. Grapevine Nutrient Assessment and Vineyard Health Monitoring
    7. Crop Estimation, Grape Sampling, and Maturity Testing
    8. Winery Equipment Cleaning, Sanitation, and Maintenance
    9. Wine Sampling, Chemistry Testing, and Quality Monitoring
    10. Wine Transfers, Racking, and Cellar Management
    11. Harvest Preparation, Equipment Setup, and Winery Organization
2. ~~Pest evaluation and control methods~~
3. ~~Disease incidence evaluation and control methods~~
4. ~~Vineyard floor management practices~~
    1. ~~Vineyard weed identification and removal~~
5. ~~The irrigation system~~
    1. ~~Irrigation system repairs~~
    2. ~~Programming the irrigation controller~~
6. ~~Bird population evaluation and control methods~~
    1. ~~Assessing bird pressure~~
    2. ~~Installing bird netting and/or other abatements~~
7. ~~Perform summer cultural practices for quality grape production~~
8. ~~Estimate crop levels~~
9. ~~Fruit ripeness parameters and evaluation methods~~
    1. ~~Use a refractomer and pH meter in the vineyard~~
10. ~~Harvest preparation~~

Methods of Instruction:

1. ~~Lecture~~
2. ~~Discussion~~ Audio-visual Activity - Students will watch instructional videos and presentations on summer vineyard management and winery operations.

3. Classroom Activity - ~~Student~~ Students will participate in classroom activities focused on seasonal vineyard and winery practices.
4. Demonstration - The instructor will demonstrate vineyard management techniques, winery equipment operation, and proper sanitation procedures.
5. Directed Study - Students will independently review vineyard and winery procedures to prepare for upcoming hands-on activities.
6. ~~Audio~~ Discussion - ~~visual~~ ~~Activity~~ Students will discuss vineyard conditions, winery operations, and challenges encountered throughout the summer season.
7. Field Trips - Students may visit local vineyards and wineries to observe different approaches to summer operations.
8. ~~Demonstration~~ Guest Lecturers - Local vineyard managers and winemakers may share their experiences with seasonal vineyard and winery management.
9. Individualized Instruction - Students will receive individual guidance while developing practical vineyard and winery skills.
10. Lab - Students will perform hands-on vineyard and winery operations at the Las Positas College Campus Hill Vineyard and Winery.
11. Lecture - The instructor will present topics related to summer vineyard maintenance, winery operations, grape development, and harvest preparation.
12. Observation - Students will observe grapevine growth, vineyard health, wine development, and seasonal changes throughout the summer.
13. Projects - Students will complete practical projects involving vineyard maintenance, winery operations, or harvest preparation.
14. Research - Students will research seasonal vineyard and winery management practices and apply their findings to course activities.
15. Learning Management System - Students will use Canvas to access course materials, review assignments, and submit coursework.
16. Critique - Students will review vineyard conditions, wine quality, and operational practices to identify areas for improvement.

Methods of Evaluation

A. Class Participation
   1. ~~Weekly~~ Evaluated regularly
B. Class Performance
   1. Evaluated regularly
C. Class Work
   1. Throughout the summer session
D. Exams/Tests
   1. ~~At~~ One ~~least~~ midterm ~~two~~ and ~~exams/tests/quizzes~~ final ~~per semester~~ exam
E. Field Trips
   1. ~~Weekly~~ At ~~trips~~ least ~~to~~ one ~~vineyard~~ field trip
F. Final Class Performance
   1. One Final practical assessment
G. Group Projects
   1. At least one group project
H. Home Work
   1. Weekly readings and assignments
I. Lab Activities
   1. ~~Weekly~~ During each scheduled lab session.
J. ~~Papers~~ Projects
   1. ~~Weekly~~ One or two practical projects
K. Quizzes
   1. ~~At~~ 2-4 ~~least~~ short ~~two~~ quizzes
L. Research ~~exams/tests/quizzes~~ Projects
   1. One ~~per~~ research ~~semester~~ project

Typical Outside-of-Class Assignments

A. ~~Other~~ Project:

   1. Complete a project focused on improving vineyard management, winery operations, or preparation for the upcoming harvest.

B. ~~Read~~ Reading:

   1. Complete ~~Chapter~~ weekly ~~16~~ readings related to summer vineyard maintenance, winery operations, grape development, and harvest preparation.

C. Activity:

   1. Observe vineyard conditions or winery operations outside of class and document your observations.

D. Research:

   1. Research summer vineyard management practices, winery procedures, and techniques used in ~~your~~ the ~~textbook~~ wine industry.

E. ~~Write~~ Writing:

   1. Complete ~~a~~ short ~~3~~ written ~~page~~ assignments ~~paper~~ reflecting on ~~how~~ vineyard ~~evapotranspiration~~ conditions, ~~data~~ winery ~~assists~~ operations, ~~in~~ and ~~irrigation~~ your ~~scheduling~~ hands-on experiences.

F. ~~Collect at least 3 leaf samples from any~~ Laboratory:

   1. Review vineyard and ~~prepare~~ winery ~~a compound microscope~~ procedures to ~~view~~ prepare ~~the~~ for ~~stomata~~ upcoming ~~in~~ hands-on ~~class.~~

2. ~~Using~~ lab ~~the supplied materials of pvc glue, primer, pvc piping, and fittings, complete a secure and successful bond of piping to misc. fittings~~ activities .

Textbooks (Typical):

Textbook:

1. John Anthony Considine and Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making.* 2nd ed., Academic Press (Els, 2023.
2. Ted Goldammer *Wine Production: Science and Technology of Winemaking.* 1st ed., Apex Publishers, 2023.
3. Glen L. Creasy and Leroy L. Creasy *Grapes.* 3rd ed., CABI Publishing, 2025.
4. Ted Goldhammer *Grape Growers Handbook.* ~~3rd~~ 4th ed., Apex Publishers , ~~2021.~~
5. ~~Robert White~~ Understanding Vineyard Soils. ~~2nd ed., Oxford University Press, 2015~~ 2026 .
6. Marcus Keller *The Science of Grapevines.* ~~3rd~~ 4th ed., Academic Press, ~~2020~~ 2025 .

Other Materials Required of Students

1. Due to the outdoor~~;~~ summer working environment , appropriate outdoor wear (boots, gloves and hat) is strongly recommended.
2. Professional grade pruning shears.

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~ of Instruction
- Methods of Evaluation

Requisite Validation

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 Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume and proof of 1 year of relevant industry experience
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
CCC000589267
CB03: TOP Code
010400 - Viticulture, Enology and Wine Business
CIP Code

01.1004 - Viticulture and Enology

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

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

Course Modification: VWT 41 - Fall Winery and Vineyard Operations

Course Modification: VWT 41 - Fall Winery and Vineyard Operations (Launched)
compared with
Course Modification: VWT 41 - Fall Winery Operations (Approved - Implemented 08-15-2027)

Admin Outline for Viticulture and Winery Technology 41
Fall Winery and Vineyard Operations

Effective: Fall 2027

Catalog Description:

VWT 41 - Fall Winery and Vineyard Operations
3.00 Units

This ~~class~~ course ~~has a strong emphasis on~~ emphasizes the practical ~~applications~~ application of winery and vineyard operations ~~. Students will be involved~~ in the ~~harvest, crush, and processing of grapes from the Campus Hill Vineyard for wines produced by the Campus Hill Winery at Las Positas College~~ fall . Students will gain hands-on experience ~~with~~ at the Las Positas College Campus Hill Vineyard and Winery, including grape maturity assessment, crop estimation, fruit quality evaluation, harvest planning and execution, grape processing, and winery operations . ~~for~~ Topics ~~the~~ include ~~fall season including planning, managing and implementing harvest; monitoring grape maturity; press~~ crush pad equipment operation and safety ~~;~~ , handling must and ~~juices;~~ juice, alcoholic and malolactic fermentation ~~;~~ , sensory and laboratory analysis ~~;~~ , ~~handling~~ wine storage and ~~storage of new wines;~~ maintenance ~~of wines from previous vintages;~~ , winery sanitation ~~; forklift safety and operation;~~ , and general cellar practices . Emphasis is placed on harvest coordination, wine production, data collection, decision-making, and safe vineyard and winery operations . Students under the age of 21 must have a declared major ~~of either~~ in viticulture and/or enology to participate in ~~any~~ tasting activities as stated in ~~the~~ California ~~State~~ Assembly Bill 1989.
~~2~~ 1.5 Units Lecture 1 .5 Units Lab

Total Lecture Hours	~~36~~ 27
Total Lab Hours	~~54~~ 81
Total Inside of Class Hours	~~90~~ 108
Total Outside of Class Hours	~~72~~ 54
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Agricultural Production.

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 proper vineyard harvest practices, including harvest planning, grape handling, and coordination of vineyard operations to maintain fruit quality.
B. Assess grape maturity, fruit quality, and crop estimates to make informed harvest decisions.
C. Demonstrate a working knowledge of wine monitoring techniques (Brix, pH, temperature, and fermentation tracking).
D. Demonstrate a working knowledge of grape processing equipment (crusher/destemmer, press, and pumps).
E. Demonstrate a working knowledge of winery sanitation and safety protocols.
F. Demonstrate a working knowledge for "racking" wine.
G. Demonstrate a working knowledge of the fermentation process.

Course Objectives:

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

A. Describe safe laboratory practices and procedures
B. Describe the procedures that ~~insure~~ nsure proper winery sanitation
C. Identify and explain the operations of standard wine analysis equipment
D. Name the basic chemicals used in wine production
E. Describe how to evaluate wine grapes pre-harvest
F. Describe how to handle and evaluate wine grapes post-harvest
G. Explain the proper procedures involved with the harvesting of wine grapes
H. Identify winemaking equipment and machinery and explain the proper procedures required for the safe operation of the equipment and machinery
I. Describe the varied processes involved in the production of red and white wines
J. Explain how to keep and maintain up-to-date winery records

Course Content:

Lecture:

1. Lecture content will center on the winery activities that occur from late summer through early winter, including:
    1. Fruit maturity evaluation
    2. Harvest timing decisions
    3. Logistics of receiving fruit
    4. Crush pad operations, fermentation monitoring
    5. Post-fermentation handling
    6. Sanitation
        1. Microbial control
        2. Pressing
        3. Basic cellar management during peak harvest
2. Students will have opportunities to assist with grape harvest both during scheduled class time and outside of class to gain hands-on experience with real-time winery operations.

Lab Activities:

1. Lab activities will focus on hands-on winery operations that take place during harvest and post-harvest, including:

    1. Fruit sampling
    2. Processing grapes on the crush pad
    3. Operating equipment safely
    4. Monitoring fermentations (Brix, temperature, sensory evaluation)
    5. Pressing
    6. Basic cellar tasks such as racking and sanitation

2. Students will actively participate in grape harvest and production activities both during scheduled lab time and, when possible, outside of class to gain practical experience aligned with real-time winery workflow.

Methods of Instruction:

1. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial wineries or industry-related facilities. Participation in field experiences is at the discretion of the instructor and will depend on instructional timing, funding availability, seasonal relevance, and site accessibility. Field trips are designed to provide real-world context to fall winery operations and may vary by semester based on industry opportunities and logistical considerations.
2. Classroom Activity - ~~Hands-on~~ Students will participate in activities ~~are~~ involving ~~specific~~ grape ~~to~~ maturity ~~topics~~ assessments, ~~covered~~ harvest ~~in~~ planning, ~~classroom~~ fermentation ~~meetings~~ records, and wine production.
3. Lecture - ~~Lecture~~ The instructor will ~~be~~ cover ~~a~~ grape ~~combination of powerpoint slides~~ maturity , ~~group~~ harvest ~~and individual discussions~~ planning , ~~videos~~ winemaking practices, fermentation, laboratory analysis , and ~~more~~ cellar management .
4. Guest Lecturers - ~~Guest~~ Winemakers ~~lectures may be incorporated into the course to provide students with exposure to diverse~~ and industry professionals ~~in~~ may ~~viticulture~~ share their experiences with harvest , ~~enology~~ fermentation , and ~~winery~~ cellar management. ~~Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current course topics. Guest lectures are intended to connect classroom concepts to real-world industry practices and may vary by semester based on professional availability and instructional needs.~~
5. Audio-visual Activity - ~~Media~~ Students will watch videos and presentations covering harvest operations, grape processing, fermentation, and winery equipment.
6. Observation - ~~Observation activities may be incorporated into the course to support experiential learning in the winery.~~ Students will ~~engage~~ observe ~~in~~ grape ~~guided~~ ripening, fermentation activity, wine development, and winery ~~observations~~ production ~~of~~ processes ~~yeast rehydration, racking, transferring, punch downs, pressing, processing, etc. The inclusion and timing of observation activities are at~~ throughout the ~~discretion of the instructor and may vary~~ semester .
7. Discussion - ~~Field~~ Students ~~demonstration~~ will discuss harvest decisions, fermentation progress, wine quality, and ~~discussion~~ challenges encountered during production.
8. Lab - ~~Hands~~ Students will participate in hands -on ~~training~~ harvesting, grape processing, fermentation monitoring, wine analysis, and ~~practice~~ cellar operations.
9. Demonstration - ~~Demonstrations~~ The ~~are~~ instructor ~~specific~~ will ~~to~~ demonstrate ~~topics~~ grape ~~covered~~ sampling, ~~in~~ winery ~~classroom~~ equipment ~~meetings~~ operation, fermentation monitoring, and proper cellar procedures.
10. Projects - ~~Project-based learning will be an integral component of this course and will occur through the lecture and lab.~~ Students will complete ~~a~~ practical ~~variety~~ projects ~~of~~ related to harvest, fermentation management, or winery operations.
11. Critique - Students will review harvest practices, wine analysis results, and winery procedures to identify areas for improvement.
12. Directed Study - Students will review vineyard and winery procedures to prepare for upcoming hands-on ~~projects~~ activities.
13. Individualized ~~both~~ Instruction ~~individually~~ - ~~and~~ Students ~~in~~ will ~~small~~ receive ~~groups,~~ individual ~~applying~~ guidance ~~winemaking~~ while ~~concepts to real-world tasks. The scope and format of projects may vary based on seasonal timing,~~ learning winery ~~needs~~ equipment operation, laboratory testing , and ~~instructional~~ production ~~goals~~ techniques .
14. Research ~~These~~ - ~~assignments~~ Students ~~are~~ will ~~designed~~ research ~~to~~ winemaking ~~develop practical skills~~ techniques , ~~reinforce~~ fermentation ~~critical thinking~~ practices , and ~~strength~~ winery ~~collaboration~~ production methods.
15. Written Exercises - Students will complete written exercises involving grape maturity data, fermentation records, and ~~professional~~ wine ~~communication~~ analysis ~~within~~ results.
16. Learning ~~a~~ Management ~~winery~~ System ~~setting~~ - Students will use Canvas to access lectures, assignments, lab instructions, and course materials .
17. Padlet will be used as an interactive platform during lecture to facilitate real-time discussions and applied learning activities. Students may complete prompts individually or in small groups, depending on the activity. Responses are posted directly to Padlet, allowing all students to view, compare, and learn from one another's answers in a shared space. This format encourages participation, collaboration, and immediate feedback while reinforcing key concepts. At the conclusion of each activity, Padlet responses can be downloaded and shared with the class, providing a compiled resource that students can review later for studying and exam preparation.

Methods of Evaluation

A. Class Participation
   1. ~~Regular~~ Students will be evaluated regularly on their participation in ~~weekly~~ vineyard activities , winery operations, and classroom discussions.

B. Class Performance
   1. ~~At~~ Evaluated ~~least~~ regularly

C. Class ~~twice~~ Work
   1. Throughout ~~a~~ the semester

D. Exams/Tests
   1. ~~At~~ One ~~least~~ midterm ~~two~~ and ~~exams/tests/quizzes~~ one ~~per~~ final ~~semester~~ exam

E. Field Trips
   1. At least once if possible . ~~Field trips are designed to provide real-world context to fall winery operations and may vary by semester based on industry opportunities and logistical considerations.~~

F. Final Performance
   1. ~~Individual~~ One ~~performance~~ final ~~of~~ practical ~~fall winery operation skills~~ assessment

G. Group Projects
   1. At least ~~once.~~ one group project

H. Home Work
   1. Weekly ~~homework~~ readings and assignments

I. Individual consultation with students
   1. At least once per semester

J. Lab Activities
   1. ~~Active~~ Evaluated ~~participation~~ during ~~in~~ each ~~weekly~~ scheduled lab ~~activities~~ session

K. Papers
   1. One ~~monitored~~ or ~~by~~ two ~~instructor~~ short written reports

L. Projects
   1. One ~~industry~~ or ~~related~~ two ~~group project per semester~~ projects

M. Quizzes
   1. ~~At~~ Short ~~least two exams/tests/~~ quizzes ~~per~~ throughout the semester

N. Research Projects
   1. One

Typical Outside-of-Class Assignments

A. ~~Reading~~ Other :
   1. ~~Weekly~~ Review ~~reading~~ harvest ~~that~~ records, ~~corresponds~~ grape ~~with~~ maturity ~~lecture~~ reports, fermentation logs, and ~~lab~~ wine analysis results to ~~enhance~~ better ~~student~~ understand ~~learning~~ winery production and management decisions.

   2. Prepare for scheduled vineyard and winery labs by reviewing equipment procedures, sanitation practices, safety guidelines, and production protocols.

B. Writing:
   1. ~~Weekly~~ Complete ~~lab~~ short ~~reports~~ written assignments documenting harvest activities, fermentation progress, laboratory results, and winery operations.

C. ~~Other~~ Reading :
   1. ~~Surveys~~ Complete ~~will~~ weekly ~~be~~ readings ~~conducted in order~~ related to ~~gain~~ grape ~~student~~ maturity, ~~feedback~~ harvest operations, wine production, fermentation, and cellar management.

D. Research:

   1. Research grape harvesting techniques, winemaking practices, fermentation management, and winery production methods.

E. Project:

   1. Complete a project focused on ~~laboratory~~ harvest planning, grape processing, fermentation management, or cellar operations.

F. Activity:

   1. Review grape maturity data, harvest conditions, and ~~lecture~~ winery production activities ~~and~~ to ~~topics.~~

   2. ~~Every~~ better ~~few~~ understand ~~weeks~~ decisions ~~an~~ made ~~online discussion via Canvas regarding current event topics that relates to~~ during the ~~lecture~~ fall ~~and lab topics~~ season .

Textbooks (Typical):

Textbook:

1. George Z. Kyzas and Fragkiskos Papageorgiou *Oenology in Practice: Chemistry of Wines and Winemaking Protocols.* 1st ed., Springer, 2025.
2. Marcus Keller *The Science of Grapevines.* 4th ed., Academic Press, 2025.
3. Jamie Goode *The New Viticulture: the science of growing grapes for wine.* 1 ed., Flavour Press, 2023.
4. Maurício Bonatto Machado de Castilhos *Basic Protocols in Enology and Winemaking.* ~~2023rd ed.~~ , Humana, 2023.
5. Ted Goldammer *Wine Production: Science and Technology of Winemaking.* 1st ed., Apex Publishers, 2022 .
6. ~~Kieron Atkinson, Jane Travis~~ Winemaking: A Guide to Growing, Nurturing, and producing. ~~1st ed., Crowood Press, 2022.~~
7. ~~Jamie Goode~~ The Science of Wine: From Vine to Glass. ~~3rd ed., University of California Press, 2021.~~
8. ~~John Considine, Elizabeth Frankish~~ A Complete Guide to Quality in Small-Scale Wine Making. ~~1st ed., Academic Press, 2014.~~
9. ~~Miller, E.,~~ Vintners Apprentice; An Insiders Guide to the Art and Craft of Wine Making. ~~1st ed., Quarry Books, 2011.~~
10. ~~Dr. Yair Margalit,~~ Winery Technology & Operations. ~~3rd ed., The Wine Appreciation Guild, 2012~~ .

Other Materials Required of Students

1. Chemistry goggles.
2. Slip resistant footwear.

Equity Based Curriculum

- Methods of Instruction
- Methods of Evaluation

Requisite Validation

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
FO in the event of an emergency (i.e. campus closure or public health crisis), the course could temporarily transition to a DE format to maintain continuity through virtual demonstrations, case studies, data analysis, student presentations, and guided discussions. However, under normal circumstances, in-person instruction is essential to ensure students gain the practical vineyard skills required for fall operations.

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

- **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 two weeks
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Participate in 1 discussion board per week, and provide feedback to each student on a weekly basis.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Helpful feedback homework (once a week), quizzes, and exams/quizzes.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: A minimum of 1 announcement per week.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency: A minimum of 3 posts per semester on all VWT social media platforms while keeping the website up to date.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: May be used if needed to help student(s) outside of office hours and class to help answer questions.
- **Other:**
  Frequency: The WhatsApp "Grape Minds" chat serves as an informal communication and networking space for all VWT students. This platform allows students to ask lecture or lab-related questions, clarify assignments, and stay informed about upcoming vineyard activities, events, and program updates in real time. It also provides a collaborative environment where students can interact with one another, share industry opportunities, discuss course concepts, and build professional connections. The Grape Minds chat is intended to strength community within the VWT program, encourage peer support, and enhance student engagement outside of class. While it supports academic discussion and timely communication, official course matters such as grades or personal concerns continue to be handled through formal channels such as Canvas or in-person to maintain professionalism and confidentiality.

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: A minimum of 8 per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency: At least once a semester on social media platforms

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: 1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 1 per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: 1 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A minimum of 2 exams
- **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: At least 3 simulations per semester
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: A minimum of 5 short videos per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: 1 per semester
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency: At least 1 per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: At least 1 per semester
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
  Frequency: At least 1 per semester
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: At least 1 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: 1 per semester
- **Other:**
  Frequency: ~~OFI and PO:~~ Students ~~will~~ may come to campus to reinforce, practice, and demonstrate winery operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.
- **Other:**
  Frequency: 1 per semester

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 Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Resume and proof of 1 year of relevant industry experience
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
CCC000351503

CB03: TOP Code
010400 - Viticulture, Enology and Wine Business

CIP Code
01.1004 - Viticulture and Enology

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: VWT 55 - Wine Service and Sales

Course Modification: VWT 55 - Wine Service and Sales (Launched)
compared with
VWT 55 - Wine Service and Sales (Active - Implemented 08-15-2025)

Admin Outline for Viticulture and Winery Technology 55
Wine Service and Sales

Effective: Fall ~~2025~~ 2027

Catalog Description:

VWT 55 - Wine Service and Sales
~~2~~ 3.00 Units

This course ~~will provide~~ introduces students ~~with~~ to ~~the~~ professional ~~information~~ wine service, ~~skills~~ sales, and ~~abilities~~ customer ~~to~~ relations ~~provide~~ in ~~high-quality~~ the wine industry. Topics include wine knowledge, label interpretation, sensory evaluation, wine recommendations, and proper service ~~in~~ techniques ~~restaurants~~ for still, sparkling, and fortified wines. Students will explore wine sales strategies, customer preferences, tasting ~~rooms~~ room operations, wine ~~bars~~ clubs, and ~~/or~~ ~~catering~~ direct-to-consumer ~~events~~ sales. ~~Instruction will~~ Emphasis ~~include~~ is ~~both~~ placed ~~the~~ on ~~technical~~ effective communication, customer service, responsible alcohol sales, and ~~social skills necessary to maximize the guest experience and to be~~ creating a ~~successful~~ positive wine ~~sales/service~~ experience. ~~professional.~~ Students under the age of 21 must have a declared major of either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.
~~2~~ 3 Units Lecture

Total Lecture Hours	~~36~~ 54
Total Inside of Class Hours	~~36~~ 54
Total Outside of Class Hours	~~72~~ 108
Total Student Learning Hours	~~108~~ 162

Course Grading:

Optional

Justification for course proposal

Discipline:

Culinary Arts/Food 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. ~~Identify~~ Demonstrate ~~the~~ professional ~~external~~ customer service skills, ~~structural~~ including ~~components~~ handling ~~of~~ difficult situations, resolving customer concerns, and practicing responsible alcohol service.
B. Apply effective wine sales strategies to promote wine purchases, premium wines, and wine club memberships.
C. Communicate wine knowledge clearly using sensory descriptions, label information, and storytelling techniques.
D. Evaluate customer preferences and recommend wines that meet their tastes, needs, and budgets.
E. Demonstrate proper wine service techniques for still, sparkling, and fortified wines in a ~~modern~~ professional ~~trellis system trained grape vine~~
F. ~~Describe the seasonal appearance and physiological functions of a grapevine from "pruned" dormancy to harvest~~ setting.

Course Objectives:

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

A. ~~Describe~~ Demonstrate ~~the~~ professional ~~many~~ customer ~~models~~ service, responsible alcohol sales, ethical business practices, and ~~concepts~~ effective ~~of~~ approaches ~~the~~ to handling challenging customer situations.
B. Apply wine ~~hospitality~~ sales ~~industry~~
C. ~~Explain~~ strategies, ~~how~~ storytelling, and product knowledge to ~~properly~~ promote ~~set~~ premium ~~up~~ wines, ~~a~~ wine ~~bar~~ clubs, and ~~wine~~ direct-to-consumer ~~cellar~~ sales.
D. ~~Design,~~ Evaluate ~~organize~~ customer preferences and ~~care~~ recommend ~~for~~ appropriate ~~a~~ wines using effective communication, sensory evaluation, and sales techniques.
E. Interpret wine ~~list~~
F. ~~Define~~ labels, ~~the importance of~~ identify wine ~~labeling~~ characteristics, ~~laws~~ and communicate wine knowledge clearly and confidently to customers.
G. ~~Perform~~ Demonstrate professional wine service
H. ~~Explain~~ ~~the~~ techniques, ~~roles~~ including proper presentation, opening, pouring, and handling of ~~aperitifs~~ still, ~~cordials~~ sparkling, and ~~other~~ fortified ~~spirits in the dining experience~~
I. ~~Identify the key points of up-selling to increase sales~~
J. ~~Summarize the pathway from entry level server to Master Sommelier~~
K. ~~Discuss restaurant and tasting room policies and procedures~~

L. ~~Identify when a server may need to intervene to increase awareness of the effects of alcohol~~ wines.

Course Content:

1. Introduction to Wine Service & Sales + Wine Knowledge for the Service & Sales Professional
2. Understanding Wine Labels, Packaging & Presentation
3. Sensory Evaluation & Communicating About Wine
4. Understanding the Wine Customer
5. Taking Wine Orders & Making Recommendations
6. Professional Wine Service I: Still Wine
7. Professional Wine Service II: Sparkling, Fortified & Special Service Situations
8. The Psychology of Wine ~~Hospitality~~ Sales
9. Selling ~~industry~~ Premium & Luxury Wine
    1. Storytelling: Selling More Than What's in the Bottle
    2. Tasting Room Sales, DTC & Wine ~~tourism~~ Club
    3. Consumer Service, Difficult Situations & Service Recovery
    4. The ~~modern~~ Complete ~~tasting~~ Wine ~~room~~
    5. ~~The Bed~~ Service & ~~Breakfast~~ Sales ~~model~~
    6. ~~Restaurants~~ Experience, ~~and~~ Wine ~~wine~~ Business, ~~bars~~ Ethics & Responsible Sales
10. ~~Preparation and maintenance of a bar and wine cellar~~
    1. ~~Intelligent selections~~
    2. ~~Product rotation~~
    3. ~~Storage temperatures~~
    4. ~~Glasses/stemware~~
    5. ~~*"Mise en place"*~~
    6. ~~*Required tools for service and sanitation*~~
11. ~~*The Wine list*~~
    1. ~~*Design and appearance*~~
    2. ~~*Care*~~
    3. ~~*By the glass offerings*~~
    4. ~~*Organizaton preferences*~~
    5. ~~*Keeping the wine list current*~~
12. ~~*Sales: knowing your product*~~
    1. ~~*Label laws*~~

2. ~~Varietal knowlege~~
3. ~~Wine production specifics~~
4. ~~The importance of vintage~~

13. ~~Professional wine service~~

    1. ~~Personal appearance~~
    2. ~~Approaching the guest~~
    3. ~~Assisting with wine selection~~
    4. ~~Presenting the wine bottle~~

        1. ~~How to hold and carry the wine bottle~~

    5. ~~Proper wine opening techniques~~

        1. ~~Still wine~~
        2. ~~Sparkling wine~~
        3. ~~Older wines~~
        4. ~~Decanting~~

    6. ~~Proper wine pouring techniques~~

        1. ~~Stemware selection and placement~~
        2. ~~Pouring the initial taste and helping with guest approval of wines~~
        3. ~~Proper etiquette and pouring the table~~
        4. ~~How to handle bad wine~~
        5. ~~Handling accidents~~

14. ~~Spirits, Aperitifs, Cordials and other drinks~~

    1. ~~Proper stemware~~
    2. ~~Service protocols~~

15. ~~Maintaining and increasing sales~~

    1. ~~Up-selling~~
    2. ~~Following up~~
    3. ~~Food and wine pairing~~

16. ~~Getting to the next level~~

    1. ~~Certified Sommelier~~

2. ~~Advanced Sommelier~~
3. ~~Master Sommelier~~

17. ~~Restaurant and tasting room policies and procedures~~
    1. ~~House rules~~
        1. ~~Corkage~~
        2. ~~Staff tasting~~
    2. ~~Opening and Closing responsibilities~~
    3. ~~Checking I.D.'s~~
18. ~~Alcohol awareness~~
    1. ~~The physiology of alcohol~~
    2. ~~Blood alcohol content~~
    3. ~~When to say "enough"~~
19. ~~California Alcoholic Beverage Control (ABC)~~
    1. ~~RBS (Responsible Beverage Server) Training requirements~~

Methods of Instruction:

1. ~~Simulations~~ Audio-visual Activity - Students will watch videos and presentations demonstrating professional wine service, tasting room operations, and sales techniques.
2. Classroom Activity - Students will participate in activities involving wine recommendations, customer interactions, and professional service practices.
3. Critique - Students will evaluate wine service techniques, sales approaches, and customer interactions to identify areas for improvement.
4. Demonstration - The instructor will demonstrate proper wine presentation, opening, pouring, and service techniques for different wine styles.
5. Directed Study - Students will independently review wine service standards, sales techniques, and responsible alcohol service practices.
6. Discussion - Students will discuss customer preferences, wine sales strategies, service challenges, and real-world hospitality experiences.
7. Field Trips - Students may visit wineries, tasting rooms, or hospitality businesses to observe professional wine service and sales.
8. Guest Lecturers - Wine industry professionals may share their experiences in hospitality, tasting room management, wine sales, and customer service.
9. Individualized Instruction - Students will receive individual guidance and feedback while practicing wine service, sales, and communication skills.
10. Lecture - The instructor will present topics related to wine knowledge, sensory evaluation, professional service, customer behavior, and sales.
11. Observation - Students will observe professional wine service techniques and customer interactions in classroom and industry settings.
12. Projects - ~~Group~~ Students ~~project~~ will ~~for~~ complete ~~the~~ projects ~~semester~~ focused on wine recommendations, sales strategies, customer service, or tasting room operations.
13. ~~Field~~ Research ~~Trips~~ - Students will research wine products, customer preferences, sales techniques, and current wine industry practices.
14. ~~Lecture~~ Simulations - Students will practice wine service, customer interactions, sales conversations, and handling difficult situations through role-playing.
15. ~~Audio~~ Student Presentations - ~~visual~~ ~~Activity~~ Students will present wine recommendations, product knowledge, or sales pitches to develop professional communication skills.
16. ~~Discussion~~ Learning Management System - Students will use Canvas to access lectures, assignments, instructional resources, and course activities.

Methods of Evaluation

A. Class Participation
    1. ~~Weekly~~ Regular participation in discussions, service demonstrations, and classroom activities.
B. Class Performance
    1. ~~Weekly~~ Throughout ~~role~~ the ~~playing~~ semester
C. Class ~~-~~ Work
    1. Throughout ~~execution~~ the ~~of skills~~ semester.
D. Exams/Tests
    1. ~~At~~ One ~~least~~ midterm ~~two~~ and ~~exams/tests/quizzes~~ final ~~per semester~~ exam
E. ~~Field~~ Final ~~Trips~~ Class Performance

1. One final practical assessment

F. Group Projects
1. At discretion least of one instructor group project

G. Home Work
1. Weekly readings and assignments

H. Oral Presentation
1. At least one

I. Papers
1. One or two short written reflections

J. Projects
1. One or two

K. Quizzes
1. At Short least two exams/tests/ quizzes per throughout the semester

L. Research Projects
1. One

M. Simulation
1. Weekly Several role -playing playing exercises throughout the semester

Typical Outside-of-Class Assignments

A. Activity:

1. Practice wine presentation, opening and pouring techniques, wine recommendations, and customer interactions outside of class to prepare for the final practical assessment.

B. Other:

1. Read the chapter on Staff Practice and Customer Relations and answer the homework questions.
2. Write Complete a two professional page wine paper service on practicum the to importance gain of real-world personal presentation and hygiene experience in wine service, customer relations, and sales /service .

C. Discuss Writing:

1. Complete (in short class) written how assignments you reflecting could on increase your wine service experiences, customer interactions, and sales in techniques.

D. Reading:

1. Weekly a readings winery related to professional wine service, sales techniques, wine knowledge, and customer relations.

E. Research:

1. Research wine brands, customer preferences, tasting room :
2. Prepare a semester group project: "Simulating a dissatified guest" operations, and present effective it wine to sales the class with possible resolutions strategies .

F. Project:

1. Complete a project focused on wine service, sales techniques, or creating a positive customer experience.

Textbooks (Typical):

Textbook:

1. Kevin Ronald Zraly S. Jackson Windows on the World Complete Wine Course Tasting: A Professional Handbook . 35th 4th ed., Union Academic Square Press & Co. (Elsevier) , 2020 2022 .
2. Culinary Karen Institute of America MacNeil Remarkable The Service Wine Bible . 3rd ed., Wiley Workman Blackwell, Publishing 2014.
3. ServSafe ServSafe Alcohol California: Alcoholic Beverage Control RBS Training Program. 3rd ed., ServSafe Company , 2022.
4. Lee Aldo Cockerell Sohm with Christine Muhlke The Wine Customer Rules Simple : The Perfect 39 Essential Rules for Delivering Sensational Service Pairings . 1st ed., Crown Clarkson business Potter , 2013 2025 .
5. Jeff Paul Toister Wagner, Susan DeMatei, John C. Crotts, Byron Marlowe Wine Sales and Distribution: The Service Culture Handbook: A Guide Secrets to Getting Building Your a Employees Consultative Obsessed Selling with Customer Service Approach . 1st 2nd ed., Toister Rowman Performance & Solutions Littlefield / Bloomsbury , 2017 2024 .
6. Steve Paul Curtain Wagner, Liz Thach, Susan DeMatei Delight Wine Your Marketing Customers: & 7 Simple Ways to Raise Your Customer Service from Ordinary to Extraordinary Sales . 1st 4th ed., AMACON Second Publishing, 2013.

7. ~~Richard S Gallagher~~ The Customer Service Survival Kit: What to Say to Defuse Even the Worst Customer Situations. ~~1st ed., AMACON Publishing, 2013.~~
8. ~~Jeff Benjamin~~ Front of the House: Restaurant Manners, Misbehaviors & Secrets. ~~1st ed., Burgess Lea~~ Growth Press, ~~2015~~ 2026 .
9. Brian Julyan Sales and Service for the Wine Professional. 3rd ed., Cengage Learning Business Press, 2008.

Other Materials Required of Students

1. Students are required to provide their own wine openers..

Equity Based Curriculum

- ~~Course~~ Methods ~~Content~~ of Instruction
- Methods of Evaluation

Requisite Validation

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC

Codes and Dates

Course CB Codes
CB00: State ID
CCC000589077
CB03: TOP Code
010400 - Viticulture, Enology and Wine Business
CIP Code

12.0510 - Wine Steward/Sommelier

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

5.3 Course Deactivations

- ENG 4 Critical Thinking and Writing about Literature

  Justification: This course is being replaced with ENGL C1003 effective Fall 2027.

- MUS 14 Jazz Workshop

  Justification: Course has not been offered in over 3 years and there are no plans to offer in the future.

5.4 New Programs

- JAC Automotive Technician, CA
- Juvenile Justice, CA
- Pre-Law Studies, CA
- Viticulture and Enology, AS
- Viticulture and Enology, CA
- Viticulture and Enology Research Pathway, AS
- Welding Basics, NCL

New Program: JAC Automotive Technician - Certificate of Achievement (60 or more units)

Rationale

Apprenticeship California Requirement: 49 CFR Appendix A to Part 380

TOP Code

0948.00 - Automotive Technology*

CIP Code

47.0604 - Automobile/Automotive Mechanics Technology/Technician

1. Statement of Program Goals and Objectives

This apprenticeship program is CTE focused and will help students attain a job-ready state to gain employment in the automotive technician industry.

2. Catalog Description

The JAC (Joint Apprenticeship Committee) Automotive Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship.

3. Program Requirements

Course	Title	Units	Term
Required Core: (60 Units)			
APAU AA1	Engine Repair	2.0	1st
APAU AA2	Automatic Transmission/Transaxle	2.0	1st
APAU AA3	Manual Drive Train and Axles	2.0	1st
APAU AA4	Suspension and Steering	2.0	2nd
APAU AA5	Brakes	2.0	2nd
APAU AA6	Electrical/Electronic Systems	3.0	2nd
APAU AA7	Automotive Heating and Air Conditioning	2.0	3rd
APAU AA8	Engine Performance	3.0	3rd
APAU AA9	Light Vehicle Diesel Engines	2.0	3rd
APAU AL1	Advanced Engine Performance	2.0	4th
APAU AL2	Advanced Diesel Engine Performance	2.0	4th
APAU AL3	Light Duty Hybrid/Electric Vehicles	2.0	4th
APAU AL4	ADAS - Advanced Driver Assistance Systems	2.0	4th
APWX 94	Apprenticeship Work Experience	32.0	

Total: 60.0

4. Career Opportunities

Automotive Technician

5. Master Planning

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

6. Enrollment and Completer Projections

Approximately 10 per year.

7. Place of Program in Curriculum/Similar Programs

This will be placed with the Automotive program.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The JAC (Joint Apprenticeship Committee) Automotive Technician Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level automotive worker. Successful completion of the program results in students becoming journeymen. The Automotive Group program is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship.

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
APWX 94	Apprenticeship Work Experience	8.0	Major/Required	
APAU AA1	Engine Repair	2.0	Major/Required	
APAU AA2	Automatic Transmission/Transaxle	2.0	Major/Required	
APAU AA3	Manual Drive Train and Axles	2.0	Major/Required	

Term 2 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience	8.0	Major/Required	
APAU AA4	Suspension and Steering	2.0	Major/Required	
APAU AA5	Brakes	2.0	Major/Required	
APAU AA6	Electrical/Electronic Systems	3.0	Major/Required	

Term 3 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience	8.0	Major/Required	
APAU AA7	Automotive Heating and Air Conditioning	2.0	Major/Required	
APAU AA8	Engine Performance	3.0	Major/Required	
APAU AA9	Light Vehicle Diesel Engines	2.0	Major/Required	

Term 4 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
APWX 94	Apprenticeship Work Experience	8.0	Major/Required	
APAU AL1	Advanced Engine Performance	2.0	Major/Required	
APAU AL2	Advanced Diesel Engine Performance	2.0	Major/Required	
APAU AL3	Light Duty Hybrid/Electric Vehicles	2.0	Major/Required	
APAU AL4	ADAS - Advanced Driver Assistance Systems	2.0	Major/Required	

Total: 60.0

New Program: Juvenile Justice Certificate of Achievement - Certificate of Achievement (30 to fewer than 60 units)

Rationale

The Juvenile Justice Certificate of Achievement prepares students for entry-level careers in juvenile justice, including juvenile corrections, probation, youth supervision, and rehabilitation services. Through coursework in juvenile justice and STC-certified Juvenile Corrections Officer Core Training, developed in partnership with the Alameda County Probation Department, students gain the knowledge, skills, and industry-recognized training needed to meet workforce demands and pursue employment with juvenile justice agencies throughout California.

TOP Code

2105.20 - Probation and Parole*

CIP Code

43.0199 - Corrections and Criminal Justice, Other

1. Statement of Program Goals and Objectives

The Juvenile Justice Certificate of Achievement provides students with a focused course of study in juvenile justice, corrections, probation, ethics, and community relations. Students complete coursework that develops an understanding of the juvenile justice system, the supervision and rehabilitation of justice-involved youth, and professional practices within correctional and probation settings. The program includes STC-certified Juvenile Corrections Officer Core Training, offered in partnership with the Alameda County Probation Department, preparing students with the knowledge, skills, and industry-recognized training needed for entry-level employment in juvenile corrections, probation, and related juvenile justice professions.

2. Catalog Description

The Juvenile Justice Certificate of Achievement prepares students for entry-level careers in juvenile justice, including juvenile corrections, probation, youth supervision, and rehabilitation services. Through coursework in juvenile justice and STC-certified Juvenile Corrections Officer Core Training, developed in partnership with the Alameda County Probation Department, students gain the knowledge, skills, and industry-recognized training needed to meet workforce demands and pursue employment with juvenile justice agencies throughout California.

3. Program Requirements

Course	Title	Units	Term
Required Core: (30 Units)			
AJ 30	Juvenile Correctional Officer Core Course I	5.0	1st
AJ 31	Juvenile Correctional Officer Core Course II	2.0	1st
AJ 50	Introduction to Administration of Justice	3.0	1st
AJ 54	Investigative Report Writing	3.0	1st
AJ 55	Introduction to Correctional Science	3.0	2nd
AJ 60	Criminal Law	3.0	2nd
AJ 66	Juvenile Procedures	3.0	2nd
AJ 70	Community Relations	3.0	3rd
CMST 10	Interpersonal Communication	3.0	2nd
WRKX 95	General Work Experience	2.0	3rd

Total: 30.0

4. Career Opportunities

The Juvenile Justice Certificate of Achievement prepares students for entry-level careers in juvenile corrections, probation, and youth services. Students gain knowledge of the juvenile justice system, rehabilitation practices, and professional standards, while completing STC-certified Juvenile Corrections Officer Core Training in partnership with the Alameda County Probation Department. Career opportunities include Juvenile Corrections Officer, Probation Aide, Youth Counselor, and other positions serving justice-involved youth.

5. Master Planning

The Juvenile Justice Certificate of Achievement supports the College's Educational Master Plan by expanding career education opportunities, strengthening workforce partnerships, and preparing students for in-demand public service careers. Through its partnership with the Alameda County Probation Department and inclusion of STC-certified training, the program provides students with clear pathways to employment in juvenile justice, corrections, and probation while addressing regional workforce needs.

6. Enrollment and Completer Projections

The Juvenile Justice Certificate of Achievement is projected to enroll 20-30 students annually, with 15-25 students completing the certificate each year. Enrollment is supported by student interest in juvenile justice careers and the program's partnership with the Alameda County Probation Department.

7. Place of Program in Curriculum/Similar Programs

The Juvenile Justice Certificate of Achievement complements the AJ curriculum by providing specialized preparation in juvenile justice, probation, and corrections. The program offers focused coursework in juvenile justice practices, youth supervision, rehabilitation, and correctional operations, including Standards and Training for Corrections (STC) Juvenile Corrections Officer Core Training. Few community colleges in the region offer comparable training, making this certificate a distinctive pathway to careers serving justice-involved youth. To our knowledge, there are no similar programs within the service area that incorporate STC-certified Juvenile Corrections Officer Core Training as part of a Juvenile Justice Certificate.

8. Similar Programs at Other Colleges in Service Area

It is currently under review by the BACCC and on the November agenda for approval.

The Juvenile Justice Certificate of Achievement prepares students for entry-level careers in juvenile justice, including juvenile corrections, probation, youth supervision, and rehabilitation services. Through coursework in juvenile justice and STC-certified Juvenile Corrections Officer Core Training, developed in partnership with the Alameda County

Probation Department, students gain the knowledge, skills, and industry-recognized training needed to meet workforce demands and pursue employment with juvenile justice agencies throughout California.

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

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

Term 1 - Fall **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 30	Juvenile Correctional Officer Core Course I ➜]	5.0	Major/Required	Spring, Fall
AJ 31	Juvenile Correctional Officer Core Course II	2.0	Major/Required	Fall
AJ 50	Introduction to Administration of Justice ➜]	3.0	Major/Required	Spring, Summer, Fall
AJ 54	Investigative Report Writing	3.0	Major/Required	Fall

➜] Gateway Course

Term 1 - Spring **Units:** 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CMST 10	Interpersonal Communication ➜]	3.0	Major/Required	Spring, Fall
AJ 55	Introduction to Correctional Science ➜]	3.0	Major/Required	Spring, Fall
AJ 60	Criminal Law ➜]	3.0	Major/Required	Spring, Fall
AJ 66	Juvenile Procedures ➜]	3.0	Major/Required	Spring

➜] Gateway Course

Term 2 - Fall **Units:** 5.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AJ 70	Community Relations ➜]	3.0	Major/Required	Spring, Fall
WRKX 95	General Work Experience ➜]	2.0	Major/Required	Spring, Fall

➜] Gateway Course

Total: 30.0

New Program: Pre-Law Studies - Certificate of Achievement (16 to fewer than 30 units)

Rationale

This certificate will be awarded to students who complete the required courses for the California LAW Pathways (Cal LAW) program, which will be offered at LPC. This program is a statewide partnership among California community colleges, universities, and law schools designed to increase access to legal careers and law school, particularly for first-generation, low-income, and historically underrepresented students. The Pathway provides students with a clear, structured route from community college to law school, including access to specialized advising, career exploration, statewide networking events, law school partnerships, and application fee waivers. For LPC, joining Cal LAW strengthens our academic reputation, expands transfer opportunities, deepens partnerships with UC, CSU, and ABA accredited law schools, and enhances our Administration of Justice and Social Science programs by connecting them to a statewide legal education pipeline.

TOP Code

2105.00 - Administration of Justice*

CIP Code

43.0104 - Criminal Justice/Safety Studies

1. Statement of Program Goals and Objectives

This certificate recognizes students who successfully complete the required coursework for the California LAW Pathways (Cal LAW) program at Las Positas College. The program is designed to prepare students for law-related careers, transfer, and law school, and by developing foundational knowledge of legal systems, democratic institutions, constitutional principles, civic engagement, and social justice. Through a structured pathway of academic coursework and career exploration, students strengthen the critical thinking, analytical, communication, and leadership skills essential for success in legal studies and the legal profession.

2. Catalog Description

This certificate recognizes students who successfully complete the required coursework for the California LAW Pathways (Cal LAW) program at Las Positas College. The program is designed to prepare students for transfer, law school, and law-related careers by developing foundational knowledge of legal systems, democratic institutions, constitutional principles, civic engagement, and social justice. Through a structured pathway of academic coursework and career exploration, students strengthen the critical thinking, analytical, communication, and leadership skills essential for success in legal studies and the legal profession.

3. Program Requirements

Course	Title	Units	Term
Required Core: (19 Units)			
AJ 52	Law and Democracy	3.0	1st
CMST 46	Argumentation and Debate	3.0	1st
ENGL C1000	Academic Reading and Writing	3.0	1st
ENGL C1001	Critical Thinking and Writing	3.0	2nd
POLS C1000	American Government and Politics	3.0	1st
STAT C1000	Introduction to Statistics	4.0	2nd
List A: Choose One (3 Units)			
HIST C1001	United States History to 1877	3.0	2nd
HIST C1002	United States History since 1865	3.0	2nd
List B: Choose One (3 Units)			
AJ 60	Criminal Law	3.0	2nd
AJ 61	Evidence	3.0	2nd
AJ 70	Community Relations	3.0	2nd
BUSN 18	Business Law	3.0	2nd

Total: 25.0

4. Master Planning

The proposed certificate supports Las Positas College's commitment to student success, transfer readiness, equity, and career preparation by creating a structured pathway for students interested in law, public service, and justice-related professions. The program provides students with foundational knowledge of legal systems, constitutional principles, democratic institutions, civic engagement, and social justice while developing critical thinking, analytical reasoning, communication, and leadership skills. By participating in the statewide Cal LAW initiative, LPC will expand educational and career opportunities for students, particularly first-generation and historically underrepresented populations, and strengthen pathways from community college to four-year institutions, law school, and legal careers.

5. Enrollment and Completer Projections

The California Pathway to Law School Certificate is expected to enroll approximately 30 students during its first year, growing to 50 students annually by the third year. Annual certificate completion is projected to increase from approximately 10 students in Year 1 to 25-30 students by Year 3 as students progress through the program requirements.

6. Place of Program in Curriculum/Similar Programs

The California Pathway to Law School Certificate will be housed within the Administration of Justice Department at Las Positas College. The certificate complements existing transfer programs by providing a structured pre-law pathway and is unique in its focus on preparing students for transfer and eventual law school admission. It supports, but does not duplicate, existing certificate offerings at the College, including in Administration of Justice.

7. Similar Programs at Other Colleges in Service Area

Similar pre-law pathways are offered at Diablo Valley College. However, the Cal Pathway to Law School Initiative is a statewide program designed to expand access to legal education and diversify the legal profession. Thus, they have encouraged ALL community colleges throughout California to join the initiative and develop local pathways that prepare students for transfer, law school admission, and legal careers.

This certificate recognizes students who successfully complete the required coursework for the California LAW Pathways (Cal LAW) program at Las Positas College. The program is designed to prepare students for transfer, law school, and law-related careers by developing foundational knowledge of legal systems, democratic institutions, constitutional principles, civic engagement, and social justice. Through a structured pathway of academic coursework and career exploration, students strengthen the critical thinking, analytical, communication, and leadership skills essential for success in legal studies and the legal profession.

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
AJ 52	Law and Democracy	3.0	Major/Required	Fall
POLS C1000	American Government and Politics ➜]	3.0	Major/Required	Spring, Fall
CMST 46	Argumentation and Debate ➜]	3.0	Major/Required	Spring, Fall
ENGL C1000	Academic Reading and Writing ➜]	3.0	Major/Required	Spring, Fall

➜] Gateway Course

Term 2 - Spring **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1001	Critical Thinking and Writing ➜]	3.0	Major/Required	Spring, Fall
STAT C1000	Introduction to Statistics ➜]	4.0	Major/Required	Spring, Fall
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	

➜] Gateway Course

Total: 25.0

LAS POSITAS COLLEGE

New Program: Viticulture and Enology - Associate of Science Degree

Rationale

This degree is replacing our current two separate Viticulture and Enology degrees to allow students to graduate faster and reduce redundancy.

TOP Code

0104.00 - Viticulture, Enology and Wine Business*

CIP Code

01.1004 - Viticulture and Enology

1. Statement of Program Goals and Objectives

The Viticulture and Enology Associate of Science degree is a CTE program that prepares students for entry-level employment in the fields of Viticulture and Enology.

2. Catalog Description

The Viticulture and Enology Associate of Science degree prepares students for entry-level employment in the fields of Viticulture and Enology. The degree consists of core courses in wine-making, viticulture and science, and focuses on the production of quality wines and wine grapes. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment and in the college's onsite Campus Hill Vineyard.

3. Program Requirements

Course	Title	Units	Term
Required Core: (26 Units)			
VWT 10	Introduction to Viticulture	3.0	1st
VWT 20	Introduction to Enology	3.0	1st
VWT 23	Fundamentals of Wine Science I	3.0	2nd
VWT 24	Fundamentals of Wine Science II	3.0	4th
VWT 25	Sensory Analysis of Wines	3.0	3rd
VWT 32	Spring Vineyard Operations	3.0	2nd
VWT 41	Fall Winery and Vineyard Operations	3.0	1st
VWT 47	Wines of California	3.0	4th
WRKX 94	Occupational Work Experience/Internship	2.0	3rd
List A: Select Four (10 to 13 Units)			
CHEM 31	Introduction to College Chemistry	4.0	2nd
OR			
CHEM 30A	Introductory and Applied Chemistry I	4.0	2nd
GEOG 15	Introduction to GIS	3.0	2nd
VWT 1	Wines of the Americas and Beyond	3.0	2nd
VWT 2	Wines of Europe	3.0	2nd
VWT 13	Vineyard Soil and Pest Management	3.0	3rd
VWT 21	Applied Enology	3.0	3rd
VWT 33	Summer Winery and Vineyard Operations	1.0	4th
VWT 42	Spring Winery Operations	3.0	4th
VWT 46	Wines of Livermore	3.0	2nd
Total Units for the Major			
		36.0-39.0	
Additional General Education and Elective Units			
See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.		21.0-24.0	

Total: 60.0

4. Career Opportunities

Wine maker, assistant wine maker, wine analysis lab technician, oenologist, winery supervisor, quality control, production manager, tasting room director, wine sales, wine service, grape/juice buyer, equipment supplier, wine label design and packaging, vineyard manager, vineyard design and development, pest control, irrigation specialist, vineyard crew supervisor, equipment supervisor, quality control, production manager, and wine hospitality, grape/juice sales.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

6. Enrollment and Completer Projections

Average enrollment with 5 or so graduates per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will stay in the Viticulture/Enology department as a part of those programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Viticulture and Enology Associate of Science degree prepares students for entry-level employment in the fields of Viticulture and Enology. The degree consists of core courses in wine-making, viticulture and science, and focuses on the production of quality wines and wine grapes. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment and in the college's onsite Campus Hill Vineyard.

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
ENGL C1000 (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
VWT 10	Introduction to Viticulture	3.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	
VWT 41	Fall Winery and Vineyard Operations	3.0	Major/Required	Fall

Term 2 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 47 (Area 2)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
VWT 32	Spring Vineyard Operations ➜]	3.0	Major/Required	Spring
VWT 23	Fundamentals of Wine Science I ➜]	3.0	Major/Required	Spring
List A Course		3.0	Major/Required	

➜] Gateway Course

Term 3 - Fall **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
List A Courses		6.0	Major/Required	
WRKX 94	Occupational Work Experience/Internship	2.0	Major/Required	
VWT 25	Sensory Analysis of Wines	3.0	Major/Required	

Term 4 - Spring **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
List A Course		3.0	Major/Required	
VWT 24	Fundamentals of Wine Science II	3.0	Major/Required	
VWT 47	Wines of California	3.0	Major/Required	

Total: 60.0

New Program: Viticulture and Enology - Certificate of Achievement (30 to fewer than 60 units)

Rationale

This certificate is replacing our current two separate Viticulture and Enology certificates to allow students to graduate faster and reduce redundancy.

TOP Code

0104.00 - Viticulture, Enology and Wine Business*

CIP Code

01.1004 - Viticulture and Enology

1. Statement of Program Goals and Objectives

The Certificate of Achievement in Viticulture and Enology is a CTE program that prepares students for entry-level employment in the fields of Viticulture and Enology.

2. Catalog Description

The Certificate of Achievement in Viticulture and Enology prepares students for entry-level employment in the fields of Viticulture and Enology. The Certificate consists of core courses in wine-making, viticulture and science, and focuses on the production of quality wines and wine grapes. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment and in the college's onsite Campus Hill Vineyard.

3. Program Requirements

Course	Title	Units	Term
Required Core: (26 Units)			
VWT 10	Introduction to Viticulture	3.0	1st
VWT 20	Introduction to Enology	3.0	1st
VWT 23	Fundamentals of Wine Science I	3.0	2nd
VWT 24	Fundamentals of Wine Science II	3.0	4th
VWT 25	Sensory Analysis of Wines	3.0	3rd
VWT 32	Spring Vineyard Operations	3.0	2nd
VWT 41	Fall Winery and Vineyard Operations	3.0	1st
VWT 47	Wines of California	3.0	4th
WRKX 94	Occupational Work Experience/Internship	2.0	3rd
List A: Select Four (10 to 13 Units)			
CHEM 30A	Introductory and Applied Chemistry I	4.0	2nd
OR			
CHEM 31	Introduction to College Chemistry	4.0	2nd
GEOG 15	Introduction to GIS	3.0	2nd
VWT 1	Wines of the Americas and Beyond	3.0	2nd
VWT 2	Wines of Europe	3.0	2nd
VWT 13	Vineyard Soil and Pest Management	3.0	3rd
VWT 21	Applied Enology	3.0	3rd
VWT 33	Summer Winery and Vineyard Operations	1.0	4th
VWT 42	Spring Winery Operations	3.0	4th
VWT 46	Wines of Livermore	3.0	2nd

Total: 36.0-39.0

4. Career Opportunities

Wine maker, assistant wine maker, wine analysis lab technician, oenologist, winery supervisor, quality control, production manager, tasting room director, wine sales, wine service, grape/juice buyer, equipment supplier, wine label design and packaging, vineyard manager, vineyard design and development, pest control, irrigation specialist, vineyard crew supervisor, equipment supervisor, quality control, production manager, and wine hospitality, grape/juice sales.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a certificate in Career Technical Education.

6. Enrollment and Completer Projections

Average enrollment with 5 or so graduates per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will stay in the Viticulture/Enology department as a part of those programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

The Certificate of Achievement in Viticulture and Enology prepares students for entry-level employment in the fields of Viticulture and Enology. The Certificate consists of core courses in wine-making, viticulture and science, and focuses on the production of quality wines and wine grapes. Students will gain both theoretical knowledge as well as hands-on experience on state-of-the-art winery equipment and in the college's onsite Campus Hill Vineyard.

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

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

Term 1 - Fall **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 10	Introduction to Viticulture	3.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	
VWT 41	Fall Winery and Vineyard Operations	3.0	Major/Required	Fall

Term 2 - Spring **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 32	Spring Vineyard Operations ➜]	3.0	Major/Required	Spring
VWT 23	Fundamentals of Wine Science I ➜]	3.0	Major/Required	Spring
List A Course		3.0	Major/Required	

➜] Gateway Course

Term 3 - Fall **Units:** 11.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 25	Sensory Analysis of Wines	3.0	Major/Required	
WRKX 94	Occupational Work Experience/Internship	2.0	Major/Required	
List A Courses		6.0	Major/Required	

Term 4 - Spring **Units:** 9.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 24	Fundamentals of Wine Science II	3.0	Major/Required	
VWT 47	Wines of California	3.0	Major/Required	
List A Course		3.0	Major/Required	

Total: 38.0

New Program: Viticulture and Enology Research Pathway - Associate of Science Degree

Rationale

This program is for students that plan to transfer to a University in the fields of Viticulture and Enology. This program matches up with lower division requirements for UC Davis and Brock University in Canada.

TOP Code

0104.00 - Viticulture, Enology and Wine Business*

CIP Code

01.1004 - Viticulture and Enology

1. Statement of Program Goals and Objectives

This is a local program designed to help students that wish to transfer to UC Davis or some other campus to major in Viticulture/Enology.

2. Catalog Description

The Viticulture and Enology Research Pathway Associate of Science Degree is a local degree which prepares students for transfer to a university to focus on research in Viticulture and Enology. The program requirements align with the admissions requirements for the Viticulture and Enology program at UC Davis. Students intending to transfer to UD Davis or another university are encouraged to meet with a Counselor for guidance on the best General Education pattern to follow.

3. Program Requirements

Course	Title	Units	Term
Required Core: (41 Units)			
BIO 1R	Organismal Biology	5.0	3rd
BIO 1C	Cell and Molecular Biology	5.0	4th
CHEM 1A	General College Chemistry I	5.0	1st
CHEM 1B	General College Chemistry II	5.0	2nd
CHEM 12A	Organic Chemistry I	5.0	3rd
MATH C2210	Calculus I: Early Transcendentals	5.0	
MATH C2220	Calculus II: Early Transcendentals	5.0	
VWT 10	Introduction to Viticulture	3.0	1st
VWT 20	Introduction to Enology	3.0	2nd
List A: Chose One Option (5-8 Units)			
Option 1			
PHYS 1A	General Physics I	5.0	4th
Option 2			
PHYS 2A	Introduction to Physics I	4.0	3rd
AND			
PHYS 2B	Introduction to Physics II	4.0	4th
Total Units for the Major		46.0-49.0	
Additional General Education and Elective Units			
See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. For students intending to transfer to a UC, GE courses should be selected such that they satisfy the UC ePlease consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.		16.0	

Total: 62.0-65.0

4. Master Planning

This program aligns with the educational master plan goal of A2: Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals.

5. Enrollment and Completer Projections

10 students per semester enrolled with 2 to 3 per year completing.

6. Place of Program in Curriculum/Similar Programs

This program will be part of the Viticulture and Winery Technology facility of programs.

7. Similar Programs at Other Colleges in Service Area

This program would be unique to the Bay Area.

The Viticulture and Enology Research Pathway Associate of Science Degree is a local degree which prepares students for transfer to a university to focus on research in Viticulture and Enology. The program requirements align with the admissions requirements for the Viticulture and Enology program at UC Davis. Students intending to transfer to UD Davis or another university are encouraged to meet with a Counselor for guidance on the best General Education pattern to follow.

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:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGL C1000 (Area 1A)		3.0	General Education	
CHEM 1A	General College Chemistry I	5.0		
MATH C2210	Calculus I: Early Transcendentals	5.0	Major/Required	
VWT 10	Introduction to Viticulture	3.0	Major/Required	

Term 2 - Spring **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Critical Thinking and Oral Communication (Area 1B)		3.0	General Education	
CHEM 1B	General College Chemistry II	5.0	Major/Required	
MATH C2220	Calculus II: Early Transcendentals	5.0	Major/Required	
VWT 20	Introduction to Enology	3.0	Major/Required	

Term 3 - Fall **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)		3.0	General Education	
BIO 1R	Organismal Biology	5.0	Major/Required	
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Term 4 - Spring **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
PHYS 1A	General Physics I	5.0	Major/Required	
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	

Total: 62.0

LAS POSITAS COLLEGE

New Program: Welding Basics - Certificate of Completion

Rationale

This is a Noncredit Certificate of Completion for a specific underserved population located at Santa Rita Jail in Dublin, CA.

TOP Code

0956.50 - Welding Technology*

CIP Code

48.0508 - Welding Technology/Welder

1. Statement of Program Goals and Objectives

The goals for this Certificate of Completion is to provide employment preparation for a specific underserved population located at Santa Rita Jail in Dublin, CA.
The objectives of the program are to provide technical information and critical thinking skills in the field of welding.
This will be accomplished by covering welding safety, as well as studying the interaction of metallic materials, machinery and manpower with a focus on employment redness.

2. Catalog Description

The Welding Basics Certificate of Completion is for students that want to rapidly gain the knowledge needed to pursue additional welding training or entry level employment. The ability to read and interpret technical drawings combined with safety, welding equipment and process knowledge provide the foundation. Performing welding inspection is a good way to understand the code and quality requirements of welded products. Welding theory and job readiness is the primary focus of the program.

3. Program Requirements

Course	Title	Hours	Term
Required Core: Choose 4 (72 hours)			
NWLD 201	Welding Basics A	18.0	1st
NWLD 202	Welding Basics B	18.0	1st
NWLD 203	Print Reading for Welding	18.0	1st
NWLD 204	Introduction to Welding Inspection	18.0	1st
NWLD 205	Introduction to SMAW	18.0	1st
NWLD 206	Introduction to FCAW	18.0	1st
NWLD 207	Introduction to GMAW	18.0	1st
NWLD 208	Introduction to GTAW	18.0	1st

Total: 72.0

4. Master Planning

This program is being developed with the full support of the Alameda County Sheriff's Office in conjunction with the Reentry Services group located at Santa Rita Jail in Dublin, CA.
Santa Rita is the third-largest jail in California and the fifth-largest in the nation. The goal is to reduce recidivism and provide direction and hope for the diverse incarcerated population.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

The Welding Basics Certificate of Completion is for students that want to rapidly gain the knowledge needed to pursue additional welding training or entry level employment. The ability to read and interpret technical drawings combined with safety, welding equipment and process knowledge provide the foundation. Performing welding inspection is a good way to understand the code and quality requirements of welded products. Welding theory and job readiness is the primary focus of the program.

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:** 72.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Four Required Core Courses (72 hours)	72.0	Major/Required	

Total: 72.0

5.5 Program Modifications

- Honors Scholar, CA
- Wine Hospitality and Business, CA

Program Modification: Honors Scholar - Certificate of Achievement (16 to fewer than 30 units) (Launched)
compared with
Honors Scholar - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2026)

Rationale
This program sets the minimum curricular requirements for students to be an honors scholar and gives said students a certificate of achievemnt.

TOP Code
4901.00 - Liberal Arts and Sciences, General

CIP Code
24.0101 - Liberal Arts and Sciences/Liberal Studies

1. Statement of Program Goals and Objectives
The Honor's Scholars Certificate of Achievement is a local program used for students intent on becoming an Honors Scholar to take advantage of Transfer Alliance Program for priority transfer to UCLA, as well as of other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

2. Catalog Description
The Honors Scholar Transfer Certificate Program is designed to provide students with opportunities for intellectual and personal enrichment in a diverse, rigorous and stimulating academic environment, intended to foster high-level critical thinking, in-depth research skills, and effective scholarly communication. The program helps foster a passion for learning and active engagement in the college environment and cultivates culturally aware citizens who are leaders, innovators, and advocates. Completion of the certificate with a cumulative grade point average (GPA) of 3.5 or better offers enhanced prospects for transfer to elite four-year institutions and enables students to participate in Transfer Alliance Program partnership with UCLA, as well as to utilize other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

3. Program Requirements

Course	Title			Units	Term
~~*Required Core: The following courses must be completed with a grade of 'B' or higher (16-26 Units)*~~ *Required Core: (15-25 Units)*					
Five Courses From at Least Two Different Disciplines Completed as Honors		15.0-25.0	2nd		
List A: Select One (1-4 Units)					
HNRS 1	Honors Research Seminar I			1.0	1st
~~Five Courses From at Least Two Different Disciplines Completed as Honors~~ PSYC 25	Research Methods			4.0	1st
SOC 13	Research Methods			4.0	1st
All courses must be completed with a grade of 'B' or higher.		~~15.0~~ - ~~25.0~~	~~2nd~~		

Total: 16.0- ~~**26**~~ **29 .0**

4. Master Planning
This program meets the Educational Master Plan goals "A1. Analyze and meet the educational needs of a diverse population and workforce through ongoing program support and innovation" and "A2. Design course offerings, class schedules and modalities, and support services that are accessible and inclusive for all students and promote timely completion of transfer, degree, and career-technical goals."

5. Enrollment and Completer Projections
100 enrollments per semester, and 40 completers per year.

6. Place of Program in Curriculum/Similar Programs
This program has an area of emphasis similar to Liberal Arts and Sciences AA degrees.

7. Similar Programs at Other Colleges in Service Area
This would be a unique program to our Service Area.

The Honors Scholar Transfer Certificate Program is designed to provide students with opportunities for intellectual and personal enrichment in a diverse, rigorous and stimulating academic environment, intended to foster high-level critical thinking, in-depth research skills, and effective scholarly communication. The program helps foster a passion for learning and active engagement in the college environment and cultivates culturally aware citizens who are leaders, innovators, and advocates. Completion of the certificate with a cumulative grade point average (GPA) of 3.5 or better offers enhanced prospects for transfer to elite four-year institutions and enables students to participate in Transfer Alliance Program partnership with UCLA, as well as to utilize other transfer agreements with highly selective colleges and universities through the Honors Transfer Council of California.

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:** 4.0- ~~6~~ 9 .0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

		1.0 - 4.0	
HNRS 1	Honors Research Seminar I	1.0	Major/Required
OR			
PSYC 25	Research Methods	4.0	Major/Required
OR			
SOC 13	Research Methods	4.0	Major/Required
One course completed as Honors		3.0 - 5.0	Major/Required

Term 2 - Spring **Units:** 6.0-10.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Two courses completed as Honors	6.0 - 10.0	Major/Required	

Term 3 - Fall **Units:** 6.0-10.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Two courses completed as Honors	6.0 - 10.0	Major/Required	

Total: 16.0- ~~26~~ 29 .0

LAS POSITAS COLLEGE

Admin Narrative Comparison

Program Modification: Wine Hospitality and Business - Certificate of Achievement (8 to fewer than 16 units) (Launched)
compared with
Wine Hospitality - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 08-15-2025)

Rationale

TOP Code

0104.00 - Viticulture, Enology and Wine Business*

CIP Code

01.1004 - Viticulture and Enology

1. Statement of Program Goals and Objectives

~~The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country.~~

The Certificate of Achievement in Wine Hospitality and Business is a CTE program that provides students with the wine knowledge, business, technical sales and service abilities, and social skills necessary to be a great host in wine country.

2. Catalog Description

~~The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.~~

The Certificate of Achievement in Wine Hospitality and Business provides students with the wine knowledge, business, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.

3. Program Requirements

Course	Title	Units	Term
~~*Required Core: (11 Units)*~~ *Required Core: (8 Units)*			
VWT 45	Food and Wine Pairing	3.0	2nd
VWT 55	Wine Service and Sales	2.0	1st
VWT 57	Wine Marketing and Hospitality Management	3.0	1st
List A: Choose One (3 Units)			
VWT 1	Wines of the Americas and Beyond	3.0	1st
~~OR~~			
VWT 2	Wines of Europe	3.0	1st
VWT ~~45~~ 46	~~Food and Wine Pairing~~ Wines of Livermore	3.0	1st
VWT 47	Wines of California	3.0	1st
List B: Choose One (3 Units)			
VWT 56	Winery and Vineyard Management	3.0	2nd
VWT ~~55~~ 58	~~Wine Service and Sales~~ Wine Distribution, Wholesale Sales, and Global Markets	~~2~~ 3.0	2nd
VWT 59	Wine Finance, Law, and Entrepreneurship	3.0	2nd
		Total: ~~11~~ 14.0	

4. Career Opportunities

~~There are more than 23 million tourist visits to California wine regions. Taking care of these wine country visitors requires wine hospitality professionals. Career opportunities in wine hospitality include sommeliers, tasting room managers, wine servers, director of winery tours, and special event coordinators.~~

Sommeliers, tasting room managers, wine servers, director of winery tours, and special event coordinators.

5. Master Planning

This fits into our Master Plan as a CTE program that prepares students for employment.

6. Enrollment and Completer Projections

Average enrollment with 5 or so graduates per academic year.

7. Place of Program in Curriculum/Similar Programs

This program will stay in the Viticulture/Enology department as a part of those programs.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

~~The Certificate of Achievement in Wine Hospitality provides students with the wine knowledge, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.~~

The Certificate of Achievement in Wine Hospitality and Business provides students with the wine knowledge, business, technical sales and service abilities, and social skills necessary to be a great host in wine country. The Certificate is ideal for current or future wine servers in restaurants, tasting rooms, wine bars, or catering events.

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~~ 8 .0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 55	Wine Service and Sales	2.0	Major/Required	
VWT ~~Wines~~ 1 57	~~of the Americas and Beyond~~ Wine Marketing and Hospitality Management	3.0	Major/Required	
~~OR~~ Wines of Europe		3.0	Major/Required	
List A Course		3.0	Major/Required	Fall

Term 2 - Spring

Units: 6.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
VWT 45	Food and Wine Pairing	3.0	Major/Required	

Term 2 - Spring

~~**Units:**~~ 5.0

Course		Units	MAJ/GEN/ELEC	~~Semester(s) Offered~~
Wines of California		3.0	Major/Required	
List B Course				
~~VWT 55~~	~~Wine Service and Sales~~ 3.0	~~2.0~~ Major/Required	~~Major/Required~~	

Total: ~~11~~ 14 .0

5.5 Program Deactivations

- Enology, AS

  Justification: Degree is being combined into one Viticulture and Enology AS degree

- Enology, CA

  Justification: This program is being replaced with the Viticulture and Enology certificate

- Viticulture, AS

  Justification: Being replaced with the Viticulture and Enology AS degree

- Viticulture, CA

  Justification: This program is being replaced with the Viticulture and Enology certificate