# Las Positas College

# Curriculum Committee Meeting

# 11/30/2026

# 6.0 Second Reading/Voting Packet

# 6.1 New Courses

## Course Outline of Record – Effective Term: **Fall 2028**

- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

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

- CIS 104 Vibe Coding & No-Code App Development: Building Software with AI
- MIND 10 Mindfulness in Everyday Life

## Enrollment Limitations – Effective Term: **Fall 2028**

- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

## Distance Education (DE) – Effective Term: **Fall 2028**

- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences (FO, PO)

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

- CIS 104 Vibe Coding & No-Code App Development: Building Software with AI (FO, PO)
- MIND 10 Mindfulness in Everyday Life (FO, OFI, PO)

## CSU Transfer – Effective Term: **Fall 2028**

- PSYC 24 Introductory Statistics for the Behavioral and Social Sciences

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

- MIND 10 Mindfulness in Everyday Life

## Associate Degree GE – Effective Term: **Fall 2028**

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

LAS POSITAS COLLEGE

# Admin Outline for Computer Information Systems 104
# Vibe Coding & No-Code App Development: Building Software with AI

**Effective:** Fall 2027

## Catalog Description:

### CIS 104 - Vibe Coding & No-Code App Development: Building Software with AI
### 3.00 Units

This introductory programming course explores how students can design, build, and launch digital solutions using no-code platforms, low-code development tools, and AI-powered vibe coding. Designed for students with little or no programming experience, the course introduces accessible approaches to creating websites, applications, interactive tools, and digital products without requiring traditional software development skills. Students will learn how to transform ideas into functional prototypes by using visual development environments, drag-and-drop interfaces, workflow automation, and natural-language prompts to collaborate with artificial intelligence. Through guided exercises and practical projects, students will develop foundational skills in problem-solving, digital design, prompt engineering, user experience, testing, and iterative improvement. The course emphasizes creativity, critical thinking, responsible AI use, and the ability to select appropriate tools for different challenges. Students will also explore the differences between no-code, low-code, and vibe coding; evaluate the strengths and limitations of AI-generated solutions; and consider important issues related to privacy, security, accessibility, and ethical technology use.

2.5 Units Lecture 0.5 Units Lab

**Recommended Course Preparation:**

- CIS 100

| | |
|---|---|
| **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

programming for non-coding professionals

## 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. Design, build, and deploy functional web or mobile applications using visual development platforms without writing extensive traditional hand-code.
B. Build an app tailored to your specific workplace needs, helping you solve your workflow challenges.
C. Learn how to communicate with AI using everyday language to generate functional code.

## Course Objectives:

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

A. Differentiate between pure no-code platforms (drag-and-drop builders for non-technical users) and low-code frameworks that combine visual development with custom logic, code extensions, and scripting
B. Set up, configure, and operate AI-assisted development environments and editors
C. Write clear, structured, and context-aware prompts, document prompt histories, and refine instructions iteratively based on AI output
D. Define what vibe coding is, how large language models (LLMs) interpret natural language into code, and how to focus on the desired functional outcome rather than manual syntax

## Course Content:

**Lecture:**

1. Modern software development approaches
    1. What is no code automation?
        1. How it works
        2. Tradeoffs
    2. Low-Code
    3. No-code
    4. Vibe coding
2. Core Methods
    1. No-code: Visual drag-and-drop builders and pre-built templates with zero syntax.

2. Low-code: Visual builders combined with hand-coding, scripts, or API integrations.
3. Vibe coding: Natural-language prompts instructing an AI to write and manage raw source code.

3. When to choose
    1. Low-code: Choose low-code when a workflow involves custom rules and business-specific tracking but still needs a structured system that teams can maintain and extend over time.
    2. No-code: Choose no-code when you need to build a standardized or repeatable workflow and you don't want to write code (visual tools allow you to build your application in the platform).
    3. Vibe coding: Choose vibe coding when you need to turn a specific business process into a custom application without using a predefined template or writing the application code yourself.
4. Primary User
    1. Low-code: Technical business users and professional developers.
    2. No-code: Business users, operators, and citizen developers.
    3. Vibe coding: Anyone with an idea, including founders, designers, and engineers.
5. Main Advantage
    1. Low-code: Balances rapid visual speed with deep engineering customization.
    2. No-code: Maximum simplicity, fast setup, and built-in enterprise guardrails.
    3. Vibe coding: Extreme creation velocity and freedom from pre-built platform limits.
6. Examples of Uses
    1. Low-code:
        1. Approval workflows with conditional routing
        2. Internal ticketing or case-management systems with custom status logic
        3. Inventory or asset trackers with automated alerts, such as low-stock or upcoming-maintenance notifications
        4. Client or vendor portals that combine standard forms with custom business rules
    2. No-code:
        1. Event registration or RSVP forms
        2. Simple CRMs for tracking leads or contacts
        3. Basic intake forms, such as IT requests, HR onboarding, or expense submissions
        4. Team directories or resource-booking calendars
    3. Vibe coding:
        1. Project management tools
        2. Help desk systems
        3. Inventory tracking apps
        4. Approval workflow software
        5. Employee onboarding apps
7. Limitations
8. Challenges and consideration
9. Popular Tools
    1. Low-code: Microsoft Power Apps, OutSystems, Mendix
    2. No-code: Bubble, Webflow, Airtable, Zapier
    3. Vibe coding: Cursor, Replit, Claude Code, GitHub Copilot

**Lab Activities:**

1. No-Code Lab Assignment (The "Lego / Workflow" Lab)
    1. Objective: Build a functional internal tool, form-to-database tracker, or client portal without writing a single line of syntax.
    2. Example Task: Create an event-registration and feedback dashboard using Bubble or Airtable.
    3. Core Learning Outcomes:
        1. Understanding database schemas and relational data visually.
        2. Configuring trigger-and-action workflows (e.g., "when button is clicked, send email").
        3. Recognizing the limits of template customization and vendor constraints.
2. Low-Code Lab Assignment (The "Power User / Extension" Lab)
    1. Objective: Build a structured, multi-user business application using visual blocks, then drop into code to write a custom integration or data transformation.
    2. Example Task: Build an enterprise approval workflow where the UI is visually designed, but the pricing calculation or third-party REST API call is written in JavaScript or Python.
    3. Core Learning Outcomes:
        1. Bridging visual components with custom code, logic, and APIs.
        2. Handling role-based security, data validation, and error management.
        3. Managing lifecycle maintenance and enterprise structure.
3. Vibe Coding Lab Assignment (The "Conversational Prototyping" Lab)
    1. Objective: Turn a natural-language concept into a live, running application or script by steering an AI coding assistant through iterative conversation.
    2. Example Task: Use Cursor or Replit to prompt, test, and debug a custom weather-tracker or AI-powered mini-game in under an hour.
    3. Core Learning Outcomes:
        1. Prompt engineering for software architecture and iterative refinement ("make it redder", "fix this edge case").
        2. Identifying and fixing AI-generated bugs, hidden security flaws, or "vibe debt" (messy code that breaks unexpectedly).
        3. Manual code review, testing, and deployment of raw source code.

## Methods of Instruction:

1. Lab - weekly hands-on software application assignments
2. Lecture - weekly lecture and software demonstrations
3. Discussion - frequent student sharing class discussion boards

## Methods of Evaluation

A. Class Participation
    1. Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.
B. Exams/Tests
    1. final exam and or project
C. Lab Activities
    1. weekly hands-on lab assignments
D. Quizzes
    1. chapter quizzes
E. Include technique observations, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.

## Typical Outside-of-Class Assignments

A. Project:
    1. A typical beginner assignment for vibe coding (building software through natural language prompts rather than writing syntax) is a simple, self-contained single-page utility tool or tracker.  Example: Group Expense Splitter: A calculator where you input total costs, names of people, and split the bill evenly or custom.
    2. A low-code/no-code (LCNC) assignment example is a practical project—such as building an automated employee onboarding workflow, an internal IT helpdesk request tracker, or a customer feedback dashboard—using visual tools instead of traditional hand-coding.

## Textbooks (Typical):

Textbook:

1. FINN. CORDEX *Vibe Coding for Absolute Beginners: Build Apps, Websites, and AI Projects Fast Using Generative AI and No-Code Tools.*, Amazon Digital Services LLC, 2025.
2. Arpit Shrivastava *Learning Microsoft Power Apps: Building Business Applications with Low-Code Technology.*, Publisher O'Reilly Media, 2024.
3. Siraj Raval *The Vibe Coding Playbook.*, Wiley, 2026.

## Other Materials Required of Students

1. It is recommended that students have a portable data-storage device (i.e. USB drive) or maintain an active cloud-storage account to facilitate saving and transfer of their work..

## Equity Based Curriculum

- 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.

The primary audience for this course would likely include a mixture of traditionally aged, full-time students and older/continuing students, and offering a DE or hybrid option is important to make the course accessible to as wide a range of students as possible.

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

In discussion with CIS 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:** The instructor will regularly contact students through an all-class email list, and will be readily accessible for questions and help by email.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** When offered in DE format, the course will have an ongoing discussion board as a component of student activities and instructor-student interaction.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** The instructor will post electronic announcements in a consistent location as needed.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** The instructor will make web conferencing available as a means of participating in online office hours.
- **Other:**
  **Frequency:** The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Students will be expected to engage in active participation on the course discussion board, including providing responses to other students' contributions and providing peer assistance with questions on content and code debugging, as they are able.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** As appropriate for particular assignments, students will complete programming tasks in small teams, using online tools (e.g., group chats, screensharing, multi-person virtual phone calls) to facilitate their work as needed.
- **Other:**
  **Frequency:** Students will be able to post examples of their own work, including code, to the course discussion forum or other online environment.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Assessments in the course will include assessments that students complete asynchronously and online.
- **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
  **Frequency:** Online materials in the course will include structured practice quizzes or other tools that are repeatable and give students immediate feedback.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** The instructor will make use of screen recording / screen capture software to provide asynchronous video materials -- e.g., lectures, demonstrations, assignment help -- as a regular component of activities in the course.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** Online materials in the course will include websites and other electronic platforms that allow students to write code and see its effect immediately in a specific environment.

## Codes and Dates

Course CB Codes

CB00: State ID
CCC000383010

CB03: TOP Code
070710 - Computer Programming

CIP Code
11.0201 - Computer Programming/Programmer, General

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
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 Mindfulness 10
# Mindfulness in Everyday Life

**Effective:** Fall 2027

## Catalog Description:

### MIND 10 - Mindfulness in Everyday Life
### 3.00 Units

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.

3 Units Lecture

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

## Course Grading:

Optional

**Justification for course proposal**

This course provides a structured, evidence-based framework for teaching students 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.

## Discipline:

Religious Studies.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. 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 Experieince
            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. Three per semester, 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. At least twice in the semester to work with student projects.
F. Oral Presentation
    1. Students present at least twice in the semester regarding a mindfulness project of their choosing.
G. Research Projects
    1. Once per semester 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: 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: 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 are.* 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**
- **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 general, a face-to face structure of the class is preferable for a more engaged learning environment.

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
- **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 needed

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** Weekly
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  **Frequency:** 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 semester
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** 3-4 times per course
- **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:** One per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per semester

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU

## Codes and Dates

Course CB Codes

CB03: TOP Code

151000 - Religious Studies

CIP Code

38.0201 - Religion/Religious 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 Psychology 24
# Introductory Statistics for the Behavioral and Social Sciences

**Effective:** Fall 2028

## Catalog Description:

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

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

**Prerequisite(s):**

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

- Intermediate Algebra or a higher level of mathematics.

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

## Course Grading:

Optional

Justification for course proposal

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

## Discipline:

Psychology, or, Mathematics.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

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

## Course Objectives:

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

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

## Course Content:

**Lecture:**

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

**Activities:**

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

## Methods of Instruction:

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

## Methods of Evaluation

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

## Typical Outside-of-Class Assignments

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

## Textbooks (Typical):

OER:

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

Textbook:

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

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

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

## DE Proposal

Delivery Methods

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

Rationale for DE

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

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

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

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

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

The decision to offer this course in Distance Education mode was made by discipline faculty in consultation with the department. Faculty reviewed the course outline of record and agreed that the student learning outcomes, content, and assessments can be met with the same rigor online as in person. The discussion considered several factors:

strong and ongoing student demand for statistics as a general education and transfer requirement, the need to reduce scheduling bottlenecks that delay degree completion, and the access needs of students who work, care for family members, commute long distances, or have disabilities.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

**Frequency:** Weekly
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Once a term
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** Once a term

## General Education/Transfer

General Education/Transfer Request
Cal-GETC
- 2 - Mathematical Concepts and Quantitative Reasoning

CSU Transfer
- Transfers to CSU

Las Positas College GE
- 2 - Mathematical Concepts and Quantitative Reasoning

UC Transfer
- Transfers to UC

C-ID: MATH 110

## Codes and Dates

Course CB Codes

CB03: TOP Code
200100 - Psychology, General

CIP Code
42.0101 - Psychology, General

CB04: Credit Status
D - Credit - Degree Applicable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB21: Course Prior to College
Y - Not applicable

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

# 6.2 Course Modifications

## Course Outline of Record – Effective Term: **Fall 2028**

- PSYC 25 Research Methods

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

- CHEM 1A General College Chemistry I
- CIS 74 Administrative Office Professional
- CS 5 Introduction to Machine Learning
- HIST 32 U.S. Women's History
- HIST C1001 United States History to 1877
- MIND 15 Mindfulness, Meditation and Self Compassion
- VWT 1 Wines of the Americas and Beyond
- VWT 2 Wines of Europe
- VWT 10 Introduction to Viticulture
- VWT 20 Introduction to Enology
- VWT 25 Sensory Analysis of Wines
- VWT 47 Wines of California

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

- AJ 55 Introduction to Correctional Science
- BIO 30 Introduction to College Biology
- ENGL C1000 Academic Reading and Writing
- GEOG 2 Cultural Geography
- MATH C2210 Calculus I: Early Transcendentals
- MATH C2220 Calculus II: Early Transcendentals
- PHYS 1A General Physics I
- PHYS 1C General Physics III
- PHYS 2A Introduction to Physics I
- PHYS 2B Introduction to Physics II
- STAT C1000 Introduction to Statistics

## Enrollment Limitations – Effective Term: **Fall 2028**

- PSYC 25 Research Methods

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

- CS 5 Introduction to Machine Learning

## Distance Education (DE) – Effective Term: **Fall 2028**

- PSYC 25 Research Methods (OFI)

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

- CS 5 Introduction to Machine Learning (FO, OFI)

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

- AJ 55 Introduction to Correctional Science (MJST)
- ENGR 50 Introduction to Electronic Systems and Measurements (MJST, Industry-Recognized-Training)
- VWT 32 Spring Vineyard Operations (Portfolio)
- VWT 42 Spring Winery Operations (Portfolio)
- VWT 45 Food and Wine Pairing (Industry-Recognized-Training)
- VWT 47 Wines of California (Industry-Recognized-Training)

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

- VWT 1 Wines of the Americas and Beyond (Industry-Recognized-Training)
- VWT 2 Wines of Europe (Industry-Recognized-Training)
- VWT 10 Introduction to Viticulture (Industry-Recognized-Training)
- VWT 20 Introduction to Enology (Industry-Recognized-Training)
- VWT 25 Sensory Analysis of Wines (Industry-Recognized-Training)

Course Modification: PSYC 25 - Research Methods

Course Modification: PSYC 25 - Research Methods (Launched)
compared with
PSYC 25 - Research Methods (Active - Implemented 08-15-2025)

## Admin Outline for Psychology 25
## Research Methods

**Effective:** Fall ~~2025~~ 2028

### Catalog Description:

### PSYC 25 - Research Methods
### 4.00 Units

Introduction to the use of the scientific method in the study of human and animal behavior. Coverage of descriptive, experimental, and non-experimental methods commonly used in psychological research. Topics will include ethical principles in research, hypothesis development and testing, observational methods, survey research, the fundamentals of experimental design, basic data analysis, and the presentation of research findings.
3 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- PSYC C1000
- PSYC 24 **or** STAT C1000

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 216 |

### Course Grading:

Optional

Justification for course proposal

### Discipline:

Psychology.

### 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 structure of scientific inquiry, including the history and philosophy of scientific investigation.
B. Apply psychological content for personal, professional and lifelong learning goals.
C. Conduct scientific research in psychology that includes reviewing scientific literature, analyzing data using descriptive and inferential statistics, interpreting results, and communicating the research in APA style.
D. Discuss the advantages and limitations of different research methods used in psychological research, and the importance of reliability and validity in determining research quality.
E. Discuss the importance of ethical principles in psychological research involving human and nonhuman animals and the historical events that led to these principles.

### Course Objectives:

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

A. Describe the historical and philosophical roots of scientific psychology
B. Recognize the difference between psychological concepts and operational definitions
C. Discuss how historical, social, and cultural factors bias scientific investigation
D. Write up research results in APA format
E. Describe the advantages and disadvantages of various sampling procedures
F. Contrast the strengths and weaknesses of various research methods used in the behavioral sciences
G. Evaluate the types of experimental designs including between-subjects, within-subjects, single-subject, factorial designs, and quasi-experiments
H. Use descriptive and inferential statistical procedures
I. Evaluate the use of validity and reliability in the behavioral sciences
J. Discuss the ethical considerations associated with conducting human and animal research

### Course Content:

**Lecture:**

1. The role of scientific inquiry in psychology
    1. Non-scientific approaches to studying behavior: a historical overview
    2. Philosophical roots of scientific method: rise of empiricism and rationalism
    3. Understanding the scientific method
        1. Theories and hypotheses in science
        2. Measuring psychology: concepts and operational definitions
        3. Multimethod approach to science
        4. Cumulative nature of science
    4. Historical, social, and cultural context in science
        1. Ethnocentrism
        2. Anthropocentricism

2. Scientific writing and presentations
    1. Literature searches and determining source quality
    2. Writing a literature review
        1. Meta-analysis
    3. APA format for research reports
    4. Peer review processes in science

3. Descriptive statistics
    1. Measurement scales
    2. Measures of central tendency
    3. Measures of variability

4. Sampling
    1. Populations and samples
    2. Representative samples based on age, SES, ethnicity/race, religion, sexuality, disability, and other factors
    3. Probability and nonprobability sampling

5. Behavioral observation
    1. Types of behaviors in human and nonhuman animals

        1. Participant reactivity

    2. Validity and reliability in behavioral observations
    3. Naturalistic observation
    4. Participant observation
    5. Field experiments

6. Survey and interview methods
    1. Types of survey and interview questions
    2. Validity and reliability in survey research
    3. Types of collection techniques (print, telephone, Internet)
    4. Demand characteristics and response bias
    5. Longitudinal and cross-sectional research

7. Indirect measures
    1. Physical trace techniques
    2. Archival and content analysis

8. Hypothesis testing
    1. Non-experimental (correlational) methods
        1. Testing the results of correlation studies
        2. Correlation coefficients and chi-squared procedures
        3. Correlation and causality

    2. Experimental method
        1. Internal Validity: Requirements for determining causation
        2. Independent, dependent, and confounding variables
        3. Control, randomization, and counterbalancing in experiments

    3. Designing an experiment
        1. Between-groups designs
        2. Within-groups designs
        3. Factorial designs

    4. Data organization and analysis

        1. The null hypothesis
        2. Statistical significance, effect sizes, and power analysis
        3. t-test and one-way ANOVA procedures
        4. Statistical main effects and interactions

    5. Other research designs
        1. Program evaluation
        2. Case studies and single-case designs
        3. Quasi-experimental designs

9. Ethical aspects of research
    1. Duty of care
    2. Informed consent
    3. Confidentiality
    4. Deception and debriefing
    5. Protocols for human and animal research
        1. Institutional Review Board (IRB)
        2. Institutional Animal Care and Use Committee (IACUC)

**Lab Activities:**

1. 1. Data Collection
2. Behavioral observation: writing operational definitions, and calculating interrater agreement
3. Survey construction and collection: building a survey, writing informed consent, pilot testing, and collecting data ethically
4. Experimental data collection: participating in the Online Psychology Laboratory (OPL) experiments.
5. 2. Data management
6. Importing data into SPSS, jamovi, JASP, or other online data analysis tools and setting scales of measurement
7. Data cleaning: coding missing values, identifying impossible and inconsistent entries, recoding categories, reverse scoring, computing scale scores
8. Applying preregistered exclusion rules (attention checks, completion time, duplicates) and writing a codebook
9. 3. Descriptive statistics and data visualization
10. Measures of central tendency and variability; APA-style descriptive tables
11. Histograms, scatterplots, and bar graphs showing the mean and standard deviation oe standard error of each variable.

12. Accessible graph design (labels, non-color cues, alt text) and identifying misleading graphs
13. 4. Inferential statistics and data analysis
14. Correlation: Pearson's r, $r^2$, and the limits of causal inference
15. Independent-samples t-test: assumption checks, Cohen's d, and confidence intervals
16. One-way and two-way ANOVA: post hoc tests, eta squared, and interpreting a factorial interaction plot
17. Chi-square: goodness-of-fit and tests of independence, expected counts, and Cramér's V
18. 5. Communicating research
19. APA paper writing: title page, abstract, method, and results sections in APA style (7th edition)
20. Structured peer review and revision planning
21. Research presentation: accessible slides or poster and group oral presentation
22.

## Methods of Instruction:

1. Written Exercises - Written assignments
2. Student Presentations - Students will be expected to present the research studies.
3. Lab – - Conduct studies using observational, survey, interview, and/or unobtrusive methods. Data will be analyzed and discussed in the lab.
4. Discussion - Discussion and problem solving of significant or controversial issues
5. Lecture - Lectures on major themes and concepts
6. Audio-visual Activity - Use of multimedia to illustrate major course concepts.
7. Readings from texts, supplementary materials, primary source materials

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. 3-6 times per semester
C. Lab Activities
    1. Weekly
D. Oral Presentation
    1. 1 per semester
E. Papers
    1. 2-4 times per semester
F. Research Projects
    1. 2-4 times per semester

## Typical Outside-of-Class Assignments

A. ~~Other~~ Laboratory:

    1. ~~Reading:~~

        1. ~~Read~~ Participate ~~chapter~~ in ~~five~~ the ~~from~~ two-group ~~"Doing~~ maze ~~Psychological~~ experiment ~~Experiments"~~ using the Online Psychology Laboratory (OPL), analyze the class results using descriptive and ~~prepare~~ inferential statistics in SPSS, jamovi, or JASP, create graphs to show the results, and discuss conclusions based on the analysis.

        2. Generate a ~~concept~~ detailed ~~map of the steps in conducting an experiment. Include the necessary evaluations by an Institutional Review Board to insure ethical procedures.~~

    2. ~~Writing:~~

        1. ~~Write a critique~~ description of a ~~published~~ few ~~research article. Keep in mind~~ behaviors the ~~criteria~~ group ~~for~~ wants ~~evaluating~~ to ~~research~~ examine. ~~presented~~ Conduct ~~in~~ eight ~~class~~ 5-minute ~~and in the text.~~

        2. ~~Write-up the results of the observational study~~ observations of human behavior. ~~or~~ Generate a graph that shows the mean and standard deviation of each behavior.

        3. Clean a raw survey ~~project~~ data set, document each change in ~~APA format. The paper must include all parts of~~ a ~~research paper, including title page, abstract, introduction, methods, results~~ codebook, and ~~references~~ explain how each decision could affect the results.

C. Project ~~(emphasis on problem solving and critical thinking)~~ :

1. Working in a group, develop a hypothesis and design an experiment using the techniques and concepts introduced in class and in the text. Identify the threats to validity that might be encountered ~~in doing the experiment~~ and how they can be overcome , and write a brief preregistration of the hypothesis and analysis .

2. Given a research problem, formulate at least two approaches (including at least one qualitative or mixed-methods approach) that could be used to carry out research on the problem. Discuss the strengths and weaknesses ~~associated with~~ of each ~~approach identified~~ .

D. ~~Laboratory~~ Writing :

1. ~~Participate~~ Write ~~the~~ a ~~two-group~~ critique ~~maze~~ of ~~experiment~~ a published research article, using the ~~Online~~ criteria ~~Psychology~~ for ~~Laboratory~~ evaluating ~~(OPL),~~ research ~~analyze~~ presented in class and in the ~~class~~ text.

2. Write ~~results using descriptive and inferential statistics, create graphs to show~~ up the results ~~,~~ ~~and discuss your conclusions based on~~ of the ~~analysis.~~

3. ~~Generate~~ observational ~~a detailed description of a few behaviors your group wants to examine. Conduct eight 5-min observations~~ study of human behavior or the survey project in APA format (7th edition) . ~~Generate~~ The paper must include all parts of a ~~graph~~ research ~~that~~ paper, ~~shows~~ including title page, abstract, introduction, method, results, discussion, and references.

E. Reading:

1. Read the ~~mean~~ chapter on experimental research in the course textbook and ~~standard~~ prepare ~~deviation~~ a concept map of ~~each~~ the ~~behavior~~ steps in conducting an experiment . Include the necessary evaluations by an Institutional Review Board to ensure ethical procedures.

## Textbooks (Typical):

Sections that adopt the OER textbooks can carry a zero-textbook-cost (ZTC) designation; sections that adopt Morling or Cozby and Bates cannot. Run each through an accessibility review before adoption; the Jhangiani et al. (2019) listing does not publish an accessibility statement.

OER:

1. Jhangiani, R. S., Chiang, I. A., Cuttler, C., & Leighton, D. C. *Research Methods in Psychology.* 4th /e, Kwantlen Polytechnic University, 2019. https://kpu.pressbooks.pub/psychmethods4e/.

Textbook:

1. American Psychological Association, *Publication Manual of the American Psychological Association.* ~~6~~ 7th ed., American Psychological Association, ~~2009~~ 2020 .
2. Beth Morling *Research Methods in Psychology.* ~~3rd~~ 5th ed., WW Norton, ~~2018~~ 2025 .
3. Paul C Crozby, Scott Bates *Methods in Behavioral Research.* ~~13th~~ 15th ed., McGraw-Hill, ~~2018~~ 2023 .

~~Manual~~ Software :

1. ~~American Psychological Association.~~ ~~Mastering APA Style: Student's Workbook and Training Guide (6th ed.)~~ JASP . ~~American Psychological Association~~ , ~~2009~~ (/e).
2. jamovi . , (/e).
3. IBM SPSS Statistics . , (/e) .

## Other Materials Required of Students

## Equity Based Curriculum

- ~~DE~~ Course ~~Interaction~~ Content
- Course Objectives
- Textbooks/Materials

## Requisite Validation

A. PSYC C1000
CCN/C-ID Requirement

B. PSYC 24
CCN/C-ID Requirement

C. STAT C1000
CCN/C-ID 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 and its predecessor (PSYC 2) were approved for hybrid status. This is a required course for the PSYC AA-T, it fulfills Social Science GE requirements, and it fulfills multiple requirements for degrees at 4-year colleges and universities. Offering this course in an online format will allow more students to complete the AA-T.~~

This course is already approved to be offered in Distance Education mode. This course should be offered in Distance Education mode to expand access for the many students whose work schedules, family responsibilities, transportation limits, or disabilities make regular on-campus attendance difficult. Offering Fully Online, Online with Flexible In-Person Component, and Partially Online (hybrid) formats lets the department schedule sections that match student demand and gives the college flexibility during emergencies or facility disruptions.

Explain how the decision was made to offer this course in a Distance Education mode.
~~This course and its predecessor (PSYC 2) were approved for hybrid status. We are just moving this course into a fully online format based on our recent experiences. We have had success offering the course as a hybrid.~~

Discipline faculty discussed the benefits of offering this course in 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:** ~~Monthly~~ Weekly or more often 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 or every other week
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly or more often as needed
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** ~~Weekly~~ 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:** ~~Students~~ If offered as a hybrid section, students will come to campus to participate in discussions about the course material between 1-4 times per month.

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 or every other 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:** Weekly
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** 2-3 times/semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** ~~Weekly~~ As needed

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Weekly or every other 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:** Weekly
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Monthly
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Weekly
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Weekly or monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** Weekly
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  **Frequency:** 1-2 times a semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** One major project per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  **Frequency:** Weekly or monthly
- ~~**Other**~~ **Student presentations** : *Students will prepare and present on a topic being studied.*
  **Frequency:** ~~1-2~~ At ~~times~~ least ~~during the course~~ one

## 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: PSY 200, PSY 205B - Approved

## Codes and Dates

Course CB Codes

CB00: State ID
CCC000544757

CB03: TOP Code
200100 - Psychology, General

CIP Code
42.0101 - Psychology, 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

Credit for Prior Learning: CHEM 1A - General College Chemistry I

Credit for Prior Learning: CHEM 1A - General College Chemistry I (Launched)
compared with
CHEM 1A - General College Chemistry I (Active - Implemented 03-17-2023)

## Admin Outline for Chemistry 1A
## General College Chemistry I

**Effective:** Fall ~~2023~~ 2027

### Catalog Description:

### CHEM 1A - General College Chemistry I
### 5.00 Units

Introduction to atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium concepts. Laboratory includes both quantitative and qualitative experiments.
3 Units Lecture 2 Units Lab

**Prerequisite(s):**

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

- CHEM 31, The CHEM 31 prerequisite can be fulfilled by demonstrating the appropriate skill level in the Chemistry Placement Process.

**Enrollment Limitation:**

- Intermediate Algebra or a higher level of mathematics.

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Chemistry.

### 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. Skillfully perform experimental measurements, techniques, and protocols, properly use standard laboratory instruments, and adhere to safe laboratory practices.

### Course Objectives:

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

A. Solve complex problems involving the concepts listed under course content;
B. Write short explanations describing various chemical phenomena studied;
C. Write balanced chemical equations including net ionic equations;
D. Write balanced chemical equations for oxidation-reduction reactions;
E. Describe the different models of the atom;
F. Use standard nomenclature and notation;
G. Calculate enthalpies of reaction using calorimetry, Hess's Law, heats of formation, and bond energies;
H. Describe hybridization, geometry and polarity for molecules and polyatomic ions;
I. Draw Lewis dot structures for molecules and polyatomic ions;
J. Describe bonding in compounds and ions;
K. Describe simple molecular orbitals of homonuclear systems;
L. Predict deviations from ideal behavior in real gases;
M. Explain chemical and physical changes in terms of thermodynamics;
N. Describe the nature of solids, liquids, gases and phase changes;
O. Describe metallic bonding and semiconductors;
P. Describe network covalent bonding;
Q. Define concentrations of solutions in terms of molarity, molality, normality, percent composition, and ppm;
R. Describe colligative properties of solutions;

S. Solve solution stoichiometry problems;
T. Determine the extent of molecular reactions through the study of equilibrium;
U. Solve simple problems involving gas phase equilibria;
V. Apply Le Châtelier's principle to equilibria;
W. Utilize library and Internet resources in Chemistry;
X. Collect and analyze scientific data, using statistical and graphical methods;
Y. Perform volumetric analyses;
Z. Use a barometer;
AA. Use a visible spectrophotometer;
AB. Use an atomic absorption spectrometer
AC. Perform gravimetric analysis
AD. Acquire and analyze data with a computer and appropriate software.

## Course Content:

**Lecture:**

1. Review of matter and energy
2. Chemical equations, including net ionic equations, and chemical reactivity
3. Oxidation-reduction reactions, including balancing equations in acidic or alkaline solutions
4. Nomenclature
5. S.I. and metric units, including prefixes that range from at least T through f
6. Stoichiometry, including complex problems that apply stoichiometric principles in nonstandard ways
7. Atomic structure including an introduction to quantum mechanics and electron configurations for all the elements in the periodic table
8. Chemical bonding
    1. Lewis structures, including substances that violate the octet rule
    2. Molecular geometry, including 5 and 6 coordinate systems
    3. Hybridization
    4. Molecular Orbital Theory
9. Thermochemistry
    1. Calorimetry
    2. Heats of formation
    3. Hess's Law
    4. Bond energies
10. Gases
    1. Ideal
    2. Non-ideal
11. Liquids, solids, metallic bonding, and bonding in network covalent crystals
12. Solutions, solution stoichiometry, and colligative properties
13. Intermolecular forces of attraction
14. Molecular equilibria and general properties of equilibrium

**Lab Activities:**

1. Lab safety
2. Hands on qualitative and quantitative experiments that incorporate data analysis
    1. Calorimetry experiment(s)
    2. Titration experiments
    3. Gravimetric experiment(s)
    4. Gas law experiments
    5. Spectroscopy experiments such as visible and atomic absorption
    6. Experiments utilizing computers equipped for data acquisition
    7. Using graphing software to plot graphs and find equation of straight line
    8. Building of 3-D models of molecules

## Methods of Instruction:

1. Lecture - informal with student questions encouraged
2. Demonstration
3. Lab - Laboratory experimentation, including computer acquisition of data
4. Simulations - Computer simulations
5. Models, periodic tables, videos, overhead transparencies
6. Safety and proper respect for chemicals and scientific apparatus are constantly stressed.

## Methods of Evaluation

A. Exams/Tests
    1. Minimum 3 midterms and a final exam
B. Home Work
    1. For every chapter
C. Lab Activities
    1. Weekly
D. Quizzes
    1. At the discretion of the instructor

E. Weekly written lab reports graded on criteria that may include the following: Description of experimental procedures Completeness of data collected Quality of data collected Computational precision and accuracy Accuracy and precision of experimental laboratory results Proper use of symbolic notation Quality of analysis of scientific principles explored Quality of narrative explanations and reasoning Representation of data in tables or diagrams

## Typical Outside-of-Class Assignments

A. Other:
1. Read Chapter 4 in Zumdahl and turn-in solutions and answers to questions # 5, 7, 10, 13, 15, 23, 26, 28, 30, 32, 36, 42, 44, 48, 52, 61, 66, 70ab, 74, 82, 84, 90, 91, 100, 109, 110, 111, 112, 113, 114, 117, 118, and 121
2. Complete a worksheet on molecular geometry.
3. Write correctly balanced oxidation/reduction equations for 20 reactions.
4. After completing the experiment "Spectroscopic Analysis of Crystal Violet", use spreadsheet software to generate two graphs:
    1. Absorbance vs. wavelength (to find optimum wavelength)
    2. Beer's Law plot (to determine concentration of product).

## Textbooks (Typical):

Textbook:
1. Steven S Zumdahl, Susan A Zumdahl, Donald J DeCoste *Chemistry.* 10th ed., Cengage Learning, 2018.
2. Nivaldo J Tro *Chemistry: A Molecular Approach.* 5th ed., Pearson Education, Inc., 2020.
3. Martin S Silberberg, Patricia Amateis *Chemistry: The Molecular Nature of Matter and Change.* 9th ed., McGraw-Hill Education, 2021.

Manual:
1. Las Positas College Faculty Past and Present. Chemistry 1A: General Chemistry Laboratory Manual. Las Positas College, 2017.

## Other Materials Required of Students

1. Safety goggles approved for chemistry laboratory.
2. Scientific calculator.
3. Student lab notebook.

## Equity Based Curriculum

- Textbooks/Materials

## Requisite Validation

A. CHEM 31
Content Review
Required
- ~~Convert between the three temperature scales;~~
- Name common salts, acids, and molecular compounds by both systematic and common methods;
- Describe the mole concept and use it in various calculations such as percent composition or determination of empirical/molecular formulas when given percent composition;
- Draw Lewis structures for simple covalent formulas up to four coordinate ;
- Convert between the three temperature scales ;
- Satisfactorily perform the following laboratory procedures and techniques:
- Weigh chemicals to 0.001 g using a top-loading balance;
- Accurately measure liquids using analytical volumetric glassware such as graduated cylinders, pipettes, and burettes;
- Accurately and comprehensively observe chemical and physical changes, and record such information in a scientifically correct form;
- Correctly plot data and determine the slope of any resulting straight line, using both conventional and computer methods;
- Perform gravity filtrations quantitatively;
- Solve mathematical problems using significant figures correctly;
- Distinguish between elements/compounds/mixtures; physical/chemical, intensive/extensive, endothermic/exothermic changes and/or properties;
- Solve conversion problems, including metric system and metric to English, and density problems, using dimensional analysis;
- Classify states of matter and describe phase changes using the kinetic molecular theory;
- Perform calculations using the gas laws;
- Describe and follow self-protection procedures;
- Measure temperature and barometric pressure;
- Safely handle chemicals in the laboratory;
- Define matter and energy;
- Describe and follow procedures for safe handling of chemicals and glassware;
- Perform calculations involving molarity and percent concentration for solutions;
- Describe and follow basic laboratory safety rules;
- Maintain laboratory records in proper form and detail.

Recommended
- Perform an acid/base titration using known and unknown samples;
- Correctly use a gas burner;
- Construct models of simple molecules using model kits and Lewis structures;
- Perform all levels of stoichiometric calculations (mass, gas and solution) including limiting reagent problems;
- Describe basic atomic structure using simple quantum theory;
- Write electron configurations and orbital diagrams for the first twenty elements;
- Determine the conductivity of a variety of chemicals in solution;
- Classify solutes and write net ionic equations to determine if reaction has occurred;

- Quantitatively transfer solid and liquid chemicals from one container to another;
- Write electron configurations for main group elements and state their relationship to placement of the elements on the periodic table;
- Define ionic and covalent bonds and give properties of each;
- Classify chemical reactions by type and predict products (such as single and double replacement, combination, decomposition and combustion);
- Perform calculations involving pH, pOH, [H+], and [OH–];
- Define acids and bases by Arrhenius and Bronsted-Lowry theories ;
- ~~Quantitatively transfer solid and liquid chemicals from one container to another;~~
- ~~Determine the conductivity of a variety of chemicals in solution;~~
- ~~Classify solutes and write net ionic equations to determine if reaction has occurred;~~
- ~~Write electron configurations and orbital diagrams for the first twenty elements;~~
- ~~Describe basic atomic structure using simple quantum theory;~~
- ~~Correctly use a gas burner;~~
- ~~Construct models of simple molecules using model kits and Lewis structures;~~
- ~~Perform all levels of stoichiometric calculations (mass, gas and solution) including limiting reagent problems;~~
- ~~Perform an acid/base titration using known and unknown samples~~ ;

B. Non Course Requirements
Intermediate Algebra or a higher level of mathematics.

## General Education/Transfer

General Education/Transfer Request
Cal-GETC
- 5A - Physical Science - Approved
- 5C - Laboratory - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 5 - Natural Sciences - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: CHEM 110, CHEM 120S (if taken with CHEM 1B) - Approved

## Codes and Dates

Course CB Codes
**CB00: State ID**
CCC000348191
**CB03: TOP Code**
190500 - Chemistry, General
**CIP Code**
40.0501 - Chemistry, 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: CIS 74 - Administrative Office Professional

Course Modification: CIS 74 - Administrative Office Professional (Launched)
compared with
CIS 74 - Administrative Office Professional (Active - Implemented 08-15-2025)

# Admin Outline for Computer Information Systems 74
# Administrative Office Professional

**Effective:** Fall ~~2025~~ 2027

## Catalog Description:

## CIS 74 - Administrative Office Professional
## 3.00 Units

Introduction to office principles, procedures, and technology. Topics include telephone skills, office equipment, working effectively in a team environment, records management, customer service, meeting/event planning, postal/shipping services, utilizing the internet for on-line services and resources, using appropriate software to complete common tasks, written and oral business communications, conflict resolution, and office etiquette. Prepares administrative professionals to work in a diversified, often virtual workforce with emerging technologies.
2 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- CIS 71A
- CIS 50

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

## Course Grading:

Optional

Justification for course proposal

## Discipline:

Computer Information Systems.

## Number of Times Course May Be Taken for Credit:

1

## Student Learning Outcomes

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

A. Critical Thinking: Use problem-solving and ethical judgment to manage projects independently or in a team.
B. Describe the characteristics and personal qualities that are important for administrative professionals and the importance of ethics, customer service, and teamwork in the workplace.
C. ~~Upon completion of CIS 74, students will show~~ Show mastery of office principles and procedures including the ability to produce correctly formatted business documents, manage business records, and appropriately use email and the Internet in the workplace.

## Course Objectives:

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

A. Describe the role of an administrative office professional;
B. Use approporiate software to create, edit, format, and distribute common business documents such as, memos, agendas, emails, reports, spreadsheets, and presentations;
C. Explain the importance of customer service and demonstrate elements of good customer service;
D. Demonstrate effective written and oral communications;
E. Describe and explain the use of the Internet in a business environment;
F. Explain the importance of working efficiently;
G. Explain the fundamental of records management, retention, and storage;
H. Discuss teamwork and the importance of working effectively within a team;
I. Identify and describe business ethics;
J. Describe and discuss characteristics of effective leadership;
K. Prepare documents needed for a job search including resumes and cover letters.

## Course Content:

**Lecture:**

1. Introduction to the role of the administrative office professional
    1. The changing role of the administrative office professional
    2. Changes in the workplace
    3. Employer expectations
    4. Technical and non-technical skills and qualifies for success

2. Developing customer focus
    1. Customer service skills
    2. Listening skills
    3. Handling difficult situations
    4. Effective/professional telephone techniques

3. Written and oral communications
    1. Email
    2. Memo
    3. Letters
    4. Presentations

4. Using software to perform common workplace tasks
    1. Word processing
    2. Spreadsheets
    3. Presentations
    4. Electronic file management

5. Working effectively in a team environment
    1. Communications tools
    2. Developing effective processes
    3. Collaboration tools
    4. Office/business etiquette

6. Electronic and manual records management
    1. Classification
    2. Storage
    3. Retention

4. Manual and Electronic Systems

7. Workplace Mail and Shipping Services
    1. Processing incoming and outgoing mail
    2. Special services
8. Using the Internet effectively and responsibly in the workplace
    1. Cloud storage
    2. E-Commerce
    3. Web/video conferencing
    4. Appropriate business usage
9. Meeting and Event Planning
    1. Scheduling and Planning
    2. Agendas and Minutes
10. Ethical Behavior in a Business Environment
11. Leadership
    1. Characteristic
    2. Development
12. Preparing for Job Search
    1. Resumes and cover letters
    2. Resources
    3. Professional Image

**Lab Activities:**

1. Calendar Management & Meeting Coordination
    1. Executive In-Basket Simulation
        1. Students are given a chaotic virtual "inbox" full of urgent meeting requests, sudden cancellations, and double-bookings. The activity requires them to prioritize, reschedule, and resolve conflicts using software like Microsoft Outlook
    2. Event Planning Portfolio
        1. Students plan a fictional corporate board meeting or a multi-day international conference. They must draft the meeting agenda, coordinate tech logistics (such as Zoom or Microsoft Teams), and compile complete board packets or minutes.

3. Digital Records & Document Management
    1. Filing System Overhaul:
        1. Students are given hundreds of digital or physical file names and must organize them from scratch using professional indexing methods (e.g., alphabetical, chronological, or subject-based rules)
    2. Mail Merge & Bulk Communications
        1. Using advanced word processor functions, students connect a database spreadsheet to a standard memo or email template to generate customized bulk letters, labels, or digital newsletters
4. Office Tech & Data Analysis
    1. Microsoft Word, Excel, or PowerPoint. Students are graded on their ability to execute tasks like building pivot tables, formatting reports, and creating presentation slide decks.

## Methods of Instruction:

1. Lecture - Reading assignments, Powerpoint, videos
2. Discussion - Discuss key operational, technological, and career-advancement topics to improve workplace efficiency and professional growth
3. Demonstration - Hands-On Lab presentation and classroom demonstration
4. Hands-on exercises/problem-solving
5. Case studies

## Methods of Evaluation

A. Exams/Tests
    1. 1 final exam
B. Lab Activities
    1. weekly hands-on computer lab activities
C. Quizzes
    1. every chapter
D. Include technique observations, timed writings, and varied assessments with flexible formats, multiple attempts, and clear rubrics to support inclusive and equitable student success.
E. Discussion:What are some advantages and disadvantages of working in a temporary position or as a virtual assistant?

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :
    1. ~~Reading~~
        1. In the textbook, read Chapter 4, Working Ethically, pages 52-62. Think about both your personal ethics and your workplace ethics.
B. Research:
    1. Using the Internet, research travel arrangements for a seven-day business trip to Tokyo, Japan. Obtaining pricing and scheduling information on airfare between San Francisco, and Tokyo. List several hotels including pricing, accommodations, and amenities. Also research common business customs and practices that should be followed while on a business trip in Japan.
C. Other:
    1. Use Technology

1. Use the information in Activity 4.11 to create a worksheet that calculates the total cost of all of the employee theft that is going on in this company. In the spreadsheet, show the total amount of the stolen goods and time. Review the data and develop a response to this question: If you owned this company, would you think this was "just a standard employee benefit cost," or would you feel your employees were taking advantage of you?

2. Discussion Board

    1. There is a job opening in your office, and you have been asked to serve on the hiring committee. An old friend of yours has applied. You know your friend really needs a job. You also know she was let go by her last employer. You suspect that it was because she spent too much time on the phone and e-mailing friends. You know she will expect you to put in a good word for her if you are on the committee. Post your opinion, answering at least 3 of these questions:

        1. Would you serve on the hiring committee (or excuse yourself)?
        2. Do you recommend your friend?
        3. Do you share your suspicions with the committee?
        4. How will you respond if she asks you to be a reference?

    2. Then post responses to at least 2 of your classmates.

3. ~~Research~~

    1. ~~Using the Internet, research travel arrangements for a seven-day business trip to Tokyo, Japan. Obtaining pricing and scheduling information on airfare between San Francisco, and Tokyo. List several hotels including pricing, accommodations, and amenities. Also research common business customs and practices that should be followed while on a business trip in Japan.~~

4. Video

    1. Click on Watch Video link, play the video and take notes. Open the attached file, Phone Etiquette Training questionnaire.docx, and save it as Phone Training-xx. Answer the questions. Save and submit your answers.

## Textbooks (Typical):

Textbook:

1. Dianne S Rankin, Kellie A Shumack, Ph.D. *The Administrative Professional: Technology & Procedures.* 15th ed., Cengage Learning, 2017.
2. Mary Ellen Oliverio, William R Pasewark, Bonnie R White *The Office: Procedures and Technology.* 7th ed., Cengage Learning, 2019.
3. James Stroman *Administrative Assistant's and Secretary's Handbook.* 2022 ed., HarperCollins Leadership, 2022.
4. Tara M Sims *Evolved Assistant: Unlocking Success in a New Era for Administrative Professionals.* , Independently Published, 2024.
5. Vanitha Krishan *The Modern Administrative Assistant Handbook: A Practical Reference Guide to Advanced Workplace Strategies for Administrative Professionals.* , Independently Published, 2026.
6. Susan Harrison *The All-Star Administrative Professional.* 2020 ed., Independently Publisher, 2020.

## Other Materials Required of Students

1. Storage Media.

## Equity Based Curriculum

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

## Requisite Validation

## DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.

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

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

[Prior note]
Previously approved as DE course (2009/10). Course has been offered in DE format for the last 7-8 years. Provides students with scheduling flexibility.
Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** A minimum of twice.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** Minimum of 5 per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Weekly.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 4 times.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** A minimum of 2 times.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** If the course is held partially online, students will come to campus at least twice per semester for course discussions and/or activities.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** Minimum of 5 times during the semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** Minimum of 2 per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

**Frequency:** A minimum of 6 quizzes per semester.

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly lectures.
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  **Frequency:** 2-3 times per semester.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** Weekly hands-on projects and assignments.

## General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

Course CB Codes

CB00: State ID
CCC000584367

CB03: TOP Code
051400 - Office Technology/Office Computer Applications

CIP Code

52.0401 - Administrative Assistant and Secretarial Science, General

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

CB27: Upper Division Status

Course Modification: CS 5 - Introduction to Machine Learning

Course Modification: CS 5 - Introduction to Machine Learning (Launched)
compared with
CS 5 - Introduction to Machine Learning (Active - Implemented 08-15-2025)

## Admin Outline for Computer Science 5
## Introduction to Machine Learning

**Effective:** Fall ~~2025~~ 2027

### Catalog Description:

### CS 5 - Introduction to Machine Learning
### 3.00 Units

An introduction to machine learning (ML), with an emphasis on programming ML applications and using modern ML libraries. Basic discrete mathematics, statistics, and linear algebra. An overview of various supervised learning classifiers. Unsupervised learning via clustering. Reinforcement learning with model-based and model-free approaches. Safety and ethical concerns of machine learning.
2.5 Units Lecture 0.5 Units Lab

**Prerequisite(s):**

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

- CS 1 **or** CS 7

**Recommended Course Preparation:**

- ~~CS 7~~
- STAT C1000

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

### Course Grading:

Optional

Justification for course proposal

### Discipline:

Computer Science.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Select, implement, and evaluate an appropriate supervised learning classifier for a given data set, using proper data splitting and cross-validation to justify the model's performance.
B. Implement unsupervised and reinforcement learning solutions, including a clustering algorithm and a Q-learning algorithm for a Markov decision process.
C. Critically analyze a machine learning application for safety, equity, fairness, and ethical concerns, addressing accountability, interpretability, explainability, and sustainability.

### Course Objectives:

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

A. Describe the reason for splitting data sets and be able to perform a cross-validation.
B. Identify and explain the bias-variance tradeoff.
C. Select, implement, and use an appropriate classifier to conduct supervised learning with a given data set.
D. Implement a clustering algorithm to perform unsupervised learning on a data set.
E. Compare and contrast model-based and model-free reinforcement learning.
F. Design and implement a Q-learning agent for a reinforcement learning problem.
G. Critically analyze the safety and ethical concerns of designing machine learning applications.

### Course Content:

**Lecture:**

1. Mathematical foundations
    1. Sets

    2. Functions
    3. Statistics
    4. Vectors
    5. Matrices
2. Supervised learning
    1. Model selection
        1. Training, validation, and test sets
        2. Cross-validation
        3. Hyperparameters
        4. Loss functions
    2. Bias-variance tradeoff
        1. Underfitting
        2. Overfitting
        3. Ockham's razor
        4. Noise
    3. k-nearest neighbor
        1. Curse of dimensionality
    4. Perceptron
    5. Naïve Bayes
        1. Maximum likelihood estimation
        2. Maximum a posteriori
    6. Logistic regression
    7. Linear regression
        1. Gradient descent
    8. Support vector machine
        1. Kernel functions
    9. Decision tree
        1. Entropy
        2. Information gain
    10. Ensemble learning
        1. Bagging
        2. Boosting
    11. Artificial neural network
        1. Activation functions
        2. Back-propagation
3. Unsupervised learning
    1. Clustering
4. Reinforcement learning
    1. Markov decision process
        1. Value iteration
        2. Policy iteration
    2. Q-learning
5. Safety and ethics of machine learning
    1. Accountability
    2. Interpretability
    3. Explainability
    4. Sustainability

**Lab Activities:**

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

Labs will cover these Machine Learning algorithms:

1. k-nearest neighbor
2. Naïve Bayes
3. Logistic regression
4. Linear regression
5. Support vector machine
6. Decision tree

7. Ensemble learning
8. Artificial neural network
9. Clustering
10. Markov decision process
11. Q-learning

## Methods of Instruction:

1. ~~Audio-visual Activity -~~
2. Classroom Activity -
3. Demonstration -
4. Discussion -
5. Lecture -
6. Projects -
7. ~~Written Exercises~~ Lab - - Students work on machine learning problems in groups or individually.
8. Intructors will present information in multiple ways to meet the needs of diverse learners.

## Methods of Evaluation

A. Class Participation
   1. Students should be expected to participate in their learning environment, both during and outside of class hours. Participation can be graded weekly or bi-weekly.

B. Exams/Tests
   1. There should be at least two exams that each cover one half of the course content.

C. Home Work
   1. Homework assignments should be given on a weekly or bi-weekly basis. This should include written work and programming assignments.

D. Projects
   1. A semester project should be incorporated that allows students to apply the majority of the course content.

## Typical Outside-of-Class Assignments

A. Other:
   1. Given a data set, use Python to split the data set into training, validation, and test sets. Use 5-fold cross-validation.
   2. Implement the perceptron classifier in Python. Test your implementation on a data set.
   3. For a given corpus, use Python to generate two naïve Bayes models, one using MLE and the other with MAP. Visualize the error rate for both models against the test set. Why do you think one model works better than the other?
   4. Design by hand a decision tree for a given small data set. Use a Python ML package to verify your work.
   5. Design and implement a Q-learning agent in Python for the given Markov decision process.

## Textbooks (Typical):

Textbook:

1. Aurélien Géron *Hands-On Machine Learning with Scikit-Learn and PyTorch: Concepts, Tools, and Techniques to Build Intelligent Systems.* 1 ed., O'Reilly Media, 2025.
2. Stuart Russell, Peter Norvig *Artificial Intelligence: A Modern Approach.* 4 ed., Pearson, 2020.
3. Alberto Artasanchez, Prateek Joshi *Artificial Intelligence with Python.* 2 ed., Packt, 2020.
4. Aurélien Géron *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow.* ~~2~~ 3 ed., O'Reilly, ~~2019~~ 2022 .
5. Perry Xiao *Artificial Intelligence Programming with Python: From Zero to Hero.* 1 ed., Wiley, 2022.

## Other Materials Required of Students

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

## Equity Based Curriculum

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

## Requisite Validation

A. CS 1
   Content Review
      Required
      - Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
      - Interpret and apply C++ control structures for sequencing, selection and iteration.
      - Interpret and implement programmer-defined functions in C++.
      - Create and interpret expressions involving arithmetic and logical operators;
      - Modify and expand short programs that use standard conditional and iterative control structures and functions.
      - Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.

- Choose appropriate conditional and iteration constructs for a given programming task.
- Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.

Recommended

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

Not Necessary Skills

- Describe and apply effective debugging strategies.
- Identify properties of variables and apply different forms of variable binding, visibility, scoping, and lifetime management.
- Summarize the evolution of programming languages and distinguishing characteristics of common programming paradigms.
- Judge the correctness and quality of algorithms, identifying necessary properties of good algorithms.

B. CS 7

Content Review

Required

- Design simple algorithms to solve a variety programming problems.
- Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.

Recommended

- Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.
- Explain what an algorithm is and its importance in computer programming.
- Analyze and investigate program behavior to effectively alter or debug existing code.
- Design and implement specific program steps and components to achieve desired program behavior.

Not Necessary Skills

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

## DE Proposal

Delivery Methods

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

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.

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

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

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

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

Accessibility:

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

Syllabus:

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

## General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000621881
CB03: TOP Code
079900 - Other Information Technology
CIP Code

11.0899 - Computer Software and Media Applications, Other

CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
B - Transferable to CSU only.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: HIST 32 - U.S. Women's History

Course Modification: HIST 32 - U.S. Women's History (Launched)
compared with
HIST 32 - U.S. Women's History (Active - Implemented 08-15-2022)

## Admin Outline for History 32
## U.S. Women's History

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### HIST 32 - U.S. Women's History
### 3.00 Units

A survey of United States women's history from its indigenous origins through the present. - _This course emphasizes the interaction and experiences of diverse racial/ethnic groups that include at least three of the following groups: - _African-Americans, Chicana/Latina Americans, Asian Americans, European Americans, and Native Americans. _Special areas of focus include women's role in the political, economic, social, and geographic development of the United States.

3 Units Lecture

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

### Course Grading:

Letter Grade Only

Justification for course proposal

### Discipline:

History.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Explain the significant political, social, cultural, and economic developments of the United States and their impact upon women's lives, emphasizing the impact upon various social and ethnic identities.
B. Explain major developments in U.S. women's history through analytical categories such as race, ethnicity, class, and sexuality.
C. Demonstrate skills in speaking and writing effectively while incorporating theoretical perspectives in Women's History and research methodology.
D. ~~Explain the significant social, cultural,~~ Analyze and ~~economic developments and their impact upon women's lives.~~
E. ~~Interpret~~ interpret primary and secondary sources.

### Course Objectives:

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

A. Identify the roots of women's history as an area of academic study
B. Examine the impact class, race, age and sexual orientation have on women's lives
C. Identify and analyze the diverse indigenous cultures of North American peoples and the role women played in the social, religious, and political life of the community
D. Trace the role of women in various European societies, their arrival in the Americas, and the gender traditions that traveled with them
E. Explain the roots and evolution of the African slave trade, the development of slavery in North America, how slavery differed by region, and how the system impacted African women and others
F. Discuss the role of women in the pre-revolutionary period, and their wartime contributions
G. Explain the impact of the American Revolution on the institution of slavery, Native American land rights, and the establishment of Republican Motherhood
H. Analyze the U. S. Constitution as a document that was not inclusive of women in its original form, with work still to be done
I. Describe the possibilities open to women at the turn of the nineteenth century: the Cult of True Womanhood, the domestic servant, the slave
J. Trace the beginnings of the early women's rights movement as an outgrowth of other social reform movements
K. Discuss the role of women in the Civil War and Reconstruction periods, including the impact of emancipation on African American women and losing ground on women's rights through division and discriminatory postwar constitutional amendments
L. Discuss the role of the west in creating new opportunities for women socially, politically, and economically, while severely curtailing the rights of indigenous peoples; particularly in terms of voting rights and the California Constitution
M. Assess the role of women in the rise and expansion of American industry in the late nineteenth and early twentieth century, including emphasis on immigration and urbanization
N. Analyze the role of women in the Progressive movement of the early twentieth century, which brought increased visibility, and participation in the public sphere
O. Trace the final push for suffrage, racial segregation in the movement, World War I and new feminist suffrage strategies, and success with the nineteenth amendment

P. Identify the "New Woman" of the 1920s, and discuss the birth of the movement for reproductive freedom
Q. Assess the impact of the Great Depression on women with special emphasis on race and class
R. Discuss the New Deal's impact on women, and its shortcomings;
S. Discuss the impact of World War II on American women, and American women on World War II; identify aspects of postwar American society that hindered women's progress in all areas of American life, and heralded in a new age of domesticity
T. Trace the development of the second wave of women's liberation in the early 1960s that led to the birth of a new women's movement
U. Discuss the origins of the feminist backlash of the 1980s and 1990s
V. Identify and discuss issues on the feminist agenda, and assess progress
W. Assess the role of women in the military since World War II, with special attention to current role of military women in the 21st Century
X. Discuss the role of women in the global economy, and in the affairs of the political state in the 21st Century

## Course Content:

1. Introduction to study of U.S. Women's History.
2. Birth of patriarchy during ancient historical period and the erosion of women's societal status.
3. Indigenous cultures of North America with examination of matriarchal and egalitarian tribal organization.
4. European cultures and traditions transported to North America, and the interaction with indigenous peoples.
5. African slave trade and the development of the institution of slavery with special emphasis on the African American female experience.
6. The female experience during the Revolutionary period, and the impact of the Revolution on Native American, African American, and Euro-American women.
7. The development of the doctrine of separate gender spheres and the nature of female work and leisure.
8. The role of women in early social reform movements, culminating in the birth of the woman's rights movement
9. Women in the western states and territories.
10. The female experience during the Civil War; emancipation, encroachment on the Plains and impact on indigenous peoples.
11. The role of women in industrial America and the impact of immigration and urbanization; the female immigrant.
12. The role of women in the Progressive movement as participants and leaders.
13. Racial segregation in American society in general, and in the women's movement in particular.
14. The history of the final push for suffrage that coincided with the Progressive movement; ratification of the nineteenth amendment.
15. The New Woman of the 1920s, reproductive rights, the selling of mass culture.
16. World War I and its impact on the suffrage movement.
17. Women's experience during the Great Depression; repercussions for racial/ethnic minorities and married women.
18. New Deal programs that benefited and discriminated against women.
19. World War II and new opportunities for all women.
20. The beginning of the Second wave of feminism in the early sixties and the birth of the modern women's movement; lesbians in the movement.
21. Examination of the current feminist agenda, and assessment of progress.
22. Examination of women and the American Dream: - politics, economics, media, military, labor force, family life, organized sports, etc.
23. Overview of women's role in the global economy, affairs of state, and domestic policy.

## Methods of Instruction:

1. Lecture - on major themes, events, movements and women.
2. Audio-visual Activity - ~~both~~ Used to supplement in - - class ~~and at home.~~ discussions
3. Discussion - (small and large group) of themes.
4. Classroom Activity - Historical problem-solving activities; source analysis; thesis-building and analysis; debates
5. use of the Library guide
6. Written assignments.
7. Readings from texts, handouts, websites and primary documents.

## Methods of Evaluation

A. Class Participation
   1. ~~required~~ Every ~~in both course formats~~ class
B. Exams/Tests
   1. ~~3~~ At least two exams per semester
C. Group Projects
   1. ~~1~~ Once ~~(face~~ per ~~to~~ semester
D. Home ~~face)~~ Work
   1. Weekly
E. Oral Presentation
   1. ~~1~~ Once ~~(face~~ per ~~to face)~~ semester
F. Papers
   1. ~~1~~ 2-3 written assignments
G. Quizzes
   1. ~~8~~ At ~~(DE~~ the ~~mode); 3~~ end ~~(face~~ of ~~to~~ each ~~face~~ unit ~~mode)~~ or chapter
H. Research Projects
   1. ~~1~~ Once per semester

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :

   1. Based on this week's assigned reading, write a response paper that compares the legacies of the American Revolution for white women, black women, and Native American women.

B. Writing:

   1. Write an essay (3–5 pages in length) that analyzes the relevance of the original feminist agenda in Elizabeth Cady Stanton's Declaration of Sentiments in relation to the present-day feminist agenda

   2. Write a 3-5 page typed critical analysis on the slave narrative Incidents In the Life of A Slave Girl by Harriet Jacobs. -

C. Research:

   1. Interview one ~~of~~ or more generations of women in your family to construct a personal family history, to be presented in oral or written form.
   2. ~~Class discussions about the relevance of the original feminist agenda in Elizabeth Cady Stanton's Declaration of Sentiments to the present day feminist agenda~~
4. ~~Research project will include notation and bibliography. Oral presentation of research.~~

## Textbooks (Typical):

Textbook:

1. Ellen Carol Carol DuBois, Lynn Dumenil *Through Women's Eyes.* Sixth ed., Bedford/St. Martin's, 2023.
2. Vicki Ruiz *Unequal Sisters: A ~~Inclusive~~ Revolutionary Reader in U.S. Women's History.*. ~~Fourth~~ Fifth ed., Routledge, ~~2007~~ 2023.
3. Linda, et al. Kerber *Women's America Refocusing the Past.* Tenth ed., Oxford University Press, 2025 .
4. Kathryn Kish Sklar, Thomas Dublin *Women and Power in American History Vol I & II.* Third ed., Prentice Hall, 2009.
5. Cherrie Moraga, Gloria Anzaldua *This Bridge Called My Back.* Fourth ed., SUNY Press, 2015 -
6. ~~Ellen Carol Carol DuBois, Lynn Dumenil~~ Through Women's Eyes. ~~Fifth ed., Bedford/St. Martin's, 2019.~~
7. ~~Linda, et al. Kerber~~ Women's America Refocusing the Past. ~~Ninth ed., Oxford University Press, 2019~~ .
8. Brandeis University, University of California, Irvine, Colorado State University *Major Problems in American Women's History.* . Fifth ed., D.C. Heath and Company, , 2014.
9. Glenda Riley *Inventing the American Woman. Vol I & II* . Fourth ed., Harlan Davidson, Inc, 2007.

## Other Materials Required of Students

1. Greenbooks, note book and computer access..

## Equity Based Curriculum

- Course Content
- Typical Assignments
- ~~Typical Texts~~ Textbooks/Materials
- Library

## 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.
DE format is accessible to more students.

Explain how the decision was made to offer this course in a Distance Education mode.
There is currently no Distance Education mode for this course at LPC or Chabot. This LPC History Department currently offers several DE sections of other courses. By offering a DE section of 32, the course will be accessible to more students.

Accessibility:

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

Syllabus:

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 1 email per module
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** 1 Discussion Board assignment per module with the exception of the Midterm and Final exam modules.
- **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:** If the course is offered partially online, students will come to campus at least once per semester for activities and/or assessments.

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** At least one discussion forum per module.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Papers in terms of research, study guides or discussion questions-- a minimum of 1 per module.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** once for Symposium research
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** 1 quiz per module; 2 midterm exams; 1 final exam
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Video lectures once per module (asynchronous)
- **Other:**
  **Frequency:** One per semester.
- **Other:**
  **Frequency:** Homework - There will be at least one homework assignment per module and may take the form of short essays, study guides, research paper, and/or group work.

## General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3B - Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

CSU American Institutions

- US1 – American History – Approved

CSU Transfer

- Transfers to CSU – Approved

Las Positas College GE

- 3 – Arts and Humanities – Approved
- 4 – Social and Behavioral Sciences – Approved
- 9 – American Institutions – Approved

UC Transfer

- Transfers to UC – Approved

## Codes and Dates

Course CB Codes

**CB00: State ID**

CCC000345965

**CB03: TOP Code**

220500 – History

**CIP Code**

54.0101 – History, General

**CB04: Credit Status**

D – Credit – Degree Applicable

**CB05: Transfer Status**

A – Transferable to both UC and CSU.

**CB08: Basic Skills Status**

N – Not Basic Skills

**CB09: SAM Code**

E – Non-Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N – Course is not a special class.

**CB21: Course Prior to College**

Y – Not applicable

**CB22: Non Credit Course Category**

Y – Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 – Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N – Course is not a support course

**CB27: Upper Division Status**

Course Modification: HIST C1001 - United States History to 1877

Course Modification: HIST C1001 - United States History to 1877 (Launched)
compared with
HIST C1001 - United States History to 1877 (Active - Implemented 08-15-2026)

## Admin Outline for History C1001
## United States History to 1877

**Effective:** Fall ~~2026~~ 2027

### Catalog Description:

### HIST C1001 - United States History to 1877
### 3.00 Units

This course is a historical survey of the United States, from Indigenous North America to the end of Reconstruction. The course also introduces students to historical reasoning skills. Emphasis on distinctively American patterns of political, economic, social, intellectual, and geographic /regional developments, the interaction amongst and the experiences of diverse racial, ethnic , and socioeconomic groups in American History , the various social movements that sought freedom and equality , and the evolution of American institutions and ideals including the U.S. Constitution, the operations of the U.S. government, and the rights and obligations of U.S. citizens under the Constitution.
3 Units Lecture

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

### Course Grading:

Optional

Justification for course proposal

### Discipline:

History.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. ~~Explain~~ Identify ~~the~~ and ~~major social, cultural,~~ describe economic, ~~demographic, technological~~ political , and ~~diplomatic~~ cultural developments ~~in United States History through Reconstruction~~ , ~~their~~ including ~~causes~~ social movements, and ~~effects, and~~ assess their historical significance.
B. ~~Describe~~ Explain ~~the~~ major ~~development~~ developments ~~of~~ in U.S. History through multiple perspectives, including race, ethnicity, class, gender , and ~~debates~~ religion. ~~concerning, democracy~~
C. Analyze and ~~citizenship in~~ explain the ~~United~~ relevance ~~States~~ of ~~from~~ Early ~~its~~ American ~~founding~~ History ~~through~~ to ~~Reconstruction~~ the present day .
D. ~~Describe the origins, nature, development, and significance of slavery in the British colonies and the United States.~~
E. ~~Describe the experiences of indigenous peoples of North America through Reconstruction.~~
F. ~~Construct~~ Compose an argument using historical evidence.
G. ~~Analyze~~ Demonstrate ~~and~~ the ability to interpret primary and secondary sources.

### Course Objectives:

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

A. Demonstrate the ability to interpret primary and secondary sources and to compose an argument which uses supportive evidence.
B. Demonstrate an understanding of U.S. History through analytical categories such as race, class, gender, sexuality, ethnicity.
C. Analyze economic, political, and cultural developments as well as social movements and assess their historical significance.
D. Analyze the relevance of Early American History to the present day.
E. Analyze multiple causes for an historical event, and properly evaluate why that event happened.
F. Identify various interpretations used by historians to explain United States history up through Reconstruction.
G. Identify the major time periods and relevant geography of the United States history up through Reconstruction.
H. Analyze, describe, and explain the motives, settlement and organization of ~~Europen~~ European colonies in North America, and the impact on the Native American environment and cultures.
I. Trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
J. Analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
K. Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
L. Identify and analyze the successes and failures of Reconstruction.

## Course Content:

Themes may include but are not limited to class, race, gender, and ethnicity; immigration; systems of labor; intellectual, technological, environmental, social, and cultural history; and foreign relations.

1. Introduction to basic methods of historical research and analysis
2. Indigenous peoples, cultures, and lands
3. European colonization
    1. Europe and Africa in the age of exploration and colonialism
    2. Spanish, French, and Dutch conquests and settlements in North America
    3. Early English colonization of North America
    4. Indigenous responses to colonization
4. Indentured servitude, chattel slavery, and the evolution of colonial labor systems
    1. Indentured servants' experiences and the transition to an enslaved labor force
    2. Atlantic slave trade
    3. ~~Economics~~ Slavery and ~~cultural~~ colonial ~~bases of slavery~~ laws
    4. ~~African~~ Enslavement ~~American~~ in the North, Chesapeake, and South Carolina
    5. Slave culture ~~in~~ and ~~slavery~~ resistance
5. Establishment and maturation of diverse colonial settlements and populations
    1. ~~Spanish~~ Growth of British , French, and ~~Dutch~~ Spanish ~~conquest~~ colonial claims
    2. The English Civil War and ~~settlement~~ Glorious ~~in North America, 1500–1700~~ Revolution
    3. ~~Early~~ The ~~English~~ Enlightenment ~~settlement~~ and ~~of~~ Great ~~North America: Virginia, New England, Pennsylvania; impact on Native American people~~ Awakening
6. Colonial policies and imperial rivalries in North America and their ~~implication~~ implications for settlements
    1. ~~Social~~ Mercantilism and ~~political~~ "Salutary ~~impact of the Enlightenment and Great Awakening;~~ Neglect"
    2. French and Indian War
    3. ~~Taxes~~ Pontiac's ~~and protests~~ War
7. The American Revolution
    1. The Imperial Crisis
    2. Declaration of ~~Independnece~~ Independence ; ~~military~~
    3. Military aspects of war;
    4. The ~~social, political,~~ contributions and ~~economic impact~~ experiences of ~~war; impact of revolution on~~ African Americans, Native Americans, women, and ~~women;~~ poor/landless men during the Imperial Crisis and War for Independence
8. The formation of the United States government from the Articles of Confederation through the ratification of the Constitution and the Bill of Rights
    1. Political philosophies of the framers
    2. Operations of the U.S. government
    3. Rights and obligations of citizens under the Constitution
9. The Early Republic including the meanings of democracy; political parties; economic and territorial expansion
    1. Federalists , Democratic-Republicans, and ~~Jeffersonian~~ debates ~~Republicans~~ over the proper role of federal and state governments
    2. The Louisiana Purchase
    3. Native American responses to early American expansion
    4. The impact of the French Revolution on the United States
    5. Early ~~westward~~ American ~~expansion~~ diplomacy and ~~Native~~ the ~~American~~ War ~~responses~~
    6. ~~Diplomatic~~ of ~~crises and conflict with Great Britain and France~~ 1812
10. Sectionalism, expansion of slavery, and the Market Revolution in Antebellum America
    1. ~~Changes~~ Economic and demographic developments in ~~urban~~ the ~~north~~ North, South, and West
    2. ~~Growth~~ Expansion of slavery and cotton cultivation in southern states
    3. ~~Culture~~ The Missouri Crisis
    4. Southern culture and the defense of slavery
    5. Slave ~~for blacks~~ culture and ~~whites~~ resistance
    6. "Jacksonian ~~in~~ democracy" ~~the~~ and ~~south~~ debates over federal power
11. Manifest Destiny, the War with Mexico and its aftermath, and Indigenous policy
    1. ~~Missouri~~ "Indian ~~Compromise~~ Removal" and Native-American Resistance
    2. ~~American~~ The ~~advance~~ overland ~~to~~ trails and westward migration

3. Texas colonization and independence
4. James K. Polk and the ~~Pacific~~
5. ~~Conflict with Great Britain~~
6. ~~Acquisition~~ declaration of ~~Texas~~ war against Mexico
7. California Gold Rush
8. ~~Impact on Native American societies~~ and ~~Hispanic~~ its ~~peoples of southwest and west~~
9. ~~The Chinese immigrant experience~~ consequences

12. Second Great Awakening, Abolitionist Movement, Women's Rights and other Antebellum Revival and Reforms
    1. ~~The~~ Religious ~~Jacksonian~~ revivals ~~era~~ and the emergence of antebellum reform movements
    2. ~~New~~ The ~~political~~ Abolitionist ~~parties~~ movement: objective, tactics, obstacles
    3. Seneca Falls Convention and ~~realities~~
    4. ~~Native~~ the ~~American~~ Women's ~~removal~~ Rights Movement
13. Crisis of the 1850s and the coming of the Civil War
    1. Crisis and Compromise of 1850
    2. ~~Escalation~~ Slavery and the sectional crisis of ~~sectional~~ the ~~conflict~~ 1850s
    3. ~~Political~~ The ~~party~~ emergence ~~realignment~~ of the Republican Party and the election of 1860
    4. ~~Path~~ Secessionist ~~toward southern secession~~ Conventions
14. The Civil War
    1. ~~Causes of war, both immediate and long-term~~
    2. Military, social, political, and economic aspects of war
    3. ~~African~~ Slaves, ~~American experience~~ abolitionists, and ~~role~~ the ~~during~~ Emancipation ~~war~~ Proclamation
15. Reconstruction
    1. ~~African~~ The ~~American~~ contested ~~experience~~ meaning of emancipation
    2. ~~Constitutional~~ Presidential vs. Congressional/Radical Reconstruction
    3. 13th, 14th, and 15th amendments
    4. ~~Expansion of federal government~~ Violence and ~~its evolving relationship~~ obstacles to ~~state governments~~ Reconstruction
    5. ~~Legacy of failures and successes~~ Legacies of Reconstruction

## Methods of Instruction:

1. Audio-visual Activity - ~~supplemental~~ Supplemental material to address various learning styles ~~.~~
2. Lecture - ~~on~~ On major themes, events, and personalities
3. Discussion - Discussion of readings, historiography; contemporary relevance of historical topics
4. Classroom Activity - In-class document analysis; debates; small group activities
5. Simulations - Reacting to the Past and other simulation activities
6. ~~Sometimes~~ Occasional class use of historical ~~sties~~ sites that relate to a lesson
7. In-class use of primary sources (i.e., letters, speeches, broadsides, paintings, photos, political cartoons, literature)
8. Use of Canvas to provide supplemental material, announcements, study guides, handouts, slide presentations

## Methods of Evaluation

A. Class Participation
    1. On a weekly basis
B. Exams/Tests
    1. At least once per semester ~~.~~
C. Oral Presentation
    1. Once per semester
D. Papers
    1. At least once per semester
E. Quizzes
    1. Once per unit/module
F. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives must include academic writing and research. Additional methods of evaluation are encouraged and at the discretion of local faculty and may incorporate assessments and exercises such as journals, quizzes, discussions, group work, and presentations.

## Typical Outside-of-Class Assignments

A. Reading:
    1. Canvas quizzes ~~or~~ ; in-class ~~quiz~~ reading ~~on~~ quizzes; ~~assigned~~ ebook reading activities (such as Inquisitive)
    2. Journal writing on an assigned reading
    3. Response to in-class reading
    4. Use of annotation programs, such ~~Hypothes.is~~ as Hypothesis
B. ~~Writing~~ Reading :

1. ~~Primary~~
   Students will read and analyze a primary source, considering the following elements: author/creator; purpose; intended audience; and date/historical context. Examples of primary source ~~analysis~~ readings ~~assignments~~ include, but are not limited to, an indentured servant letter; Thomas Paine's *Common Sense* ; Responses to Lord Dunmore's Proclamation; *A Vindication of the Rights of Women* ; Elizabeth Cady Stanton's "Address at Seneca Falls;" *Narrative of the Life of Frederick Douglass* .

B. ~~Secondary~~ Reading:
   Students will read and analyze a secondary source ~~analysis assigments~~

3. ~~Essays and positions papers~~ excerpt in which ~~students~~ they must identify the thesis and evaluate how the author supports the thesis. Examples of secondary source excerpts include, but are not limited to the following: Eric Foner, *The Second Founding* ; Pekka Hämäläinen, *Indigenous Continent* ; Annette Gordon-Reed, *The Heminges of Monticello* ; Claudio Saunt, *Unworthy Republic* .

D. Writing:
   Students will write an essay in which they support a thesis on a given topic related to class lectures, discussions, and readings. For example:

   Drawing upon lectures, class discussions, and assigned readings, write an essay (3-4 pages in length) that analyzes the historical significance of John Brown's Raid on Harpers Ferry in relation to the election of 1860 and the coming of the Civil War.

E. Research:
   Choose an engaging historical question related to the subject of American history no later than the year 1877. Your choice of topic does not need to ~~articulate~~ be limited to military, political, or economic history. In the past I've had excellent essays on baseball, American artwork, literature, cuisine, analyses of historical films, or other aspects of social or cultural history, too. Feel free to think outside the box and ~~support~~ especially try to choose a ~~historical~~ subject ~~thesis/argument~~ you actually want to learn more about. ~~using~~

   Be sure that your question is something interesting and relevant that could lead to an arguable thesis. Remember you are writing an argumentative essay, not an informational report. The more specific your focus, the more interesting your paper is likely to be.

   Conduct historical research regarding the question. Familiarize yourself with what "the literature" of Secondary sources have to say about it. Is there a consensus or differing viewpoints on the subject? What are they? Find Primary sources from the time and place you are investigating related to your question. These Primary and Secondary sources will serve as evidence for you later on.

   As you gather sources, you should begin to formulate your own answer to the question you began with, using the evidence to back up your argument. Your answer should be a bold statement of your argument, contained in one sentence in which you make a specific point (rather than a broad one). This is your thesis, which you will defend in the body of the paper. You should follow your thesis statement with a "road map" of key points that support this, giving a preview of what your body paragraphs will cover.

   Body paragraphs should be related to supporting your thesis, and should include evidence in support of your thesis. You should be as direct and specific as possible in your body paragraphs and avoid vagueness or generalities. If you use quotes, you should always follow with analysis in your own words to demonstrate your own critical thinking in linking the evidence to your thesis. Body paragraphs should also be related to one another via good transition sentences. Avoid tangents not immediately related to your thesis. If you found secondary sources that oppose the argument your thesis is making, you should devote one body paragraph to addressing these opposing viewpoints.

   Your paper should finish with a strong conclusion supporting your thesis and key points.

   **Your essay must meet the following guidelines:**

   4-Page or 1200-word minimum.

   double-spaced, 12 point font

   It must make a convincing argument (not merely report facts) that demonstrates critical historical thinking.

   It must reference at least 3 primary ~~sources~~

6. ~~Research papers/poster presentations on a specific~~ source historical ~~question/problem~~

documents as evidence

It must reference at least 3 secondary source historical journal article or book in support of or in contradiction to, your argument.

## Textbooks (Typical):

OER:

1. Corbett, P. Scott, Janssen Volker, John Lund *U.S. History OpenStax Free Textbooks Online.*, 2024. .
,
2. Joseph Locke and Ben Wright *The American Yawp.* , Stanford University Press, 2026 . www.Americanyawp.com.

Textbook:

1. Carnes, Mark C. and John A. Garraty *The American Nation.*, Pearson, 2021.
2. Faragher, John Mack, Mari Jo Buhle, et al. *Out of Many: A History of the American People.* 9th ed. , Pearson, 2021.
3. Foner, Eric, Kathleen DuVal, and Lisa McGirr *Give Me Liberty!.*, W.W. Norton Company, ~~2022~~ 2026 .
4. Goldfield, David, Carol Abbott, et al. *The American Journey.*, Pearson, 2021.
5. Kamensky, Jane, Carol Sheriff, et al. *A People and a Nation: A History of the United States.*, Cengage, 2017.
6. Kennedy, David M. and Lizabeth Cohen *The American Pageant.*, Cengage Learning, 2024.
7. Murrin, John, Pekka Hämäläinen, et al. *Liberty, Equality, Power.*, Cengage Learning, 2019.
8. Nash, Gary, Julie Roy, et al. *The American People: Creating a Nation and a Society.*, Pearson, 2023.
9. Roark, James L., Michael P. Johnson, et al. *The American Promise.*, Bedford/St. Martin's, 2022.
10. Tindall, George Brown and David E. Shi *America: A Narrative History.*, W.W. Norton & Company, 2022.
11. Supplemental Options.
12. Calloway, Colin G. *First Peoples: A Documentary Survey of Native American History.*, Bedford/St. Martin's, 2024.
13. Brown, Leslie, Jacqueline Castledine, et al. *U.S. Women's History: Untangling the Threads of Sisterhood.*, Rutgers University Press, 2017.
14. DuBois, Ellen and Lynn Dumenil *Through Women's Eyes, Combined Volume: An American History with Documents.*, Macmillan Learning, 2024.
15. White, Deborah Gray, Mia Bay, et al. *Freedom on My Mind: A History of African Americans, with Documents.*, Macmillan Learning, 2020.
16. Kendi, Ibram X. Christopher Dontrell Piper, et al. *Stamped from the Beginning: The Definitive History of Racist Ideas in America.*, Bold Type Books, 2017.
17. Choy, Catherine Ceniza, Cindy Kay, et al. *Asian American Histories of the United States.*, Beacon Press, 2023.
18. Ling, Huping *Asian American History.*, Rutgers University Press, 2023.
19. Gonzales, Manuel G. *Third Edition: A History of Mexicans in the United States.*, Indiana University Press, 2019.

Other Learning Materials:

1. Instructor discretion to choose scholarly and primary sources that enable an academic interrogation of history.
2. Types of Course Materials: textbook; classics; document reader; scholarly articles; and/or monograph.

## Other Materials Required of Students

1. Outline notes, study guides prepared by instructors, ~~Examination~~ xamination books, scantrons .
2. ~~Access~~ Internet ~~to the World Wide Web with any major Web browser~~ access .

## Equity Based Curriculum

- Course Content
- ~~Measurable~~ Course Objectives
- ~~Assignments~~
- - Typical Texts Textbooks/Materials
- DE Course Interaction
- - Library

## 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.

To give a flexible method of instruction to serve a diverse body of students.

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

Discussions between Discipline Faculty and their Dean resulted in the decision to offer the course through Distance Education.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** At least one discussion forum per module
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Weekly
- **Other:**
  **Frequency:** Weekly

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** ~~students~~ Students will have access to communicate with other students through the online course management system.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** At least one discussion forum per module

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** At least one discussion forum per module
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** At least one per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At least one exam per semester and one quiz per module
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** One per semester

## General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 3B - Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved

CSU American Institutions

- US1 - American History - Approved
- US2 - US Constitution and Government - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 3 - Arts and Humanities - Approved
- 4 - Social and Behavioral Sciences - Approved
- 9 - American Institutions - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: HIST 130 - Approved

## Codes and Dates

Course CB Codes

**CB00: State ID**

CCC000370056

**CB03: TOP Code**

220500 - History

**CIP Code**

54.0101 - History, General

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

A - Transferable to both UC and CSU.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

Y. Not Applicable

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion

Course Modification: MIND 15 - Mindfulness, Meditation and Self Compassion (Launched)
compared with
MIND 15 - Introduction to Mindfulness (Active - Implemented 08-20-2024)

## Admin Outline for Mindfulness 15
## ~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion

**Effective:** Fall ~~2024~~ 2027

### Catalog Description:

MIND 15 - ~~Introduction~~ Mindfulness, ~~to~~ Meditation ~~Mindfulness~~ and Self Compassion
3.00 Units

This course is ~~an introduction~~ designed to ~~mindfulness. Students~~ explore ~~will~~ the ~~learn basic mindfulness meditation practices~~ theory , ~~both sitting~~ research and ~~moving;~~ practices ~~ways~~ of ~~to deepen positive emotions like gratitude~~ mindfulness , ~~kindness~~ meditation, self-compassion, compassion for others , and ~~joy;~~ the nature of well-being. The course addresses how mindfulness and ~~methods~~ compassion ~~for~~ can ~~integrating~~ manifest ~~more~~ in ~~awareness~~ the physiological, psychological, and ~~creativity~~ societal realms. This course focuses on current research into ~~ordinary activities. Students will also examine the emerging science about the beneficial effects of~~ mindfulness ~~practice for mental~~ and ~~physical~~ self-compassion ~~health.~~ as ~~Some~~ well as developing experiential knowledge of these ~~benefits~~ states ~~include stress reduction, improved attention, reduced emotional reactivity and greater mind-body awareness. Students will also learn about some~~ through contemplative ~~eastern religious~~ practices ~~that inform the secular mindfulness movement~~ .

3 Units Lecture

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

### Course Grading:

Optional

Justification for course proposal

### Discipline:

Religious Studies.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. ~~Demonstrate~~ Develop metacognitive awareness, mindfulness, compassion and understanding of self and other to enhance personal well-being and positively impact broader society.
B. Investigate the ~~practical skills~~ role of ~~mindfulness~~ perception in intrapersonal and interpersonal skill-building including core beliefs, identities, relationships, and decision making.
C. Use and assess meditation ~~including deepening concentration~~ and ~~building~~ self-compassion ~~resilience~~ practices to develop a routine for well-being .
D. Demonstrate competence in communicating about experiences in meditation and about one's own mindfulness practice.
E. Analyze and appraise ~~contemporary~~ the theories and research about mindfulness ~~practice.~~
F. ~~Describe the historical significance of various ancient meditative traditions~~ and ~~their impact on current mindfulness and meditative practices~~ compassion .

### Course Objectives:

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

A. Examine how systemic inequities, cultural backgrounds, and diverse physical or neurological abilities influence individual experiences of stress and mindfulness, and apply inclusive, accessible practices to foster equity within personal and shared mindfulness spaces
B. Examine and identify the essential components of mindfulness meditation practices including methods for posture, awareness practices, thought patterns, anchors, emotional regulation, and concentration vs. meditation.
C. Demonstrate an understanding of metaconitive awareness, mindfulness, and self-compassion.
D. Distinguish between key elements underlying the neuroscience of mindfulness and self-compassion, including neuroplasticity, default mode network, executive functioning, and the parasympathetic and sympathetic nervous systems.
E. Survey contemporary mindfulness and compassion research to gain insight into the effects of practice on overall health and well-being.
F. Demonstrate and recommend specific mindfulness and compassion practices to augment interpersonal communication and relationships.
G. Evaluate research and evidence on mindfulness and compassion in a variety of ~~methods~~ forms and make reasonable inferences from that evidence.
H. Apply and evaluate mindfulness and compassion practices when meeting difficult emotions and exploring challenging interpersonal relationships.

I. Incorporate mindfulness and self-compassion practices to develop self-regulation skills.
J. Revise current stress responses to include mindfulness and compassion practices in order to develop resilience, manage stress, and ameliorate well-being.
K. Assess personal self-care skills and from this assessment, integrate mindfulness and compassion practices to care for deepening one's mind and integrating body.
L. Select more and mindful awareness incorporate into compassion ordinary practices daily for activities transforming self and society .
M. Use mindfulness practices to recognize and question one's assumptions and biases in relation to self and others.
N. Identify some key elements underlying the neuroscience of mindfulness.
O. Employ mindfulness practices to develop an awareness of thoughts and mindsets .
P. Survey contemporary mindfulness research to gain insight into the effects of practice on overall health and well-being .
Q. Distinguish how to intentionally cultivate a variety of positive emotions such as gratitude, joy, kindness, compassion and equanimity.
R. Compare various eastern meditative traditions, including how various traditions have emphasized the importance of moral and altruistic foundations for a meditation practice, the variety of meditation techniques and practices that have been developed, and consideration of some core philosophical issues arising in specific meditation traditions that include the topics of suffering and self-identity.
S. Recognize a few of the specific influences of Asian religious meditation practices on contemporary secular mindfulness practices.

## Course Content:

1. Introduction to Mindfulness Meditation
    1. What is Meditation?
    2. The Art of Practice
    3. Understanding Mindful Presence
    4. Deepening Capacity for Present Moment Awareness
    5. Mindfulness for Stress Reduction and Well-Being
2. Basics in Meditation Practice
    1. Formal Practices
        1. Breath Awareness
            1. Sitting Body scan
            2. Standing Mindful walking
            3. Walking Sensory guided meditations
            4. Mindful eating
            5. Noting and labeling practice
            6. Breath counting
        2. Informal Practices
            1. Cultivating Soft Awareness Through Ordinary Experiences Landing
            2. Two feet and a breath
            3. Square breathing
            4. Embodied Listening
            5. Withitness
            6. The stop practice
            7. Three good things

3. Utilizing Various Body Postures to Support Practice
4. Working with Mental and Physical Distractions
5. Elements of Awareness as Core Component of Practice
    1. ~~Examination of~~ Focused Awareness
    2. Investigative Awareness
    3. Choiceless/Open Awareness
    4. Natural Awareness

2. ~~Awakening~~ Body ~~in the Body~~ Awareness
    1. Examination of Direct Sensation ~~or Somatic Experience~~
    2. ~~Using~~ Movement Practices to Recognize Relationship between Sensations and Thoughts
    3. ~~Exploring~~ Movement as a Path to Mindfulness
    4. ~~Conscious Embodiment as a Pathway to~~ Interrupt Reactivity
    5. Guided Body Scan
    6. Working with Physical Discomfort to Explore Changing Fields of Sensation

3. Mindfulness ~~of~~ and Emotions
    1. Recognizing and Observing Emotions
        1. ~~Recognizing Emotions~~
        2. ~~Naming Feelings as a Process of Observation~~
        3. ~~Making Space for~~ Feeling States ~~with~~ and ~~the Framework of Neutral Observer~~ Neutrality
        4. Investigation of Emotional States
            1. Qualities of Positive Emotions
                1. Understanding the Qualities of Happiness and Joy
                2. Role of Self-Compassion in Mindfulness Practice
                3. Value of Equanimity to Action;
                    1. ~~Choosing Responses~~
        5. Negative Emotions
            1. Impact of Negative Emotions
            2. Recognizing ~~in the Body~~ Triggers

4. Mindfulness and ~~Mind~~
   Loving Kindness
    1. Inner Critic
    2. ~~Recognizing~~ Forgiveness

5. Interpersonal ~~Triggers~~ Mindfulness
    1. Mindful Listening
    2. Mindful Communication

6. Research on Mindfulness
    1. Health Outcomes
        1. Lower blood pressure
        2. Reduce chronic pain
        3. Improve sleep
    2. Psychological Outcomes
        1. Decrease stress
        2. Increase resilience
        3. Improve academic achievement
        4. Decrease anxiety
        5. Buffer against depression

7. Self-Compassion
    1. Definition of Self-Compassion
        1. Self-Kindness vs. Self-Judgement
        2. Common humanity vs. isolation
        3. Mindfulness vs. over-identification
    2. Research on Self-Compassion
        1. Decrease in negative emotional states, depression, anxiety, stress, shame, negative body image
        2. Increase in positive emotional states, happiness, life satisfaction, optimism
        3. Increase in social connections
        4. Improvements in physical health

3. Self-Compassion vs Self-Esteem
4. Physiology of ~~Breath~~ Self-Compassion
    1. Stress/threat response
    2. Regulation through affiliation (common humanity)

5. Self-Compassion Formal Practices
    1. ~~Establishing~~ Affectionate ~~an~~ breathing
    2. Loving-kindness ~~Anchor~~ to a loved one
    3. Loving-kindness for ~~Practice~~ ourselves
    4. ~~Internal Anchors Include Breath~~ Giving and ~~Physical~~ receiving ~~Sensations~~ compassion
    5. ~~External~~ Compassionate ~~Anchors~~ friend
    6. Compassion ~~Include~~ for ~~Sounds, Objects,~~ self and ~~Sensory~~ other

6. Self-Compassion ~~Awareness~~ Informal Practices
    1. Soothing touch

7. ~~Mindfulness~~ Self-Compassion ~~of~~ break
8. Self-Compassion ~~Thoughts~~ in daily life
    1. ~~Monkey~~ Finding ~~Mind~~ loving-kindness phrases
    2. ~~Recognizing~~ Compassionate ~~Function~~ movement
    3. Compassionate ~~of~~ letter
    4. Savoring ~~Thoughts;Real but not always True~~ food
    5. Working with Difficult ~~Thoughts~~
    6. ~~Labeling Thoughts~~

9. ~~Buddhist Compassion Practices~~
    1. ~~Practice of Loving Kindness~~
    2. ~~Creating personal "Metta" Practices~~
    3. ~~Examing the Roots of Compassion Practices~~

10. ~~RAIN Practice~~
    1. ~~Recognize~~
        1. ~~Labelling~~ Emotions
        2. Working with shame

2. ~~Investigate Body/Mind Experience~~ Resistance
3. ~~Nurture~~
    1. ~~Cultivate~~ Loving- Kindness and Compassion ~~for Experience~~
4. ~~Cognitive Reframe~~

11. ~~Historical Precedents of Mindfulness~~
    1. ~~Religious Roots of Modern Mindfulness Practices~~
        1. ~~Hinduism~~
        2. ~~Buddhism~~
            1. ~~Human Experience of Suffering~~
            2. ~~Relevant Teachings on Impermanence~~
        3. ~~Taoism~~
12. ~~Science~~ Self-Criticism and ~~Research~~ Safety
13. Suffering
    1. ~~Contemporary~~ Finding ~~Research~~ Value
14. Listening ~~on~~ with ~~Mindfulness~~ Compassion
15. Difficult ~~Outcomes~~ Emotions
16. ~~Neuroplasticity~~ Shame
17. Challenging ~~of~~ Relationships
18. Foregiveness
19. Cultivating ~~the~~ Happiness
20. Savoring ~~Brain~~ and Gratitude
21. Self-Appreciation

8. Neuroscience ~~of Vipassana Meditation~~

3. ~~Contemporary Applications~~ _of Mindfulness ~~Practice~~
    1. ~~Academic Approaches~~
    2. ~~Career Focus~~
    3. ~~Interpersonal Relationship~~
    4. ~~Social Activism~~

5. ~~Mindfulness~~ and ~~Creative~~ Compassion
    1. Neuroplasticity
    2. Nervous ~~Expression~~ System
        1. Sympathetic
        2. Parasympathetic
    3. Prefrontal Cortex
    4. Default Mode Network
    5. Amygdala
    6. Hippocampus

## Methods of Instruction:

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

## Methods of Evaluation

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

## Typical Outside-of-Class Assignments

A. ~~Other~~ Reading :
    1. ~~WRITING~~ Discussions

1. Reading ~~ASSIGNMENTS~~ Discussion ~~AND~~ Facilitation.
2. Students will facilitate a 10-15 minute reading discussion in at least one class session.
3. These assignments will be assessed for critical thinking and conceptual understanding.

2. Summarize, analyze, and / ~~OR~~ or ~~PROFICIENCY~~ evaluate ~~DEMONSTRATION~~ assigned readings
3. Combine ideas from multiple readings

B. Writing:

1. Self-Investigatory Essay

    1. ~~Each~~ These ~~essay~~ writing assignments will be ~~500-~~ assessed ~~750~~ for ~~words~~ critical ~~in~~ thinking, ~~length~~ conceptual understanding, structure, style and mechanics .
    2. In these investigatory essays, students will discuss and define the class topic related to a mindfulness practice, describe their personal experience using the practice, and consider how the practice impacted daily life.
    3. ~~These~~ Each ~~writing assignments~~ essay will be ~~assessed~~ 500- ~~for~~ 750 ~~critical~~ words ~~thinking,~~ in ~~conceptual understanding, structure, style and mechanics~~ length .

2. Journal

    1. Students will complete a weekly journal entry documenting experiences with mindfulness practices.
    2. These journal entries provide updates on the changing nature of the students practices thorugh the semester.
    3. These writing assignments will be assessed for conceptual understanding and detailed self-reflection.

3. ~~Discussions~~

    1. ~~Reading Discussion Facilitation.~~
    2. ~~Students will facilitate a 10-15 minute reading discussion in at least one class session.~~
    3. ~~These assignments will be assessed for critical thinking and conceptual understanding.~~

4. Final Project

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

A. ~~ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING~~
Other:

1. ~~Summarize, analyze, and/or evaluate assigned readings~~
2. Analyze mindfulness meditation self-assessments
3. ~~Compose essays~~
4. ~~Combine ideas from multiple readings~~
5. Experiment with meditation practices

6. Evaluate research on current secular mindfulness practices

## Textbooks (Typical):

Textbook:

1. ~~Sarah~~ C. ~~Shah~~ Buddhist Foundations Mindfulness: Where it Comes From Germer and What K. is Neff Means *Mindful Self-Compassion for Burnout Tools to Help You Heal and Recharge When You're Wrung Out by Stress.* , Guildford, 2024.
2. Jon Kabat-Zinn *Wherever You Go, There You Are: Mindfulness Meditation in Everyday Life.* , Grand Central Publishing, 2023.
3. Neff, K.D. and C.Germer *The Mindful Self-Compassion Workbook: A Proven Way to Accept Yourself, Build Inner Strength and Thrive* . 1st ed., ~~Shambala~~ Guilford , ~~2020~~ 2018 .
4. Thich Hahn *Being Peace.*, Parallax Press, 2005.
5. Holly Rodgers *The Mindful Twenty-Something: Life Skills to Handle Stress and Everything Else.* 1st ed., New Harbinger Publications, 2016.
6. John Kabat-Zinn *Mindfulness for Beginners: Reclaiming the Present Moment and Your Life.* 1st ed., Sounds True, 2016.
7. Kristin Neff *Self Compassion: The Proven Power of Being Kind to Yourself.* 1st ed., William Morrow, 2015.

## Other Materials Required of Students

## Equity Based Curriculum

- ~~Methods~~ Course ~~of Instruction~~
- - Typical Assignments
- - Textbooks/Materials Objectives

## Requisite Validation

## DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
Teaching Mindfulness is accessible in multiple modalities. The DE and online option provides additional choices for students to engage the course content.
Explain how the decision was made to offer this course in a Distance Education mode.
The RELS program has indicated a commitment to offering classes in mulitple formats to allow students access choices. The RELs program offers all of its courses in both DE and Face to Face options.
Accessibility:

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

Syllabus:
Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

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

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** The instructor will provide regular announcements to students to help students stay on track with course content.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Instructor will provide opportunities for students to utilize web conferencing for Office Hours and also as needed with student meetings.
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  **Frequency:** Instructor will communicate by telephone as requested by student.

Student-Student Interaction

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

Student-Content Interaction

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

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000642310

CB03: TOP Code

151000 - Religious Studies

CIP Code

38.0201 - Religion/Religious Studies

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: VWT 1 - Wines of the Americas and Beyond

Credit for Prior Learning: VWT 1 - Wines of the Americas and Beyond (Launched)
compared with
Course Modification: VWT 1 - Wines of the Americas and Beyond (Approved - Implemented 08-15-2027)

## Admin Outline for Viticulture and Winery Technology 1
## Wines of the Americas and Beyond

**Effective:** Fall 2027

### Catalog Description:

### VWT 1 - Wines of the Americas and Beyond
### 3.00 Units

An exploration of wines from North America, South America, Mexico, Australia, New Zealand, and South Africa. Sensory evaluation of representative wines.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. Explain the relationship between terror and wine style, incorporating factors such as soil, climate, elevation, and cultural tradition.
B. Differentiate key grape varieties and regional styles through blind or semi-blind tasting exercises.
C. Evaluate wines using structured sensory analysis, acurrately describing aroma, flavor, structure, and typicity in relation to region and grape variety.
D. Analyze how wine laws and quality classification systems.
E. Identify and compare major wine-producing regions in the Americas and selected global regions based on climate, geography, and historical development.

### Course Objectives:

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

A. Compare and contrast "old world" wines/"new world" wines geography, history and evolution
B. Describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting
C. Explain the intricacies of the United States A.V.A. quality control system
D. List the predominate grapes and notable producers from the leading American wine producing regions
E. Explain the intricacies of the Australian G.I. quality control system
F. List the predominate grapes and notable producers from the leading Australian wine producing regions
G. Explain the intricacies of the New Zealand G.I. quality control system
H. List the predominate grapes and notable producers from the leading New Zealand wine producing regions
I. Explain the intricacies of the South African "Wine of Origin" quality control system
J. List the predominate grapes and notable producers from the leading South African wine producing regions
K. Explain the intricacies of the South American D.O. quality control system
L. List the predominate grapes and notable producers from the leading South American wine producing regions
M. Explain the intricacies of wine industry in Mexico and the impact of not having a quality control system in place
N. List the predominate grapes and notable producers from the leading Mexican wine producing regions
O. Explain the intricacies of the Canadian Food Inspection Agency and Vintners' Quality Alliance
P. List predominate grapes and notable wine styles produced in Canada

### Course Content:

1. Geographical distribution of grape growing worldwide

1. New world
2. Old world

2. History and Evolution
    1. Overview of world-wide historical importance of grapes and grapevines
    2. Grapevine classification and Vitis species
    3. Origin of Vitis vinifera and its spread throughout the world

3. Introduction to wine tasting
    1. Evaluation and tasting procedures
    2. Subjective vs Objective approaches to sensory evaluation
    3. Importance of Olfactory
    4. The concept of Smell + Taste = Flavor

4. Wine regions of the new world including geography, wine history, grapes, label laws, wine styles and notable producers
    1. United States
        1. American Viticultural Areas
        2. California
            1. Central Coast
            2. Sierra Foothills
            3. North Coast
            4. Other
        3. Oregon
        4. Washington
        5. Eastern United States
        6. Other states
    2. Australia
        1. Australian Geographical Indication system
        2. Barrosa Valley
        3. New South Wales
        4. Queensland
        5. South Australia
        6. Western Australia

7. Adelaide Hills
8. Coonawarra

3. New Zealand

1. New Zealand Geographical Indication system
2. North and South Islands
3. Marlborough
4. Hawkes Bay
5. Aukland
6. Wairau Valley
7. Central Otago

4. South Africa

1. South African "Wine of Origin" system
2. Cape South Coast
3. Olifants River
4. Orange River
5. Stellenbosch

5. South America

1. South American D.O. system
2. Chile
3. Argentina
4. Uruguay

6. Mexico

1. Northern Baja
2. Mainland Mexico

7. Canada

1. Okanagan Valley
2. Niagra Peninsula

## Methods of Instruction:

1. Discussion
2. Audio-visual Activity
3. Lecture - Lecture slides
4. Classroom Activity
5. Demonstration
6. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vin
7. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to diverse industry professionals in viticulture, enology, vineyard management, pest control, irrigation management, and related fields.
8. Projects - Individual or group projects may occur and are up to the discretion of the instructor
9. Student Presentations - Individual or group presentations may occur and are up to the discretion of the instructor.
10. Instructor-led tastings

## Methods of Evaluation

A. Class Participation
    1. encouraged each class
B. Exams/Tests
    1. 2 per semester; mid term and final exam
C. Final Performance
    1. one per semester
D. Group Projects
    1. one group project per semester
E. Home Work
    1. each class meeting
F. Individual consultation with students
    1. At least once per semester
G. Papers
    1. one paper per semester
H. Quizzes
    1. 10 quizzes per semester

## Typical Outside-of-Class Assignments

A. Project:
    1. Students will complete a group project focused on a specific wine region's classification system, with each group assigned a different region to ensure a wide range of coverage.
        1. Using class lecture notes and additional research, groups will analyze how their region classifies wine (i.e. quality tiers, labeling laws, geographic designations) and explain how these systems influence production practices, wine style, and market perception.
        2. Each group will create and deliver a presentation to the class, helping to teach their peers while reinforcing their own understanding of regional differences and global wine standards.
B. Research:
    1. Students will complete a research paper focused on a specific wine growing region, with each student selecting a different area to ensure a broad exploration of global viticulture and enology.
        1. In this paper, students will connect lecture concepts to their chosen region by analyzing climate, soils (terrior), grape varieties, and vineyard and winery cultural practices.
        2. They will also explore regional traditions, historical influences, and how these factors shape wine style and quality.
        3. The goal is to integrate course materials with real-world application while developing a deeper understanding of how place and practice influence wine production.
C. Reading:
    1. Weekly readings are assigned to reinforce key lecture concepts and provide deeper context for topics covered in class.
        1. They are selected to be practical, relevant, and aligned with upcoming lab activities, helping students prepare for hands-on work in the winery.These readings also introduce real-world applications and current industry practices, allowing students to connect theory to what they will experience in the wine industry.
D. Activity:
    1. Canvas discussions are designed to explore wines of the Americas and beyond, exposing students to diverse range of regions, styles, production practices, and topics to spark discussions
        1. Students will engage with current topics such as regional identity, terroir expression, sustainability, and global market trends across North America, South America, Europe, and emerging wine regions.
        2. These activities help students connect lecture and lab concepts to real-world wines while developing a broader, global understanding of the wine industry.

## Textbooks (Typical):

Textbook:

1. DK *The Encyclopedia of Wine: A Definitive Guide to the World of Wine.* 1st ed., DK, 2026.
2. Elaine Chukan Brown *Wines of California.* 1st ed., Academie du Vin Library Ltd, 2025.
3. Mike Veseth *Around the World in Eighty Wines: Exploring Wine One Country at a Time.* 1st ed., Rowman and Littlefield, 2017.
4. Hugh Johnson, Jancis Robinson *The World Atlas of Wine.* 9th ed., Octopus Publishing Group, 2026.
5. Karen MacNeil *The Wine Bible.* 3rd ed., Workman Publishing, 2022.

## Other Materials Required of Students

1. There is a materials fee for this course..
2. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting)..

## Equity Based Curriculum

- Typical Assignments

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

Rationale for DE

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

All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations.

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

After a robust conversation with faculty, colleagues, alumni, Dean and Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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 via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** When offered in a FO mode, students will participate in virtual tastings at least 5 times per semester.
- **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 the VWT Facebook page
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** When offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** At least one Facebook group discussion per semester (VWT Facebook page)
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.
- **Other:**
  **Frequency:** When offered in a PO mode, students will interact with each other face-to-face in tastings at least 5 times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 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 5 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** FO: 12 asynchronous per semester PO: 12 asynchronous 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
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester
- **Other:**
  **Frequency:** 1 per semester

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio 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.

WSET 2 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 2 certification from Master Sommelier

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000589078

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

A – Transferable to both UC and CSU.

CB08: Basic Skills Status

N – Not Basic Skills

CB09: SAM Code

C – Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N – Course is not a special class.

CB21: Course Prior to College

Y – Not applicable

CB22: Non Credit Course Category

Y – Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 – Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N – Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: VWT 2 - Wines of Europe

Credit for Prior Learning: VWT 2 - Wines of Europe (Launched)
compared with
Course Modification: VWT 2 - Wines of Europe (Approved - Implemented 08-15-2027)

## Admin Outline for Viticulture and Winery Technology 2
## Wines of Europe

**Effective:** Fall 2027

### Catalog Description:

### VWT 2 - Wines of Europe
### 3.00 Units

A survey of the wines of Europe, including France, Italy, Spain, Portugal, Germany, and Eastern Europe. Sensory evaluation of representative wines. 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.
3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. Apply structured sensory evaluation techniques
B. Analyze the relationship between terroir and wine style
C. Identify key grape varieties and traditional blends
D. Interpret European wine classification systems
E. Differentiate major European wine regions

### Course Objectives:

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

A. Compare and contrast "old world" wines/"new world" wines geography, history and evolution;
B. Describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting;
C. Explain the intricacies of the French A.O.C. qualitative control system;
D. List the predominate grapes and notable producers from the leading French wine producing regions;
E. Explain the intricacies of the Italian qualitative control system including D.O.C., D.O.C.G. and I.G.T.;
F. List the predominate grapes and notable producers from the leading Italian wine producing regions;
G. Explain the intricacies of the Spanish D.O. qualitative control system;
H. List the predominate grapes and notable producers from the leading Spanish wine producing regions;
I. Explain the intricacies of the Portuguese D.O. qualitative control system;
J. List the predominate grapes and notable producers from the leading Portuguese wine producing regions;
K. Explain the intricacies of the German qualitative control system including Q.M.P. and Q.B.A.;
L. List the predominate grapes and notable producers from the leading German wine producing regions;
M. explain the intricacies of the Austrian D.A.C. qualitative control system;
N. List the predominate grapes and notable producers from the leading Austrian wine producing regions;
O. Explain the intricacies of the many Eastern European countries' qualitative control systems;
P. List the predominate grapes and notable producers from the leading Eastern European wine producing regions.

### Course Content:

1. Geographical distribution of grape growing worldwide
    1. "Old world"
    2. "New world"

3. Historical use of these terms and modern use in describing wine styles
4. Colonialist implications of "old world" / "new world" framework
5. Climate change effects on wine growing and wine styles

2. History and Evolution
    1. Overview of world-wide historical importance of grapes and grapevines
    2. Grapevine classification and Vitis species
    3. Origin of Vitis vinifera and its spread throughout the world
3. Introduction to wine tasting
    1. Evaluation and tasting procedures
    2. Subjective vs Objective approaches to sensory evaluation
    3. Importance of Olfactory
    4. The concept of smell + Taste = Flavor
4. Wine regions of the old world including geography, wine history, grapes, label laws, wine styles and notable producers
    1. France
        1. A.O.C.
        2. Burgundy
        3. Bordeaux
        4. Champagne
        5. Rhone
        6. Southern France
        7. Other
    2. Italy
        1. D.O.C./D.O.C.G./I.G.T.
        2. Northern Italy
        3. Central Italy
        4. Southern Italy
        5. The Islands of Italy
    3. Spain
        1. D.O.
        2. Rioja
        3. Ribera del Duero
        4. Priorat
        5. Jerez
        6. Other
    4. Portugal
        1. D.O.
        2. Northern Portugal
        3. Duoro
        4. Central Portugal
        5. Southern Portugal
    5. Germany
        1. Q.M.P./Q.B.A.
        2. The 13 wine regions
        3. German reds
    6. Austria
        1. D.A.C.
        2. The 16 wine regions
    7. Eastern Europe
        1. Greece
        2. Hungary
        3. Croatia
        4. Romania
        5. Georgia
        6. Other

## Methods of Instruction:

1. Audio-visual Activity - At least once a week
2. Discussion - In-person and online via canvas discussions that are left up to the discretion of the instructor but relevant to course topics.
3. Lecture - Weekly lecture slides.
4. Demonstration - Demonstrations that are left up to the discretion of the instructor but relevant to course topics.
5. Classroom Activity - Individual and group activities that are left up to the discretion of the instructor but relevant to course topics.
6. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vineyards, 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 and may vary by semester based on industry opportunities and logistical considerations.
7. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to industry professionals in viticulture, enology, and related fields. 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.
8. Projects - Individual and group projects up to the discretion of the instructor.
9. Student Presentations - Student presentations are up to the discretion of the instructor.

10. Written Exercises - Written exercises up to the discretion of the instructor.
11. Instructor-led tastings

## Methods of Evaluation

A. Class Participation
    1. Encouraged in every class with different ways to participate (i.e. surveys, raising hand, Padlet, break out groups, etc)
B. Exams/Tests
    1. At least two exams
C. Final Performance
    1. Students will participate in a tasting evaluation to use everything that they have learned during the semester into a final performance evaluation. This final performance occurs once per semester.
D. Group Projects
    1. At least one per semester
E. Home Work
    1. Weekly
F. Individual consultation with students
    1. At least once per semester
G. Oral Presentation
    1. At least one per semester
H. Papers
    1. At least one paper
I. Projects
    1. At least one per semester
J. Quizzes
    1. At least three quizzes per semester

## Typical Outside-of-Class Assignments

A. Activity:
    1. Students will visit Total Wine & More location or a comparable wine retailer, or alternatively, visit a local Livermore winery that produces wines inspired by European styles. Students will examine available selections and identify examples of European wines or locally produced wines modeled after European regions. They will analyze label terminology, grape varieties, regions, and pricing, and reflect on how European wine styles are represented in the marketplace. This activity is designed to connect classroom knowledge with real world wine availability and consumer trends.
B. Writing:
    1. Students will write a reflective essay discussing the defining characteristics of European wines, with an emphasis on how terroir, tradition, and regional practices influence style. The essay should incorporate appropriate wine terminology and may include observations from tasting or course materials. This assignment develops students' ability to clearly articulate sensory experiences and connect them to broader wine concepts.
C. Research:
    1. Students will conduct research comparing a European (Old World) wine to a New World counterpart made from the same or similar grape variety. The assignment will focus on differences in viticulture, winemaking techniques, labeling laws, and resulting sensory profiles. Students will synthesize information from credible sources into a short written report that highlights how geography and tradition influence wine style.
D. Project:
    1. Students will select a European wine region and complete a project that explores its climate, terroir, grape varieties, wine styles, and classification system. The project should alaos address the region's historical and global significance in the wine industry. Students may present their work as a slideshow, visual poster, or short recorded presentation, demonstrating their ability to connect environmental factors to wine characteristics.
E. Reading:
    1. Students will complete assigned weekly readings that support lecture topics and provide foundational knowledge of European wine regions, grape varieties, classification systems, and winemaking practices. Readings may include textbook chapters, industry articles, and selected primary or secondary sources relevant to each region covered in the course. Students are expected to come prepared to discuss key concepts, terminology, and regional differences, and to apply information from the readings to assignments, projects, and in-class activities. These readings are designed to reinforce lecture material and develop a deeper understanding of how geography, culture, and regulation shape European wine styles.

## Textbooks (Typical):

Textbook:

1. Karen MacNeil *The Wine Bible.* 3rd ed., Workman Publishing, 2023.
2. Oz Clark *Oz Clarke's World of Wine: A Grand Tour of the Great Wine Regions.* 1st ed., Sterling Epicure, 2017.
3. Jancis Robinson *The Oxford Companion to Wine.* 5th ed., Oxford University Press, 2023.
4. Rod Phillips *9000 Years of Wine: A World History.* 1st ed., Whitecap Books, 2017.

## Other Materials Required of Students

1. There is a materials fee for this course..
2. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting)..

## Equity Based Curriculum

- Methods of Instruction

## 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.

Fully Online: All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various old world appellations.

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

After a robust conversation with faculty, colleagues, alumni, the Dean, and the Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

Accessibility:

- Closed captioning for videos.
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- Alt-text/ tags for images.
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- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
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- Exploratory links.
- 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.
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  **Frequency:** Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams).
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** When offered in a FO mode, students will participate in virtual tastings via web conferencing at least 5 times per semester.
- **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 the VWT Facebook page.
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  **Frequency:** When offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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 one Facebook group discussion per semester (VWT Facebook page).
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.
- **Other:**
  **Frequency:** When offered in a PO mode, students will interact with each other in face-to-face tastings at least 5 times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 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 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 12 asynchronous 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.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester.
- **Other:**
  **Frequency:** 1 per semester.

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio 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.

WSET 2 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 2 certification from Master Sommelier

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000589079

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

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: VWT 10 - Introduction to Viticulture

Credit for Prior Learning: VWT 10 - Introduction to Viticulture (Launched)
compared with
VWT 10 - Introduction to Viticulture (Active - Implemented 08-15-2025)

## Admin Outline for Viticulture and Winery Technology 10
## Introduction to Viticulture

**Effective:** Fall ~~2025~~ 2027

### Catalog Description:

### VWT 10 - Introduction to Viticulture
### 3.00 Units

This is an introduction to general viticulture covering the fundamental principles of the biology and culture of the grapevine. This includes taxonomy, morphology, physiology, distribution, domestication, utilization, propagation, production systems, harvesting, and storage and processing of grapes, with a brief overview of wine making. The class explores climate and soil preferences of Vitus vinifera, vineyard establishment, and training young vines. Cultural practice lectures will focus on canopy management disciplines, irrigation strategies, fertilization, pest and disease control, cover cropping and pruning. There will be practical experience workshops in the Campus Hill Vineyard. Successful completion of course should prepare students for upper division courses in viticulture. 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.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. describe the seasonal appearance and physiological functions of a grapevine from "pruned" dormancy to harvest.
B. identify the external, structural components of a modern trellis system trained grape vine.

### Course Objectives:

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

A. Discuss the importance of grapes in world history
B. Explain the impact that California has had on global wine grape production
C. Describe grapevine biology and physiology
D. Identify the above and below ground components of the grape vine throughout the seasonal intervals of grape vine development
E. Distinguish between specific grape varieties and how they can be utilized in various production programs
F. Illustrate the importance of the relationship of soil and climate relative to quality grape and wine production
G. Evaluate and manage the seasonal specific requirements of the vineyard and apply the appropriate cultural practices
H. Interpret the harvest process from planning through processing
I. Analyze the basic tenets of winemaking

### Course Content:

1. History of grape cultivation and world distribution of important species and cultivars
    1. Identify the origin of Vitus vinifera
    2. Map the historical expansion of grapevine plantings in relation to the development of modern civilization
2. Grape production in California
    1. California wine history
    2. California geography and topography
    3. Quality wine grape regions
    4. Pioneers and historical figures in California wine history
    5. Evolution of California wine styles

3. Grapevine anatomy
    1. The structure and function of the grapevine
4. Grapevine physiology
    1. photosynthesis, transpiration, respiration, translocation
    2. control of growth and development
5. Morphology
    1. Important cell and tissue types
6. Taxonomy
    1. Botanical nomenclature ie; V. vinifera
7. Grapevine growth and development
    1. dormancy through budbreak
    2. phenology
    3. vegetative and reproductive growth
    4. berry growth and composition
8. Identifying specific grape varieties and cultivars and how they are utilized in various production methods
    1. color distinctions: red, black, purple, white, yellow, green
    2. red, white, rosé
    3. dry, off dry, sweet, still, sparkling, fortified
    4. the impact of oak on red and white varieties
9. Understanding the importance of climate and plant-soil relations required for quality winegrape production
    1. Vineyard soils cultivation and management
    2. vineyard water/plant/soil relations
    3. grapevine water and nutrient requirements
    4. soil fertility factors
    5. irrigation and fertilization management
    6. essential plant nutrients
    7. nutrient application methods
    8. water and nutrient deficiencies
10. Vegetative training
    1. from budbreak to dormancy
    2. seasonal cultural management disciplines and techniques
11. Harvest and post-harvest operations
    1. maturity factors
    2. wine grape harvesting specifics
    3. Field sorting
    4. wine processing including destemming and pressing
12. Winemaking; a brief overview
    1. Brix, pH, acidity and SO2
    2. must management; pre and post fermentation maceration
    3. yeasts and yeast nutrients
    4. monitoring the fermentation; controlling temperatures
    5. Malolactic fermentation
    6. aging protocols specific to variety and winemaking stylistic direction
13. Overview of a vineyard layout including the Campus Hill Vineyard
    1. row orientation
    2. trellising
    3. irrigation system
    4. fertigation
    5. ancillary support
14. Pruning
    1. Explain multiple pruning disciplines including, pre-pruning, spur pruning, head pruning, minimal pruning and non-pruned vines
    2. Define when pruning methodologies can be implemented
    3. Identify non-count and count nodes
    4. Explain node retention

## Methods of Instruction:

1. Lecture
2. Discussion
3. Demonstration - in-person in the vineyard, or video demonstrations.
4. Field Trips
5. Observation - hands-on learning activities relative to viticultural practices
6. Audio-visual Activity

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Performance
    1. Explanation and/or demonstration of viticultural skills as part of final performance
C. Class Work

1. Weekly

D. Exams/Tests
    1. At least 2 exams/tests/quizzes per semester
E. Field Trips
    1. At least 2 in-person or virtual field trips
F. Home Work
    1. Weekly
G. Oral Presentation
    1. At least one presentation with narration per semester
H. Quizzes
    1. At least 2 exams/tests/quizzes per semester

## Typical Outside-of-Class Assignments

A. Other:
    A. Weekly reading assignments in text related to lecture topics

        For Example: Read the article titled "Irrigation practices in high clay soils" and respond in writing to questions such as:

        What is the recommended water amount (per plant) per week during the hottest days of the ripening period?

        How would overwatering post-veraison effect fruit quality?

    B. Particpation in in-person or virtual field trips

    C. Written assignments on vineyard cultural practices

        For example: Label the vine diagram with the following parts: graft callous, trunk, head, arm, spur, bud, internode, shoot, cane

## Textbooks (Typical):

Textbook:

1. Ted Goldhammer *Grape Grower's Handbook.* 3rd ed., Apex; (Updated 4/2021), 2018.
2. Marcus Keller *The Science of Grapevines.* 3rd ed., Academic Press, 2020.
3. Robinson, J. , *Wine Grapes; A complete guide to 1,368 Vine Varieties Including their Origins and Flavors.* 1st ed., Ecco, 2012.
4. Stephen Skelton *Viticulture; An Introduction to Commercial Grape growing for Wine Production* . 2nd ed., Perfect Paperback, 2019.

## Other Materials Required of Students

1. Professional grade vineyard pruning shears.
2. Students are required to wear appropriate clothing and footwear in the vineyard.

## Equity Based Curriculum

- Course Content

## Requisite Validation

## DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
All of the course materials can be delivered online. All of the course objectives and CSLO's can be met online.
Explain how the decision was made to offer this course in a Distance Education mode.
I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.
Accessibility:

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

Syllabus:
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 via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** At least once a semester
- **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 the VWT Facebook page

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 one Facebook group discussion per semester (VWT Facebook page)

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 5 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 16 asynchronous 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
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester
- **Other:**
  **Frequency:** 1 per semester

## General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU – Approved

UC Transfer

- Transfers to UC – Approved

## Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio 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.
WSET 1 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 1 certification from Master Sommelier

## Codes and Dates

Course CB Codes

**CB00: State ID**
CCC000367605

**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**
A - Transferable to both UC and CSU.

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
C - Clearly Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

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

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

**CB24: Program Status**
1 - Program Applicable

**CB25: Course General Education Status**
Y. Not Applicable

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

**CB27: Upper Division Status**

Credit for Prior Learning: VWT 20 - Introduction to Enology

Credit for Prior Learning: VWT 20 - Introduction to Enology (Launched)
compared with
Course Modification: VWT 20 - Introduction to Enology (Approved - Implemented 08-15-2027)

## Admin Outline for Viticulture and Winery Technology 20
## Introduction to Enology

**Effective:** Fall 2027

### Catalog Description:

### VWT 20 - Introduction to Enology
### 3.00 Units

An introduction to the history and science of winemaking, including grape maturation, harvesting, fermentation, wine development, blending, filtration and preparation for bottling. Students learn the winemaking options available to create different wine styles. 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.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. Communicate basic wine evaluation results using appropriate sensory and technical terminology.
B. Analyze basic wine faults and describe their causes and potential corrective actions.
C. Identify common winemaking techniques (i.e. crushing, pressing, fermentation management, filtration) and their impact on wine style and quality.
D. Explain the biochemical process of alcoholic fermentation and the role of yeast in wine production.
E. Describe the major stages of winemaking from grape maturation through bottling.

### Course Objectives:

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

A. Outline the history of wine production;
B. Depict the history of winemaking in California;
C. Describe globally located wine producing regions and what contributes to the resulting wines;
D. Name the California wine producing regions;
E. Characterize grape varieties used for wine production;
F. Explain traditional European wine styles and how they might differ from domestic wine styles;
G. Describe climatic specifics of world wide wine producing regions including California;
H. Explain how climate, soils and topography influence wine quality;
I. Outline the process of fermentation;
J. Detail the specifics of fermentation chemistry including yeast and bacterial driven fermentations;
K. Describe grape processing and the equipment used for crushing and pressing;
L. Explain the processing options of pre and post fermentation treatment of wines;
M. Detail the vessel options for wine storage and aging;
N. Describe the pre-bottling practices of wine racking, filtration, and fining;
O. Describe winery sanitation practices and winery safety protocols;
P. Analyze the smell and taste of wine using organoleptic skills.

### Course Content:

1. An overview of the history of winemaking
    1. early winemaking processes

    2. the evolution to modern winemaking practices
2. History of California winemaking
    1. the Mission period
    2. the CA gold rush
    3. Prohibition and its impacts
    4. judgement in Paris
    5. modern wines to cult classics
3. World wine-producing regions
    1. ground zero: the Caucuses
    2. Greater Europe including Greece
    3. Classic European France, Italy, , Germany, Spain and Portugal
    4. Southern hemisphere including Australia, New Zealand, South Africa and South America
    5. The United States
4. California wine-producing regions
    1. The big 3: Napa, Sonoma, Mendocino
    2. North Coast, Central Coast
    3. Central Valley
    4. understanding sub-appellations
5. Grape varieties used for wine production
    1. European Vitus vinifera
    2. the prowess of cabernet and chardonnay
6. Traditional European wine styles
    1. Sparkling wines, Reds, whites and rosé
7. Sensory evaluation techniques
    1. visual assessment
    2. olfactory exploration
    3. palate; tastes and textures
8. World and California climate regions
    1. comparisons and contrasts
    2. a study of wine latitudes
9. Influence of climate, soils and topography on wine quality
    1. macroclimate, mesoclimate and microclimates
    2. soil depths, fertility and textures and layers
    3. vineyard altitude, exposure, aspect
10. Introduction to fermentation chemistry
    1. yeast activity
    2. yeast nutrients
    3. malolactic bacteria
    4. native fermentations
11. The role of yeasts and bacteria in wine fermentation
    1. practices for successful primary and secondary fermentations
12. Grape crushing, pressing and processing
    1. introduction to equipment
    2. equipment safety
    3. whole cluster, whole berry or maceration?
13. Pre and post-fermentation handling of wine
    1. cold soaking techniques
    2. temperature specifics
    3. the SO2 factor
    4. post maceration
14. Barrel and tank storage of wine
    1. barrel specifics including oak sources and sizes
    2. the functionality of stainless steel
    3. cooling jackets
    4. storage alternatives
15. Filtration, fining, racking and bottling practices
    1. filter types
    2. fining materials
    3. moving wine from container to container
    4. sanitary bottling practices
16. Wine spoilage disorders
    1. introduction to terminologies
    2. how wine goes bad
    3. brettanomyces, 2,4,6 trichloranisole, volatile acidity, oxidation
17. Winery sanitation and safety practices
    1. understanding the differences between cleaning, sanitizing, and sterilizing
18. Sensory analysis of wines
    1. how to effectively analyze smell and taste

## Methods of Instruction:

1. Lecture - At least 1 lecture per week during the semester
2. Discussion - At least 1 every other week
3. Guest Lecturers - At least 1 per semester by local industry professionals if they're able
4. Projects - At least 1 project per semester
5. Field Trips - At least 1 if both financially feasible and the students are up for it since this is a fully online course
6. Audio-visual Activity - At least 1 per week during the semester
7. Directed Study - At least 1 per semester
8. Research - At least 1 research assignment per semester to have the students dive deeper into a topic
9. Student Presentations - 1 per semester

## Methods of Evaluation

A. Class Participation
    1. Weekly participation in class activities
B. Exams/Tests
    1. At least 2 exams/tests/quizzes per semester
C. Final Performance
    1. Demonstration or explanation of basic enological skills as part of final
D. Group Projects
    1. At least one group project
E. Home Work
    1. Weekly
F. Individual consultation with students
    1. At least 1 per semester
G. Oral Presentation
    1. At least 1 per semester
H. Papers
    1. Weekly written assignments
I. Projects
    1. At least 1 per semester
J. Quizzes
    1. At least 2 exams/tests/quizzes per semester
K. Research Projects
    1. At least 1 per semester

## Typical Outside-of-Class Assignments

A. Research:
    1. Students will conduct basic research winemaking topics using credible academic and industry sources. This may include investigating fermentation practices, wine regions, or production techniques, with the goal of developing information literacy and connecting scientific concepts to real-world applications.
B. Project:
    1. Students will complete a comprehensive project focused on a winemaking topic, such as a grape varietal, wine style, or production method. The project will require studetns to apply course concepts, analyze real-world practices, and present their findings in a clear and organized format.
C. Writing:
    1. Students will complete short writing assignments that require them to explain winemaking processes, reflect on course topics, and demonstrate their understanding of enology terminology. Emphasis will be placed on clear communication, proper use of technical language, and connecting theory to practice.
D. Activity:
    1. Students will engage in weekly reading assignments  from textbooks, industry articles, and supplemental materials aligned with lecture topics to build a consistent understanding of enology principles throughout the course. These readings will prepare students for class discussions, quizzes, and applied learning activities and will support understanding of key processes such as grape maturation, fermentation, and  wine production techniques.

## Textbooks (Typical):

Textbook:

1. Karen MacNeil *The Wine Bible.* 3rd ed., Workman Publishing, 2022.
2. John Anthony Considine, Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making.*, Academic Press, 2023.
3. Marie Cheslik *How To Read A Wine Label.*, Slik Wines, 2025.
4. Jancis Robinson, Julia Harding *The Oxford Companion to Wine.* 5th ed., Oxford University Press, 2023.
5. Robinson Jancis, Hugh Johnson *The World Atlas of Wine.* 9th ed., Mitchell Beazley, 2026.

## Other Materials Required of Students

1. Computer access with internet connection.

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

## DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
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- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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.
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  **Frequency:** Helpful feedback via rubrics on homework (once a week), quizzes, and exams (when administered): quizzes will be at least 5 times a semester and there will be two exams
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  **Frequency:** At least once a semester
- **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 the VWT Facebook page

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.*
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  **Frequency:** 1 per semester
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  **Frequency:** At least one Facebook group discussion per semester (VWT Facebook page)

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
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  **Frequency:** 1 per semester

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- **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 5 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 16 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
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** 1 per semester

### General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU - Approved

UC Transfer
- Transfers to UC - Approved

## Credit for Prior Learning

---

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio 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.
WSET 1 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 1 certification from Master Sommelier

### Codes and Dates

Course CB Codes
CB00: State ID
CCC000589256
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
A - Transferable to both UC and CSU.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
D - Possibly Occupational
CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.
CB11: Course Classification Status
Y - Credit Course
CB13: Special Class Status
N - Course is not a special class.
CB21: Course Prior to College
Y - Not applicable
CB22: Non Credit Course Category
Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 – Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N – Course is not a support course

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

Credit for Prior Learning: VWT 25 - Sensory Analysis of Wines

Credit for Prior Learning: VWT 25 - Sensory Analysis of Wines (Launched)
compared with
VWT 25 - Sensory Analysis of Wines (Active - Implemented 08-15-2025)

## Admin Outline for Viticulture and Winery Technology 25
## Sensory Analysis of Wines

**Effective:** Fall ~~2025~~ 2027

### Catalog Description:

### VWT 25 - Sensory Analysis of Wines
### 3.00 Units

This is a sensory analysis of wine course designed for individuals to learn organoleptic tasting techniques, characteristics and styles of wine varieties, wine sensory evaluation methods including statistical analysis of trials, philosophy of wine styles, and the common evaluation methods used in sensory testing. 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.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. Accurately describe a wine's qualities both objectively and subjectively and understand when each of these assessments are appropriate to apply.
B. Describe the organoleptic properties of both sound and flawed wines.

### Course Objectives:

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

A. Describe the importance of organoleptic acuity
B. Explain the critical role of objectivity in the discipline of sensory evaluation
C. Identify when the retronasal contributes to the olfactory assessment of wine
D. Separate taste from smell
E. Explain the concept of "taste + smell = flavor"
F. Set up a sensory environment
G. Describe various sensory tests including preference based analysis, quality assessment and professional wine judging
H. Apply statistical data to evaluate specific sensory evaluations
I. Explain the impacts of farming practices on the flavor profiles of grapes
J. Explain how winery processing practices impact the flavor profiles of grapes
K. Describe the different results of aging wine in oak, concrete, and stainless steel
L. Describe the process of micro-oxygenation
M. Explain the difference between a wine flaw and a wine fault
N. Describe how a wine defect could be a component in a sound wine
O. Use sound judgement when performing a sensory analysis on elevated alcoholic beverages

### Course Content:

1. Human physiology of taste and smell
    1. understanding organoleptic acuity
    2. subjective vs objective approaches to sensory evaluation
    3. the retronasal and its role in sensory evaluation
2. Sensory evaluation of taste and smell
    1. the confines of the palate: sweet, sour, salt, bitter and umami

    2. the importance of the olfactory
    3. smell + taste = flavor
3. Design of the physical environment for sensory evaluation
    1. the importance of the sensory environment
4. Types of sensory tests
    1. preference
    2. quality
    3. wine judging
5. Administration of sensory tests
    1. focus groups
    2. applying statistical data
6. Impacts of viticulture and enology practices
    1. origin/climate/history
    2. farming practices
    3. wine processing and limitations
    4. stylistic preferences
7. The importance of aging
    1. aging in oak, concrete, and stainless steel
    2. the effects of micro-oxygenation
    3. cellaring red and white wines
    4. understanding how to taste older wines (red, white, sparkling and fortified)
8. Wine defects
    1. Flaws
    2. Faults
    3. acceptable levels (legal and/or personal thresholds)
    4. wine defects as components
9. Sensory evaluation techniques for other fermented and/or distilled spirits
    1. sake
    2. grain distilled spirits
    3. mead

## Methods of Instruction:

1. Lecture
2. Discussion
3. Projects - Groups are to design a wine tasting score card based on objective analysis
4. Audio-visual Activity
5. Instructor-led sensory evaluations

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. At least two exams/tests/quizzes per semester
C. Final Performance
    1. At least two exams/tests/quizzes must include both a written component and a practical tasting component
D. Group Projects
    1. At least one per semester
E. Home Work
    1. Weekly
F. Papers
    1. Weekly written assignments
G. Quizzes
    1. At least two exams/tests/quizzes per semester

## Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments:
        1. Read Chapter 1 in textbook, “Learning to Taste” pp 6-26 prior to a discussion of the four basic taste sensations.
    2. Internet research on assigned topic:
        1. "what is tri-chloroanisol 2,4,6 in wine?"
    3. Applying a preference based approach, complete the following assessment after performing a sensory evaluation:
        1. Which wine do you "prefer" over the other?
    4. Using Emile Peynaud's sensory discipline, write a 9 word, objective evaluation of the provided wine
    5. Identify the flaw in the provided wine
        1. describe its sensory impact
        2. expain when and how it could have occured
    6. Present your semester project to the class
        1. explain the process from start to completion
        2. perform an objective based wine judgement using your groups evaluation scorecard

## Textbooks (Typical):

Textbook:

1. Jamie Goode *I Taste Red: The Science of Tasting Wine.* 1st ed., University of California Press, 2016.
2. Gordon Sheppard *Neuroenology: How the Brain Creates the Taste of Wine.* 1st ed., Columbia University Press, 2016.
3. Gail Vance Civille, B. Thomas Carr *Sensory Evaluation Techniques.* 5th ed., CRC Press, 2015.
4. Emile Peynaud *The Taste of Wine: The Art and Science of Wine Appreciation.* 1st ed., Wine Appreciation Guild, 1991.
5. Roland Carpenter, David Lyon, Terry Hasdell *Guidelines for Sensory Analysis in Food Product Development and Quality Control.* 1st ed., Springer, 2000.
6. S.E. Ebeler *Linking Flavor Chemistry to Sensory Analysis of Wine. In: Teranishi, R., et al. Flavor Chemistry.* 1st ed., Springer, 1999.
7. Julia Harding, Jancis Robinson *The Oxford Companion to Wine.* 5th ed., Oxford University Press, 2023.
8. Kevin Zraly *Windows on the World Complete Wine Course.* 35th ed., Union Square & Co., 2020.

## Other Materials Required of Students

1. There is a materials fee for this class.

## Equity Based Curriculum

- Course Content

## Requisite Validation

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

WSET 1 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 1 certification from Master Sommelier

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000364560

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

Credit for Prior Learning: VWT 47 - Wines of California

Credit for Prior Learning: VWT 47 - Wines of California (Launched)
compared with
Course Modification: VWT 47 - Wines of California (Approved - Implemented 08-15-2027)

## Admin Outline for Viticulture and Winery Technology 47
## Wines of California

**Effective:** Fall 2027

### Catalog Description:

### VWT 47 - Wines of California
### 3.00 Units

Introduction to wines produced in California by region, including history, viticultural practices and winemaking styles. There is a strong emphasis on the sensory evaluation of representative California wines. There is a materials fee associated with this class. Students under the age of 21 must have a declared major of viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

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. Evaluate California wines using standard sensory analysis techniques and communicate findings using proper wine terminology.
B. Compare and differentiate major California grape varieties and their regional expresssions.
C. Analyze the relationship between California Terroir (climate, soil, and geography) and resulting wine styles.
D. Recognize the important wine regions within California
E. Students should be able to accurately describe a wine's qualities.

### Course Objectives:

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

A. Identify California winemaking regions and describe their respective viticultural characteristics
B. Evaluate the relationship between viticulture practices and the resulting wines
C. Evaluate the principal varieties of wine and the varied styles produced in California
D. Describe California wine-grape producing regions and their typical winemaking methods
E. Differentiate the climate, soil and geographic factors that contribute to the uniqueness of the regions studied
F. Qualitatively analyze wines that represent a variety of wine grapes, origins, styles, vintages, and production techniques.

### Course Content:

1. Introduction to wine tasting
    1. Learning how to taste and qualitatively evaluate wine
    2. Physiology and sociology of wine consumption
    3. Wine service protocols
2. Understanding what is an Approved Viticultural Area
    1. Viticultural areas as defined by the BATF/TTB
3. Factors contributing to the distinctiveness of a wine region
    1. Site specifics
    2. Geography and topography
        1. Elevation
        2. Latitude
    3. Climate and weather

        1. Macro/Meso/Micro-climates
    4. Soil specifics impacting varietal development
        1. Geology
        2. Slope
        3. Aspect
4. Wines from the major wine producing regions of California
    1. North coast
        1. Napa
        2. Sonoma
        3. Mendocino
        4. Livermore
    2. Central coast
        1. Santa Barbara
        2. Monterey
        3. San Luis Obispo
    3. Central Valley
        1. Lodi
    4. California foothills
        1. Amador
        2. El Dorado

## Methods of Instruction:

1. Lecture - Powerpoint slides
2. Audio-visual Activity - Audio and visual presentations
3. Discussion - In class and online via Canvas
4. Classroom Activity - In-class activities that could involve students to work individually or in groups
5. Demonstration - In class visual demonstration by the instructor
6. Field Trips - Field trips may be incorporated into the course to enhance student learning through exposure to commercial vineyards, 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 vineyard operations and may vary by semester based on industry opportunities and logistical considerations.
7. Guest Lecturers - Guest lecturers may be incorporated into the course to provide students with exposure to diverse industry professionals. Participation of guest speakers is at the discretion of the instructor and will depend on scheduling availability, course timing, and relevance to current 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.
8. Student Presentations - Individual or group presentations
9. Written Exercises - Writing exercises that centers around tasting wine
10. Sensory evaluation of representative wines

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. At least 2 exams/tests/quizzes per semester
C. Field Trips
    1. At least one per semester if possible
D. Group Projects
    1. At least one per semester
E. Home Work
    1. Weekly
F. Individual consultation with students
    1. At least once a semester
G. Oral Presentation
    1. At instructor's discretion
H. Papers
    1. At least one per semester
I. Projects
    1. At instructor's discretion
J. Quizzes
    1. At instructor's discretion

## Typical Outside-of-Class Assignments

A. Reading:
    1. Weekly readings are designed to familiarize students with the state's diverse wine regions, grape varieties, and production styles. These readings highlight key AVAs, climate influences, and winemaking practices that define California wines, while also connecting to lecture and lab topics. Through these assignments, students develop a stronger understanding of regional identity, industry trends, and the factors that contribute to wine quality across California.
B. Writing:
    1. Students will be required to visit one winery in the Livermore Valley and complete a written reflection on their tasting experience. In this assignment, students will evaluate the wines they tasted by applying current lecture concepts such as acidity, balance, fermentation practices, and overall wine style. They should also observe and describe how the winery's practices, environment, and regional characteristics influence the final wines. The goal is to connect classroom learning to real world wine evaluation and develop a deeper understanding of how theory translates into practice.

C. Research:
    1. Students will complete a research paper comparing the Livermore Valley wine region to another wine region of their choice. In this paper, students will analyze key factors such as climate, soils, grape varieties, and winemaking practices, and how these differences influence wine style and quality. Students should connect course lecture concepts by evaluating regional terroir, acidity, and production decisions, while considering historical and cultural influences unique to each region. The goal of this assignment is to develop a deeper understanding of how location and winemaking choices shape wine characteristics, while strengthening students' ability to compare and critically analyze wine regions within California.

D. Other:
    1. Canvas discussions are designed to engage students with the state's diverse wine regions, grape varieties, and evolving industry practices and trends. Every other week, students will discuss topics related to specific AVAs, climate influences, trends, wine industry issues, and California wineries.

## Textbooks (Typical):

Textbook:

1. Elaine Chukan Brown *The Wines of California.* 1st ed., Academie du Vin Library Ltd, 2025.
2. Jon Bonné *The New California Wine; A Guide to the Producers and Wines Behind a Revolution in Taste.* 1st ed., Ten Speed Press, 2013.
3. Jancis Robinson *American Wine; The Ultimate Companion to the Wines and Wineries of the United States.* 1st ed., University of California Press, 2012.
4. Hugh Johnson, Jancis Robinson *The World Atlas of Wine.* 9th ed., Octopus Publishing Group, 2026.
5. Karen MacNeil *The Wine Bible.* 3rd ed., Workman Publishing, 2022.
6. Bruce Cass, Jancis Robinson *The Oxford Companion the Wines of North America.* 5th ed., Oxford University Press, 2023.

## Other Materials Required of Students

## Equity Based Curriculum

- Methods of Instruction

## 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.

All of the course materials can be delivered effectively fully online. Offering this course fully online opens up access to students who may not otherwise be able to attend the class on campus on a specific day/time. Virtual wine tastings can be held online to allow students the additional experience of tasting instructor-curated wines from various new world appellations.

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

After a robust conversation with faculty, colleagues, alumni, Dean, and Advisory Board; all encouraged the transition to online to increase access and bolster enrollments.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  **Frequency:** 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 via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** When offered in a FO mode, students will participate in virtual tastings via web conferencing at least 5 times per semester.
- **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 the VWT social media pages.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** When offered in a PO mode, students will come to campus for face-to-face tastings at least 5 times per semester.

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 one Facebook group discussion per semester on VWT social media pages.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  **Frequency:** When offered in a FO mode, students interact with each other in virtual tastings at least 5 times per semester.
- **Other:**
  **Frequency:** When offered in a PO mode, students will interact with each other in face-to-face tastings at least 5 times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** 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 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Depending on the learning format, lectures will be weekly
- **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 if possible
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester minimum

## General Education/Transfer

General Education/Transfer Request
CSU Transfer
- Transfers to CSU

## Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam No
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training ~~No~~ 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.
WSET 2 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 2 certification from Master Sommelier

## Codes and Dates

Course CB Codes

**CB00: State ID**

CCC000574801

**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**

Course Modification: AJ 55 - Introduction to Correctional Science

Course Modification: AJ 55 - Introduction to Correctional Science (Launched)
compared with
AJ 55 - Introduction to Correctional Science (Active - Implemented 10-01-2024)

## Admin Outline for Administration of Justice 55
## Introduction to Correctional Science

**Effective:** Fall ~~2021~~ 2027

### Catalog Description:

### AJ 55 - Introduction to Correctional Science
### 3.00 Units

Aspects of modern correctional process as utilized in rehabilitation of adult and juvenile offenders. Emphasis on custody, rehabilitation, and treatment programs as recognized by modern penology. Exploration of career opportunities.

3 Units Lecture

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

### Course Grading:

Optional

Justification for course proposal

### Discipline:

Administration of Justice.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Describe the unique problems related to incarcerating female, juvenile, and special ~~need~~ needs offenders, and death row inmates.
B. Explain the differences between a prison and a jail and the role of each in the American criminal justice system.
C. Explain how correctional agencies fulfill the mission of protecting society.

### Course Objectives:

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

A. Discuss the historical development of corrections
B. Explain the relationship of corrections to the other components in the criminal justice system
C. Describe the legal issues and specific laws involved in corrections
D. Discuss the structure and operations of a correctional institution
E. Explain the corrections process from an inmate's intake to release
F. List the major treatment processes used in institutions, probation, and parole
G. Explain the effects of institutional life on inmates and institutional staff
H. Write appropriate reports, including police, probation and court reports

### Course Content:

1. Introduction
    1. Historical development of corrections
    2. Purpose of corrections
    3. Legal basis for corrections
        1. United States Constitution
        2. State and local legal codes

4. Society's goals in corrections
5. Issues involved in the protection of society and the punishment of offenders

2. The legal process
    1. Adult judicial procedures
    2. Juvenile judicial procedures

3. Alternatives to incarceration
    1. Probation and conditions
    2. Public treatment facilities – county camps
    3. Community service work furlough
    4. Private treatment facilities

4. Incarceration
    1. Classification system
    2. Custody and control
    3. Security
    4. Programs
        1. Treatment
        2. Educational
        3. Vocational

5. Effects of institutional life
    1. The institutional personality
    2. Prisoner attitudes and values
    3. Informal social control
    4. Prisoner unions

6. Special areas in corrections
    1. Alcohol offender
    2. Narcotic addict and dealer
    3. Female offender

7. Treatment approaches in corrections
    1. Traditional approaches
    2. Psychological approaches
    3. Group methods
    4. Family therapy
    5. Medicinal approaches

8. Post-institutional programs
    1. Probation and parole
    2. Re-entry programs
    3. Return or discharge process
    4. Revocation or release from further court obligation

9. Current trends and future needs in corrections
    1. New reporting techniques
    2. Teleprocessing and other modes of communication
    3. Word processing innovations
    4. Education

10. Report writing
    1. Police reports
    2. Probation reports
    3. Court reports
    4. Logs

11. Court appearances by correctional personnel
    1. Preparation
    2. Demeanor in court
    3. Testimony
    4. Preparation for direct cross-examination

## Methods of Instruction:

1. Lecture - Lecture examines the history, philosophy, organization, and operation of correctional systems, including jails, prisons, probation, parole, rehabilitation, inmate rights, and contemporary issues in corrections. This is done through case studies, discussion, PowerPoint, current events and more.
2. Discussion
3. ~~Research~~
4. ~~Audio~~ - ~~visual~~ ~~Activity~~ Group discussions of various issues within the field occur.

5. Guest Lecturers - Guest speakers from the field are regularly invited to share their professional experiences and discuss the practical application of course concepts.
6. Field Trips - Field trips include visits to various facilities, including San Quentin Rehabilitation Center and Santa Rita Jail, in order to provide real world experience of class concepts.
7. Tours of institutions

## Methods of Evaluation

A. Exams/Tests
    1. ~~Periodic~~ Bi-weekly
B. Home Work
    1. Periodic
C. Papers
    1. One to two per semester
D. Projects
    1. One to two per semester
E. Quizzes
    1. ~~Periodic~~ Bi-weekly

## Typical Outside-of-Class Assignments

A. ~~Other~~ Writing:

    1. ~~Brief research project on current issues in corrections.~~
    2. Submit written answers to questions at end of textbook chapters.
    3. Write a probation report.
    4. Prepare written questions for use in discussion with a guest speaker.

B. Research:

    1. Brief research project on current issues in corrections.
    2. Research paper

## Textbooks (Typical):

OER:

1. Adam J. McKee *Fundamentals of Corrections.* N/A /e, Doc McKee's OER collection, 2025. https://docmckee.com/oer/fundamentals-of-corrections/.

Textbook:

1. Harry E. Allen, Edward J. Latessa, Bruce S. Ponder *Corrections in America.* ~~14th~~ 16th ed., Pearson, ~~2016~~ 2024.
2. Leanne F. Alarid, Phillip L. Reichel *Corrections.* 3rd ed., Pearson, ~~2018~~ 2022.
3. ~~Keramet~~ Richard ~~A~~ P. ~~Reiter~~ Seiter ~~*Mass*~~ *Corrections:* ~~*Incarceration*~~ *An Introduction*. ~~1st~~ 7th Edition ed., ~~Oxford University Press~~ Pearson, ~~2017~~ 2025.

## Other Materials Required of Students

## Equity Based Curriculum

- Methods of Instruction
- Textbooks/Materials

## Requisite Validation

## DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
Student feedback has indicated a DE mode of course delivery would be beneficial. The on-line environment can support the course objectives and SLOs.
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.
Accessibility:

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

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** A minimum of once per week.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** A minimum of five (5) quizzes, one (1) mid-term exam, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** A minimum of once per week.
- **Field Trips:** *Students will attend live or virtual field trips.*
  **Frequency:** A minimum of once per semester.

## General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: AJ 200 - Approved

## Credit for Prior Learning

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

Credit-by-Industry-Recognized-Training Yes

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

~~California~~ POST ~~Commission on~~ - Peace Officer Standards and Training ~~(POST)~~ - Basic Certificate. ~~No~~ plus ~~recency~~ verified ~~requirement.~~

~~Courses~~ 2 ~~(including~~ years ~~this~~ full-time ~~one)~~ employment ~~for which~~ as a ~~student~~ Peace ~~will earn credit:~~

~~AJ50 Intro to Administration of Justice~~

~~AJ60 Criminal Law~~

~~AJ61 Evidence~~

~~AJ70 Community Relations~~

~~AJ63 Criminal Investigation~~

~~AJ66 Juvenile Procedures~~

~~AJ55 Intro to Correctional Science~~

~~AJ68 Police Ethics & Leadership~~ Officer

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000589143

CB03: TOP Code

210510 - Corrections

CIP Code

43.0102 - Corrections

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: BIO 30 - Introduction to College Biology

Credit for Prior Learning: BIO 30 - Introduction to College Biology (Launched)
compared with
BIO 30 - Introduction to College Biology (Active - Implemented 03-23-2023)

## Admin Outline for Biological Sciences 30
## Introduction to College Biology

**Effective:** Fall ~~2023~~ 2027

### Catalog Description:

### BIO 30 - Introduction to College Biology
### 4.00 Units

Basic principles of biology. Cell structure and function, cell division, cell metabolism, reproduction, genetics, taxonomy, origin of life, and evolution. Laboratory emphasis on developing various laboratory skills, using the metric system, collecting data, graphing, interpreting data, and preparing for and taking laboratory exams. Designed to prepare the necessary concepts and laboratory skills and experience that are needed to succeed in more advanced courses in biology.
3 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- Eligibility for college-level composition as determined by college assessment or other appropriate method.
- Elementary Algebra or a higher level of mathematics.

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 216 |

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Biological Sciences.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Conduct guided experiments in the laboratory and interpret the results of these investigations, individually and/or in collaboration with other students.
B. Demonstrate writing proficiency on a written assignment which incorporates scientific data and/or basic principles of biology.
C. Explain basic principles of biochemistry, ecology, and cellular, evolutionary, and organismal biology.
D. Properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.
E. Have gained hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

### Course Objectives:

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

A. Describe and apply the scientific method and how it is used by scientists to further scientific knowledge
B. Cite the characteristics and levels of organization exhibited by all living organisms
C. Know the use of light microscope and dissecting scope
D. Describe how cells/specialized cells are structured and function
E. Describe basic cell metabolism
F. Describe/contrast, mitosis, and meiosis
G. Describe structure, transmission and expression of genes
H. Explain the Darwinian concept of evolution as modified by modern scientific knowledge
I. Describe how the modern (binomial) system names and classifies organisms

### Course Content:

**Lecture:**

1. Introduction – Exploring Life
    1. Characteristics of life

    2. Levels of organization
    3. Process of science
        1. Nature of biological inquiry
        2. Power of experimental tests
2. Chemical Basis of Life
    1. Elements, atoms, molecules, ions
    2. Chemical bonds in biological molecules
    3. Properties of water
    4. Acids, bases, pH and buffers
3. Molecules of Life
    1. Molecules of life from structure to function
    2. Chemical reactions, synthesis and hydrolysis reactions
    3. Carbohydrates, lipids, proteins, nucleic acids
4. Structure and Function of the Cell
    1. Introduction to the cell – Prokaryotes – Eukaryotes
    2. Eukaryotes – Organelles
5. Working Cell
    1. Membrane structure and function
    2. Enzyme structure and function
6. Cellular Metabolism
    1. Energy relationships, Cellular Respiration/Photosynthesis; Autotrophs/Heterotrophs
    2. Stages of cellular respiration and fermentation and photosynthesis
    3. Organic molecules as fuel for cellular respiration
    4. Products of cell respiration–where/how they are used.
7. How Cells Reproduce
    1. Nuclear and cell division mechanisms
    2. Eukaryotic cell cycle and mitosis
        1. Meiosis and sexual reproduction
    3. Crossing over
    4. Alterations of chromosome number and structure
8. Observing Patterns in Inherited Traits
    1. Mendel's insight into inheritance patterns
    2. Variations on Mendel's Law
9. Chromosomes/Human Genetics/Inherited Diseases
    1. Chromosomal basis of inheritance
    2. Sex chromosomes and sex linked genes
10. DNA Structure and Function
    1. Discovery of DNA structure
    2. DNA replication and repair
11. DNA to Proteins
    1. How is RNA transcribed from DNA
    2. Deciphering mRNA transcripts
    3. Translating mRNA into protein
    4. Mutations
12. Control of Gene Expression
    1. Gene regulation
    2. Differentiation
13. DNA Technology
14. Process of Evolution
    1. Theory of natural selection
    2. Population genetics
    3. Modes of natural selection
15. Macroevolution and Microevolution
    1. Concept of species
    2. Mechanism of speciation
16. Origin and Early Evolution of Life
    1. How did cells originate (Early earth)
    2. First cells
17. Characteristics and Relationships among Domains and Eukaryotic Kingdoms (systematics)
18. Human Anatomy and Physiology
    1. Selected organ systems
19. Basic Principle of Ecology and ecological relationships
    1. Populations
    2. Communities
    3. Ecosystems

**Lab Activities:**

1. The microscope
2. Microscopic study of cells
3. Chemistry for biologists

4. Unicellular Organisms
5. Movement across membranes
6. Enzyme function
7. Cellular respiration
8. Cell division and cell specialization
9. Patterns of Inheritance
10. DNA
11. Biotechnology
12. Selected Organ Systems (e.g., Cardiovascular, Excretory, Respiratory, Skeletal)
13. Plants and/or photosynthesis

## Methods of Instruction:

1. Field Trips
2. Discussion
3. Lecture
4. Lab
5. Multimedia presentations

## Methods of Evaluation

A. Exams/Tests
    1. Four per semester
B. Home Work
    1. Preparation for laboratory activities prior to lab.
C. Lab Activities
    1. Laboratory reports
D. Oral Presentation
    1. Oral and visual presentation on research topic

## Typical Outside-of-Class Assignments

A. Other:
    1. Read and summarize lab procedure prior to lab
    2. Genetics word problems
    3. Written assignments
        1. Evaluate claims and sources
        2. Research paper
        3. Lab report
    4. Read book chapters

## Textbooks (Typical):

Textbook:

1. Martha Taylor, Eric Simon, Jean Dickey, Kelly Hogan *Campbell Biology, Concepts and Connections*. 10th ed., Pearson, 2021.
2. Sylvia Mader, Michael Windelspecht *Inquiry into Life*. 16th ed., McGraw-Hill, 2020.

Manual:

1. Adams, J.. Biology 30 Laboratory Manual. Las Positas College, 2008.
2. Mader, S.. Lab Manual for Inquiry into Life. McGraw-Hill, 2020.

## Other Materials Required of Students

1. In addition to textbook, student may use publishers website, student CD (provided with the text), and other media..
2. Unipak slides.

## Equity Based Curriculum

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

## Requisite Validation

## DE Proposal

Delivery Methods

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

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

Rationale for DE

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

Our department faculty believes there are ways to teach this course in times of emergency so students not delayed in reaching their educational goals and/or blocked from taking other courses that require Bio 30 as a prerequisite.

Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made based off of discussions with Biology faculty and in consultation with the Dean and chemistry 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:
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 2 times during the 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:** Each student will receive feedback on a minimum of 4 assignments or assessments per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Each student will receive feedback on a minimum of 4 assignments or assessments per semester.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** Instructor will use web conferences for office hours or other meetings at least once a week.

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 at least once a week.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** minimum 2 per semester.

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** A minimum of one lab report or written assignment at least once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** At least one per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of 4 tests/exams per semester.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 2 lectures a week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** A minimum of three videos per semester.

## General Education/Transfer

General Education/Transfer Request
Cal-GETC

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

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

## Codes and Dates

Course CB Codes

**CB00: State ID**
CCC000366646

**CB03: TOP Code**
040100 - Biology, General

**CIP Code**
26.0101 - Biology/Biological Sciences, General

**CB04: Credit Status**
D - Credit - Degree Applicable

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

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

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

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

**CB24: Program Status**
1 - Program Applicable

**CB25: Course General Education Status**
Y. Not Applicable

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

**CB27: Upper Division Status**

Credit for Prior Learning: ENGL C1000 - Academic Reading and Writing

Credit for Prior Learning: ENGL C1000 - Academic Reading and Writing (Launched)
compared with
Course Modification: ENGL C1000 - Academic Reading and Writing (Approved - Implemented 08-15-2027)

## Admin Outline for English C1000
## Academic Reading and Writing

**Effective:** Fall 2027

### Catalog Description:

### ENGL C1000 - Academic Reading and Writing
### 3.00 Units

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. Integrated approach to reading, writing, and critical thinking intended to develop ability to read and write complex, college-level prose. Examination of ideas in relation to individual's worldview and contexts from which these ideas arise.

2 Units Lecture 1 Units Activity

**Prerequisite(s):**

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

- Placement as determined by the college's multiple measures assessment process

| | |
|---|---|
| **Total Lecture Hours** | 36 |
| **Total Activity Hours** | 36 |
| **Total Inside of Class Hours** | 72 |
| **Total Outside of Class Hours** | 90 |
| **Total Student Learning Hours** | 162 |

### Course Grading:

~~Letter Grade Only~~ 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. Read analytically to understand and respond to diverse academic texts.
B. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
C. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
D. Identify the main ideas and supporting arguments of a college-level text.
E. Research a topic using credible sources and document sources in an academically responsible way.
F. Use effective sentence structure and style to convey ideas.

### Course Objectives:

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

A. Reading:
    1. Critically read texts and materials from a variety of academic and cultural contexts.
    2. Summarize a thesis and main points.
    3. Analyze main ideas.
    4. Evaluate the validity and logic of the text's reasoning and support.
    5. Relate ideas and information in the text to their own experience as well as other texts.
    6. Create a coherent position or argument based on reading.
B. Writing:
    1. Write multiple-paragraph papers that accurately and appropriately respond to a given assignment.
    2. Develop a relevant, focused thesis.
    3. Organize ideas and coherently move from coordinating to subordinating points
    4. Develop ideas with sufficient and relevant evidence.
    5. Synthesize facts and ideas originating outside their direct experience to develop and support a thesis.
    6. Demonstrate stylistic choices in tone, syntax, and diction.

7. Use language--including edited American English and Englishes informed by one's positionality--style, and voice to write clear, engaging prose with an authentic voice.

C. Research:
1. Research a specific topic using the Internet, databases, journals, and books.
2. Review sources for relevant evidence and arguments.
3. Integrate researched material into their own writing with appropriate context, explanation, punctuation, and citation.
4. Document sources in an academically responsible way.

## Course Content:

**Lecture:**

1. Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.
    1. Discovery, through discussion and later through writing, of how ideas in a work might be elaborated upon, illustrated, modified, and synthesized with one's own and others' views
    2. Detailed critical analysis and assessment of at least five short works as well as one or more book-length works (with an emphasis on nonfiction texts showing a diversity of perspectives)
        1. Evaluation of validity and logic of text's reasoning and support
        2. Identification of and beginning discussion of point of view, purpose, question at issue, information, interpretation and inference, concepts, assumptions, implications and consequences
    3. Instruction in summary:
        1. Identifying main ideas and support points of diverse, complex nonfiction texts
        2. Paraphrasing author's ideas and maintaining neutrality, avoiding analysis, and avoiding wording and sentence structure of the original
        3. Negotiating difference between 1) individual student's interpretation of text's main ideas and meaning and 2) main ideas and meaning that writer most likely intended
        4. Using summary as a tool to improve understanding and to precede use of text for another purpose, for example class discussion or a research paper
        5. Writing more succinct summaries, to introduce a text in a student essay, highlight main ideas of text as they pertain to student's position or argument, and provide context for student's analysis of text
2. Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.
3. Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.
4. Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.
5. Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.
6. Exhibit acceptable college-level control of mechanics, organization, development, and coherence.
7. Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions
8. Compose a minimum of 5,000 words of formal writing across major assignments.
    1. Writing assignments totaling 5,000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that responds to assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as a complete, standalone work. Formal writing utilizes the standards of edited English when helpful for clarity. Instructor will assign at least 3 essays. One of the essays, a documented research paper, might instead be a detailed research proposal and annotated bibliography. Instructor will additionally assign 4,000 words of informal writing, including one timed/in-class writing; other types of informal writing might include essay drafts, summaries, and reading responses. Training in the process of writing will include:
        1. Pre-writing strategies appropriate to more complex writing assignments
        2. Development of theses that make an assertion and do not merely state a fact or the status quo
        3. Support of theses with evidence, detail, and reasoning
        4. Introductory inductive and deductive reasoning
        5. Writing to a specific audience
        6. Explanation of the varying purposes of research writing: pursuing a line of inquiry as opposed to making an argument, for example.
        7. Careful paraphrasing of passages and longer sections of sources, avoiding wording and sentence structure of original
        8. Strategies for critical revision and editing
        9. Using language, style, and voice to write clear, engaging prose with an authentic voice
        10. Deconstructing the dichotomy between academic and personal writing and discussing features of each from a linguistic justice perspective
        11. Assessing the best use of language, style, and voice for a variety of writing assignments and rhetorical contexts
        12. Using edited American English, Englishes informed by one's own positionality, and code-meshed Englishes
9. Introduction to research
    1. Explanation of the varying purposes of research: supporting a line of inquiry as opposed to supporting an argument, for example
    2. Learning the components of and organizing the research process
        1. Library skills: orientation to the library and to the specific course/project, covering:
            1. Value of different types of sources (reference book, book, anthology, journal article, other periodical article, website, other) and of current sources to student's research project
            2. Use of library technology to locate sources
            3. Location and use of various library services (NoodleBib, reference desk, interlibrary loan, etc.)
        2. Notetaking
            1. Selecting relevant and uniquely worded direct quotes
            2. Selecting passages and sections of texts to paraphrase or summarize
            3. Summarizing and evaluating research sources
            4. Recording all source information and page numbers of quotes, paraphrases, and summaries
    3. Accurate citation of sources
        1. Citation of all direct quotes and ideas that come from an outside source
        2. Discussion of how MLA compares to other common citation methods (APA, Chicago, etc.) and recognition of the different demands and styles of those systems
        3. Using MLA's system for parenthetical citation within the body of the text
        4. Understanding when a given piece of information is "common knowledge" and does not need to be cited

5. Creating an accurate Works Cited list in MLA style

**Activities:**

1. Write a rough draft of an essay, and review for grammar errors
2. Create a Works Cited page using MLA format
3. Use Internet to find and evaluate research sources
4. Peer review of classmates' essay drafts
5. Metacognitive reflections on reading and writing processes
6. Information competency and research skills
7. Application of reading strategies to assigned readings

## Methods of Instruction:

1. Demonstration – Instructor will demonstrate critical thinking, pre-reading, reading, pre-writing, and writing strategies such as evaluating a source, previewing and annotating a text, writing a thesis statement, embedding a quotation, and formatting a paper according to MLA guidelines.
2. Lecture – Instructor will present short lectures on topics such as class themes to build schema, organizational strategies, summary and paraphrasing, and avoidance of plagiarism.
3. Written Exercises – Instructor will lead students in writing exercises such as guided in-class writing, pre-writing/brainstorming, drafting introductions or P.I.E. paragraphs, summarizing and paraphrasing, textual integration, and revision. Instructors might review examples of student writing in preparation for writing exercises.
4. Classroom Activity – Instructor will create class activities such as group discussions where students can share and experience a variety of perspectives.
5. Discussion – Instructor will facilitate discussions of works by authors and creators of various backgrounds.
6. Individualized Instruction – At the discretion of the instructor.
7. Research – Instructor will guide students in a research project that includes a selection of sources from a variety of perspectives.
8. Student Presentations – At the discretion of the instructor. Not required.
9. Critique – Instructor will facilitate peer reviews of essay drafts.
10. Instructor will assign at least one full-length work in addition to at least five shorter works (required). Emphasis is nonfiction, and at least one full-length work should be nonfiction.

## Methods of Evaluation

A. Class Participation
   1. Daily
B. Class Work
   1. Daily
C. Exams/Tests
   1. At the discretion of the instructor. One in-class/timed writing assignment is required during the semester.
D. Group Projects
   1. At the discretion of the instructor. Not required.
E. Home Work
   1. Daily
F. Lab Activities
   1. Weekly
G. Oral Presentation
   1. At the discretion of the instructor. Not required.
H. Papers
   1. Three or more papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that responds to assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as a complete, standalone work. Formal writing utilizes the standards of edited English when helpful for clarity
I. Portfolios
   1. At the discretion of the instructor. Not required.
J. Projects
   1. At the discretion of the instructor. Not required.
K. Quizzes
   1. At the discretion of the instructor. Not required.
L. Research Projects
   1. One research project is required. This can be a research paper or detailed research proposal with an annotated bibliography.
M. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing. Methods of evaluation are at the discretion of local faculty.

## Typical Outside-of-Class Assignments

A. Reading:
   1. Read Paul Wachtel's "Talking About Racism: How Our Dialogue Gets Short-Circuited," in Rereading America. Annotate carefully as you read, both to note your reactions and identify the main stages of his argument. Write an objective summary of the essay, being sure to mention the author, article title, and main idea in the first sentence of your summary. As you paraphrase the stages of Wachtel's argument, be careful not to accidentally plagiarize and use his words without quotation marks.
   2. Discuss the following quiz questions with your group, and write down your answers. You may use your book, a dictionary, and any notes. Please explain all answers in your own words rather than quoting from the text. Each question is worth three points. You have half an hour to complete the quiz. . . Question #3: Robin Lakoff lists a number of practices that fall under the term "political correctness." What do these practices have in common with one another? Why have they gotten grouped together as "politically correct"?
   3. Internet Source Evaluation assignment: The following lesson is designed to introduce you to techniques that help you identify the authors of web pages, evaluate the credentials of these authors, and evaluate the content on the pages themselves for bias and reliability. Read Section R2, in Diana Hacker's *A Writer's Reference*,

"Evaluating Sources" AND "Evaluating Web Pages: Techniques to Apply and Questions to Ask," written by the librarians at U.C. Berkeley, available at http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html. Using the criteria enumerated by Hacker and the U.C. librarians, assess the value and potential bias of the following websites by reflecting on each site's authors, sponsorship, purpose, and currency.

B. Writing:
    1. Instructor will assign a minimum of three papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that responds to assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as a complete, standalone work. Formal writing utilizes the standards of edited English when helpful for clarity.
    2. 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 are preparing to present your work to an audience who may still expect you to write in "Standard English." Write a prologue that explains your rhetorical choices.
    3. We have read essays by Horace Mann, Jean Anyon, John Taylor Gatto, and Mike Rose that describe in shocking detail what too often goes wrong in the schoolroom. However, these essays also outline, whether indirectly or directly, what incredible potential students reveal when the classroom is functioning well. In this essay, please reflect on what you think the "proper goals of public education in a democracy should be," as Horace Mann put it (qtd. in Colombo 152). As you reason through your essay, you must draw on at least one of the articles we read and on your own personal experience of and/or knowledge of California's educational system in support of your thesis.
    4. For this activity you will need: Paper #1 and rubric; an electronic copy of Paper #1; *A Writer's Reference* handbook.
        1. Review all the sentence-level corrections on your paper. You can get an overview by looking at the "comments" section in your rubric beside Sentence Skills, Word Choice, Punctuation, Mechanics and Format.
        2. Start with Sentence Skills. Let's say the first item listed in the comments is "G1b."
            1. Read this section in Hacker.
            2. Type (in your own words) the general rule that is discussed in G1b.
            3. Then go through your paper and find the first G1b error, copy and paste the entire sentence that contains the error, and retype the sentence, correcting the error.

C. Research:
    1. For this assignment, you should choose one issue or topic regarding language use. You may choose any topic that we have discussed in class, or any other topic related to language (if you pick a topic not covered in our course, you must check with me to make sure the topic is appropriate). Possible topics include English as a second language/non-native speaker English, Ebonics, Spanglish, hate speech, political correctness, and prescriptive versus descriptive grammar. For your assignment, you will research this issue, find three articles that we have not discussed in class, and write an annotated bibliography listing these sources. You will also choose one source to examine more closely and write a brief report about it.
    2. While living a life as a homeless person, Lars Eighner tells of his adventures in "On Dumpster Diving," often criticizing American culture. His picture of being indigent doesn't always ring true to the average American's concept of who the homeless are and what each is like. Use Eighner's essay as the foundation for developing your own commentary on homelessness in America. Besides citing Eighner, include at least three additional sources in your paper. Follow MLA format. Include: standard MLA essay margins and page information; in-text source citations; Works Cited page (separate page following the body of the paper).
    3. Your *Allyn & Bacon Guide to Writing* explains that exploratory research must be open to the complexities of your given research problem and seek a diversity of options about it. Reviewing a diversity of sources including a reference source, a book, a scholarly journal article, a magazine or newspaper article, and a video, write either an exploratory research essay or an annotated bibliography. Both are essentially descriptions of your research journey, but they follow different formats. The essay will narrate the inquiry process you followed as you researched your topc and have a Works Cited list at the end; the annotated bibliography will have annotations in a Works Cited list and begin with a critical preface.
    4. For your activty this week, begin work on your Works Cited list. Select the journal article you have found to support your research paper and use NoodleBib to create a Works Cited entry for it in MLA format. Remember, when identifying the type of source in NoodleBib, that your journal article was originally published in print form—it does not exist only on the Internet. Remember also that NoodleBib will help you find the correct URL for the library database you used.

## Textbooks (Typical):

- An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.
- A college-level handbook on writing and documentation or evidence of similar writing pedagogy.
- Course texts may include book-length works. LPC requires one full-length, nonfiction text.
- Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

Textbook:

1. Rafael Agustin *Illegally Yours: A Memo.* 1st ed., Grand Central Publishing, 2023.
2. Wendy Suzuki *Good Anxiety: Harnessing the Power of the Most Misunderstood Emotion.* 1st ed., Atria Books, 2022.
3. James Spooner *The High Desert: Black. Punk. Nowhere.*. 1st ed., Harper, 2022.
4. John Ramage, John Bean, June Johnson *The Allyn & Bacon Guide to Writing.* 8th ed., Pearson, 2018.
5. Ta-Nehisi Coates *Between the World and Me.* 1st ed., Spiegel & Grau-Penguin Random House, 2015.
6. Pam Altman, Lisa Metge-Egan, Paige Wilson, Mari Caro *The Sentence Combining Workbook.* 5th ed., Cengage, 2019.
7. Gary Colombo, Uzzie T Cannon, Robert Cullen, Bonnie Lisle *Rereading America: Cultural Contexts for Critical Thinking and Writing.* 12th ed., Bedford/St. Martin's, 2021.
8. Diana Hacker, Nancy Sommers *A Writer's Reference.* 11th ed., Bedford/St. Martin's, 2024.
9. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing.* 6th ed., W. W. Norton & Company, 2024.

## Other Materials Required of Students

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

A. Placement as determined by the college's multiple measures assessment process
CCN/C-ID 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 more modalities for students and give access to students that cannot attend campus
Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussions in department meetings with with our Dean that considered enrollment trends, and student accessibility and demand
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 the discretion of the instructor. Students will be encouraged to email the instructor with any questions about the course/their progress, and emails will be answered 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.
- **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:** Typically weekly. The instructor will make substantive comments on assignments and student submissions.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At the discretion of the instructor. Typically weekly or every other week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** At the discretion of the instructor. Typically done during office hours at the request of the student. Not used in the course shell since content is delivered asynchronously and not 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. Students will post to the discussion board, answering questions posed by the instructor or by classmates. They will also reply to each other's posts in group discussions where students can share and experience a variety of perspectives..
- **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 the discretion of the instructor. Not required.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  **Frequency:** Students will be required to submit essays for classmates to critique, and also to provide critique for others. They will use questions provided by the instructor, and may use online editing tools to provide feedback directly on the document.

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. Content delivered to students might include critical thinking, pre-reading, reading, pre-writing, and writing strategies such as evaluating a source, previewing and annotating a text, writing a thesis statement, embedding a quotation, and formatting a paper according to MLA guidelines.
- **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 the discretion of the instructor. Instructor will create and facilitate group discussions where students can share and experience a variety of perspectives.
- **Written papers:** *Papers will be written on various topics.*
  **Frequency:** Three or more papers totaling 5000 words of formal writing, 4000 of which must be final draft writing. Formal writing denotes writing that responds to assignment directions; makes intentional choices regarding audience, purpose, and structure; and is meant to be read and assessed as a complete, standalone work. Formal writing utilizes the standards of edited English when helpful for clarity
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  **Frequency:** One research project is required. This can be a research paper or detailed research proposal with an annotated bibliography. Instructor will deliver content on aspects of the research process such as forming a line of inquiry, selecting and evaluating sources, and documenting and citing sources responsibly and according to guidelines of a style guide such as MLA.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** At the discretion of the instructor. Quizzes and exams are not required. One in-class/timed writing exercise is required.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** Weekly. Instructor will deliver asynchronous lecture content on on topics such as class themes to build schema, organizational strategies, summary and paraphrasing, and avoidance of plagiarism.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** At the discretion of the instructor. Not required except in the research project that leads to the student producing a research paper or detailed research proposal with an annotated bibliography. To prepare students for the research project, the instructor will provide content on aspects of the research process such as forming a line of inquiry, selecting and evaluating sources, and documenting and citing sources responsibly and according to guidelines of a style guide such as MLA.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  **Frequency:** At the discretion of the instructor. Not required. Typically once per semester. For example, after interacting with instructor-provided content on the research process, students might present findings from their research project to classmates in the form of a paper, slideshow presentation, or recorded audio or video presentation.

## General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 1A - English Composition - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 1A - English Composition - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ENGL 100 - Approved

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000365449

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**

LAS POSITAS COLLEGE

Credit for Prior Learning: GEOG 2 - Cultural Geography

Credit for Prior Learning: GEOG 2 - Cultural Geography (Launched)
compared with
Course Modification: GEOG 2 - Cultural Geography (Approved - Implemented 08-15-2027)

## Admin Outline for Geography 2
## Cultural Geography
**Effective:** Fall 2027

### Catalog Description:

### GEOG 2 - Cultural Geography
### 3.00 Units

The course is a study of diverse human populations, their cultural origins, diffusion and contemporary spatial expressions. Topics include: demography, languages and religions, urbanization and landscape modification, political units and nationalism, and economic systems and development.

3 Units Lecture

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Geography.

### 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, describe and explain the Multi-Nuclei model or urban development.
B. Differentiate between the different types of cultural diffusion.
C. Explain the Demographic Transition Model.

### Course Objectives:

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

A. Describe the distribution of the human population and the processes (both historical and contemporary) that shape this distribution by explaining the 5 stages of the demographic transition model and how it related to population growth
B. Explain the origins, diversity, and distribution of basic cultural patterns, with particular attention given to: language, religion, urbanization, political and economic patterns, and human-environmental interactions, and map, analyze, and describe the location and reasons for the locations of each of the above cultural geography characteristics
C. Explain basic concepts used in the geographic study of human patterns including diffusion, cultural landscapes, cultural ecology, and cultural regions by defining, describing and analyzing different examples related to above cultural geography concepts

### Course Content:

1. Thinking Geographically
    1. Why do Geographers Address Where Things Are?
        1. Maps
        2. Contemporary Tools
    2. Why Is Each Point on Earth Unique?
        1. Place: Unique Location of a Feature
        2. Regions: Areas of Unique Characteristics
    3. Why Are Different Places Similar?
        1. Scale: From Local to Global
        2. Space: Distribution of Features
        3. Connections Between Places
2. Population
    1. Where Is the World's Population Distributed?
        1. Population Concentrations
        2. Sparsely Populated Regions

        3. Population Density
    2. Where Has the World's Population Increased?
        1. Natural Increase
        2. Fertility
        3. Mortality
    3. Why Is Population Increasing at Different Rates in Different Countries?
        1. The Demographic Transition
        2. Population Pyramids
        3. Countries in Different Stages of Demographic Transition
        4. Demographic Transition and World Population Growth
    4. Why Might the World Face and Overpopulation Problem?
        1. Malthus on Overpopulation
        2. Declining Birth Rates
        3. World Health Threats
3. Migration
    1. Why Do People Migrate?
        1. Reasons for Migrating
        2. Distance of Migration
        3. Characteristics of Migrants
    2. Where Are Migrants Distributed?
        1. Global Migration Patterns
        2. U.S. Immigration Patterns
        3. Impact of Immigration on the United States
    3. Why Do Migrants Face Obstacles?
        1. Immigration Policies of Host Countries
        2. Cultural Problems Living in Other Countries
    4. Why Do People Migrate Within a Country?
        1. Migration Between Regions of a Country
        2. Migration Within One Region
4. Folk And Popular Culture
    1. Where Do Folk and Popular Cultures Originate and Diffuse?
        1. Origin of Folk and Popular Culture
        2. Diffusion of Folk and Popular Cultures
    2. Why Is Folk Culture Clustered?
        1. Isolation Promotes Cultural Diversity
        2. Influence of Physical Environment
    3. Why Is Popular Culture Widely Distributed?
        1. Diffusion of Popular Housing, Clothing and Food
        2. Role of Television in Diffusing Popular Culture
    4. Why Does Globalization of Popular Culture Cause Problems?
        1. Threat to Folk Culture
        2. Environmental Impact of Popular Culture
5. Language
    1. Where Are English-Language Speakers Distributed?
        1. Origin and Diffusion of English
        2. Dialects of English
    2. Why Is English Related to Other Languages?
        1. Indo-European Branches
        2. Origin and Diffusion of Indo-European
    3. Where Are Other Language Families Distributed?
        1. Classification of Languages
        2. Distribution of Language Families
    4. Why Do People Preserve Local Languages?
        1. Preserving Language Diversity
        2. Global Dominance of English
6. Religion
    1. Where Are Religions Distributed?
        1. Universalizing Religions
        2. Ethnic Religions
    2. Why Do Religions Have Different Distributions?
        1. Origin of Religions
        2. Diffusion of Religions
        3. Holy Places
        4. The Calendar
    3. Why Do Religions Organize Space in Distinctive Patterns?
        1. Places of Worship
        2. Sacred Space
        3. Administration of Space
    4. Why Do Territorial Conflicts Arise Among Religious Groups?
        1. Religion Versus Governmental Policies

        2. Religion Versus Religion
7. Ethnicity
    1. Where Are Ethnicities Distributed?
        1. Distribution of Ethnicities in the United States
        2. Differentiating Ethnicity and Race
    2. Why Have Ethnicities Been Transformed Into Nationalities?
        1. Rise of Nationalities
        2. Multinational States
        3. Revival of Ethnic Identity
    3. Why Do Ethnicities Clash?
        1. Ethnic Competition to Dominate Nationality
        2. Dividing Ethnicities Among More than One State
    4. What Is Ethnic Cleansing?
        1. Ethnic Cleansing in Yugoslavia
        2. Ethnic Cleansing in Central Africa
8. Political Geography
    1. Where Are States Located?
        1. Problems of Defining States
        2. Development of the State Concept
    2. Why Do Boundaries Cause Problems?
        1. Shapes of States
        2. Types of Boundaries
        3. Boundaries Inside States
    3. Why Do States Cooperate With Each Other?
        1. Political and Military Cooperation
        2. Economic Cooperation
    4. Why Has Terrorism Increased?
        1. Terrorism by Individuals and Organizations
        2. State Support for Terrorism
9. Development
    1. Why Does Development Vary Among Countries?
        1. Economic Indicators of Development
        2. Social Indicators of Development
        3. Demographic Indicators of Development
    2. Where Are More and Less Developed Countries Distributed?
        1. More Developed Regions
        2. Less Developed Regions
    3. Where Does Level of Development Vary by Gender?
        1. Gender-Related Development Index
        2. Gender Empowerment
    4. Why Do Less Developed Countries Face Obstacles To Development?
        1. Development Through Self-Sufficiency
        2. Development Through International Trade
        3. Financing Development
10. Agriculture
    1. Where Did Agriculture Originate?
        1. Origins of Agriculture
        2. Location of Agricultural Hearths
        3. Classifying Agricultural Regions
    2. Where Are Agricultural Regions in Less Developed Countries?
        1. Shifting Cultivation
        2. Pastoral Nomadism
        3. Intensive Subsistence Agriculture
    3. Where Are Agricultural Regions in More Developed Countries?
        1. Mixed Crop and Livestock Farming
        2. Dairy Farming
        3. Grain Farming
        4. Livestock Ranching
        5. Mediterranean Agriculture
        6. Commerical Gardening and Fruit Farming
        7. Plantation Farming
    4. Why Do Farmers Face Economic Difficulties?
        1. Issues for Commercial Farmers
        2. Issues for Subsistence Farmers
        3. Strategies to Increase Food Supply
11. Industry
    1. Where Did Industry Originate?
        1. The Industrial Revolution
        2. Diffusion of the Industrial Revolution
    2. Where Is Industry Distributed?

        1. North America
        2. Europe
        3. East Asia
    3. Why Do Industries Have Different Distributions?
        1. Situation Factors
        2. Site Factors
        3. Obstacles to Optimum Location
    4. Why Do Industries Face Problems?
        1. Industrial Problems from a Global Perspective
        2. Industrial Problems in More Developed Countries
        3. Industrial Problems in Less Developed Countries
12. Services
    1. Where Did Services Originate?
        1. Types of Services
        2. Origin of Services
        3. Services in Rural Settlements
    2. Why Are Consumer Services Distributed in a Regular Pattern?
        1. Central Place Theory
        2. Market Area Analysis
        3. Hierarchy of Services and Settlements
    3. Why Do Business Services Locate in Large Settlements?
        1. World Cities
        2. Hierarchy of Business Services
        3. Economic Base of Settlements
    4. Why Do Services Cluster Downtown?
        1. Central Business District
        2. Suburbanization of Businesses
13. Urban Patterns
    1. Where Have Urban Areas Grown?
        1. Urbanization
        2. Defining Urban Settlements
    2. Where Are People Distributed Within Urban Areas?
        1. Three Models of Urban Structure
        2. Use of the Models Outside North America
    3. Why Do Inner Cities Have Distinctive Problems?
        1. Inner-City Physical Problems
        2. Inner-City Social Problems
        3. Inner-City Economic Problems
    4. Why Do Suburbs Have Distinctive Problems?
        1. The Peripheral Model
        2. Contribution of Transportation to Suburbanization
        3. Local Government Fragmentation
14. Resource Issues
    1. Why Are Resources Being Depleted?
        1. Energy Resources
        2. Mineral Resources
    2. Why Are Resources Being Polluted?
        1. Air Pollution
        2. Water Pollution
        3. Land Pollution
    3. Why Are Resources Renewable?
        1. Renewing Resources
        2. Recycling Resources
    4. Why Can Resources Be Conserved?
        1. Sustainable Development
        2. Biodiversity

## Methods of Instruction:

1. Lecture – White Board Presentation, PowerPoint Presentations, Computer Programs such as Google Earth, Slides, Videos Asychronous instruction to include prepared video lectures using PowerPoint Presentations
2. Discussion – The asychronous format includes weekly discussions on topics from each chapter from the textbook, current events or specific cultural practices within the student management system. Peer reviews are required. This facilitates conversations and observations of the dynamic relationships between cultural groups and their physical environment, the cultural landscape; buildings, religions, languages and traditions that define a place and its people's identity. This allows for multiple points of view and cooperation among students of diverse backgrounds and exposure to different perspectives.
3. Audio-visual Activity – Lectures and multimedia presentations that incorporate literature and educational materials representing various cultures, languages, and intersectional perspectives. Presentation of information in varied formats (e.g., captioned videos, screen-reader accessible text, and audio) to ensure accessibility for all learners. Included in the Student Management System for online access.
4. Learning Management System – Canvas Student Management System is a single location to house all course materials, syllabi, assignments, and quizzes. Instructors upload content and structure learning paths, while students log in to access materials from anywhere. The system monitors student progress, attendance, and quiz

grades, allowing educators to see who is engaging and who needs support. LMS platforms often connect with a Student Information System (SIS) to share attendance and grade data. Instructor will use the comments section or rubrics to communicate with each individual student about the assignment. Comments will include positive assessments and suggestions for improvement.

5. Individualized Instruction - Student-Centered Instruction: Students can be offered differentiated instruction through tailored methods and choice-based assignments that allow the student to demonstrate mastery based on their individual strengths.
6. Observation - Written homework assignments throughout the semester will focus on cultural geography observations. These assignments can be chosen by the student. This facilitates critical thinking, student differentiation and inclusion and promotes interest for the individual student to decide what they want to learn about. Observers may examine the built environment (buildings, agricultural patterns, signage) to understand local values and societal norms. Sensory Observation: Beyond sight, this includes recording smells, sounds, and physical feelings in a place to understand its social and environmental dynamics. Signs of People: Observations often focus on how people use space, such as pedestrian traffic, public art, or religious symbols, providing insights into cultural practices. What is Missing: A key skill in cultural observation is recognizing what is absent from a landscape, which can be as telling as what is present.

## Methods of Evaluation

A. Class Work
    1. At the discretion of the instructor
B. Exams/Tests
    1. One Final Exam
C. Home Work
    1. Weekly
D. Papers
    1. Term paper at the discretion of the instructor
E. Projects
    1. At the discretion of the instructor
F. Quizzes
    1. Bi-weekly quizzes

## Typical Outside-of-Class Assignments

A. Writing:
    1. Weekly Homework Assignments from Textbook and Student Workbook which includes answering questions at the end of the chapter.
    2. Term paper related to some relevant cultural geography topic.

B. Project:
    1. Project having students identify different cultural regions for different countries, states of the USA or cities around the world.
        1. Students will create, identify and describe each of the cultural regions in detail.

## Textbooks (Typical):

Textbook:

1. B, War *Human Geography: A Serious Introduction.* 4th ed., Cognella Academic Publishing, 2023.
2. J.R. Short and L. Benton-Short *Human Geography: A Short Introduction.* 3rd ed., Oxford University Press, 2024.
3. James M. Rubenstein *Contemporary Human Geography.* 5th ed., Pearson Higher Education, 2022.
4. J. M. Rubenstein *The Cultural Landscape - An Introduction to Human Geography.* 14th ed., Pearson, 2024.

Other Learning Materials:

1. CD-ROM: Human Geography in Action

## Other Materials Required of Students

1. Computer access with Google Earth.

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

## DE Proposal

Delivery Methods

- **Fully Online (FO)**

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

Rationale for DE

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

Increased access to education: Distance education serves students in remote areas or underserved areas, or students who work full-time. It gives access to the high-quality geography programming at Las Positas, overcoming long-distance commutes and offers this class to a more diverse type of student.

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

Due to the growing demand for flexible education options that accommodate diverse lifestyles and work commitments for students. Enrollment has increased due to the online course availability.

Accessibility:

- Closed captioning for videos.

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** The entire 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:** Class discussion board will be provided throughout the semester for questions or observations by students and the instructor

Student-Content Interaction

- **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 midterms 3 quizzes 1 final exam

## 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: GEOG 120 - Approved

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000373327
CB03: TOP Code
220600 - Geography
CIP Code
45.0701 - Geography
CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
A - Transferable to both UC and CSU.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Credit for Prior Learning: MATH C2210 - Calculus I: Early Transcendentals

Credit for Prior Learning: MATH C2210 - Calculus I: Early Transcendentals (Launched)
compared with
Course Modification: MATH C2210 - Calculus I: Early Transcendentals (Approved - Implemented 08-15-2027)

## Admin Outline for Mathematics C2210
## Calculus I: Early Transcendentals

**Effective:** Fall 2027

### Catalog Description:

### MATH C2210 - Calculus I: Early Transcendentals
### 5.00 Units

A first course in differential and integral calculus of a single variable. Topics include limits and continuity of functions, techniques and applications of differentiation, an introduction to integration, and the Fundamental Theorem of Calculus. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.
5 Units Lecture

**Prerequisite(s):**

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

- Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Mathematics.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Construct an optimization model and use it to find the desired quantity.
B. Evaluate and interpret a definite integral.
C. Find the roots of a function using Newton's method.
D. Integrate a function involving a u-substitution.

### Course Objectives:

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

A. Find the equation of a tangent line to the graph of a function.
B. Compute the limit of a function and evaluate indeterminate forms using L'Hôpital's Rule.
C. Compute derivatives using differentiation formulas.
D. Determine the continuity of a function.
E. Find the derivative of a function as a limit.
F. Use differentiation to solve applications such as related rate problems and optimization problems.
G. Use implicit differentiation and find derivatives of transcendental functions.
H. Graph functions using methods of calculus.
I. Evaluate a definite integral as a limit.
J. Evaluate integrals using the Fundamental Theorem of Calculus.
K. Apply integration to find areas.
L. Find and interpret average and instantaneous rates of change.
M. Use the precise definition of a limit to prove a limit exists.
N. Explain the definitions of velocity and acceleration and use the derivative to find the velocity and acceleration of an object in motion, given the position function for the object.
O. Work with differentials and their applications.
P. Use calculus-based methods to analyze functional behavior
Q. Apply the Mean Value Theorem.

R. Utilize Newton's Method.
S. Evaluate integrals by the method of substitution.

## Course Content:

1. Limits: intuitive and precise definitions; computation using numerical, graphical, and algebraic approaches
    1. Left-hand limits and right-hand limits
    2. Limits of trigonometric functions
    3. Limits at infinity
    4. Precise definition of a limit
2. Continuity and differentiability of functions
    1. Definition of continuity
    2. Continuity at a real number
    3. Continuity on an interval
    4. Discontinuous functions
        1. Types of discontinuities
        2. Removable discontinuities
    5. Intermediate Value Theorem
3. Derivative as a limit
4. Interpretation of derivatives as slopes of tangent lines and rates of change
    1. Secant and tangent lines
    2. Average and instantaneous rates of change
        1. Velocity and acceleration
5. Differentiation formulas: constants, power rule, product rule, quotient rule, and chain rule
    1. Derivative as a function
6. Derivatives of transcendental functions including trigonometric, exponential, and logarithmic
    1. Logarithmic differentiation
7. Implicit differentiation, differentiation of inverse functions, including inverse trigonometric functions
    1. Domain and range
    2. Graphs
    3. Hyperbolic and inverse hyperbolic functions
8. Applications of differentiation, including related rates and optimization
    1. Newton's Method
    2. Differentials and their applications
9. Higher-order derivatives
10. Indeterminate forms and L'Hôpital's Rule
    1. Types of indeterminate forms
    2. Techniques for evaluating limits of indeterminate forms
11. Maximum and minimum values, Extreme Value Theorem
    1. Critical numbers
    2. Absolute and local
12. Graphing functions using first and second derivatives, concavity, and asymptotes
    1. First Derivative Test
    2. Second Derivative Test
    3. Test for Concavity and Points of Inflection
    4. Extrema
    5. Asymptotic behavior
        1. Limits at infinity
        2. Horizontal and vertical asymptotes
13. Mean Value Theorem
14. Antiderivatives and indefinite integrals
15. Definite integrals as limits of Riemann sums
16. Interpretation of the integral as area under a curve and net change
17. Basic integration rules and properties of integrals
    1. Definite and indefinite
18. Fundamental Theorem of Calculus
19. Integration by substitution

## Methods of Instruction:

1. Discussion -
2. Lecture
3. Web- or CD-Rom-based tutorials
4. Student presentations
5. Collaborative learning

## Methods of Evaluation

A. Exams/Tests
    1. minimum 4 exams and a comprehensive final exam
B. Home Work
    1. Assigned for each section covered

C. Quizzes
    1. Announced or unannounced, in-class or take home at the discretion of the instructor
D. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.
E. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.
F. Methods of evaluation are at the discretion of local faculty.

## Typical Outside-of-Class Assignments

A. Other:
Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.

## Textbooks (Typical):

OER:

1. Strang, G., Herman, E., et al. *Calculus Volume 1.*, OpenStax, 2025. https://openstax.org/details/books/calculus-volume-1/.

Textbook:

1. Stewart, J., et al. *Calculus: Single Variable Calculus Early Transcendentals.* 9th ed., Cengage, 2021.
2. Briggs, W., et al. *Calculus: Early Transcendentals.* 3rd ed., Pearson, 2019.
3. Hass, J., et al. *Thomas' Calculus: Early Transcendentals.* 15th ed., Pearson, 2023.

Other Learning Materials:

1. A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course. Texts used by individual institutions and even individual sections will vary.

## Other Materials Required of Students

1. Graphing calculator may be required.

## Equity Based Curriculum

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

## Requisite Validation

A. Pre-calculus, or college algebra and trigonometry, or equivalent, or placement as determined by the college's multiple measures assessment process.
CCN/C-ID 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.
Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI.
Explain how the decision was made to offer this course in a Distance Education mode.
At a recent math department meeting, we discussed the need to have more courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.
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 1–2 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Every 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Every 1-2 weeks.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** 2-4 times per semester as scheduled by the instructor and posted in the Course Notes upon registration.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Every 1 - 2 weeks.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** In each module or every 1-2 weeks.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** In each module or every 1–2 weeks.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Every 1-2 modules. (Time varies per instructor)
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 3-5 times per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per week.

## General Education/Transfer

General Education/Transfer Request
Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: MATH 210

## Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

## Codes and Dates

Course CB Codes
CB00: State ID

CCC000348340

**CB03: TOP Code**

170100 - Mathematics, General

**CIP Code**

27.0101 - Mathematics, General

**CB04: Credit Status**

D - Credit - Degree Applicable

**CB05: Transfer Status**

A - Transferable to both UC and CSU.

**CB08: Basic Skills Status**

N - Not Basic Skills

**CB09: SAM Code**

E - Non-Occupational

**CB10: Cooperative Work Experience**

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

**CB11: Course Classification Status**

**CB13: Special Class Status**

N - Course is not a special class.

**CB21: Course Prior to College**

Y - Not applicable

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

**CB23: Funding Agency Category**

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

**CB24: Program Status**

1 - Program Applicable

**CB25: Course General Education Status**

B. Course meets any of the following:

- CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
- Cal-GETC Area 2: Mathematical Concepts and Quantitative Reasoning
- UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

OR

- Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

**CB26: Course Support Course Status**

N - Course is not a support course

**CB27: Upper Division Status**

Credit for Prior Learning: MATH C2220 - Calculus II: Early Transcendentals

Credit for Prior Learning: MATH C2220 - Calculus II: Early Transcendentals (Launched)
compared with
Course Modification: MATH C2220 - Calculus II: Early Transcendentals (Approved - Implemented 08-15-2027)

## Admin Outline for Mathematics C2220
## Calculus II: Early Transcendentals

**Effective:** Fall 2027

### Catalog Description:

### MATH C2220 - Calculus II: Early Transcendentals
### 5.00 Units

A second course in differential and integral calculus of a single variable. Topics include applications of integration, techniques of integration, infinite sequences and series, and the calculus of parametric and polar equations. This course is primarily intended for Science, Technology, Engineering, and Mathematics (STEM) majors.
5 Units Lecture

**Prerequisite(s):**

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

- Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Mathematics.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Find the volume of a solid of revolution using washers or shells.
B. Determine an arc length using parametric equations.
C. Determine the interval of convergence for a power series.
D. Integrate a function using a partial fraction expansion.
E. Numerically evaluate an integral using Simpson's Rule and determine the error.

### Course Objectives:

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

A. Apply integration to find areas and volumes.
B. Evaluate definite and indefinite integrals using a variety of integration formulas and techniques.
C. Use integration to solve applications such as work or length of a curve.
D. Evaluate improper integrals.
E. Determine convergence of sequences and series.
F. Represent functions as power series.
G. Graph, differentiate, and integrate functions in polar and parametric form.
H. Graph, differentiate, and integrate inverse functions and transecdental functions such as trigonometric, exponential and logarithimic functions;
I. Apply numerical methods to approximate definite integrals
J. Use integration to find the surface area of a solid of revolution
K. Solve separable first order differential equations;
L. Solve exponential growth and decay problems;
M. Estimate the sum of a convergent series;
N. Determine convergence or divergence of a power series, and find the radius and interval of convergence;
O. Find the radius and interval of convergence;
P. Apply theorems for differentiation and integration of a power series.
Q. Find Taylor and Maclaurin series for a given function.

R. Use the binomial series to find a power series of a function

## Course Content:

1. Applications of integration to areas between curves and volumes, including volumes of solids of revolution
2. Techniques of integration, including integration by parts, trigonometric substitution, and partial fraction decomposition
    1. Inverse trigonometric function integration formulas
    2. Products of trigonometric functions
    3. Table of Integrals
    4. Hyperbolic substitution
3. Numerical integration, including trapezoidal and Simpson's rules
    1. Midpoint rule
    2. Error analysis
4. Improper integrals
5. Additional applications of integration, such as work, arc length, area of a surface of revolution, moments and centers of mass, separable differential equations, growth and decay
6. Introduction to sequences and series
    1. Infinite sequences
        1. Definition
        2. Geometric sequence
        3. Convergence
        4. Divergence
    2. Infinite series
        1. Geometric series
        2. Telescoping series
        3. p-series
        4. Alternating series
7. Multiple tests for convergence of sequences and series
    1. Tests for convergence or divergence
        1. nth term divergence test
        2. Integral test
        3. p-series test
        4. Comparison tests
        5. Alternating series test
        6. Ratio and root tests
    2. Sum of a convergent series
8. Power series, radius of convergence, interval of convergence
9. Differentiation and integration of power series
    1. Power series representation of a function
    2. Tests for convergence
    3. Applications
    4. Binomial series
10. Taylor series expansion of functions
    1. Maclaurin series representation of a function
    2. Taylor's inequality
11. Parametric equations and calculus with parametric curves
    1. Curve sketching and direction of motion
    2. Elimination of a parameter
    3. Slope of a tangent line
    4. Area
    5. Arc length
12. Polar curves and calculus in polar coordinates
    1. Slope of tangent line
    2. Area
    3. Arc length

## Methods of Instruction:

1. Discussion -
2. Lecture -
3. Web- or CD-Rom-based tutorials
4. Student presentations
5. Collaborative learning

## Methods of Evaluation

A. Exams/Tests
    1. minimum 4 exams and a comprehensive final exam
B. Home Work
    1. Assigned for each section covered
C. Quizzes
    1. Announced or unannounced, in-class or take home at the discretion of the instructor

D. Students should demonstrate their mastery of the learning objectives and their ability to devise, organize, and present complete solutions to problems.
E. Examples of potential methods of evaluation include, but are not limited to, exams, quizzes, homework, classwork, technology-based activities, laboratory work, projects, and research demonstrations.
F. Methods of evaluation are at the discretion of local faculty.

## Typical Outside-of-Class Assignments

A. Other:
    1. Homework should be assigned from the text and should include a sufficient number and variety of problems to develop both skill and conceptual understanding.
        1. Problems should range in level of difficulty from introductory level to challenging.
        2. A typical assignment should take an average student 1 to 2 hours for each hour in class.

## Textbooks (Typical):

OER:

1. Strang, G., Herman, E., et al. *Calculus Volume 2.*, OpenStax, 2025. https://openstax.org/details/books/calculus-volume-2/.

Textbook:

1. Stewart, J., et al. *Calculus: Single Variable Calculus Early Transcendentals.* 9th ed., Cengage, 2021.
2. Briggs, W., et al. *Calculus: Early Transcendentals.* 3rd ed., Pearon, 2019.
3. Hass, J., et al. *Thomas' Calculus: Early Transcendentals.* 15th ed., Pearson, 2023.

Other Learning Materials:

1. A college level textbook designed for science, technology, engineering and math majors, and supporting the learning objectives of this course.
2. Texts used by individual institutions and even individual sections will vary.

## Other Materials Required of Students

1. Graphing calculator may be required.

## Equity Based Curriculum

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

## Requisite Validation

A. Calculus I: Early Transcendentals (MATH C2210), or equivalent, or placement as determined by the college's multiple measures assessment process.
CCN/C-ID 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.
Reasons include accessibility for students, to have more options than just traditional lecture (face-to-face), and to include in the OEI.
Explain how the decision was made to offer this course in a Distance Education mode.
At a recent math department meeting, we discussed the need to have more courses as part of the OEI. Classroom availability is limited and with the increase of FTEF towards higher-level math courses, we need to have an increased number of sections.
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 1–2 weeks.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  **Frequency:** Every 1-2 weeks.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** Every 1-2 weeks.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** 2-4 times per semester as scheduled by the instructor and posted in the Course Notes upon registration.

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** Every 1-2 weeks.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** In each module or every 1-2 weeks.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency:** In each module or every 1-2 weeks.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Every 1-2 modules. (Time varies per instructor)
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 3-5 times per week.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency:** 2-3 times per week.

## General Education/Transfer

General Education/Transfer Request
Cal-GETC

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer

- Transfers to UC

C-ID: MATH 220

## Credit for Prior Learning

Credit for Prior Learning Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Exam Yes
Credit-by-Portfolio No
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
Credit-by-Military-JST No
Credit-by-Industry-Recognized-Training No
Please state the license / certification / credential / coursework, the required recency, and the agency having jurisdiction, along with a list of the courses (including this one) for which a student will earn credit.

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000375566

**CB03: TOP Code**
170100 - Mathematics, General

**CIP Code**
27.0101 - Mathematics, General

**CB04: Credit Status**
D - Credit - Degree Applicable

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

**CB08: Basic Skills Status**
N - Not Basic Skills

**CB09: SAM Code**
E - Non-Occupational

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

**CB11: Course Classification Status**

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

**CB21: Course Prior to College**
Y - Not applicable

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

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

**CB24: Program Status**
1 - Program Applicable

**CB25: Course General Education Status**

B. Course meets any of the following:

- CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
- Cal-GETC Area 2: Mathematical Concepts and Quantitative Reasoning
- UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

OR

- Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

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

**CB27: Upper Division Status**

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

Credit for Prior Learning: PHYS 1C - General Physics III

Credit for Prior Learning: PHYS 1C - General Physics III (Launched)
compared with
PHYS 1C - General Physics III (Active - Implemented 08-15-2022)

## Admin Outline for Physics 1C
## General Physics III

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### PHYS 1C - General Physics III
### 5.00 Units

Introduction to electricity and magnetism, circuits, Maxwell's equations and electromagnetic waves.
4 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- MATH 3, may be taken concurrently
- PHYS 1A

| | |
|---|---|
| **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 principles of electricity and magnetism.
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. Analyze simple static charge distributions and calculate the resulting electric field and electric potential.
B. Analyze simple current distributions and calculate the resulting magnetic field.
C. Explain the physical location and motions of charged particles within objects in the presence of an electric or magnetic field.
D. Predict the trajectory of charged particles in uniform electric and magnetic fields.
E. Analyze situations in which the electric or magnetic field is changing in time using Faraday's Law and/or Maxwell's equations.
F. Analyze DC and AC circuits in terms of current, potential difference, and power dissipation for each element.
G. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
H. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
I. Analyze real-world experimental data, including appropriate use of units and significant figures.
J. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.

### Course Content:

**Lecture:**

1. Electric Fields
    1. Properties of Electric Charges
    2. Charging Objects by Induction
    3. Coulomb's Law
    4. The Electric Field

    5. Electric Field of a Continuous Charge Distribution
    6. Electric Field Lines
    7. Motion of Charged Particles in a Uniform Electric Field
2. Gauss's Law
    1. Electric Flux
    2. Gauss's Law
    3. Application of Gauss's Law to Various Charge Distributions
    4. Conductors in Electrostatic Equilibrium
    5. Formal Derivation of Gauss's Law
3. Electric Potential
    1. Potential Difference and Electric Potential
    2. Potential Differences in a Uniform Electric Field
    3. Electric Potential and Potential Energy Due to Point Charges
    4. Obtaining the Value of the Electric Field from the Electric Potential
    5. Electric Potential Due to Continuous Charge Distributions
    6. Electric Potential Due to a Charged Conductor
    7. The Millikan Oil–Drop Experiment
    8. Applications of Electrostatics
4. Capacitance and Dielectrics
    1. Definition of Capacitance
    2. Calculating Capacitance
    3. Combinations of Capacitors
    4. Energy Stored in a Charged Capacitor
    5. Capacitors with Dielectrics
    6. Electric Dipole in and Electric Field
    7. An Atomic Description of Dielectrics
5. Current and Resistance
    1. Electric Current
    2. Resistance
    3. A Model for Electrical Conduction
    4. Resistance and Temperature
    5. Superconductors
    6. Electrical Power
6. Direct Current Circuits
    1. Electromotive Force
    2. Resistors in Series and Parallel
    3. Kirchhoff's Rules
    4. RC Circuits
    5. Electrical Meters
    6. Household wiring and Electrical Safety
7. Magnetic Fields
    1. Magnetic Fields and Forces
    2. Magnetic Force acting on a Current–Carrying Conductor
    3. Torque on a Current Loop in a Uniform Magnetic Field
    4. Motion of a Charged Particle in a Uniform Magnetic Field
    5. Applications Involving Charged Particles Moving in a Magnetic Field
    6. The Hall Effect
8. Sources of the Magnetic Field
    1. The Biot–Savart Law
    2. The Magnetic Force Between Two Parallel Conductors
    3. Ampère's Law
    4. The Magnetic Field of a Solenoid
    5. Magnetic Flux
    6. Gauss's Law in Magnetism
    7. Displacement Current and the General Form of Ampère's Law
    8. Magnetism in Matter
    9. The Magnetic Field of the Earth
9. Faraday's Law
    1. Faraday's Law of Induction
    2. Motional emf
    3. Lenz's Law
    4. Induced emf and Electric Fields
    5. Generators and Motors
    6. Eddy Currents
    7. Maxwell's Equations
10. Inductance
    1. Self–Inductance
    2. RL Circuits
    3. Energy in a Magnetic Field
    4. Mutual Inductance

5. Oscillations in an LC Circuit
6. The RLC Circuit

11. Alternating Current Circuits
    1. AC Sources
    2. Resistors in an AC Circuit
    3. Inductors in an AC Circuit
    4. Capacitors in an AC Circuit
    5. The RLC Series Circuit
    6. Power in an AC Circuit
    7. Resonance in a Series RLC Circuit
    8. The Transformer and Power Transmission
    9. Rectifiers and Filters
12. Electromagnetic Waves
    1. Maxwell's Equations and Hertz's Discoveries
    2. Plane Electromagnetic Waves
    3. Energy Carried by Electromagnetic Waves
    4. Momentum and Radiation Pressure
    5. Production of Electromagnetic Waves by and Antenna
    6. The Spectrum of Electromagnetic Waves

**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:
    1. Weekly or bi-weekly homework assignments with an average of 10-15 word problems per assignment.
    2. Weekly or bi-weekly practice problems may be worked on collaboratively during class, for practice only.
    3. 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. Randall D. Knight *Physics for Scientists and Engineers: A Strategic Approach with Modern Physics.* 5th ed., Pearson Education, 2022.
3. David Halliday, Robert Resnick, Jearl Walker *Fundamentals of Physics (Extended).* 12th ed., Wiley, 2021.

## Other Materials Required of Students

1. A programmable scientific calculator capable of graphing .
2. A campus print card.

## Equity Based Curriculum

- Methods of Evaluation

## Requisite Validation

A. MATH 3
   4-Year Institution Requirement
B. PHYS 1A
   CCN/C-ID Requirement

## DE Proposal

Delivery Methods

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

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## DE Course Interaction

Instructor-Student Interaction

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  **Frequency:** At least once per semester.
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  **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
- 5C - Laboratory - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 5 - Natural Sciences - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: PHYS 200S (if taken with PHYS 1A+1B+1D), PHYS 210 - Approved

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000360962
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

Credit for Prior Learning: PHYS 2A - Introduction to Physics I

Credit for Prior Learning: PHYS 2A - Introduction to Physics I (Launched)
compared with
PHYS 2A - Introduction to Physics I (Active - Implemented 08-15-2022)

## Admin Outline for Physics 2A
## Introduction to Physics I

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### PHYS 2A - Introduction to Physics I
### 4.00 Units

Introduction to the major principles of classical mechanics using pre-calculus mathematics. Includes Newtonian mechanics, energy, gravitation, fluids, thermodynamics, oscillations, and waves.
3 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- MATH 39

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 216 |

### Course Grading:

~~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, conservation laws, thermodynamics, hydrodynamics, and principles of harmonic and wave motion.
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, and geometry to model physical phenomena and calculate relevant physical parameters.
C. Predict the future trajectory of an object 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 using concepts of work and energy.
F. Analyze static and dynamic extended systems using the concepts of torque and angular acceleration.
G. Analyze collisions of point masses and extended objects using the concept of conservation of linear and angular momentum.
H. Analyze situations in which the gravitational acceleration changes as a function of distance using Newton's Law of Universal Gravitation.
I. Analyze hydrodynamic situations using the definition of pressure and/or Bernoulli's Principle.
J. Analyze the temperature, pressure, and volume of a system using the laws of thermodynamics.
K. Analyze interacting physical systems, including heat engines, using the laws of thermodynamics and the concept of entropy.
L. Analyze physical situations involving simple and/or damped harmonic motion using concepts of force and energy.
M. Analyze the properties of traveling and standing waves using trigonometric functions and the concept of wave superposition.
N. Analyze real-world experimental data, including appropriate use of units and significant figures.
O. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
P. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
Q. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
R. 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. The Building Blocks of Matter
    3. Dimensional Analysis
    4. Uncertainty in Measurements and Significant Figures
    5. Conversion of Units
    6. Order-of-Magnitude Calculations
    7. Coordinate Systems
    8. Trigonometry
2. Motion in One Dimension
    1. Displacement
    2. Average Velocity
    3. Instantaneous Velocity
    4. Acceleration
    5. Motion Diagrams
    6. One-Dimensional Motion with Constant Acceleration
    7. Freely Falling Objects
3. Vectors and Two Dimensional Motion
    1. Vectors and Scalars Revisited
    2. Some Properties of Vectors
    3. Components of a Vector
    4. Displacement, Velocity and Acceleration in Two Dimensions
    5. Projectile Motion
    6. Relative Velocity
4. The Laws of Motion
    1. The Concept of Force
    2. Newton's First Law
    3. Newton's Second Law
    4. Newton's Third Law
    5. Some Applications of Newton's Laws
    6. Force of Friction
5. Work and Energy
    1. Work
    2. Kinetic Energy and the Work-Kinetic Energy Theorem
    3. Potential Energy
    4. Conservative and Non-Conservative Forces
    5. Conservation of Mechanical Energy
    6. Non-Conservative Forces, Nonisolated Systems and Conservation of Energy
    7. Power
    8. Work Done by A Varying Force
6. Momentum and Collisions
    1. Impulse and Momentum
    2. Conservation of Momentum
    3. Collisions
    4. Glancing Collisions
    5. Rocket Propulsion
7. Rotational Motion and the Law of Gravity
    1. Angular Speed and Angular Acceleration
    2. Rotational Motion with Constant Angular Acceleration
    3. Relationships between Angular and Linear Quantities
    4. Centripetal Acceleration
    5. The Vector Nature of Angular Quantities
    6. Forces Causing Centripetal Acceleration
    7. Newton's Universal Law of Gravity
    8. Gravitational Potential Energy Revisted
    9. Kepler's Laws
8. Rotational Equilibrium and Rotational Dynamics
    1. Torque
    2. Torque and the Two Conditions for Equilibrium
    3. The Center of Gravity
    4. Examples of Objects in Equilibrium
    5. Relationships Between Torque and Angular Acceleration
    6. Rotational Kinetic Energy
    7. Angular Momentum
9. Solids and Fluids
    1. States of Matter
    2. The Deformations of Solids

3. Density and Pressure
4. Variation of Pressure with Depth
5. Pressure Measurements
6. Bouyant Forces and Archimedes' Principle
7. Fluids in Motion
8. Other Applications of Fluid Dynamics
9. Surface Tension, Capillary Action, and Viscous Fluid Flow
10. Transportation Phenomena

10. Thermal Physics
    1. Temperature and the Zeroth Law of Thermodynamics
    2. Thermometers andTemperature Scale
    3. Thermal Expansion of Solids and Liquids
    4. Macroscopic Description of and Ideal Gas
    5. Avagadro's Number and the Ideal Gas Law
    6. The Kinetic Theory of Gases
11. Energy in Thermal Processes
    1. Heat and Internal Energy
    2. Specific Heat
    3. Calorimetry
    4. Latent Heat and Phase Changes
    5. Energy Transfer by Thermal Conduction
    6. Energy Transfer by Convection
    7. Energy Transfer by Radiation
    8. Resisting Energy Transfer
    9. Global Warming and Greenhouse Gases
12. The Laws of Thermodynamics
    1. Work in Thermodynamic Processes
    2. The First Law of Thermodynamics
    3. The First Law and Human Metabolism
    4. Heat Engines and the Second Law of Thermodynamics
    5. Reversible and Irreversible Processes
    6. The Carnot Engine
    7. Entropy
    8. Entropy and Disorder
13. Vibrations and Waves
    1. Hooke's Law
    2. Elastic Potential Energy
    3. Velocity as a Function of Time
    4. Comparing Simple Harmonic Motion with Uniform Circular Motion
    5. Position, Velocity and Acceleration as a Function of Time
    6. Motions of a Pendulum
    7. Damped Oscillations
    8. Wave Motion
    9. Types of Waves
    10. Frequency, Amplitude and Wavelength
    11. The Speed of Waves on Strings
    12. Interference of Waves
    13. Reflection of Waves
14. Sound
    1. Producing a Sound Wave
    2. Characteristics of Sound Waves
    3. Speed of Sound Waves
    4. Energy and Intensity of Sound Waves
    5. Spherical and Plane Waves
    6. The Doppler Effect
    7. Interference of Sound Waves
    8. Standing Waves
    9. Forced Vibrations and Resonance
    10. Standing Waves in Air Columns
    11. Beats
    12. Quality of Sound
    13. The Ear

**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 biweekly
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:
    1. Assignments include weekly or bi-weekly homework assignments with an average of 10-15 word problems per assignment.
    2. Weekly or bi-weekly practice problems may be worked on collaboratively during class, for practice only.
    3. Weekly laboratory activities take place which may involve direct experimentation, computer analysis, theoretical calculations, and written lab reports.

## Textbooks (Typical):

Textbook:

1. Paul Peter Urone, Roger Hinrichs, Kim Dirks, Manjula Sharma *College Physics.* 1st ed., OpenStax, 2021.
2. Alan Giambattista *Physics.* 5th ed., McGraw Hill, 2020.
3. Randall D. Knight, Brian Jones, Stuart Field *College Physics: A Strategic Approach.* 4th ed., Pearson, 2019.

## Other Materials Required of Students

1. Programmable scientific calculator capable of graphing .
2. Campus print card.

## Equity Based Curriculum

- Methods of Evaluation
- Textbooks/Materials

## Requisite Validation

A. MATH 39
   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.

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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
- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: PHYS 100S (if taken with PHYS 2B), PHYS 105 - Approved

## Codes and Dates

Course CB Codes

**CB00: State ID**
CCC000382884

**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**

Credit for Prior Learning: PHYS 2B - Introduction to Physics II

Credit for Prior Learning: PHYS 2B - Introduction to Physics II (Launched)
compared with
PHYS 2B - Introduction to Physics II (Active - Implemented 08-15-2022)

## Admin Outline for Physics 2B
## Introduction to Physics II

**Effective:** Fall ~~2022~~ 2027

### Catalog Description:

### PHYS 2B - Introduction to Physics II
### 4.00 Units

This algebra-based course is an introduction to the basic principles of electricity, magnetism, and modern physics. Topics include electrostatics, magnetism, circuits, electromagnetic waves, optics, relativity, atomic physics, and nuclear physics.
3 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- PHYS 2A

| | |
|---|---|
| **Total Lecture Hours** | 54 |
| **Total Lab Hours** | 54 |
| **Total Inside of Class Hours** | 108 |
| **Total Outside of Class Hours** | 108 |
| **Total Student Learning Hours** | 216 |

### Course Grading:

~~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. Upon completion of PHYS 2B, students should be able to analyze physical situations quantitatively using principles of electricity, magnetism, relativity, quantum mechanics, nuclear physics, and particle physics.
B. Upon completion of PHYS 2B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
C. Upon completion of PHYS 2B, students should be able to 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. Analyze simple static charge distributions and calculate the resulting electric field and electric potential.
B. Explain the physical location and motions of charged particles within objects in the presence of an electric or magnetic field.
C. Analyze simple current distributions and calculate the resulting magnetic field.
D. Predict the trajectory of charged particles in uniform electric and magnetic fields.
E. Analyze DC circuits in terms of current, potential difference, and power dissipation for each element.
F. Analyze basic situations involving reflection and refraction, and use this analysis to predict the path of a light ray.
G. Analyze situations involving interference and diffraction of light waves, and apply these to situations including double slits, diffraction gratings, and wide slits.
H. Describe the limitations of classical physics and begin to develop an awareness of the importance of modern physics (i.e. quantum theory and special relativity) in the natural world.
I. Analyze particle interactions (including absorption, emission, and scattering), using the concept of wave-particle duality.
J. Analyze situations involving semiconductors, radioactive decay, and nuclear fusion using quantum mechanical principles.
K. Analyze interactions of fundamental particles in the early universe using conservation laws and quantum theory.
L. Analyze real-world experimental data, including appropriate use of units and significant figures.
M. Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
N. Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
O. Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
P. 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. Electric Forces and Electric Fields
    1. Properties of electric fields
    2. Insulators and Conductors
    3. Coulomb's Law
    4. The Electric Field
    5. Electric Field Lines
    6. Conductors in Electrostatic Equilibrium
    7. The Milikan Oil Drop Experiment
    8. The Van de Graff Generator
    9. Electric Flux and Gauss's Law
2. Electric Energy and Capacitance
    1. Potential Difference and Electric Potential
    2. Electric Potential and Potential Energy due to point charges
    3. Potentials and Charged Conductors
    4. Equipotential Surfaces
    5. Applications
    6. Capacitance
    7. The Parallel Plate Capacitor
    8. Combinations of Capacitors
    9. Energy Stored in a Charged Capacitor
    10. Capacitors with Dielectrics
3. Current and Resistance
    1. Electric Current
    2. A Microscopic View:  Current and Drift Speed
    3. Current and Voltage Measurements in Circuits
    4. Resistance and Ohm's Law
    5. Resistivity
    6. Resistance and Temperature
    7. Superconductors
    8. Electrical Energy and Power
    9. Electric Activity in the Heart
4. Direct Current Circuits
    1. Sources of EMF
    2. Resistors in Series
    3. Resistors in Parallel
    4. Kirchhoff's Rules and Complex DC Circuits
    5. RC Circuits
    6. Household Circuits
    7. Electrical Safety
    8. Conduction of Elecrtical Signals by Neurons
5. Magnetism
    1. Magnets
    2. Earth's Magnetic Field
    3. Magnetic Fields
    4. Magnetic Force acting on a Current-Carrying Conductor
    5. Torque on a Current Loop and Electric Motors
    6. Motion of a Charged Particle in a Uniform Magnetic Field
    7. Magnetic Force on a Long Straight Wire and Ampere's Law
    8. Magnetic Force Between Two Parallel Conductors
    9. Magnetic Field of a Current Loop
    10. Magnetic Field of  Solenoid
    11. Magnetic Domains
6. Induced Voltages and Inductance
    1. Induced EMF and Magnetic Flux
    2. Faraday's Law of Induction
    3. Motional emf
    4. Lenz's Law
    5. Generators
    6. Self-Inductance
    7. RL Circuits
    8. Energy Stored in a Magnetic Field
7. Alternating Current Circuits and Electromagnetic Waves
    1. Resistors in an AC Circuit
    2. Capacitors in an AC Circuit
    3. Inductors in an AC Circuit
    4. The RLC Series Circuit
    5. Power in an AC Circuit

6. Resonance in a Series RLC Circuit
7. The Transformer
8. Maxwell's Predictions
9. Hertz's Confirmation of Maxwell's Predictions
10. Production of Electromagnetic Waves by Antenna
11. Properties of Electromagnetic Waves
12. The Spectrum of Electromagnetic Waves
13. The Doppler Effect for Electromagnetic Waves

8. Reflection and Refraction of Light
    1. The Nature of Light
    2. The Ray Approximation in Geometric Optics
    3. Reflection and Refraction
    4. The Law of Refraction
    5. Dispersion and Prisms
    6. The Rainbow
    7. Huygen's Principle
    8. Total Internal Reflection
9. Mirrors and Lenses
    1. Flat Mirrors
    2. Images Formed by Spherical Mirrors
    3. Convex Mirrors and Sign Conventions
    4. Images Formed by Refraction
    5. Atmospheric Refraction
    6. Thin Lenses
    7. Lens and Mirror Aberrations
10. Wave Optics
    1. Conditions for Interference
    2. Young's Double-Slit Experiment
    3. Change of Phase Due to Reflection
    4. Interference in Thin Films
    5. Using Interference to Read CD's and DVD's
    6. Diffraction
    7. Single-Slit Diffraction
    8. The Diffraction Grating
    9. Polarization of Light Waves
11. Optical Instuments
    1. The Camera
    2. The Eye
    3. The Simple Magnifier
    4. The Compound Microscope
    5. The Telescope
    6. Resolutions of Single-Slits and Circular Apertures
    7. The Michelson Interferometer
12. Relativity
    1. Introduction
    2. The Principle of Galilean Relativity
    3. The Speed of Light
    4. The Michelson-Morley Experiment
    5. Einstein's Principle of Relativity
    6. Consequences of the Special Theory of Relativity
    7. The Lorentz Transformation Equations
    8. Relativistic Momentum
    9. Relativistic Addition of Velocities
    10. Relativistic Energy and the Equivalence of Mass and Energy
    11. Pair Production and Annihilation
    12. General Relativity
13. Quantum Physics
    1. Blackbody Radiation and Planck's Hypothesis
    2. The Photoelectric Effect and the Particle Theory of Light
    3. X-Rays
    4. Diffraction of X-Rays by Crystals
    5. The Compton Effect
    6. Photons and Electromagnetic Waves
    7. The Wave Properties of Particles
    8. The Wavefunction
    9. The Uncertainty Principle
    10. The Scanning Tunneling Microscope
14. Atomic Physics
    1. Early Models of the Atom
    2. Atomic Spectra

3. The Bohr Theory of the Atom
4. Modifications of the Bohr Theory
5. DeBroglie Waves and the Hydrogen Atom
6. Quantum Mechanics and the Hydrogen Atom
7. The Spin Magnetic Quantum Number
8. Electron Clouds
9. The Exclusion Principle and the Periodic Table
10. Characteristic X-Rays
11. Atomic Transitions
12. Lasers and Holography
13. Energy Bands in Solids
14. Semiconductor Devices

15. Nuclear Physics
    1. Some Properties of Nuclei
    2. Binding Energy
    3. Radioactivity
    4. The Decay Process
    5. Natural Radioactivity
    6. Nuclear Reactions
    7. Medical Applications of Radiation
    8. Radiation Detectors
16. Nuclear Energy and Elementary Particles
    1. Nuclear Fission
    2. Nuclear Reactors
    3. Nuclear Fusion
    4. Elementary Particles
    5. The Fundamental Forces in Nature
    6. Positrons and Other Antiparticles
    7. Mesons and the Beginning of Particle Physics
    8. Classification of Particles
    9. Conservation Laws
    10. Strange Particles and Strangeness
    11. The Eight-Fold Way
    12. Quarks
    13. Colored Quarks
    14. Electroweak Theory and the Standard Model
    15. The Cosmic Connection
    16. Problems and Perspectives

**Lab Activities:**

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## Methods of Instruction:

1. Lab
2. Lecture
3. Demonstration
4. Discussion
5. Internet and other computer-based simulations and instructional multi-media
6. Problem solving

## 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:
   1. Assignments include weekly or bi-weekly homework assignments with an average of 10-15 word problems per assignment.
   2. Weekly or bi-weekly practice problems may be worked on collaboratively during class, for practice only.
   3. Weekly laboratory activities take place which may involve direct experimentation, computer analysis, theoretical calculations, and written lab reports.

## Textbooks (Typical):

Textbook:

1. Randall D Knight, Brian Jones, Stuart Field *College Physics: A Strategic Approach.* 4th ed., Pearson, 2019.
2. Paul Peter Urone, Roger Hinrichs, Kim Dirks, Manjula Sharma *College Physics.* 1st ed., OpenStax, 2021.
3. Alan Giambattista *Physics.* 5th ed., McGraw Hill, 2020.

## Other Materials Required of Students

1. Programmable scientific calculator capable of graphing .
2. Campus print card.

## Equity Based Curriculum

- Methods of Evaluation
- Textbooks/Materials

## Requisite Validation

A. PHYS 2A
   Content Review
      Required
      - Relate the results of experimental data to the physical concepts discussed in the lecture portion of the class.
      - Predict the future trajectory of an object in two dimensions with uniform acceleration.
      - Analyze a physical situation using concepts of work and energy.
      - Use algebra, trigonometry, and geometry to model physical phenomena and calculate relevant physical parameters.
      - Operate standard laboratory equipment and analysis tools, including digital data acquisition systems, spreadsheet programs, and plotting programs.
      - Analyze real-world experimental data, including appropriate use of units and significant figures.
      - 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.
      - Design, perform, analyze, and assess the effectiveness of simple experiments to demonstrate physical phenomena.
      - Analyze the properties of traveling and standing waves using trigonometric functions and the concept of wave superposition.
      - Analyze a physical situation with multiple constant forces acting on a point mass using Newtonian mechanics.
      - Analyze situations in which the gravitational acceleration changes as a function of distance using Newton's Law of Universal Gravitation.
      - Construct vectors in three dimensions to model physical phenomena, and perform algebraic calculations with these vectors.
      Recommended
      - Analyze physical situations involving simple and/or damped harmonic motion using concepts of force and energy.
      - Analyze static and dynamic extended systems using the concepts of torque and angular acceleration.
      - Analyze collisions of point masses and extended objects using the concept of conservation of linear and angular momentum .
      - ~~Analyze physical situations involving simple and/or damped harmonic motion using concepts of force and energy~~ .
      Not Necessary Skills
      - Analyze hydrodynamic situations using the definition of pressure and/or Bernoulli's Principle.
      - Analyze the temperature, pressure, and volume of a system using the laws of thermodynamics.

## 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
- 5C - Laboratory - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: PHYS 100S (if taken with PHYS 2A), PHYS 110 - Approved

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000372359
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**

Credit for Prior Learning: STAT C1000 - Introduction to Statistics

Credit for Prior Learning: STAT C1000 - Introduction to Statistics (Launched)
compared with
Course Modification: STAT C1000 - Introduction to Statistics (Approved - Implemented 08-15-2027)

## Admin Outline for Statistics C1000
## Introduction to Statistics

**Effective:** Fall 2027

### Catalog Description:

### STAT C1000 - Introduction to Statistics
### 4.00 Units

This course is an introduction to statistical thinking and processes, including methods and concepts for discovery and decision-making using data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-squared, and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Students apply methods and processes to applications using data from a broad range of disciplines.
3 Units Lecture 1 Units Activity

**Prerequisite(s):**

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

- Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra.

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

### Course Grading:

~~Letter Grade Only~~ Optional

Justification for course proposal

### Discipline:

Mathematics.

### Number of Times Course May Be Taken for Credit:

1

### Student Learning Outcomes

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

A. Build a frequency distribution for, and make a histogram of, quantitative data.
B. Determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for data prediction.
C. Perform the steps for a hypothesis test about a single population parameter and interpret the result.
D. Solve an application problem using the central limit theorem.
E. Use a computer program to make a graph of categorical data.

### Course Objectives:

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

A. Assess how data were collected and recognize how data collection affects what conclusions can be drawn from the data.
B. Identify appropriate graphs and summary statistics for variables and relationships between them and correctly interpret information from graphs and summary statistics.
C. Describe and apply probability concepts and distributions.
D. Demonstrate an understanding of, and ability to use, basic ideas of statistical processes, including hypothesis tests and confidence interval estimation.
E. Identify appropriate statistical techniques and use technology-based statistical analysis to describe, interpret, and communicate results.
F. Evaluate ethical issues in statistical practice.
G. Interpret data displayed in tables and graphically.
H. Calculate and interpret results for the measures of central tendency, measures of variation and measures of position for a given data set.
I. Identify the standard methods of obtaining data and identify the advantages and disadvantages of each.
J. Apply concepts of sample space and probability;
K. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem.
L. Calculate probabilities using binomial, normal and t-distributions.
M. Construct and interpret confidence intervals.
N. Determine and interpret levels of statistical significance including p-values.
O. Identify the basic concept of hypothesis testing including Type I and II errors.

P. Formulate hypothesis tests involving samples from one and two populations.
Q. Selecting the appropriate technique for testing the hypothesis and interpret the result.
R. Use regression lines and ANOVA analysis for estimation and inference, and interpret the associated statistics.
S. Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.

## Course Content:

**Lecture:**

1. Introduction to statistical thinking and processes
    1. Descriptive vs. inferential statistics
    2. Basic concepts
        1. Populations and samples
        2. Parameters and statistics
    3. Misuse of statistics
2. Technology-based statistical analysis
3. Applications using data from four or more of the following disciplines: administration of justice, business, economics, education, health science, information technology, life science, physical science, political science, psychology, and social science
4. Units (subjects/cases) and variables in a data set, including multivariable data sets
5. Categorical and quantitative variables
    1. Types of data
        1. Levels of measurement
        2. Qualitative, Quantitative - Discrete and Continuous
6. Sampling methods, concerns, and limitations, including bias and random variability
7. Observational studies and experiments
8. Data summaries, visualizations, and descriptive statistics
    1. Graphs and charts for qualitative data
    2. Ungrouped data
        1. Measure of central tendency – mean median, mode, midrange
        2. Measure of variation – range, variance, standard deviation
        3. Measure of position – percentiles, deciles, quartiles, z - score
        4. Graphs – box plot
    3. Grouped data
        1. Frequency distributions, relative frequency distributions, cumulative frequency distributions
        2. Measures of central tendency – mean
        3. Graphs – histograms, frequency polygons, ogives
9. Probability concepts
    1. Finding sample spaces
    2. Identify Mutually exclusive events, Independent events
    3. Solve by addition and multiplication rules
    4. Solve using complements and conditional probability
    5. Counting techniques, permutations, combinations
10. Probability distributions (e.g., binomial, normal)
    1. Expected value
    2. Discrete probability distributions
        1. Find mean and standard deviation for a probability distribution in general
        2. Binomial distributions
            1. Basic concepts of binomial distribution
            2. Find probabilities using the binomial distribution
            3. Find mean and standard deviation for a binomial distribution
    3. Basic concepts of normal distributions and the standard normal distribution
    4. Find probabilities using the standard normal distribution
    5. Central Limit Theorem
    6. Normal Approximation to the Binomial Theorem
11. Sampling distributions and the Central Limit Theorem
12. Estimation and confidence intervals
    1. Single population
    2. Two independent populations
    3. Two dependent populations
    4. Interpretation of results
13. Hypothesis testing, including t-tests for one and two populations, Chi-squared test(s), and ANOVA; and interpretations of results
    1. z and t-tests
        1. Single population
        2. Two independent populations
        3. Two dependent populations
    2. Chi-square test
        1. Goodness of fit
        2. Contingency tables
14. Regression, including correlation and linear regression equations
    1. Scatter plots

2. Find correlation coefficient and regression equation for a bivariate set of data
3. Graph regression equation
4. Predication using regression equation
5. Hypothesis test for correlation coefficient

**Activities:**

1. Technology activities
2. Collaborative group activities
3. Individual problem solving activities

## Methods of Instruction:

1. Lecture - When possible, include examples that relate to different majors, backgrounds, and interests to promote diversity and student engagement.
2. Classroom Activity - Collaborative learning and class projects where applicable to promote diversity and engagement with the material. Using technology to complete statistical analysis.
3. Demonstration - Use technology to demonstrate statistical analysis.

## Methods of Evaluation

A. Class Participation
   1. Daily
B. Class Work
   1. Daily for every activity session, minimum of 8 technology based assignments over the semester
C. Exams/Tests
   1. Recommend minimum of 4 exams and a final exam
D. Home Work
   1. Daily for each section covered
E. Projects
   1. 1-2 term projects (optional)
F. Quizzes
   1. Announced or unannounced (optional)
G. Collaborative Activities Frequency is at the discretion of the instructor
H. Examples of potential methods of evaluation used to observe or measure students' achievement of course outcomes and objectives could include but are not limited to quizzes, exams, laboratory work, field journals, projects, research demonstrations, etc. Methods of evaluation are at the discretion of local faculty.

## Typical Outside-of-Class Assignments

A. Writing:
   1. Problems from the text should be assigned for each section covered. The number of problems assigned may vary from section to section and from instructor to instructor, but the homework assignments should include a sufficient number and variety of problems to develop both skill and conceptual understanding. A typical assignment should take an average student 1 to 2 hours for each hour in class.
   2. The majority of the problems assigned should be those for which answers are readily available (e.g., from the answer appendix in the text), so that students may obtain immediate feedback on their work.
   3. Homework assignments may include reading the text. Students may be asked to read sections in advance of the lecture and then to re-read them after the lecture, to reinforce important concepts and skills. An instructor may require written work in conjunction with the reading assignments (e.g., have students complete a Q & A sheet related to the assigned reading).
B. Activity:
   1. Use technology and real world data to create descriptive statistics in the form of charts, graphs, and calculations.
   2. Use technology to perform a hypothesis test and interpret its results.
   3. Use technology to perform regression and use its results to make a prediciton.

## Textbooks (Typical):

OER:

1. The Dana Center Mathematics Pathways *Introductory Statistics: Analyzing Data With Purpose.* Current /e, Charles A. Dana Center, University of Texas at Austin, 2021. https://www.utdanacenter.org/products/introductory-statistics.
   ,
2. Barbara Illowsky and Susan Dean *Introductory Statistics.* 2nd /e, OpenStax, 2023. https://openstax.org/details/books/introductory-statistics-2e.
   ,
3. Çetinkaya-Runde, M., Hardin, J. *Introduction to Modern Statistics.* 2nd /e, OpenIntro, 2024. https://www.openintro.org/book/ims/.

Textbook:

1. Robert N. Gould, Rebecca Wong, and Colleen Ryan *Introductory Statistics: Exploring the World Through Data.* 4th ed., Pearson, 2025.
2. Roxy Peck and Catherine Case *Statistics: Learning from Data.* 3rd ed., Cengage, 2024.
3. Michael Sullivan III *Fundamentals of Statistics.* 6th ed., Pearson, 2022.
4. A G Bluman *Elementary Statistics: A Brief Version.* 8th ed., McGraw-Hall Education, 2019.
5. Mario F Triola *Elementary Statistics.* 14th ed., Pearson, 2022.

## Other Materials Required of Students

1. Scientific or graphing calculator may be required..

## Equity Based Curriculum

- Methods of Instruction

## Requisite Validation

A. Placement as determined by the college's multiple measures assessment process or completion of a course taught at or above the level of intermediate algebra. CCN/C-ID 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 has been offered in the Web-based Hybrid mode for many years. Several semesters ago, our college took on the challenge of joining the OEI (Online Education Initiative) where the courses need to be delivered in an FO (fully online) format. This course (Math 40) was selected as a key course for LPC to get approved to help our students achieve their educational goals and degrees through online learning. One of our full-time Math faculty recently had his Math 40 course OEI aligned and quality reviewed for inclusion in the OEI Consortium.

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

The decision was made by the Math department years ago after frequently being suggested by Counseling and Distance Education.

Accessibility:

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

Syllabus:

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

Course Objectives:

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

## DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  **Frequency:** At least one discussion board per Module (approximately one 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:** Feedback on all assignments and exams
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** At least one Announcement per week
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** At least once per week

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  **Frequency:** 1-2 times per month
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  **Frequency:** At least one discussion board per Module (approximately one 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:** At least one discussion board per Module (approximately one per week)
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum of 4 exams and a final

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 2-3 per week
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  **Frequency:** At least 1 per semester
- **Other:**
  **Frequency:** 5-15 computer lab or calculator assignments

## General Education/Transfer

General Education/Transfer Request
Cal-GETC
- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

CSU Transfer
- Transfers to CSU - Approved

Las Positas College GE
- 2 - Mathematical Concepts and Quantitative Reasoning - Approved

UC Transfer
- Transfers to UC - Approved

C-ID: MATH 110 - Approved

## Codes and Dates

Course CB Codes
CB00: State ID
CCC000535222
CB03: TOP Code
170100 - Mathematics, General
CIP Code
27.0101 - Mathematics, General
CB04: Credit Status
D - Credit - Degree Applicable
CB05: Transfer Status
A - Transferable to both UC and CSU.
CB08: Basic Skills Status
N - Not Basic Skills
CB09: SAM Code
E - Non-Occupational
CB10: Cooperative Work Experience
N - Is not part of a cooperative work experience education program.
CB11: Course Classification Status
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

B. Course meets any of the following:
   - CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning
   - Cal-GETC Area 2: Mathematical Concepts and Quantitative Reasoning
   - UC IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

   OR

   - Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution

CB26: Course Support Course Status
N - Course is not a support course
CB27: Upper Division Status N - Course is not an upper division course

Credit for Prior Learning: ENGR 50 - Introduction to Electronic Systems and Measurements

Credit for Prior Learning: ENGR 50 - Introduction to Electronic Systems and Measurements (Launched)
compared with
ENGR 50 - Introduction to Electronic Systems and Measurements (Active - Implemented 08-15-2026)

## Admin Outline for Engineering 50
## Introduction to Electronic Systems and Measurements

**Effective:** Fall 2026

### Catalog Description:

### ENGR 50 - Introduction to Electronic Systems and Measurements
### 3.00 Units

Introduction to electrical and electronic systems and circuits. Overview of digital and analog electronics, semiconductor devices and software tools. Direct current and alternating current circuit analysis including Ohm's law and Kirchhoff's laws. Measurement and characterization of electronic systems, data collection, and reporting results. Comparing system and component performance to published specifications and developing troubleshooting techniques. Laboratory practice includes operation and proper use of standard test instruments.

2 Units Lecture 1 Units Lab

**Prerequisite(s):**

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

- MATH 21 **or** MATH 39

| | |
|---|---|
| **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:

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. Analyze basic AC circuits.
B. Analyze basic resistive circuits.
C. Assemble circuits on a breadboard from an electrical schematic.
D. Utilize diagnostic equipment to characterize performance and troubleshoot.

### Course Objectives:

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

A. Utilize the basic electrical concepts of voltage, current, power, efficiency, energy, resistance, impedance, capacitance and inductance to evaluate electronic circuits
B. Perform basic D.C. and A.C. circuit analysis using Ohms law and Kirchoff's laws
C. Describe the function of common semiconductor devices including diodes, bipolar and field-effect transistors, thyristors and operational amplifiers
D. Make common circuit measurements with a multimeter and oscilloscope
E. Explain meter loading and define precision and accuracy, and calculate accuracy and error
F. Develop, present, and execute a logical troubleshooting plan appropriate for the subject system or component

### Course Content:

**Lecture:**

1. Basic electronic and electrical concepts including voltage, current, energy, power, efficiency, resistance, capacitance, inductance and impedance
2. Creating and reading schematics and specification sheets
3. Excel as a data collection and graphic presentation tool
4. Ohm's law and Kirchoff's law in DC (Direct Current) and AC (Alternating Current) circuits
5. Electric and magnetic fields
6. Basic circuit analysis for DC and AC circuits

7. Overview of digital electronics
8. Diodes, BJT, FET and thyristor devices and circuits
9. Amplifier circuits

**Lab Activities:**

1. Use of Microsoft Excel as a data collection and graphic presentation tool
2. Digital Multimeter (DMM) measurements of DC voltage, current and resistance
3. DMM measurements of AC voltage and current.
4. Steady state and transient measurements with the oscilloscope
5. Temporal measurements with the oscilloscope
6. Gain and bandwidth measurements
7. Amplifier characterization
8. Characterization of digital waveforms; logic levels and timing
9. Current/voltage characteristics of linear and non-linear two-terminal devices
10. Developing skills in troubleshooting electrical circuits

## Methods of Instruction:

1. Lecture - Lecture methods utilize slide decks and modeling applicable problem-solving process.
2. Classroom Activity - Provide time to complete example problems individually and then go over together as a class.
3. Lab - Work in teams using specialized equipment to study various engineering test methods.
4. Projects - Hands-on building project which reinforces electronic systems and measurement principles.
5. Demonstration - Instructor demonstrates how lab equipment is used.
6. Discussion - Teams discuss the results of experiments and draw conclusions based on what they are learning,

## Methods of Evaluation

A. Exams/Tests
    1. Minimum 2 Midterm Exams 1 Final Exam
B. Home Work
    1. Minimum of biweekly
C. Lab Activities
    1. 5 - 6 per semester
D. Projects
    1. 1 per semester
E. Quizzes
    1. 3-6 per semester

## Typical Outside-of-Class Assignments

A. Reading:
    1. Read textbook on material to be taught during next lecture, so prepared to ask questions.

B. Project:
    1. Given a schematic of an electronic circuit, construct the circuit on a breadboard and measure the specified characteristics of the circuit using appropriate equipment.
    2. Given a case study for a non-functioning electronic system, develop an initial troubleshooting plan to logically and effectively isolate the fault Using Ohm's law and Kirchhoff's laws.
C. Other:
    1. Homework Assignments - Typical 10 - 20 word problems per assignment practicing concepts learned in class.
    2. Homework: Calculate the expected voltage and current through a specified component in an electrical circuit and compare it to the measured values of the voltage and current

## Textbooks (Typical):

Textbook:

1. Stephen L. Herman & Derek Vigstol *Delmar's Standard Textbook of Electricity.*, Cengage, 2026.
2. Ronald Tocci, Neal Widmer, Greg Moss *Digital Systems.* 12th ed. ed., Pearson, 2017.
3. Albert Malvino, David Bates *Electronic Principles.* 8th ed. ed., McGraw Hill, 2021.
4. Mitchel Schultz *Grob's Basic Electronics.*, McGraw Hill, 2024.
5. Stephen Sangwine *Electronic Components and Technology.* 3rd ed., CRC Press, 2007.
6. Robert T Paynter, Toby Boydell *Electronics Technology Fundamentals: Conventional Flow Version.* 3rd ed., Pearson, 2009.
7. Toby Boydell, Robert T Paynter *Laboratory Manual for Electronics Technology Fundamentals: Conventional Flow.* 3rd ed., Pearson, 2009.
8. Thomas L Floyd, David M Buchla *Electronics Fundamentals: Circuits, Devices and Applications.* 8th ed., Pearson, 2010.

## Other Materials Required of Students

1. Computer with internet access.
2. LT Spice software access.
3. Hand-held calculator.

## Equity Based Curriculum

- Methods of Instruction

- Methods of Evaluation
- Other Materials Required of Students

## Requisite Validation

A. MATH 21

Content Review

Required

- Graph functions and relations in rectangular coordinates and polar coordinates; including rational, linear, polynomial, radical, absolute value, exponential, and logarithmic, and trigonometric equations, including their definitions, evaluation, domain and range
- Synthesize results from the graphs and/or equations of functions and relations
- Explore and apply functions to model real world applications, including applications in science, technology, engineering and mathematics
- Solve and apply equations including rational, linear, polynomial, exponential, absolute value, radical, and logarithmic, and solve linear, nonlinear, and absolute value inequalities
- Solve systems of equations and inequalities
- Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs

Recommended

- ~~Analyze functions graphically and investigate properties of functions, such as asymptotic behavior, intercepts, and vertices, increasing and decreasing, extreme values, and average rates of change~~
- ~~Recognize the relationship between functions and their inverses graphically and algebraically~~
- Identify special triangles and their related angle and side measures
- Evaluate the trigonometric function of an angle given in degree and radian measure
- Manipulate and simplify a trigonometric expression
- Solve trigonometric equations, triangles, and applications
- Recognize the relationship between functions and their inverses graphically and algebraically
- Analyze functions graphically and investigate properties of functions, such as asymptotic behavior, intercepts, and vertices, increasing and decreasing, extreme values, and average rates of change

Not Necessary Skills

- Apply transformations to the graphs of functions and relations
- Explore and graph basic conics, such as parabolas, circles, ellipse and hyperbolas
- Prove trigonometric identities

B. MATH 39

Content Review

Required

- State from memory the Pythagorean identities, reciprocal identities, quotient identities, double angle identities, and sum and difference identities for sine and cosine ;
- Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs;
- Convert between polar and rectangular coordinates and equations;
- Graph polar coordinate equations.

Recommended

- Represent a vector (a quantity with magnitude and direction) in the form <a,b> and ai+bj.
- Develop and use trigonometric ratios or other trigonometric formulas to solve problems;
- Evaluate and graph inverse trigonometric functions;
- Define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle;
- State from memory the values for sine, cosine and tangent functions of common angles given in either degrees or radians;
- Evaluate the trigonometric function of an angle in degree and radian measure;
- ~~Evaluate and graph inverse trigonometric functions;~~
- ~~Develop and use trigonometric ratios or other trigonometric formulas to solve problems;~~
- ~~Represent a vector (a quantity with magnitude and direction) in the form <a,b> and ai+bj.~~

Not Necessary Skills

- ~~Identify special triangles and their related angle and side measures;~~
- Manipulate and simplify a trigonometric expression;
- Solve trigonometric equations, including equations with multiple angles over different intervals, and solve triangles and applied problems ;
- Identify special triangles and their related angle and side measures ;
- Prove trigonometric identities;
- Develop and use the law of sines and law of cosines to completely solve an oblique triangle;
- Calculate powers and roots of complex numbers using DeMoivre's Theorem;

## 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.

ENGR 50 is a challenging course where students are able to be most successful if they are in the classroom interacting with the instructor and practicing the concepts with their classmates. ENGR 50 should be made available to teach in Distance Education (DE) format as a way to offer the course in case of an emergency.

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:** 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.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** At least two sessions per week.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  **Frequency:** 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:** 1-2 times per 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:** Every 1 to 2 weeks.

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:** 2-3 times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  **Frequency:** Minimum 2 Midterm Exams 1 Final Exam 5-6 Quizzes per semester
- **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 1 per semester

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST Yes

Credit-by-Industry-Recognized-Training Yes

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

CertTEC Basic Electricity and Electronics Certifications for DC, AC, Analog, and Digital AND CertTEC Advanced Electricity and Electronics Certifications for DC, AC, Analog, and Digital from the Credential Testing Services, a division of SpaceTEC Partners, Inc.

## Codes and Dates

Course CB Codes

**CB00: State ID**

CCC000658274

**CB03: TOP Code**

093400 - Electronics and Electric Technology

**CIP Code**

15.0399 - Electrical/Electronic Engineering Technologies/Technicians, 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**

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: VWT 32 - Spring Vineyard Operations

Credit for Prior Learning: VWT 32 - Spring Vineyard Operations (Launched)
compared with
VWT 32 - Spring Vineyard Operations (Active - Implemented 08-15-2025)

## Admin Outline for Viticulture and Winery Technology 32
## Spring Vineyard Operations

**Effective:** Fall 2025

### Catalog Description:

### VWT 32 - Spring Vineyard Operations
### 3.00 Units

This class has a strong emphasis on the practical applications of viticulture. Students will be involved in the operation of the LPC Campus Hill Vineyard putting into action viticultural practices for the spring season including pruning, canopy management techniques, new vine planting and training, vine nutrition, weed control, irrigation system construction and maintenance, trellis construction and maintenance, vineyard equipment operation and maintenance, with a continued focus on sustainable vineyard management. Students under the age of 21 must have a declared major in either viticulture and/or enology to participate in any tasting activities as stated in the California State Assembly Bill 1989.

2 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- VWT 10

| | |
|---|---|
| **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:

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 knowledge of the multiple cultural practices that encompass vineyard floor management including, weed abatement, erosion control, burrowing pest controls and covercropping.
B. Demonstrate the skills required to improve grape quality by the seasonal spring time cultural practice of thinning buds and shoots.
C. Identify the external, structural components of a modern trellis system trained grape vine.

### Course Objectives:

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

A. List the steps for planting the vineyard including rootstock selection, scion matching, clonal selection, vine row layout specifics, trellis design and irrigation infrastructure planning
B. Demonstrate proper training techniques for young vines
C. Distinguish seasonal vineyard pest threats and take appropriate actions based on Integrated Pest Management
D. Explain how soil types inherently effect the vine, irrigation strategies, vineyard erosion status and overall cultural practices
E. Identify any frost threat specific to the site and take appropriate actions through cover cropping, irrigation strategies or timing of pruning
F. Accurately assess vineyard water needs and layout a seasonal irrigation strategy to take the vineyard through harvest
G. Exhibit how to safely use and maintain miscellaneous vineyard equipment
H. Describe and apply multiple quality control measures used during the Spring/Summer months in the vineyard including bud thinning, summer pruning, flower thinning, topping, leaf pulling, dep-suckering and cluster thinning
I. Detail the vineyard cycle of growth and viticultural practices that must be completed during the spring and summer

### Course Content:

**Lecture:**

1. Rootstocks and Planting

    1. Rootstock varieties
    2. Planting techniques and spacing
        1. Trellis systems of new grape planting
2. Pruning and Training Young Vines
    1. Dormant season training of young vines
    2. Theoretical aspects of pruning
    3. Pruning mature head trained bilateral cordon trained, spur-pruned vines
    4. Training young vines after budbreak
3. Grapevine Anatomy and Physiology
    1. Winegrape, table grape and raisin cultivars
    2. Internal and external structures
    3. Photosynthesis and its relationship to cultural techniques
    4. Tissue analysis
        1. Sample collection
        2. Interpretation
4. Soils and Fertilizers
    1. Soil texture, structure and characteristics
    2. Fertilizer needs
    3. Fertilizer application techniques and equipment
5. Pest Control
    1. Insect identification and control measures
    2. Weed identification and control techniques
    3. Diseases of grapevines identification and control
    4. Glassy winged sharpshooter
    5. Powdery mildew control
    6. Integrated Pest management
6. Irrigation theory and practice
    1. Water needs of grapevines
    2. Irrigation system selection and installation
    3. Drip irrigation versus other systems
7. Techniques of frost control
    1. Mechanical Methods
    2. Cultural Methods
8. Vineyard Development
    1. Identify the steps necessary for starting a new vineyard
    2. Site selection criteria
    3. Natural resources, habitat and environmental concerns
    4. Vineyard design – trellises and irrigation systems
    5. Installation and planting
9. Farming Vineyard
    1. Vineyard practices during the cycle of vine growth
    2. Canopy management
    3. Vine mineral nutrition
    4. Sustainable agricultural practices
    5. Methods to improve grape quality
    6. Vineyard Floor Management
    7. Vineyard Equipment
        1. Equipment used in tissue sampling, analysis and interpretation of results
        2. Differences between refractometer and hydrometer, and how they each measure berry juice sugar content
        3. various pieces of viticulture equipment used in the vineyard

**Lab Activities:**

1. Rootstocks and Planting
    1. Planting techniques and spacing of young vines
2. Pruning and Training Young Vines
    1. Pruning mature head trained vines
    2. Pruning bilateral cordon trained vines
    3. Pruning spur-pruned vines
    4. Training young vines after budbreak
3. Grapevine Anatomy and Physiology
    1. Identify vine structures in the field
    2. Tissue analysis
        1. Sample collection
        2. Interpretation
4. Soils and Fertilizers
    1. Fertilizer application and equipment
5. Pest Control
    1. Identify insects
    2. Identify weeds
    3. Apply control techniques

4. Powdery mildew control
5. Apply principles of Integrated Pest management

6. Irrigation
    1. Assess water needs of grapevines
        1. Use of pressure bomb
        2. Use of Time Displacement Refractometer
        3. Visual assessment
    2. Irrigation system selection and installation
    3. Drip irrigation maintenance
7. Techniques of frost control
    1. Mechanical Methods
    2. Cultural Methods
8. Farming Vineyard
    1. Vineyard practices during the cycle of vine growth
    2. Canopy management
    3. Vine mineral nutrition
    4. Sustainable agricultural practices
    5. Methods to improve grape quality
    6. Vineyard Floor Management
    7. Vineyard Equipment
        1. Utilize equipment in tissue sampling
        2. Use a refractometer and hydrometer to measure berry juice sugar content
        3. Use a variety of viticulture equipment in the vineyard
9. Perform Spring season cultural practices in the vineyard safely

## Methods of Instruction:

1. Lecture
2. Discussion
3. Lab - Student hands-on laboratory activities and field practice
4. Audio-visual Activity
5. Field Trips
6. Demonstration - Field demonstrations and discussion

## Methods of Evaluation

A. Class Participation
    1. Weekly
B. Class Work
    1. Weekly
C. Exams/Tests
    1. At least two exams/tests/quizzes per semester
D. Field Trips
    1. Weekly trips to the vineyard
E. Group Projects
    1. Participate in at least pruning session
F. Home Work
    1. Weekly
G. Lab Activities
    1. Weekly
H. Oral Presentation
    1. At least one per semester
I. Papers
    1. Weekly written assignments
J. Projects
    1. Participate in at least one pruning session
K. Quizzes
    1. At least two exams/tests/quizzes per semester

## Typical Outside-of-Class Assignments

A. Other:
    1. Weekly reading assignments in text related to lecture topics
    2. Field Trips at specified locations
    3. Vineyard cultural practices, e.g. Training and pruning
    4. Laboratory/field projects related to viticulture practices

## Textbooks (Typical):

Textbook:

1. Robert White *Understanding Vineyard Soils.* 2nd ed., Oxford University Press, 2015.
2. Ted Goldhammer *Grape Growers Handbook.* 3rd ed., Apex, 2021.
3. Marcus Keller *The Science of Grapevines.* 3rd ed., Academic Press, 2020.

4. Alex Maltman *Vineyards, Rocks, and Soils: The Wine Lover's Guide to Geology.* 1st ed., Oxford University Press, 2018.

## Other Materials Required of Students

1. Industry standard, professional grade vine pruning shears .
2. Students must wear appropriate footwear in the vineyard.

## Equity Based Curriculum

- Course Content

## Requisite Validation

## DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.
Rationale for DE
Explain why this course should be offered in Distance Education mode.
FO only during an emergency was selected because we feel that there has to be a way to offer the course even in case of an emergency that precludes students from coming to campus, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

Vineyard operation lab skills, however, should be reinforced, practiced, and demonstrated in-person, except during emergencies. In-person lab skills could be reinforced, practiced, and demonstrated through either flexible in-person time or scheduled time.

Explain how the decision was made to offer this course in a Distance Education mode.
I had a robust conversation with my faculty, colleagues, alumni, my Dean and my Advisory Board; all encouraged the transition of lecture content to online to increase access and bolster enrollments.
Accessibility:

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

Syllabus:
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.
- 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 via rubrics on homework (once a week), quizzes, and exams (when administered: quizzes will be at least 5 times a semester and there will be two exams.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  **Frequency:** A minimum of 1 announcement per week.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  **Frequency:** At least once a semester.
- **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 the VWT Facebook page.
- **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:** OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester for a total of at least 27 hours of hands-on experience.

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 one Facebook group discussion per semester (VWT Facebook page).

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 5 quizzes and 2 exams.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency:** 16 asynchronous 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.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  **Frequency:** 1 per semester.
- **Other:**
  **Frequency:** 1 per semester.
- **Other:**
  **Frequency:** OFI and PO: Students will come to campus to reinforce, practice, and demonstrate vineyard operation lab skills (that they learned online) approximately 3 times per semester, for a total of at least 27 hours of hands-on experience.

## General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

## Credit for Prior Learning

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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

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Course CB Codes
CB00: State ID
CCC000368385
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

Credit for Prior Learning: VWT 42 - Spring Winery Operations

Credit for Prior Learning: VWT 42 - Spring Winery Operations (Launched)
compared with
VWT 42 - Spring Winery Operations (Active - Implemented 08-15-2025)

## Admin Outline for Viticulture and Winery Technology 42
## Spring Winery Operations

**Effective:** Fall 2025

### Catalog Description:

### VWT 42 - Spring Winery Operations
### 3.00 Units

This course has a strong emphasis on the practical applications of winery operations. Students will be involved in the on-going maintenance of wines produced by the Campus Hill Winery at Las Positas College. Students will gain experience with winery operations for the spring season including equipment operation and safety, the handling and storage of new wines, barrel and tank monitoring, sensory and laboratory analysis, the planning, managing and implementation of bottling including blending trials, fining and filtering, label design and compliance, winery sanitation and record keeping. Students under the age of 21 must have a declared major in either viticulture and/or enology to participate in any tasting activities as stated in California State Assembly Bill 1989.
2 Units Lecture 1 Units Lab

**Recommended Course Preparation:**

- VWT 20

| | |
|---|---|
| **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:

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 a working knowledge of the fermentation process
B. Demonstrate proficiency at measuring and analyzing the required analysis parameters of must and wine

### Course Objectives:

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

A. Identify the multiple applications of basic winery chemicals
B. List safe laboratory practices in detail
C. Describe the practices and procedures for winery safety and sanitation
D. Outline routine wine analysis practices and procedures, including the required analysis equipment
E. Discuss the basic procedural standards of red and white wine production
F. Define appropriate wine sensory analysis procedures
G. Recall the on-going maintenance of wines
H. Explain the cause and effect of filtering, fining, and clarification of wines
I. Apply required bottling procedures that insure wine stability
J. Perform routine, seasonal winery operations safely
K. Explain barrel and tank maintenance procedures
L. Review the specifics of proper wine storage
M. Specify the standard winery equipment and the required upkeep, maintenance, and repair procedures
N. Exhibit proper winery record keeping

### Course Content:

**Lecture:**

1. Review of Fall Winery Operations
    1. Vineyard Practices Including Harvest
    2. Receiving Fruit at the Winery
    3. Destemming, Sorting and Crushing
    4. Fermentation (Primary and Secondary)
    5. Pressing
    6. Wine/Juice Transfer
2. Winery equipment operation, maintenance and repair
    1. Safe start-up, operation and shut down of winery equipment
    2. Equipment safety protocols
3. Introduction to Spring Winery Operations
    1. Aging (Barrel/tank)
    2. Stabilizing Wines
    3. Bottling
4. Review of Basic Wine Chemistry
    1. pH
    2. Acidity
    3. Volatile Acidity
    4. Free and Total $SO_2$
5. Winery Chemicals
    1. Common Chemicals used for Winery Sanitation
    2. Common Chemicals used for Wine Stability
6. Winery Laboratory Safety
    1. Laboratory Safety Protocols
    2. Winery Saftey Protocols
    3. Presspad/Crushpad Safety Protocols
7. Winery sanitation and safety
    1. Winery Sanitation Practices
    2. Winery Sanitation Equipment
8. Analytical methods
    1. Wine Analysis Equipment
    2. pH
    3. Titratable Acidity
    4. Free and Total $SO_2$
    5. Volatile Acidity
9. Sensory evaluation of wine
    1. Organoleptic Methods
    2. The Constituents of Wine
    3. Assessing Wine Quality
10. On-going Maintenance and Care of Current Wines and Wines from Previous Vintages
    1. Monitoring stability
    2. Racking
    3. Stabilization
    4. Assessing bottle readiness
11. Filtering, fining, clarification practices
    1. Pump Options
    2. Filtering options
    3. Fining materials
    4. Settling practices
12. Bottling practices and procedures
    1. Bottling Line Introduction
    2. Preventative Maintenance of the Bottling Line
    3. Processes in the bottling line
        1. Sparging
        2. Filling
        3. Corking
        4. Capsuling
        5. Labeling
13. Routine Cellar Practices and Operations
    1. Ergonomic and Environmental Safety
    2. Monitoring Barreled Wine
    3. Moving Wine from Vessel to Vessel
14. Barrel and tank maintenance procedures
    1. Barrel and Tank Cleaning Equipment
    2. Barrel Cleaning and Sanitizing
    3. Stainless Steel Tank Cleaning and Sanitizing
15. Wine storage
    1. Storage options:
        1. Bottle
        2. Tank

3. Barrel
4. Concrete
5. Carboys
6. Topping wine
7. Sizes
8. Hazards

2. Storage temperatures
    1. Cellar
    2. Ambient
    3. Case Goods

16. Record keeping
    1. Reporting
    2. Compliance

**Lab Activities:**

—

## Methods of Instruction:

1. Discussion
2. Audio-visual Activity - Media presentations
3. Lab - hands-on training put into action
4. Lecture
5. Observation - of practices and procedures discussed
6. Guest Lecturers - local industry professionals
7. Observation - hands-on experiential learning with instructional equipment
8. Field Trips - to local wineries

## Methods of Evaluation

A. Exams/Tests
B. Field Trips
C. Final Performance
D. Group Projects
E. Home Work
F. Lab Activities
G. Papers
H. Projects
I. Quizzes

## Typical Outside-of-Class Assignments

A. Other:
    1. Read chapter 5 in your textbook
    2. Write a 2-4 page essay on the topic of "malolactic culture: yeast or bacteria?"
    3. Participation in field trips at specified field and industry locations
        1. local wineries
        2. local grape and wine production facilities
    4. Apply learned operational procedures with industry standard equipment on seasonally available materials

## Textbooks (Typical):

Textbook:

1. Miller, E., *Vintners Apprentice; An Insiders Guide to the Art and Craft of Winemaking.* 1st ed., Quarry Books, 2011.
2. Bird, D., *Understanding Winery Technology.* 1st ed., Wine Appreciation Guild, 2011.
3. Dr. Yair Margalit, *Concepts in Wine Chemistry.* 3rd ed., The Wine Appreciation Guild, 2012.
4. John Anthony Considine, Elizabeth Frankish *A Complete Guide to Quality in Small-Scale Wine Making.* 1st ed., Academic Press: Elsevier Inc., 2014.
5. Kieron Atkinson, Jane Travis *Winemaking: A guide to growing, nurturing, and producing.* 1st ed., Crowood Press, 2022.
6. Jamie Goode *The Science of Wine: From Vine to Glass.* 3rd ed., University of California Press, 2021.

## Other Materials Required of Students

1. Chemical goggles.
2. Slip resistant footwear.

## Equity Based Curriculum

## Requisite Validation

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio Yes

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

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

CCC000378782

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

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

Credit for Prior Learning: VWT 45 - Food and Wine Pairing

Credit for Prior Learning: VWT 45 - Food and Wine Pairing (Launched)
compared with
VWT 45 - Food and Wine Pairing (Active - Implemented 08-15-2025)

## Admin Outline for Viticulture and Winery Technology 45
## Food and Wine Pairing

**Effective:** Fall 2025

### Catalog Description:

### VWT 45 - Food and Wine Pairing
### 3.00 Units

This course is an introduction to the art and science of food and wine pairing. Through lectures and formal tastings, students are instructed in the use of a sensory analysis model to identify components in food and wine that complement or contrast when initiating pairings. Students will participate in comprehensive palate exercises in which regional food preparations are paired with a broad spectrum of wines. 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.

3 Units Lecture

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

### Course Grading:

Optional

Justification for course proposal

### Discipline:

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. Accurately describe a wine's qualities.

### Course Objectives:

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

A. Describe the basics of the sensory evaluation of wine including olfactory, palate, objective and subjective approaches to tasting
B. Describe the wine and food pyramid
C. Explain the gastronomic identity of wine and food
D. Describe the interactions between food and wine sweetness and acidity levels
E. Describe the interactions between food and wine saltiness, bitterness, and effervescence
F. Describe the impact of tannin, oak and alcohol on a wine's body and mouthfeel
G. Describe the impact of fattiness, cooking methods and protein interactions on food textures
H. Identify hot, savory and sweet spices in food and wine
I. Assess intensity and persistency of flavors in wine and food
J. Pair wines with cheeses, desserts and other foods

### Course Content:

1. Sensory evaluation of wine
    1. Olfactory acuity
    2. Palate mapping
    3. Tasting instructions
    4. Objective/subjective approaches to tasting
2. The wine and food pyramid
    1. Hierarchy of taste
3. Gastronomic identity of wine and food
    1. The impact of geography and climate
    2. Culture and history
    3. Old world/new world

4. The impact of sweetness and acidity levels in food and wine
    1. Sweetness levels in food
    2. Sweetness levels in wine
    3. Acidity levels in food
    4. Acidity levels in wine
    5. Interactions between food and wine
5. The impact of salt, bitterness and bubbles
    1. Saltiness
    2. Bitterness
    3. Effervescence
    4. Interactions between food and wine
6. Wine Texture
    1. Tannin
    2. Oak
    3. Alcohol level
    4. Body
    5. Mouthfeel
7. Food  texture
    1. Fattiness
    2. Cooking method
    3. Protein interactions
    4. Body
8. The impact of spice
    1. Wine varietals and styles
    2. Food types and styles
    3. Identifying hot, savory or sweet
    4. Impact on pairings
9. Flavor intensity and flavor persistency
    1. Assessing flavor intensity
    2. Assessing flavor persistency
10. Wine and cheese
    1. Wine and cheese pairing
    2. Cheese categories
11. Dessert and dessert wines
    1. Dessert wine categories
    2. Dessert categories

## Methods of Instruction:

1. Lecture
2. Discussion
3. Audio-visual Activity
4. Demonstration - Students demonstrate/share food & wine pairings with class
5. Projects - Students will work in a group to prepare a food & wine pairing to be presented to class
6. Instructor-led tastings

## Methods of Evaluation

A. Class Participation
    1. Weekly participation
B. Exams/Tests
    1. At least two exams/tests/quizzes per semester
C. Final Performance
    1. Final performance/demonstration of a food & wine pairing
D. Group Projects
    1. At least one group project per semester
E. Home Work
    1. Weekly
F. Papers
    1. Weekly written assignments
G. Quizzes
    1. At least two exams/tests/quizzes per semester.

## Typical Outside-of-Class Assignments

A. Other:
    1. Read pages 75-97 in textbook - “Before You Taste."
    2. Discuss the key components of sensory evaluation including how to come prepared to the sensory environment.
    3. Complete the post-reading homework questions to check your understanding.
    4. Focusing on a synergistic pairing, prepare a dish (reflecting the reading subject matter) and pair it with an appropriate wine.
        1. Bring the assigned dish to class, matched with your choice of wine, and be prepared to explain why you paired them.

## Textbooks (Typical):

Textbook:

1. Kevin Zraly *Windows on the World Complete Wine Course*. 35th ed., Union Square & Co., 2020.
2. Joanie Métivier *The Sommelier's Cookbook: Recipes and Wine Pairings for Discerning Palates*. 1st ed., Rockridge Press, 2020.
3. Jerilyn Zevaral *A Journey Through Wine and Food: A Collection of Wine and Food Pairings*. 1st ed., XP Books, 2020.
4. Jane Parkinson *Food and Wine: Perfect Pairings Everytime*. 1st ed., Ryland, Peters, and Small, 2017.
5. Jordan Shuler *Food and Wine Pairings in Three Steps*. 1st ed., Tellwell Talent, 2017.
6. Harry Haff *Food and Wine: The Secrets of Successful Pairing*. 1st ed., McFarland, 2017.
7. Robert J Harrington *Food and Wine Pairing: A Sensory Experience*. 1st ed., John Wiley and Sons, 2008.

## Other Materials Required of Students

1. There is a materials fee for this course..
2. Students are required to supply their own stemware (specific stemware requirements will be covered during first class meeting)..

## Equity Based Curriculum

- Course Content

## Requisite Validation

## General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

## Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Credit-by-Military-JST No

Credit-by-Industry-Recognized-Training Yes

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

WSET 2 certification from the Wine, Spirit, and Education Trust OR Master Sommelier 2 certification from Master Sommelier

## Codes and Dates

Course CB Codes

CB00: State ID

CCC000646690

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** N – Course is not an upper division course

# 6.3 Course Deactivations

- AJ 59 Child Abuse in the Community

  **Justification**: The course Child Abuse in the Community is highly specialized and focused on a specific topic that is not broadly applicable to the majority of learners. As we prioritize maintaining and supporting required courses and content that aligns directly with program and compliance needs, deactivating this elective course allows resources and learner attention to remain focused on essential training requirements.

- PCN 50 Social Work and Human Services Seminar

  **Justification**: Combined PCN 50/50L course will replace this lecture-only course

- PCN 50L Social Work and Human Services Fieldwork

  **Justification**: Combined PCN 50/50L course will replace this work experience-only course

- VWT 31 Fall Vineyard Operations

  **Justification**: Redundant to VWT 41