Las Positas College

Curriculum Committee Meeting

03/03/2025

6.0 Second Reading/Voting Packet

6.1 Course Modifications

Course Outline of Record - Effective Term: **Fall 2026**

- BIO 40 Humans and the Environment
- BIO 55 Orientation to Health Care
- GDDM 2 Wordpress and Content Management Systems
- GDDM 62 Web Design II
- HIST 7 US History Through Reconstruction
- HORT 50 Introduction to Horticulture
- HORT 51 Fall Plant Material Identification
- HORT 52 Spring Plant Material Identification
- INTD 5 Principles of Interior Design
- INTD 10 Introduction to Textiles
- INTD 15 Drafting for Interior Design
- INTD 20 History of Interiors/Furnishings
- INTD 25 Materials and Resources
- INTD 40/HORT 73 Computer Aided Design
- INTD 47 Professional Practices
- KIN 18A Athletic Training Practicum 1
- MUS 1 Introduction to Music
- PCN 13 Cultural Identity and Diversity in Social Work and Human Services
- THEA 1 Conservatory Readiness
- THEA 1B Theory/Practice of Acting II
- THEA 3A Beginning Improvisation
- THEA 3B Intermediate Improvisation
- THEA 3C Improvisation in Performance
- THEA 11 Stage to Screen
- THEA 31A Drama Workshop - Beginning
- THEA 31B Drama Workshop - Intermediate
- THEA 31C Drama Workshop - Technical Theater
- THEA 31D Drama Workshop - Directing
- THEA 60 Business of Acting

Distance Education (DE) - Effective Term: **Fall 2025**

- HIST 7 US History Through Reconstruction
- HORT 51 Fall Plant Material Identification
- HORT 52 Spring Plant Material Identification
- INTD 5 Principles of Interior Design
- INTD 10 Introduction to Textiles
- INTD 15 Drafting for Interior Design
- INTD 20 History of Interiors/Furnishings
- INTD 25 Materials and Resources

- INTD 40/HORT 73 Computer Aided Design
- INTD 47 Professional Practices
- MUS 1 Introduction to Music
- PCN 13 Cultural Identity and Diversity in Social Work and Human Services
- THEA 1B Theory/Practice of Acting II
- THEA 3A Beginning Improvisation
- THEA 3B Intermediate Improvisation
- THEA 3C Improvisation in Performance
- THEA 31A Drama Workshop- Beginning
- THEA 31B Drama Workshop- Intermediate
- THEA 31C Drama Workshop- Technical Theater
- THEA 60 Business of Acting

Admin Outline for Biological Sciences 40
Humans and the Environment
Effective: Fall 2026

Catalog Description:

BIO 40 - Humans and the Environment
3.00 Units

Introduction to environmental issues from a scientific perspective, focusing on physical, chemical, and biological processes within the Earth system, the interaction between humans and these processes, and the role of science in finding sustainable solutions. Topics include ecological principles, biodiversity, climate change, sustainability, renewable and non-renewable energy, water resources, air and water pollution, and solid waste management.

Course Grading: Optional

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

Discipline:

Ecology, or Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Explain basic ecological concepts involving energy flow, energy transformations by autotrophy and heterotrophy, decomposition and the cycling of matter, and interacting within and between populations

B. Recall defining characteristics and examples of biomes, communities, and ecosystems
C. Explain human food production, water quality and supply, atmospheric modification, energy supply and usage, and land use practices in the context of the ecological principals set forth in the course
D. Show relationships between human actions and environmental issues and examine the impacts of environmental issues on human populations.
E. Identify and describe major global, regional, and local environmental issues.
F. Analyze the scientific basis of major environmental issues and identify and evaluate potential solutions.
G. Analyze and interpret quantitative data and visual representations of data.
H. Use scientific methodologies and explain how the scientific method is used to better understand environmental issues.

Course Content:

1. Population, Resources, Pollution: Overview
2. Human population growth
3. Principles of Sustainability
4. Matter and energy resources: Basic concepts
5. Ecosystem concept
    1. Energy flow
    2. Biogeochemical cycles
    3. Ecological niches and food webs
    4. Basic types of ecosystems
6. Biome types and their problems
7. Ecosystem change
    1. Population ecology and evolution
    2. Ecological succession
8. Aquatic ecology
    1. Freshwater ecology
    2. Estuarine and marine ecology
9. Water resources and water pollution
    1. California, US and global water usage
    2. Point and nonpoint sources of water pollution
10. Land resources
    1. Public lands classification and management
    2. Forests and forest management
11. Soil resources
12. Food production

1. Origins and growth of agriculture
2. World agriculture systems
3. The Green Revolution
4. Sustainable agriculture and organic farming
13. Biodiversity
     1. Endangered species
     2. Extinction
14. Solid Waste Management
     1. Hazardous Waste Disposal
     2. Reduce, Reuse, Recycle and Rot
15. Biotechnology
     1. Reproductive cloning
     2. Genetically Modified Organisms
16. Economics and politics of resource use and conservation
     1. Tragedy of the Commons
     2. Ecological Footprint
     3. Sustainability
17. Climate Change, Air Pollution and Ozone Loss
     1. Climate Change
     2. Air Pollution
     3. Ozone Loss
18. Non-renewable energy sources
     1. Coal, natural gas, oil
19. Renewable energy sources
     1. Wind, solar, hydroelectric, biofuel

Methods of Instruction:

1. Student Presentations - Student presentation with visual aids
2. Audio-visual Activity - Utilization of video and other audio visual aids
3. Discussion - Discussions and problem solving of significant and controversial issues
4. Lecture - Lecture and discussion on major themes and concepts
5. Field Trips - Field trips as a class or independently arranged
6. Demonstration - Demonstrations and simulations
7. Written Exercises - Written assignments
8. Readings from the text, supplementary materials, primary source materials

Typical Assignments

A. Writing:

1. Research and write a term paper pertaining to one of the primary topic areas discussed in this course. Cite references in proper format by including a bibliography.
2. Research and write a brief report discussing what happens to solid waste in your community. How much is land filled? Incinerated? Composted? Recycled? What technology is used in local landfills or incinerators? What leakage and pollution problems have local landfills or incinerators had?

B. Reading:

1. Read Chapter 5, "Evolution, Biodiversity, and Community Processes." Be prepared to explain how you would respond to someone who says that they don't believe in evolution because it is "just a theory".
2. Read Chapter 10, "Air and Air Pollution." Be prepared to discuss and defend your opinion on the possible weaknesses of the U.S. Clean Air Act.
3. Read Chapter 3, "Ecosystems, What They Are and How Do They Work?" Explore examples of human's affect on food webs by addressing this key question: How has Global Warming, over-fishing, pesticides or genetic engineering disrupted food webs?

C. Other:
Collaborative learning

1. As a group of 4 to 6 students select a controversial topic (e.g.Are aggressive international efforts needed to avoid global warming?). Half of the group prepares arguments and explanations in favor of the issue, half the group will be arguing on the opposing side. Each partner has a designated part of the problem to present to the class. After the presentation the whole class will be involved in the discussion.
2. The class is subdivided into groups of three. Each group discusses one specific question of a problem. More than one group is assigned to each question and the groups' conclusions about each question are compared and contrasted.
   1. Examples of a topic: The WWF has asked you to evaluate the importance of mutualism to ecosystems as the organization is concerned about the present rate of extinction.
      1. Example questions: What would

the world be like without seed dispersal by animals? What would the world be like without plant-microbial/fungal associations facilitating nutrient acquisition by plants?

Methods of Evaluating Student Progress

    A. Exams/Tests
        1. 1-2 per semester
    B. Quizzes
        1. 1 per module
    C. Papers
        1. at least 1 per semester
    D. Oral Presentation
        1. 0-1 per semester
    E. Projects
        1. 0-1 per semester
    F. Class Participation
        1. Weekly
    G. Class Work
        1. Weekly
    H. Home Work
        1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Analyze and critically evaluate environmental information from various sources, and present their findings.
    B. Discuss environmental problems, their causes and evaluate solutions.
    C. Explain basic principles of ecology involving energy flow, cycling of matter, interactions within and between populations and assess the impact of humans on the biosphere.

Textbooks (Typical):

Textbook:
    1. William Cunningham and Mary Cunningham *Environmental Science: A Global*

       Concern. 16th ed., McGraw Hill, 2023.
2. G. Tyler Miller *Environmental Science.* 17th ed., Cengage Learning, 2024.
3. Jay Withgott, Matt Laposata *Environment: The Science Behind the Stories.* 7th ed., Benjamin Cummings, 2020.

Equity Based Curriculum

•DE Course Interaction
Address
To ensure equity, all course materials and technologies are accessible and complying with ADA standards. This includes providing alternative text for images, captions for videos, and accessible document formats to make sure all students, including those with disabilities, can fully engage with the content.
•Methods of Instruction
Address
To ensure equity and support students with diverse preferences and strengths, this course will use multiple instructional methods, such as lectures, group discussions, case studies, and multimedia resources.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
This class has been offered in DE mode for many years.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussions with colleagues, our Dean, and hearing from students.
Accessibility all materials must be accessible to students with disabilities
- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly to students that do not turn assignments
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 5 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
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency: At least 2 times per semester for office hours, exams, group work, presentations, or field trips.

Student-Student Interaction

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

Frequency: Weekly reminder in module annoucements
- **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 5 boards per semester
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Students will either complete 1 group work assignment OR 1 peer editing assignment
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Students will either complete 1 peer editing assignment OR 1 group work assignment

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 5 boards per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
Frequency: 1 research assignment per semester that can culminate in a paper or presentation
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 2 exams per semester, 1 quiz per module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Asynchronous lecture material will be provided on a regular weekly basis
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 per module
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1 field trip per semester. Students compelte field trip on their own time
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester (this is a research assignment that can culminate in a paper or presentation)

Codes and Dates

Course CB Codes
CB00: State ID

CCC000601342

CB03: TOP Code
030100 - Environmental Science

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

CB11: Course Classification Status
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

Admin Outline for Biological Sciences 55
Orientation to Health Care
Effective: Fall 2026

Catalog Description:

BIO 55 - Orientation to Health Care
2.00 Units

Examine physiological, psychological, ethical, social, and public health issues. Introduce the workings of the human body and mind and explore the relationship between health and larger cultural and societal issues. Introduce medical terminology. Review diseases, including causes, symptoms, how they affect the body systems, and treatment options available. Investigate, analyze, and evaluate professional opportunities, educational requirements and personal characteristics with the intent to acquire insight into careers in the allied health field, with specific focus on transfer science, clinical programs (pre-nursing, EMT, surgical technology, medical assisting), and health administrative support. Gain the academic framework and perspective necessary to pursue a career in health sciences, as well as benefit anyone confronting health care issues in today's complex world.

Course Grading: Optional

Lecture Hours	36
Inside of Class Hours	36
Outside of Class Hours	72

Discipline:

Biological Sciences, or Emergency Medical Technologies, or Health Services Director/Health Services Coordinator/College Nurse

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
    A. Consider health careers, such as surgical technician, medical assistant, medical office assistant, medical records and health information technicians, EMT and paramedic
    B. Identify the factors that contribute to and influence health behaviors
    C. Develop a personal career and educational plan as it relates to career choice
    D. Apply ethical principles of behavior and attitude in professional relationships
    E. Use medical terminology
    F. Describe disease patterns and transmission, safety precautions, infection control, and identification of potential hazards in the workplace
    G. Describe the disease model of addiction including physiological, psychological, and social factors of alcoholism and substance abuse, trends in teen substance abuse, treatment options, and community resources
    H. Discuss mental health including characteristics of a mentally healthy person, emotional intelligence, stress and stress management, clinical depression, suicidal behavior and prevention techniques, the grieving process, and community resources
    I. Generalize mental illness including causative factors, classifications, and treatment options
    J. Discuss health issues including advertising techniques, health care products, health insurance, private health foundations, and government health agencies
    K. Explain the physical, psychological, social, ethical, financial and legal issues surrounding teenage sexual activity and sexually transmitted diseases including AIDS
    L. Explain basic principles of nutrition, weight management, physical fitness, and the digestive system
    M. Display a willingness to learn more about the health care industry and develop career preparation standards and National Health Care Skills Standards

Course Content:

    1. Introduction to Health Science
        1. Examine the allied health field, the dimensions of health, the principles of health promotion and the health care system/industry
    2. Health Career Planning
        1. Identify career interests and aptitudes in allied health (such as health and human services, clinical health administrative support, medical assisting, and surgical technology)
        2. Explore opportunities in health care, job search strategies, interview techniques and communication skills/presentation techniques

3. Accessing & Utilizing Health Resources
    1. Discuss techniques for evaluating resources
    2. Review community health resources and agencies, web based and electronic resources, medical libraries, and reference citations
4. Medical Terminology
    1. Identify medical specialties, medical abbreviations, roots, prefixes, and suffixes
5. Ethical & Legal Responsibilities in Health Care
    1. Distinguish concepts of professional conduct, HIPAA, and health care standards
6. Infection Control
    1. Review infection cycle, immune system, clinical and surgical aseptic techniques, pathogenic organisms, including food-borne, air-borne, and blood-borne pathogens
7. Diseases
    1. Identify the etiology of diseases
    2. Compare and contrast infectious, non-infectious, contagious, and non-contagious diseases
8. Mental Health & Mental Illness
    1. Identify the characteristics of mentally healthy individuals
    2. Discuss stress management, psychological disorders, and DSM-IV-TR classifications
    3. Evaluate treatment options, including community and national mental health services and resources
9. Chemical Dependency (Addiction)
    1. Discuss the disease model of addiction, predisposition to chemical dependency, psychopharmacology of commonly abused substances, various treatment modalities, impact of substance abuse/alcoholism on society, trends in teen alcoholism and substance abuse and drug legalization issues
10. Nutrition & Physical Fitness
    1. Outline the structure and function of the digestive system
    2. Describe the basic principles of nutrition, analyzing nutritional needs, nutritional supplements, basal metabolic rate and body composition, basic principles and components of fitness
    3. Analyze weight loss diets; asses the obesity epidemic in America, establish a relationship between diet, exercise, and disease
11. Sexuality Education
    1. Outline the structure and function of the reproductive system
    2. Discuss teen pregnancy issues, abortion issues (social, moral, legal,

economic and political), and sexually transmitted infections and diseases.

12. HIV/AIDS

    1. Review transmission of HIV and AIDS testing
    2. Evaluate opportunistic infections, HIV 1 and HIV 2
    3. Discuss treatments, AIDS and world population, and peer education training

Methods of Instruction:

1. Research - Research Project
2. Lecture - Lectures in basic concepts and skills
3. Projects - Skill-building exercises and projects
4. Written Exercises - Written assessments of health issues
5. Discussion - Class and group discussions of significant issues and topics
6. Read Text and other sources

Typical Assignments

A. Project:

    1. Career Investigation Project.

        1. Select an occupation in the health/medical/bioscience field to research.
        2. Interview someone who is currently employed in the occupation you have chosen (prepared list of questions must be submitted to instructor prior to interview).
        3. Research your selection and create a PowerPoint presentation containing the following info (detailed outline and instructions are provided in handout for students).

B. Reading:

    1. Read Chapter 9, "Infection Control", by Debra L. Garber, Introduction to Clinical Allied Healthcare.
    2. Be prepared to list at least 3 serious illnesses clinical health personnel may contract from patients.
    3. List precautions for preventing puncture wounds from needles and other sharp objects and explain the procedure for proper hand washing in order to prevent contraction of such diseases.

C. Other:

1. Collaborative learning
   1. Fast Food Nutrition.
      1. In groups of three students determine whether it is possible to eat healthy while eating out.
      2. Amongst the group members assign one web site of a (provided) list of popular fast food restaurants.
      3. Each group member will select a "typical" lunch or dinner menu and run a nutritional analysis on his/her menu.
      4. As a group discuss your findings and answer a (provided) list of questions.
      5. In a short oral presentation communicate your findings to the rest of the class.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. 3 per semester
B. Quizzes
   1. 5 per semester
C. Research Projects
   1. 1 per semester
D. Papers
   1. 1 per semester
E. Oral Presentation
   1. 1 per semester
F. Class Participation
   1. weekly
G. Class Work
   1. weekly
H. Home Work
   1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Discuss contemporary physiological, psychological, ethical, social, and public health issues.
   B. Explore different health care occupations and create an educational action plan that aligns their interests, skills, and personality characteristics to a particular career path.

Textbooks (Typical):

Textbook:
   1. Judith Gerdin *Health Careers today.* 7th ed., Elsevier Inc., 2023.
   2. Dianne Hales *An Invitation to Health: Taking Charge of Your Health.* 19th ed., Cengage, 2021.

Equity Based Curriculum

•Methods of Instruction
Address
Methods of instruction vary to support diversity in student learning styles such as lectures, readings, discussions, projects, and multimedia presentations.
•Assignments
Address
A variety of assignments are used to support student learning such as readings, word problems, and research papers.
•Methods of Evaluation
Address
Diverse methods of evaluation are employed such as exams, oral presentations, and homework.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
This course is one we have targeted to develop for the OEI. It draws in many returning students and working students trying to improve their job skills. Offering it in DE format will increase the accessibility of the class.

Explain how the decision was made to offer this course in a Distance Education mode.
This decision was made in consultation with the instructor and the full-time faculty in the department.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Weekly
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 6 per semester
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on all assignments, quizzes, and exams

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Weekly

Student-Student Interaction

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

Frequency: Once per module (bi-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: 6 per semester

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

Frequency: 1 per semester

Student-Content Interaction

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

Frequency: 6 per semester

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

Frequency: 6 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: 5 quizzes per semester, at least 2 midterms, and a final exam

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

Frequency: 1 practice quiz

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

Frequency: 5 per semester

•**Field Trips:** *Students will attend live or virtual field trips.*

Frequency: 1 per semester

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

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: Guest speakers (via ConferZoom) 3 times per semester;

Codes and Dates

Course CB Codes

CB00: State ID
CCC000521419

CB03: TOP Code
120100 - Health Occupations, 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.

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

Admin Outline for Graphic Design & Digital Media 2 Wordpress and Content Management Systems
Effective: Fall 2026

Catalog Description:

GDDM 2 - Wordpress and Content Management Systems
3.00 Units

Students will use WordPress to build dynamic websites that can be updated easily with usage of themes and plugins. Students are also introduced to PHP & MySQL, theme customization, and other CMS frameworks.

Course Grading: Optional

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

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

  A. Determine the best content management system to use for a given web development project.

  B. Install and set up WordPress and other content management systems, such as

Joomla, and Drupal.

C. Use PHP and JavaScript/jQuery to create child and a basic custom theme in WordPress.

D. Develop dynamic websites using content management systems.

Course Content:

Lab:

1. Students will install security plugins in WordPress to provide greater protection of the site.
2. Students will enable auto updates in Themes and Plugins in WordPress.
3. Students will install additional Themes to compare appearance and functionality.
4. Students will install plugins to increase functionality for layout and customization.
5. Students will create posts and pages and have posts separate from the home page.

Lecture:

1. Assessing the technical requirements for a given web development project and determining the best technology or content management system (CMS)
2. Install WordPress on the localhost
3. Adding security features to WordPress
4. Adding content to a WordPress
5. Introduction to themes, widgets, and plug-ins
6. Introduction to PHP/MySQL (Syntax, Data Types, Functions, Conditionals, Includes)
7. Understanding WordPress architecture, pages, posts, templates, categories and tags
8. Developing and modifying websites with WordPress
9. Theme customization using child themes, widgets, and plug-ins
10. Intro to custom theme and template development
11. Deploying or exporting a WordPress site
12. Overview of WordPress frameworks (Thematic, Genesis and Underscores)
13. Overview of Drupal and Joomla (Installation & Configuration)

Methods of Instruction:

1. Demonstration - 1. Students will install security plugins to protect WordPress website. 2. Students will install new Themes into WordPress. 3. Students will create new posts and pages in WordPress. 4. Students will use settings to have posts on a different page from the home page. 5. Students will create a contact form page.
2. Lecture - Course is concurrently lecture and lab which enables students to go through the same processes that the lecturer demonstrates. 1. Present the class with a demonstration on customizing a new theme and have the class complete then

have the class install another theme in WordPress. 2. Present the class with a demonstration of installing a new widget in the footer and have the class install another widget in the footer in WordPress. 3. Present the class with a demonstration of installing the elementor plugin and have the class install the same plugin in WordPress and explain the graphic layout capability in WordPress. 4. Present the class with a demonstration of installing the event calendar plugin and have the class install the same plugin in WordPress and explain the event calendar usage in creating events, incorporates Google Maps in the event's location and calendar subscription function in WordPress.

3. Projects - The final project allow students to work construct a ten page website in which the students choose their own subject matter and design in creating the WordPress website. Student's choice of theme or template, usage of Elementor plugin for visual layout capability, blog and contact page with the necessary security plugins.

4. Classroom Activity - 1. Present the class with a demonstration of installing a new theme and have the class install another theme in WordPress. 2. Present the class with a demonstration of installing a new plugin and have the class install another plugin in WordPress. 3. Present the class with a demonstration of installing a new post and a new page and have the class install another new post and a new page in WordPress. 4. Present the class with a demonstration of create a category and subcategory and have the class create a category and subcategory in WordPress.

Typical Assignments

A. Project:
1. Create a "basic" WordPress theme from scratch
2. Use various utilities to deploy a WordPress site to the web
3. Create a child theme
4. Customize a theme using widgets and plug-ins
5. Use HTML, CSS and WordPress template tags & hooks to create a child theme.
6. Write basic PHP/MySQL statements and includes
7. Install themes, widgets, and plug-ins into WordPress
8. Add content to a WordPress
9. Utilize the WordPress Dashboard
10. Use Dreamweaver to create connections with WordPress and dynamically related files
11. Configure WAMP/MAMP on the localhost
12. In some assignments, students will have the choice of wordpress content, allowing students to explore topics relevant to their

Methods of Evaluating Student Progress

    A.   Lab Activities
           1. The frequency of lab are given daily.
    B.   Exams/Tests
           1. The frequency of Exams and Tests are given every 3 weeks.
    C.   Projects
           1. The frequency of Projects are given every 3 weeks to a month.
    D.   Home Work
           1. The frequency of Homework are given weekly.
    E.   Class Work
           1. The frequency of Class Work are given daily.

Student Learning Outcomes

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

    A.   Determine the best content management system to use for a given web development project.
    B.   Develop dynamic websites using content management systems.
    C.   Install and set up WordPress and other content management systems such as Joomla and Drupal.
    D.   PHP and JavaScript/jQuery to create child and a basic custom theme in WordPress.

Textbooks (Typical):

Textbook:

    1.   Dr. Andy Williams *WordPress for Beginners 2024.*, Self Published, 2023.
    2.   Matthew MacDonald *WordPress: The Missing Manual.* 3 ed., O'Reilly Media, 2020.
    3.   Lisa Sabin-Wilson *WordPress All-in-One For Dummies.* 5 ed., For Dummies, 2024.

Software:

    1.   Wordpress. Wordpress.org, (4.6.1/e).

Equity Based Curriculum

    •Assignments
    Address
    In some assignments, students will have the choice of wordpress content, allowing students to explore topics relevant to their personal interests, background, or native

language

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements will be posted 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: Class discussions will be assigned once a module.

Student-Content Interaction

- •**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Class discussions will be assigned once a module.
- •**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Quizzes will be assigned once a module.
- •**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: Lectures will required to attend twice weekly.
- •**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Projects will be assigned once a module.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584339

CB03: TOP Code
061430 - Website Design and Development

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Graphic Design & Digital Media 62
Web Design II
Effective: Fall 2025

Catalog Description:

GDDM 62 - Web Design II
3.00 Units

Develop technical and design skill needed to for the creation of of web sites including user interface considerations for desktop and mobile devices using Cascading Style Sheets. Emphasis placed on functional, logical, attractive, accessible and appropriate web site design for the client and end-user. Topics include techniques and tools required to format text, create animations and other content for the web.

Prerequisite: GDDM 55 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Compose using the design principles in creating original and creative designs in multimedia web design
B. Manage, maintain and revise an existing website with proper preparation, management, storage and retrieval of data and associated files
C. Prepare and assemble using increased knowledge in web page composition, story boarding, planning and design techniques, and usability issues
D. Use increased skill development to organize multiple web pages according to a clear, hierarchical, easily navigable structure
E. Apply appropriate design principles in the creation of attractive and easily usable web pages
F. Evaluate solutions for practical problems in layout, design and prototype manipulation of web pages/sites
G. Modify web page design through examination and manipulation of source code using HTML5, HTML5 animation, Cascading Style Sheets, and DIV formatting
H. Develop test pages across operating system platforms and browsers, and revise them as necessary for compatibility
I. Articulate a greater understanding of the position of designer/visual communicator, particularly as related to web design

Course Content:

Lab:
1. CSS Flexbox for positioning
2. CSS Flexbox menu
3. Javascript behaviors
4. Media queries
5. Validating Javascript

Lecture:
1. Overview of workflow
2. Know the client/determine target audience
3. Navigational concepts
4. Layout/draft template (vector or bitmap)
5. File and folder hierarchy standards
6. Naming conventions and consistency
7. Review: Web design basics
8. Creating animations in HTML5
9. Tips and Tricks
10. Monitor Source code with HTML inspector
11. More about CSS global style

12. Java Script behaviors for mouseover effects
13. Other applications
14. Preview documents in multiple browsers without going live
15. Advanced table techniques
16. Create and assemble content
    1. Text
    2. Images
    3. Buttons
    4. Animations
    5. Film/video
    6. Sound
17. Author Pages
    1. Choose and specify type
    2. Using the Grid
    3. Create CSS
18. Troubleshoot
19. Site management
20. Marketing a website
21. Introduction to business communication through role play
    1. Appropriate behavior for telephone, email and one-on-one or team designer/client contact, meeting and presentation
        1. Dressing the part
        2. Meet and greet
        3. Introduction(s) all around
        4. Listening and taking notes
        5. Participating in Q & A
        6. Summarizing the contact or meeting
        7. Agreeing to the next steps
        8. Making the next appointment or commitment date
        9. Saying thank you and good bye
        10. Writing a follow up
    2. Writing the Contract
    3. Appropriate presentation, analytical and evaluation skills
22. Overview to working in the Design Shop
    1. Understand and satisfy the client
    2. Work one-on-one and in teams with the client, peers and mentor (creative director)
    3. Interview for a Design Shop job and the related design and technical skills assessment process
    4. Track time spent at work on a project at school and at home

5. Meet deadlines
6. Use class role play experience working in the Design Shop and in the real world

23. Review: A Guide to presentation, critique or feedback in design
     1. Strategy and concept development
          1. What is the purpose of the design?
          2. What information must be communicated?
          3. Does the design meet the objectives?
          4. What is the design concept?
          5. Does the design concept fit the strategy?
     2. Design
          1. Did the designer use principles of graphic space such as balance, emphasis, rhythm and unity?
          2. Did the designer experiment? Did the designer take a creative leap or produce a competent piece?
          3. What visuals were used and why?
          4. What point of view was expressed, if any?
          5. What creative approaches were employed?
          6. Is the design solution (e.g., design, color, type, style, personality) appropriate for the client's product/service? Can you suggest improvement(s) to the next iteration?
     3. Craft
          1. Did the techniques and materials used best represent the design concept?
          2. Is it well-crafted?
          3. It is presented professionally and appropriately?

Methods of Instruction:

1. Projects - The final project allow students to work construct a ten page website in which the students choose their own subject matter and design in creating the website. Students are required to use HTML 5, CSS, CSS Grid and CSS Flexbox, media queries, Javascript behaviors, CSS Flexbox menu.
2. Demonstration - 1. Present the class with a demonstration of CSS Flexbox for positioning and have the students create an additional CSS flexbox positioning. 2. Present the class with a demonstration of CSS Flexbox menu and have the students recreate the menu. 3. Present the class with a demonstration of a Javascript behavior and have the students recreate the behavior and modify the behavior. 4. Present the class with a demonstration involving Javascript with media queries and have the

students create a variant of it.
3. Classroom Activity - 1. Students will use CSS Flexbox for positioning for the header. 2. Students will use CSS Flexbox menu in the header and in the media queries for various viewport devices. 3. Students will use a Javascript behavior to create link to the next page of a website.. 4. Students will use a Javascript behavior in the creation of a dropdown menu.

Typical Assignments

A. Laboratory:
1. Create a simple HTML5 responsive web page with CSS grid and media queries
2. Create an HTML5 with javascript web page
3. Creating a wireframe for home page and secondary pages for 10 page CSS site.
4. Create a video in multiple versions: ogg, mp4
5. Create a SVG file and insert with a HTML 5 website.
6. Creating a design layout for home page and secondary pages for Final Project in PDF format.
7. Testing of all webpages of Final Project in Chrome, Safari, Firefox and Microsoft Edge.
8. Upload via Responsive 10 page css website FTP to server for site to go live.
9. Responsive website with javascript, multiple video sources, SVG graphics, 10 pages.
10. In some assignments, students will have the choice of website content, allowing students to explore topics relevant to their personal interests, background, or native language

Methods of Evaluating Student Progress

A. Projects
1. The frequency of Projects are given every 3 weeks to a month.
B. Home Work
1. Homework will be on weekly basis.
C. Lab Activities
1. Present the class with a demonstration of a technique or procedure and have the class complete then have the class produce another example of the same technique or procedure weekly.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Apply JavaScript to a HTML5 website.
    B. Create an optimized responsive HTML5 website with CSS.
    C. Create HTML5 multiple video sources for a HTML5 website.

Textbooks (Typical):

Textbook:
    1. Jon Duckett *JavaScript and jQuery: Interactive Front-End Web Development.* 1 ed., Wiley, 2014.
    2. Jon Duckett *Web Design with HTML, CSS, JavaScript and jQuery Set.* 1 ed., Wiley, 2024.
    3. Nick Morgan *JavaScript Crash Course: A Hands-On, Project-Based Introduction to Programming.*, No Starch Press, 2024.
    4. B. Frain, *Responsive Web Design with HTML 5 & CSS (MindTap Course List).* 9 ed., Cengage Learning, 2020.
    5. Jennifer Robbins *Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics.* 5 ed., O'Reilly, 2018.

Other Materials Required of Students

 Other Materials Required of Students:
    1. Required list of supplies to complete all of the assigned studies..

Equity Based Curriculum

•Assignments
Address
In some assignments, students will have the choice of website content, allowing students to explore topics relevant to their personal interests, background, or native language

Codes and Dates

Course CB Codes

CB00: State ID
CCC000378754

CB03: TOP Code
103000 - Graphic Art and Design

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

Admin Outline for History 7
US History Through Reconstruction
Effective: Fall 2026

Catalog Description:

HIST 7 - US History Through Reconstruction
3.00 Units

A survey of United States history from its pre-colonial, indigenous origins through the end of Reconstruction. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual, and geographic developments, (2) the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American History, and (3) 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.

Course Grading: Optional

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

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Identify and correctly use basic historical terminology, and distinguish between primary and secondary sources as historical evidence.

B. Analyze multiple causes for an historical event, and properly evaluate why that event happened.
C. Identify various interpretations used by historians to explain United States history up through Reconstruction.
D. Identify the major time periods and relevant geography of the United States history up through Reconstruction.
E. Analyze and evaluate the major economic, social, political, and cultural developments in the United States history up through Reconstruction.
F. Analyze and evaluate the experiences and conflicts of diverse groups of people, including common people, in the United States history up through Reconstruction.
G. Analyze, describe, and explain the motives, settlement and organization of Europen colonies in North America, and the impact on the Native American environment and cultures.
H. 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.
I. 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.
J. Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
K. Identify and analyze the successes and failures of Reconstruction.

Course Content:

1. Native American civilizations prior to European conquest and colonization;
2. Europe and Africa in the age of exploration and colonialism;
3. Spanish, French, and Dutch conquest and settlement in North America, 1500-1700;
4. Early English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people;
5. Origins and development of African slavery in the Americas; Atlantic slave trade; economics and cultural bases of slavery; African American culture in slavery;
6. Regional colonial development, 1700-1750; northern colonies, middle colonies, southern colonies.
7. Social and political impact of the Enlightenment and Great Awakening;
8. Crisis of empire: French and Indian War; taxes and protests;
9. American Revolution; Declaration of Indepednece; military aspects of war; social, political, and economic impact of war; impact of revolution on African Americans, Native Americans, and women;
10. Politics and government of the United States, 1777-91; political philosophies of the

framers; Articles of Confederation; drafting and ratification of the Constitution; operations of the U.S. government; rights and obligations of citizens under the Constitution; Bill of Rights;

11. Early republic from Federalist era through War of 1812; rise of political parties; Federalists and Jeffersonian Republicans; early westward expansion and Native American responses; diplomatic crises and conflict with Great Britain and France;

12. Market and early industrial revolutions; changes in urban north; growth of slavery and cotton cultivation in southern states; culture of slavery for blacks and whites in the south;

13. The Jacksonian era; new political parties and realities; Age of Reform and Second Great Awakening; abolition, temperance, and women's rights movements; Native American removal;

14. Westward expansion and Manifest Destiny, 1820-1850; Missouri Compromise; American advance to the Pacific; conflict with Great Britain; acquisition of Texas; war with Mexico; California Gold Rush; impact on Native American societies and Hispanic peoples of southwest and west; the Chinese immigrant experience;

15. Sectional crisis, 1850-1860; Compromise of 1850; escalation of sectional conflict; political party realignment; path toward southern secession;

16. Civil War, 1861-1865; causes of war, both immediate and long-term; military, social, political, and economic aspects of war; African American experience and role during war;

17. Reconstruction, 1865-1877; African American experience; constitutional amendments; expansion of federal government and its evolving relationship to state governments; legacy of failures and successes of Reconstruction.

Methods of Instruction:

1. Audio-visual Activity - supplemental material to address various learning styles.
2. Lecture - 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 class use of historical sties 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

Typical Assignments

    A.   Reading:
1. Canvas quizzes or in-class quiz on assigned reading
2. Journal writing on an assigned reading
3. Response to in-class reading
4. Use of annotation programs, such Hypothes.is

    B.   Writing:
1. Primary source analysis assignments
2. Secondary source analysis assigments
3. Essays and positions papers in which students need to articulate and support a historical thesis/argument using primary sources
4. Research papers/poster presentations on a specific historical question/problem

Methods of Evaluating Student Progress

    A.   Exams/Tests
        1. At least once per semester.

    B.   Quizzes
        1. Once per unit/module

    C.   Papers
        1. At least once per semester

    D.   Oral Presentation
        1. Once per semester

    E.   Class Participation
        1. On a weekly basis

Student Learning Outcomes

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

    A.   Explain the major social, cultural, economic, demographic, technological, and diplomatic developments in United States History through Reconstruction, their causes and effects, and their historical significance.

    B.   Describe the development of, and debates concerning, democracy and citizenship in the United States from its founding through Reconstruction.

    C.   Describe the origins, nature, development, and significance of slavery in the British colonies and the United States.

    D.   Describe the experiences of indigenous peoples of North America through Reconstruction.

E. Analyze and interpret primary and secondary sources.

F. Construct an argument using historical evidence.

Textbooks (Typical):

OER:

1. Joseph Locke and Ben Wright *The American Yawp.*, Stanford University Press, 2018. www.Americanyawp.com.

Textbook:

1. Eric Foner, Kathleen DuVal, Lisa McGirr *Give Me Liberty! An American History, Vol 1.* 7th ed., W. W. Norton, 2022.
2. Boyer, P et. al. *The Enduring Vision, Vol. 1: to 1877.* 9th ed., Cengage Learning, 2018.
3. Faragher, John Mack et. al. *Out of Many: A History of the American People, Vol. 1.* 9th ed., Pearson, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Outline notes, study guides prepared by instructors and sold in the campus bookstore Examination books, scantrons .
2. Access to the World Wide Web with any major Web browser..

Equity Based Curriculum

•DE Course Interaction
Address
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
•Measurable Objectives
Address
The course objectives encompass understanding American history from multiple perspectives.
•Course Content
Address
The course content includes material that students from diverse backgrounds will be able to connect with
•Assignments
Address
This course involves a diverse range of assignments that support students with varied

learning styles to learn and succeed.

•Typical Texts

Address

Most history faculty are now using a free online textbook for History 7, called the American Yawp, which also includes a free primary source reader. The supplemental text that are used "low-cost" books.

•Library

Address

Multiple copies of required books are kept on long- and short-term reserve at the library.

DE Proposal

Delivery Methods

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

Rationale for DE

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 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 will have access to 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

Codes and Dates

Course CB Codes

CB00: State ID
CCC000370056

CB03: TOP Code
220500 - History

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
    Y.   Not Applicable

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

Admin Outline for Horticulture 50
Introduction to Horticulture
Effective: Fall 2025

Catalog Description:

HORT 50 - Introduction to Horticulture
3.00 Units

Botanical nomenclature, anatomy and physiology, plant growth and development are presented.
Soils, media, fertilizers, and watering methods are discussed. Preliminary Landscape design,
installation and maintenance is included. Current practices of plant propagation, plant disorders
and pest management, and 21st Century horticulture trends will be explored. (8 hours of lab to be
scheduled on Saturdays which may include one or more field trips)

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Select the correct horticultural practice to use, based on principles of plant growth

and development

B. Identify local micro-climates and relate them to plant growth
C. Identify plants both by botanical nomenclature and common names
D. Determine the correct fertilizer based on the information on the fertilizer label
E. Sketch a basic landscape plan
F. Draft an Integrated Pest Management Plan, a propagation protocol, or similar project or report, using the internet or other available resource material
G. Identify the basic concepts of floral design, including selection and arrangement of flowers, foliage, form, color, and other aesthetic principles of design.

Course Content:

Lab:

1. Field identificaiton of plants studied
2. Propagation of plants studied
3. Practice relevant maintenance activities involved with managing plants studied

Lecture:

1. Botanical nomenclature, anatomy and physiology
2. Plant growth and development
3. Micro-climates of Northern California
4. Landscape planning
5. Media, fertilizer, and watering
6. Current research of plant propagation protocols and integrated pest management programs
7. Basic design principles related to landscape and floral design

Methods of Instruction:

1. Lab
2. Lecture -
3. Demonstration
4. Projects
5. Discussion
6. Field Trips

Typical Assignments

A. Reading:

1. Weekly reading and associated homework assignments in textbook related to lecture topics

B. Laboratory:
1. Exercises, such as soil testing, plant identification, landscape design, and pruning
2. Propagation by seed and cuttings
C. Other:
1. Field trips to local gardens, such as the UC Berkeley Botanical Garden or the H.A.R.D. Japanese Garden

Methods of Evaluating Student Progress

A. Papers
1. Minimum 1 Paper/Project
B. Oral Presentation
1. Minimum 1 verbal and/or visual presentation
C. Class Participation
1. Daily Lab and Lecture participation
D. Home Work
1. Typically per textbook chapter
E. Lab Activities
1. Singly or Group Lab work daily
F. Exams/Tests
1. 1 Midterm, 1 Final Exam
G. Quizzes
1. 5 Quizzes

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Demonstrate a clear understanding of the photosynthetic process.
B. Propagate a plant by taking vegetative cuttings.
C. Propagate plants by germinating seeds and caring for seedlings.

Textbooks (Typical):

OER:
1. Tom Michaels, Emily Hoover, Laura Irish *The Science of Plants*., University of Minnesota Libraries Publishing, 2022. https://open.lib.umn.edu/horticulture/.

Textbook:
1. Brian Capon *Botany for Gardeners: An Introduction to the Science of Plants*. 4th ed., Timber Press, 2022.

2. Jodi Songer Driedger, Elizabeth Driscoll *Horticulture Today*. 2nd ed., Goodheart-Willcox Co., Inc., 2021.

Other Learning Materials:
1. Other printed material will be provided by instructor..

Other Materials Required of Students

Other Materials Required of Students:
1. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. PPE such as face masks, gloves, ear and eye protection will be provided to students..
2. Access to internet is required, in order to use online resource material and information posted onto College online programs..

Equity Based Curriculum

•Typical Texts
Address
Additional reading materials will be provided by the instructor. OER materials will be used which will reduce costs for students.
•Other Materials Required of Students
Address
PPE such as face masks, gloves, ear and eye protection will be provided to students.

DE Proposal

Delivery Methods
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE
Explain why this course should be offered in Distance Education mode.
It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after consultation with Horticulture faculty, with student needs in mind.
Accessibility all materials must be accessible to students with disabilities
- Closed captioning for videos.

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: At least once 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: Participate in Discussion Boards monthly, at a minimum.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be given on all quizzes and the Midterm, and most homework assignments.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
- **Frequency:** Weekly.

Web conferencing: *The instructor will use web conferencing to interact with students in real time.*
Frequency: 1 time per week.
•**Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Minimum of 5 LPC Hort Facebook posts.
•**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 in-person Labs
•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly chat discussions.

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: Discussion Boards monthly, at a minimum.
•**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 together in teams to complete 1 group research project and 2-5 Lab projects. An example of a Lab project would be propagating plants that illustrate propagation techniques learned 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: Discussion Boards monthly, at a minimum.
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Students will work together in teams, under guidance of Instructor, to complete 1 group research project and 2-5 Lab projects. An example would be propagating plants that illustrate propagation techniques learned during the semester.
•**Written papers:** *Papers will be written on various topics.*
Frequency: This course includes one horticulture-based research paper.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of 5 short quizzes will be given, so that the student can demonstrate mastery of the subject material. There will also be a mid-term exam and a final
•exam.

Lecture: *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1 live field trip or HORT yard work day, with appropriate social distancing, is scheduled.
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Student will participate in hands-on Lab projects, such as plant propagation, that will allow them to apply their knowledge about techniques learned in class. 2 - 5 hands-on Lab projects are scheduled, as well as the group research paper project.
•**Other:**
Frequency: Present to the class 1 group research paper project, at minimum.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000356316

CB03: TOP Code
010900 - Horticulture

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Horticulture 50
Introduction to Horticulture
Effective: Fall 2025

Catalog Description:

HORT 50 - Introduction to Horticulture
3.00 Units

Botanical nomenclature, anatomy and physiology, plant growth and development are presented. Soils, media, fertilizers, and watering methods are discussed. Preliminary Landscape design, installation and maintenance is included. Current practices of plant propagation, plant disorders and pest management, and 21st Century horticulture trends will be explored. (8 hours of lab to be scheduled on Saturdays which may include one or more field trips)

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

      A. Select the correct horticultural practice to use, based on principles of plant growth

and development

B. Identify local micro-climates and relate them to plant growth
C. Identify plants both by botanical nomenclature and common names
D. Determine the correct fertilizer based on the information on the fertilizer label
E. Sketch a basic landscape plan
F. Draft an Integrated Pest Management Plan, a propagation protocol, or similar project or report, using the internet or other available resource material
G. Identify the basic concepts of floral design, including selection and arrangement of flowers, foliage, form, color, and other aesthetic principles of design.

Course Content:

Lab:

1. Field identificaiton of plants studied
2. Propagation of plants studied
3. Practice relevant maintenance activities involved with managing plants studied

Lecture:

1. Botanical nomenclature, anatomy and physiology
2. Plant growth and development
3. Micro-climates of Northern California
4. Landscape planning
5. Media, fertilizer, and watering
6. Current research of plant propagation protocols and integrated pest management programs
7. Basic design principles related to landscape and floral design

Methods of Instruction:

1. Lab
2. Lecture -
3. Demonstration
4. Projects
5. Discussion
6. Field Trips

Typical Assignments

A. Reading:
   1. Weekly reading and associated homework assignments in textbook related to lecture topics

B. Laboratory:
1. Exercises, such as soil testing, plant identification, landscape design, and pruning
2. Propagation by seed and cuttings
C. Other:
1. Field trips to local gardens, such as the UC Berkeley Botanical Garden or the H.A.R.D. Japanese Garden

Methods of Evaluating Student Progress

A. Papers
1. Minimum 1 Paper/Project
B. Oral Presentation
1. Minimum 1 verbal and/or visual presentation
C. Class Participation
1. Daily Lab and Lecture participation
D. Home Work
1. Typically per textbook chapter
E. Lab Activities
1. Singly or Group Lab work daily
F. Exams/Tests
1. 1 Midterm, 1 Final Exam
G. Quizzes
1. 5 Quizzes

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Demonstrate a clear understanding of the photosynthetic process.
B. Propagate a plant by taking vegetative cuttings.
C. Propagate plants by germinating seeds and caring for seedlings.

Textbooks (Typical):

OER:
1. Tom Michaels, Emily Hoover, Laura Irish *The Science of Plants*., University of Minnesota Libraries Publishing, 2022. https://open.lib.umn.edu/horticulture/.

Textbook:
1. Brian Capon *Botany for Gardeners: An Introduction to the Science of Plants*. 4th ed., Timber Press, 2022.

2. Jodi Songer Driedger, Elizabeth Driscoll *Horticulture Today.* 2nd ed., Goodheart-Willcox Co., Inc., 2021.

Other Learning Materials:
1. Other printed material will be provided by instructor..

Other Materials Required of Students

Other Materials Required of Students:
1. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. PPE such as face masks, gloves, ear and eye protection will be provided to students..
2. Access to internet is required, in order to use online resource material and information posted onto College online programs..

Equity Based Curriculum

•Typical Texts
Address
Additional reading materials will be provided by the instructor. OER materials will be used which will reduce costs for students.
•Other Materials Required of Students
Address
PPE such as face masks, gloves, ear and eye protection will be provided to students.

DE Proposal

Delivery Methods
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE
Explain why this course should be offered in Distance Education mode.
It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online.

Explain how the decision was made to offer this course in a Distance Education mode.
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- Transcription for audio.
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- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
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- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
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DE Course Interaction

Instructor-Student Interaction

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  Frequency: At least once weekly.
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  Frequency: Participate in Discussion Boards monthly, at a minimum.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency: Feedback will be given on all quizzes and the Midterm, and most homework assignments.
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- **Frequency:** Weekly.

Web conferencing: *The instructor will use web conferencing to interact with students in real time.*
Frequency: 1 time per week.
•**Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
Frequency: Minimum of 5 LPC Hort Facebook posts.
•**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 in-person Labs
•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly chat discussions.

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: Discussion Boards monthly, at a minimum.
•**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 together in teams to complete 1 group research project and 2-5 Lab projects. An example of a Lab project would be propagating plants that illustrate propagation techniques learned 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: Discussion Boards monthly, at a minimum.
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Students will work together in teams, under guidance of Instructor, to complete 1 group research project and 2-5 Lab projects. An example would be propagating plants that illustrate propagation techniques learned during the semester.
•**Written papers:** *Papers will be written on various topics.*
Frequency: This course includes one horticulture-based research paper.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: A minimum of 5 short quizzes will be given, so that the student can demonstrate mastery of the subject material. There will also be a mid-term exam and a final
•exam.

Lecture: *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1 live field trip or HORT yard work day, with appropriate social distancing, is scheduled.
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Student will participate in hands-on Lab projects, such as plant propagation, that will allow them to apply their knowledge about techniques learned in class. 2 - 5 hands-on Lab projects are scheduled, as well as the group research paper project.
•**Other:**
Frequency: Present to the class 1 group research paper project, at minimum.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000356316

CB03: TOP Code
010900 - Horticulture

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS
COLLEGE

Admin Outline for Horticulture 51
Fall Plant Material Identification
Effective: Fall 2025

Catalog Description:

HORT 51 - Fall Plant Material Identification
3.00 Units

Identification of landscape and garden plants will be categorized. Growth habit, climatic adaptation, ornamental value, maintenance and care of trees, shrubs, vines will be studied, with the focus on deciduous trees and fall flowering plants. (8 hours of lab to be scheduled on Saturdays which may include one or more field trips)

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Identify 150 plants with both botanical and common names, using flower, fruit, bark, leaves, size and growth habits

B. Select plants to use in specific landscape and garden situations
C. Apply research of local micro-climates to select appropriate landscape plants
D. Describe specific maintenance needs for selected plant species

Course Content:

Lab:

1. Field identification of plants studied
2. Propagation of plants studied
3. Practice relevant maintenance activities involved with managing plants studied

Lecture:

1. Botanical and common names of plants
2. Identification techniques and methods for identifying trees, shrubs, and other plants
3. Landscape and garden use based on plant characteristics and size
4. Climatic adaptation, temperature tolerances of selected plant species
5. Mature height, spread, and growth rate of selected plant species
6. Soil adaptation, water requirement, and fertilization requirement of selected plant species
7. Maintenance, care, and pruning of selected plant species
8. Propagation methods of selected plant species
9. Pests, diseases, and abiotic disorders common to selected plant species

Methods of Instruction:

1. Lecture
2. Field Trips - Visits gardens and landscaped areas to study mature plant specimens
3. Projects - Work with students to prepare a portfolio with ID information and photos, for the 150 plants covered by this course
4. Lab - Use plants in the Horticultural Yard and on campus to demonstrate plant identification techniques

Typical Assignments

A. Other:
   1. Field study and research to identify and study plants
   2. Develop plant reference material on each plant studied
   3. Organize into student study groups to go out into the field to review plants covered in class
   4. Prepare a portfolio of the 150 species covered during the course

Methods of Evaluating Student Progress

    A. Exams/Tests
        1. At least two per semester
    B. Quizzes
        1. bi-weekly quizzes
    C. Research Projects
        1. one per semester
    D. Field Trips
        1. At least one per semester. The class visits gardens that feature plants, which are being studied.
    E. Class Participation
        1. Weekly.
    F. Home Work
        1. At least one per semester, 150 plant identification profile sheets.
    G. Lab Activities
        1. Weekly. Observe plants on and off campus. Propagate plants.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Choose appropriate plants based on their climatic needs.
    B. Identify Fall landscape plants by their botanical and common names.
    C. Select the proper care and maintenance of landscape plants.

Textbooks (Typical):

OER:
    1. Gokhan Hacisalihoglu *From Growing to Biology: Plants.*, Florida State University, 2021. https://doi.org/10.33009/fsop_hacisalihoglu0421.

Textbook:
    1. Brian Capon *Botany for Gardeners: An Introduction to the Science of Plants.* 4th ed., Timber Press, 2022.

Other Learning Materials:
    1. Additional reading materials supplied by instructor..

Other Materials Required of Students

Other Materials Required of Students:

1. PPE such as face masks, gloves, and ear plugs will be supplied..
2. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. .
3. Access to internet is required, in order to use online resource material and information posted on Canvas..

Equity Based Curriculum

•Typical Texts
Address
OER texts supplied.
•Other Materials Required of Students
Address
PPE (ear plugs, gloves, safety glasses, masks) will be supplied to students.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000346165

CB03: TOP Code
010900 - Horticulture

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

Admin Outline for Horticulture 52
Spring Plant Material Identification
Effective: Fall 2026

Catalog Description:

HORT 52 - Spring Plant Material Identification
3.00 Units

Identification of landscape and garden plants will be categorized. Growth habit, climatic adaptation, ornamental value, maintenance and care of trees, shrubs, vines will be studied, with the focus on evergreen and spring flowering plants. 8 hours of lab to be scheduled on Saturdays, which may include one or more field trips.

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Identify 150 plants with both botanical and common names, using flower, fruit, bark, leaves, size and growth habits

    B.   Select plants to use in specific landscape and garden situations

    C.   Apply research of local micro-climates to select appropriate landscape plants

    D.   Describe specific maintenance needs for selected plant species

Course Content:

Lab:

1. Field identificaiton of plants studied
2. Propagation of plants studied
3. Practice relevant maintenance activities involved with managing plants studied

Lecture:

1. Botanical and common names of plants
2. Identification techniques and methods for identifying trees, shrubs, and other plants
3. Landscape and garden use based on plant characteristics and size
4. Climatic adaptation, temperature tolerances of selected plant species
5. Mature height, spread, and growth rate of selected plant species
6. Soil adaptation, water requirement, and fertilization requirement of selected plant species
7. Maintenance, care, and pruning of selected plant species
8. Propagation methods of selected plant species
9. Pests, diseases, and abiotic disorders common to selected plant species

Methods of Instruction:

1. Lecture -
2. Lab - Describe specific maintenance needs for selected plant species
3. Field Trips - Visit gardens and landscaped areas to study mature plant specimens
4. Projects - Work with students to prepare a portfolio with ID information and photos, for the 150 plants covered by this course

Typical Assignments

A. Other:
1. Weekly field study to identify and study plants
2. Develop plant reference material on each plant studied
3. Organize into student study groups to go out into the field to review plants covered in class
4. Prepare a portfolio of the 150 species covered during the course

Methods of Evaluating Student Progress

    A. Lab Activities
        1. Weekly. Observing plants on campus. Propagating plant materials
    B. Exams/Tests
        1. At least two per semester.
    C. Research Projects
        1. one project per semester
    D. Field Trips
        1. At least one per semester. Field trips to view plants that are being studied
    E. Class Participation
        1. Weekly
    F. Home Work
        1. At least one per semester, 150 plant identification profiles

Student Learning Outcomes

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

    A. Select the proper care and maintenance of landscape plants.
    B. Identify Spring landscape plants by their botanical and common names.
    C. Choose appropriate plants based on their climatic needs.

Textbooks (Typical):

OER:

1. Kathleen Reed and Devon Johnson *Virginia Cooperative Extension Gardener Handbook.*, Virginia Cooperative Extension, 2023. https://doi.org/10.21061/vcegardener..
2. Tom Michaels, Emily Hoover, Laura Irish *The Science of Plants.*, University of Minnesota Libraries Publishing, 2022. https://bio.libretexts.org/Bookshelves/Botany/The_Science_of_Plants_-_Understanding_Plants_and_How_They_Grow_(Michaels_et_al.).

Textbook:

1. Thomas J. Elpel *Botany in a Day: The Patterns Method of Plant Identification.*, Hops Press, 2013.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate sturdy footwear, and personal protective equipment, such as ear plugs,

gloves, and safety glassed must be worn during certain lab activities, such as motorized equipment operation. PPE such as face masks, gloves and ear protection will be supplied to students..

2. Access to internet is required, in order to use online resource material and blackboard..

Equity Based Curriculum

•Typical Texts
Address
Use of OER materials to increase accessibility and reduce costs.
•Other Materials Required of Students
Address
PPE such as face masks, gloves and ear protection will be supplied to students.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000373534

CB03: TOP Code
010900 - Horticulture

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Interior Design 5
Principles of Interior Design
Effective: Fall 2026

Catalog Description:

INTD 5 - Principles of Interior Design
3.00 Units

Elements and principles of design as they apply to interior design. Emphasis on the use of color and texture in the selection of home furnishings.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Demonstrate the application of the elements and principles of design – historical and current - to interior design problems;

    B. Explain how mood and personality affect the selection of colors, texture, and ornamentation;

C. Demonstrate presentation techniques for residential and commercial design;
D. Explain the effects of hue, value, and intensity as they relate to each other and the surroundings;
E. Demonstrate confidence in combining the materials of home furnishings into workable interior space;
F. Explain the relationships of shapes and forms to spatial relationships;
G. Combine objects, colors, textures to achieve a sense of harmony, variety, and unity within the lifespace of an interior;
H. Explain the place of programming and client satisfaction in a successful design practice;
I. Explain the application of colors, patterns, and textures as they relate to certain design periods.

Course Content:

Lab:

1. Evaluating Floor Plans
2. Drawing a single room floor plan
3. One room space planning
4. Rendering of a floor plan
5. Color/Mood Design Board
6. Measuring and calculating flooring

Lecture:

1. Fundamentals of Housing
2. Design
3. Color
4. Materials
5. Textiles
6. Furniture Styles & Construction
7. Walls
8. Floors
9. Ceilings and Roofs
10. Windows and Doors
11. Stairs and Halls
12. Lighting, Electrical and Plumbing Systems
13. Climate Control, Fireplaces, and Stoves
14. Energy and Water Conservation
15. Designing for Health and Safety
16. Remodeling

17. Presenting Housing Ideas
18. Careers in Housing

Methods of Instruction:

1. Classroom Activity -
2. Lab
3. Research - paper
4. Guest Lecturers
5. Lecture - Lectures based on the text and current industry standards and practices
6. Projects - Skill-building exercises and projects
7. Readings from the text and other industry sources

Typical Assignments

A. Laboratory:
1. Spatial Relationship with Line and Shape - to demonstrate an understanding of different ways to express activity with the use of lines and shapes
2. Value - to obtain an understanding of the effects of mixing pigments as they might be used in the practice of interior design
3. Two Color Harmonies/Schemes - to express an understanding of different types of color harmonies as they might be used in the practice of interior design
4. Working with your client's existing recliner chair - to demonstrate an understanding of how to use a client's existing fabric pattern to create a whole new room of furniture
5. Group Color Board – to demonstrate an understanding of how to work with others to present to a group of clients some kind of room
6. Window Treatments - to describe how to create a window treatment

B. Project:
1. Color Schemes/Textures - to build on Value/Texture by adding the use of color in a specific scheme
2. Identifying wood types - to demonstrate an understanding of different types of wood and wood species as well as how they respond to stain
3. Identifying fabric types - to identify different types of fabrics by name and category

4. Color Scheme/Pattern/Texture/Profile - to create a color board using a client profile
5. Two Complete Rooms for a Client - to demonstrate the ability to design two different rooms

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Every 4 weeks, there are exams on Canvas.
B. Oral Presentation
   1. 2 - 4 a semester
C. Projects
   1. 5 larger projects
D. Field Trips
   1. 1 - 2 Field Trips
E. Group Projects
   1. One per semester
F. Class Participation
   1. Weekly
G. Class Work
   1. Weekly
H. Home Work
   1. Weekly
I. Lab Activities
   1. Weekly

Student Learning Outcomes

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

A. Use a tape measure and an architectural scale to measure and draft a simple one room floor plan.
B. Gather information to develop a board of wood species and stain colors to present to the client.
C. Demonstrate how to measure for flooring products and present the materials, pricing and flooring diagram to the client.
D. Apply colors, patterns and textures in room design and professionally present the 2 rooms to clients using the principles of design.

Textbooks (Typical):

Textbook:

1. Susan J. Slotkis *Foundation of Interior Design.* 1st Edition ed., Bloomsbury Academic , 2017.
2. Evelyn L Lewis, Carolyn Turner Smith *Housing and Interior Design.* 11th Edition ed., Goodheart-Willcox Publisher, 2016.
3. Thomas Jayne *Classical Principles for Modern Design:.* 2017 ed., The Monacelli Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Some basic Drafting equipment.
2. Other supplies as listed in the syllabus.

Equity Based Curriculum

•Methods of Evaluation
Address
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including exams, projects, and presentations.

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
We offer this course as a Hybrid with opportunities for students to be online or in person.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **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: Five times 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: Five times per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Five times 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: Five times per semester.
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Five 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: Five times per semester.
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Five times per semester.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Five Tests, Final Exam.
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Two per semester (Virtual or In person).
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Five per semester.
•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: Minimum two times per semester.
•**Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: Three times per semester.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000350700

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

LAS POSITAS

COLLEGE

Admin Outline for Interior Design 10
Introduction to Textiles
Effective: Fall 2026

Catalog Description:

INTD 10 - Introduction to Textiles
3.00 Units
The textile industry and its effects on the apparel and home furnishings markets. Fiber identification, yarn and fabric construction, and decoration. Emphasis on consumer information, fabric performance, care and labeling, and legal responsibilities of the industry.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Identify specific fiber characteristics, structure, and properties
- B. Review the expected performance of natural and synthetic fibers and their properties and the necessity of labeling;
- C. Assess the use and care of fabric finishes
- D. Identify new developments and the ensuing effects on textiles for interior and

outdoor use
E. Learn the importance of warp and weft in textile weave design
F. Identify laminated and bonded fabrics
G. Recognize fabric weaves and other construction
H. Evaluate how designs are applied through dyeing and printing
I. Identify the important textile resources and the roles they play in the overall textile manufacturing process and merchandising

Course Content:

1. Textile fibers
    1. Identification through solubility and burning test and microscopic examination of fibers
    2. Basic concepts in methods of producing man-made fibers
    3. Synthetic fiber classifications
    4. Natural fiber classifications
2. Yarn construction
    1. Simple
    2. Complex
    3. Novelty yarns
3. Fabric construction
    1. Woven
    2. Recognition of basic and complex constructions
        1. Warp
        2. Weft
    3. Knits
    4. Minor fabric constructions
        1. Bonded
        2. Laminated
        3. Malimo
4. Fabric finishes
    1. Soil and shrink resistance
    2. Environmental and biological resistance
    3. Routine finishes
5. Applied surface design treatments
    1. Embossed
    2. Embroidered
    3. Flocked
    4. Glued
    5. Glazed

6. Lacquered
7. Pleated
8. Quilted
9. Moired
10. Puckered
11. Crinkled

6. Fabric dyeing and printing
   1. Processes
      1. Fiber
      2. Yarn
      3. Fabric dyeing
   2. Textile printing
      1. Roller
      2. Silk screen
      3. Heat transfer
   3. Design trends

7. Fabric performance - common problems encountered by consumers
   1. Serviceability
   2. Recommended care and wearability standards
   3. Types of damage and responsibility
   4. Permanent care problems
   5. Care labeling

8. Legal constraints on textile manufacturers
   1. Flammability Act and its affect on manufacturers
   2. Toxicity problems and quality control
   3. Environmental concerns

9. Fabric resources and the marketing of fabrics to the design industry

10. International Fabricare Institute
    1. Service to the drycleaning industry
    2. Review publication on common problems in textile use

11. Update on technology and fabric trends

Methods of Instruction:

1. Lecture - Covers material and content of textiles.
2. Discussion - In class regarding fabric content
3. Field Trips - To fabric showrooms in person or virtual
4. Classroom Activity - Collection of fabric samples

Typical Assignments

A. Project:
    1. Create on graph paper the 5 different basic weave patterns used in textile
    2. Select two different printed patterns and describe them in terms of the design elements and their weave and type of texture.
    3. Design a drapery window treatment calculating the measurements, specifications and pricing. Present the rendered treatment in a setting of complementary furnishings.
    4. Develop a room scheme with all the textiles to be coordinated. List the specifications, including pricing of all textiles. Present on a board or in a spec binder.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 3 - 4 in the semester
B. Projects
    1. 3 - 4 in the semester
C. Field Trips
    1. 1 - 2 per semester
D. Class Participation
    1. Weekly
E. Home Work
    1. Weekly
F. Oral Presentation
    1. 1 - 2 in the semester

Student Learning Outcomes

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

A. have learned what a trade showroom is, how to set up an account and utilize a showroom for material selections.
B. have an understanding of how to work with clients to respond to their individual needs and requests beginning with a client profile.
C. Present a completed textile design that demonstrate an ability to search out unique and satisfying solutions and obtain the correct calculations for their design for individualized client goals within a budget.
D. have an understanding about wear and use of textiles and the benefits of

Performances textiles in order to advise clients appropriately.

Textbooks (Typical):

Textbook:
1. Sara J. Kadolph, Sara B. Marcketti *Textiles.* 12th ed., Pearson, 2017.
2. Frank Koe *Fabric for the Designed Interior*. 2nd ed., Fairchild, 2017.
3. Deborah Scheneiderman, Alexa Griffith-Winton *Textile Technology and Design-From Interiorspace to Outer Space.* 1st ed., Bloomsbury Academics, 2016.

Equity Based Curriculum

•Assignments
Address
In our textiles course, we are committed to fostering an inclusive and equitable learning environment that supports the diverse backgrounds and experiences of all students. We recognize that access to technology, resources, and prior knowledge can vary significantly among learners. Assignments will be diverse in nature including written assignments, visual drawings, and oral presentations.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
To give the opportunity for all students to take this course remotely or in person.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our supervisor, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities
- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc.

accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

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

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

DE Course Interaction

Instructor-Student Interaction

- **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: Four times 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: Four times per semester.
- **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: 5 times a 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: 4 times 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: Once per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 4 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: Four times per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four Quizzes, Final Exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
- **Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Two per semester (Virtual or In person).
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Four per semester.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: 1 - 2 in the semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000378089

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

LAS POSITAS COLLEGE

Admin Outline for Interior Design 15
Drafting for Interior Design
Effective: Fall 2026

Catalog Description:

INTD 15 - Drafting for Interior Design
3.00 Units

Provides a working knowledge of tools and techniques for interior architectural drafting. emphasis on lettering, dimensioning floor plans, elevation and sections. Also, covers procedures for developing finished presentational drawings and boards.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Use drafting tools and materials to draw plans
    B. Employ common drafting techniques
    C. Read drafted plans

D. Use selected reproduction methods and standards in drafting
E. Follow a simple initial design process
F. Produce basic preliminary documents
G. Produce basic final client drawings
H. Complete a simple design project

Course Content:

Lab:

1. Drafting techniques
    1. lettering
    2. scale drawing
    3. dimensioning
    4. use of standard design templates
2. Design plans
    1. plot plans
    2. site plans
    3. roof and ceiling plans
    4. floor plans
    5. interior and exterior elevations
3. Reproduction methods and other drawing standards
    1. photocopy prints
    2. orthographic projections
    3. axonometric projections
    4. perspectives
4. Simple initial design documents
    1. survey of existing conditions
    2. contract documents
    3. initial conceptual and preliminary design drawings
    4. initial detail drawings
    5. suggested construction methods

Lecture:

1. Drawing tools and materials
    1. architect's scale
    2. triangles
    3. drafting pencils and erasers
    4. vellum, sketching paper, 1/4" graph paper
2. Simple preliminary design documents
    1. preliminary floor plans

2. preliminary exterior and interior elevations
3. preliminary roof and ceiling plans
3. Simple final client drawings
    1. final development plans
    2. final floor plans
    3. final reflected roof and ceiling plans
    4. final exterior and interior elevations
    5. final details
4. Project completion
    1. review and final revision
    2. final project review and presentation
    3. final documents

Methods of Instruction:

1. Lab - Hand drafting of floor plans and drafting symbols are done.
2. Field Trips - to an architectural office or drafting reproduction studio
3. Lecture - Lectures based on the text and instructor experience
4. Projects - Skill-building exercises and projects
5. Readings from text and other sources
6. Videos

Typical Assignments

A. Project:
    1. Exercises and Projects
        1. Lettering Exercises
        2. Measuring and use of a scale
        3. Learning about schedules
        4. Drawing walls and windows
        5. Drawing a simple room
        6. Drawing a floor plan to scale
        7. Drawing an interior elevation
        8. Drawing an exterior elevation
        9. Drawing a roof plan
        10. Drawing detail sketches (cabinets, stairs, etc.)
        11. Reproducing final plans

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Once a month
B. Projects
    1. 4 projects per semester
C. Class Work
    1. Weekly exercises
D. Home Work
    1. Weekly
E. Lab Activities
    1. Weekly
F. Oral Presentation
    1. 2 times in the semester
G. Field Trips
    1. Possibly one per semester
H. Group Projects
    1. One per semester
I. Class Participation
    1. Weekly in person or on line.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Design a floor plan based on conceptual bubble diagrams.
B. Render drawings, calculate scale sizes of an elevation drawing.
C. Measure, calculate and draw a room using standard drafting procedures.

Textbooks (Typical):

Textbook:
1. Maureen Mitton, Courtney Nystuen *Residential Interior Design*. 4th ed., Wiley, 2021.
2. Roberto J. Rengel *The Interior Plan*. 3rd ed., Fairchild, 2022.
3. Lydia Sloan Cline *Architectural Drafting for Interior Designers*. 3rd ed., Bloomsbury, 2021.
4. Rosemary Kilmer, W. Otie Kilmer *Construction Drawings and Details for Interiors*. 4th ed., Wiley, 2021.

Other Materials Required of Students

Other Materials Required of Students:
1. Basic drafting equipment: minimum 18 x 24 drafting board, #7, #5 drafting pencils,

Architect's scale, tracing paper, vellum, drafting eraser, 1/4" graph paper.

2. Other presentation supplies as needed.

Equity Based Curriculum

•Methods of Instruction

Address

We emphasize the importance of collaborative learning, encouraging students to share their unique perspectives and experiences. By integrating diverse teaching strategies, including hands-on projects, group discussions, and individualized feedback, we aim to accommodate different learning styles and promote equity in student achievement.

DE Proposal

Delivery Methods

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

Rationale for DE

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

In order to caption students locally and International students, we offer the flexibility of the Hyflex model to also engage students from all over.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **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: Four times 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: Four times per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: 4 times 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: Once per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency: 4 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:** Four times per semester.

Group work: *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once per semester.
•**Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four Quizzes, Midterm, Final Exam.
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Four times per semester.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Two per semester (Virtual or In person).
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Four per semester.
•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: Once per semester.
•**Other:**
Frequency: Once per semester.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000589140

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
   Y.   Not Applicable

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

Admin Outline for Interior Design 20
History of Interiors/Furnishings
Effective: Fall 2026

Catalog Description:

INTD 20 - History of Interiors/Furnishings
3.00 Units

A survey of the history of interiors and furnishings from Egyptian period to the present. Emphasis on furniture styles and ornamentation.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Identify interiors and furnishings by periods and styles
- B. Define and use interior design historical terminology and descriptors
- C. Recognize and date styles, and major art monuments as related to furnishings;
- D. Describe typical ornamentation of the major, historical art movements as reflected in interiors and furnishings
- E. Explain the relationships between European and American furniture designs from

historical periods
F. Identify major modern interior and furniture designers
G. Identify regional American styles
H. Explain technological developments and materials and their use in home furnishings
I. Identify traditional (historical) and modern influences in today's home furnishings market
J. Analyze periods and styles of design

Course Content:

A survey of the history of interiors and furnishings from the following historical periods with all emphasis on furniture styles and ornamentation in each:

1. Ancient World
    1. Design before History
    2. Egyptian Design
    3. Near Eastern Design
2. Classical World
    1. Greek Design
    2. Roman Design
3. Middle Ages
    1. Early Christian and Byzantine Design
    2. Romanesque and Norman Design
    3. Gothic Design
    4. Islamic Design
4. The East
    1. Indian Design
    2. Chinese Design
    3. Japanese Design
5. The Renaissance
    1. Italian Design
    2. Spanish Design
    3. French Design
    4. English Design
6. The New World
    1. Pre-Columbian American Design
    2. European influence in North America
7. The Modern World
    1. Nineteenth Century Design
    2. Twentieth Century Design

      3.   Twenty First Century Design

Methods of Instruction:

1. Projects
2. Guest Lecturers
3. Discussion - to historical sites or design studios
4. Lecture - Lectures based on the text and additional resources
5. Readings from text and other sources
6. Videos

Typical Assignments

A. Project:
    1. Site Report
        1. Report to the class (with illustrations) on a Bay Area Historic Site by visiting, and doing research.
    2. Interior Designer Report
        1. Prepare a research report to share with the class on a designer with examples of work and background information about the designer
    3. Design Period Report
        1. Research origins, themes, times, economies and development of a period or style that you can see currently and describe it in a 10-page paper.
        2. Along with a presentation, show furniture, fabric, color, accessories, and examples on a board to share in class.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Once a month
B. Oral Presentation
    1. Once per semester
C. Projects
    1. 2 - 3 per semester
D. Home Work
    1. Weekly
E. Research Projects

          1. Once per semester
   F.   Papers
          1. Once per semester
   G.   Field Trips
          1. One to 2 possible
   H.   Group Projects
          1. One per semester
    I.   Class Participation
          1. Weekly
    J.   Class Work
          1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A.   Have knowledgeable about the various styles of Interior furnishings and Periods
    B.   Show how to select appropriate furniture for a space from a specific time period.
    C.   Create a project that reflects the furniture style of a particular time period.

Textbooks (Typical):

Textbook:
    1.   John Pile *History of Interior Design*. 5th ed., Wiley, 2023.
    2.   Jeannie Ireland *History of Interior Design*. 2nd ed., Fairchild, 2018.

Other Materials Required of Students

 Other Materials Required of Students:
    1.   Supplies as needed for individual projects.

Equity Based Curriculum

   •Methods of Instruction
   Address
   In our History course, we are committed to fostering an inclusive and equitable learning environment that supports the diverse backgrounds and experiences of all students. We recognize that access to technology, resources, and prior knowledge can vary significantly among learners.

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

Explain how the decision was made to offer this course in a Distance Education mode.
We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.
Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are*

accessing and comprehending course material and are participating regularly in course activities.
Frequency: Weekly on Canvas

•**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 on projects, exercises and discussions, etc.

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly reminders and updates.

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Once a month when in the classroom.

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, open discussion board is always active.

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Once a semester

•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Monthly via peer review.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Monthly regarding a topic related to the class.

•**Written papers:** *Papers will be written on various topics.*
Frequency: Once a semester

•**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
Frequency: Once a semester.

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Once a month or more.

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
•**Frequency:** Weekly

Video: *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 2 - 3 times a semester
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 - 3 a semester
•**Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least once per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000371255

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

      Y.   Not Applicable

CB26: Course Support Course Status

N – Course is not a support course

LAS POSITAS
C O L L E G E

Admin Outline for Interior Design 25
Materials and Resources
Effective: Fall 2026

Catalog Description:

INTD 25 - Materials and Resources
3.00 Units
Survey of residential and commercial interior furnishings with attention to product knowledge of furniture, textiles, ceramics, glass, metals, plastics and composite materials. Skills needed to perform related activities.
Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
    A. Analyze interior designs by measuring and pricing out materials
    B. Show an understanding of trends in the design and manufacture of furnishings and accessories for residential and commercial interiors;
    C. Articulate the nature of the materials used in the production of furnishings made of wood, textiles, glass, ceramics, metal, plastics, fabrics and composite materials;

D. Identify resources and suppliers, and their business practices;
E. Assess current trends in materials and their uses in residential and commercial interiors;
F. Interpret the laws governing the use of textile and other materials in commercial building
G. Apply accurate measurements for window and floor coverings, and upholstery
H. Assess quality materials and construction techniques for furnishings;
I. Evaluate existing commercial and residential lighting installations.

Course Content:

1. Environmental Concerns
2. Paints and Finishes
3. Carpet
    1. Construction methods
    2. Dyeing
4. Floors
    1. Type of Woods
    2. Ceramic Tile
    3. Natural Stone
    4. Vinyl
5. Walls
    1. Wallpaper and wallcovering
    2. Plywood paneling
6. Ceilings
7. Other Components
    1. Mouldings
    2. Doors
    3. Door Hardware
8. Cabinet Construction
9. Kitchens
    1. Floor plans
    2. Kitchen Appliances
    3. Cabinets
    4. Counter Materials
    5. Floors
    6. Walls
10. Bathrooms
    1. Floors
    2. Walls

3. Bathtubs
4. Showers
5. Faucets
6. Lavatories
7. Toilets
8. Countertops
9. Public Restrooms

Methods of Instruction:

1. Lecture - based on the text and current industry standards and practices
2. Projects - 3-4 projects based on materials and specifications sheets.
3. Guest Lecturers - Either in the classroom or via Zoom
4. Field Trips - to various outlets and showrooms montly
5. Student Presentations - One at the end.
6. Reading text and other industry sources

Typical Assignments

A. Project:
   1. Create a Specification Sheet based on each room in your home.
   2. Create a Specification Sheet for each room in a model home.
   3. Research project materials and start estimating costs for each room in your home or a model.
   4. Complete a Color Board with final design and prices for your home or a model.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Once a month
B. Oral Presentation
   1. Once during the semester
C. Projects
   1. Total of 4 projects
D. Field Trips
   1. Every few weeks
E. Class Participation
   1. Weekly
F. Class Work

1. Weekly
G. Home Work
1. Weekly
H. Research Projects
1. 3 times a semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Analyze current uses of materials and locate resources in home application.
B. Demonstrate presentation skills using a color board materials and citing resources for the "perfect" home.
C. Identify materials in residential homes and call out the product type, size, and resource.

Textbooks (Typical):

Textbook:
1. Lisa Godsey *Interior Design Materials and Specifications*. 4th ed., Bloomsbury Academic, 2021.

Other Materials Required of Students

Other Materials Required of Students:
1. Basic Drafting equipment.
2. Other supplies as listed in the syllabus.

Equity Based Curriculum

•Methods of Instruction
Address
We emphasize the importance of collaborative learning, encouraging students to share their unique perspectives and experiences. By integrating diverse teaching strategies, including hands-on projects, group discussions, and individualized feedback, we aim to accommodate different learning styles and promote equity in student achievement.

DE Proposal

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

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our dean, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **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 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: Four times per semester.
•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: Weekly.
•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: Weekly.

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum once per semester.
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Once per semester.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum once per semester.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four Quizzes, Final Exam.
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Minimum four per semester (Virtual or In person).
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Four per semester.
•**Other:**
Frequency: Once per semester.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000589145

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y. Not Applicable

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

Admin Outline for Interior Design 40
Computer Aided Design
Effective: Fall 2026

Catalog Description:

INTD 40 - Computer Aided Design
3.00 Units

(See also HORT 73)

Introduction to basic techniques in computer aided design for interior and exterior design, with emphasis on user terminology and hands-on learning. How to set up drawings, dimensioning systems appropriate to architecture. Floor plans, landscapes, details, drawings and other techniques using the computer. Students may receive credit for INTD 40 or HORT 73, but not both.

Course Grading: Optional

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

Discipline:

Interior Design, or Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Apply CAD operations and procedures
B. Use drawing tools
C. Modify objects
D. Use properties components
E. Demonstrate the use of duplication and reflection.
F. Demonstrate the imposition of text on drawings
G. Create dimensions
H. Create layering
I. Demonstrate the use of 3d rendering
J. Move a project from sketch to plot
K. Print working drawings along with details.

Course Content:

Lab:

1. 3D perspectives
   1. 3D modes
   2. Rendering
   3. Fly around
   4. Printing of perspectives

Lecture:

1. Basic CAD operations and procedures
   1. Starting CAD
   2. Toolbars
   3. Use of functions
   4. Model space and paper space
   5. Zoom
   6. Snap/object snap
   7. Specifying coordinates
   8. Line tool
   9. Saving and closing files
   10. Opening files
2. Drawing tools
   1. The draw menu
   2. Construction lines
   3. Walls
   4. Ceilings
   5. Floors
   6. Roof

       7. Landscape
       8. Selecting and editing objects
3. Modifying objects
       1. The modify toolbar
       2. Erase
       3. Copy
       4. Mirror
       5. Offset
       6. Move
       7. Rotate
       8. Scale
       9. Stretch
       10. Break
       11. Explode
       12. Colors
       13. Materials
       14. Cutting
       15. Surfaces
4. Text
       1. Text on drawings
       2. Text on Title Blocks
5. Dimensions
       1. Adding dimensions
       2. Line weights
       3. Dimension style
6. Layers
       1. Creating layers
       2. Layer filters
       3. Objects and layers

Methods of Instruction:

1. Lecture - During lecture, the instructor does step by step instructions on completing the construction.
2. Demonstration - Demonstrate the way to construct the project.
3. Field Trips - Visit an Architectural Firm to view CAD drawings.
4. Audio-visual Activity - Zoom recordings with shared screen to show how to construction the drawings.

5. Classroom Activity
6. Critique - Analysis/critique of individual exercises and projects
7. Lab - Hands-on activities in computer laboratory
8. Individual consultation

Typical Assignments

A. Project:
1. Projects using CAD
    1. Draw a simple floor plan or landscape
    2. Draw a floor plan or landscape from measurements or follow along with creating a new scaled floor plan or landscape
    3. Do take off drawings; elevations, sections & perspective
    4. Do detailed drawings
    5. Draw a roof plan
    6. Edit materials
    7. Draw furniture layout
    8. Presentation of final finished design using color, print out, etc

Methods of Evaluating Student Progress

A. Projects
    1. Weekly exercises and assignments/projects, about 15 in total
B. Field Trips
    1. Once per semester
C. Class Participation
    1. Weekly
D. Class Work
    1. Weekly
E. Home Work
    1. Weekly
F. Lab Activities
    1. Daily
G. Oral Presentation
    1. One finished design project with class presentation

Student Learning Outcomes

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

      A. Execute a conception plan into the computer program from drawings to full plans, including 3D visual prints and animation.
      B. Use dimensions and measuring to achieve scales on computerized floor plans.
      C. Successfully print full size scaled drawings as completed set of plans.

Textbooks (Typical):

Textbook:

      1. Gerardus Blokdyk *Chief Architect A Complete Guide.* 2019 ed., 5STARCooks, 2021.
      2. Terry Munson *Residential Design Using Chief Architect X5.*, Unknown, 2020.

Other Materials Required of Students

Other Materials Required of Students:

      1. A computer (during studio time and outside) .
      2. Print card and Flash Drive.

Equity Based Curriculum

•Methods of Evaluation
Address
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including group work, projects, and presentations.

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
We offer this as a Hybrid course to offer those who are DE learners and those that want to come into the classroom.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our dean, and after hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
  Frequency: Daily response to 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: Minimum 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: 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 is offered, unless Emergency DE

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: Minimum once 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: Four times per semester.
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Minimum once per semester.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Minimum once per semester.
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 20 per semester (for each project).
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Minimum once per semester.
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 20 short projects and 1 final project.
•**Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: Once per semester.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000507810

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
C - Clearly Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

Admin Outline for Interior Design 47
Professional Practices
Effective: Fall 2026

Catalog Description:

INTD 47 - Professional Practices
3.00 Units

Interior design practices including business and marketing aspects, wholesale resource development, design presentation and career preparation, contractual obligations.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Define the basic business skills required of an interior designer, including accounting, billing fees and compensation;
- B. Analyze and develop contracts and legal responsibilities;
- C. Develop the concept of a total design project and the designer's responsibilities to their client;
- D. Calculate and compare the varying compensation methods;

E. Develop communication skills that emphasize importance of public relations and publicity as ways for building a clientele;
F. Discover networking opportunities and ways to market the designer's sales skills and business;
G. Create furniture layouts and present their ideas to a client;
H. Explain estimating and costing of small jobs as well as large jobs.

Course Content:

1. Interior Design as a Profession
2. Professional Advancement
3. Ethics and Professional conduct
4. Legal responsibilities
5. Interior Designers Work Space
6. Project Compensation and Design Fees
7. Preparing Design Contracts and Documents
8. Product Pricing
9. Selling of goods and services
10. Project Management and administration
11. Interior Design Practices and Business Plans
12. Business formations and Employee Management
13. Marketing, Advertising and Presentations
14. Money Management
15. Careers and Goals

Methods of Instruction:

1. Lecture - Weekly based on course content via video and powerpoint slides.
2. Guest Lecturers - Via video/zoom or in person
3. Field Trips - 1 - 3 a semester
4. Discussion - Discussion on job listings

Typical Assignments

A. Project:
   1. Interview of a design professional and a 3 page write up on the questions and answers along with an analysis of their design business.
   2. Business plan including type, name and marketing material about their business.

3. Completion of business forms including a contract and service fee sheet as well as all correspondence forms.
4. Final project includes a design board of their business complete with marketing plan, logo and company location and building design.

Methods of Evaluating Student Progress

A. Oral Presentation
   1. Final project/portfolio will be an oral presentation to the class.
B. Projects
   1. Choice of a project or portfolio
C. Exams/Tests
   1. Monthly
D. Research Projects
   1. 2 times a semester
E. Field Trips
   1. 1 - 3 a semester, in-person, zoom or via video
F. Class Participation
   1. Weekly
G. Class Work
   1. Weekly
H. Home Work
   1. Weekly
I. Portfolios
   1. Choice of a portfolio as their final project.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Create a strategic proposal for operating a business or applying for a job.
B. Have knowledge of methods of compensation, marketing, public relations, and advertising included in a business plan.
C. Have the opportunity to engage with a designer to learn more about the business of Interior Design.

Textbooks (Typical):

Textbook:
1. Stephanie A. Clemons *Interiors: Design, Process, and Practice* . 2nd ed., Goodheart,

2019.
2. Christine Piotrowski *Professional Practices for Interior Designers.* 6th ed., Wiley, 2020.
3. Diane Leone *How To Open & Operate A Financially Successful Interior Design Business.* 1st ed., Atlantic, 2021.

Other Materials Required of Students

Other Materials Required of Students:
1. Use of a computer.

Equity Based Curriculum

•DE Course Interaction
Address
The course will foster an environment of collaboration where students can share their experiences and perspectives, facilitating peer-to-peer learning and encouraging diverse viewpoints.
•Methods of Evaluation
Address
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including exams, portfolios, projects, and presentations.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
Offering HyFlex classes provides a valuable opportunity for international students to attend in person while allowing non-local students the flexibility to participate remotely. This format enhances accessibility for all learners, accommodating varying schedules and learning preferences. Additionally, it expands the market reach by attracting students from outside the local area, promoting a diverse learning community and fostering global connections within the classroom. By combining in-person and online learning experiences, HyFlex classes ensure that every student has the opportunity to thrive academically, regardless of their geographic location.
Accessibility all materials must be accessible to students with disabilities
- Closed captioning for videos.

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: Four times 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: Four times per semester.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: Weekly.

Student-Student Interaction

Class discussion board: *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 4 times 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: Once per semester.
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 4 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: Four times per semester.
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once per semester.
•**Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester.
•**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
Frequency: Once per semester.
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Four Quizzes, Midterm, Final Exam.
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly.
•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Four times per semester.
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: Two per semester (Virtual or In person).
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: Four per semester.
•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: Once per semester.
•**Other:**
Frequency: Once per semester.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000367783

CB03: TOP Code
130200 - Interior Design and Merchandising

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
B - Transferable to CSU only.

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
B - Advanced Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

Admin Outline for Kinesiology 18A
Athletic Training Practicum 1
Effective: Fall 2026

Catalog Description:

KIN 18A - Athletic Training Practicum 1
1.00 Units

Designed to provide clinical experience for students interested in sports-related injury care and prevention. Organization of a clinical facility and management of game day operations. Experiences will include taping for prevention of injury, use of modalities for the treatment and/or rehabilitation of injuries, stretching techniques, identify and manage emergency situations

Prerequisite: KIN 17 with a minimum grade of C May be taken concurrently

Course Grading: Letter Grade Only

Lab Hours	54
Inside of Class Hours	54

Discipline:

Athletic Training

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Assist in the daily maintenance and operations of the athletic training room
- B. Illustrate the ability to properly evaluate and identify an athletic injury
- C. Apply basic first aid and acute care techniques
- D. Identify a medical emergency and efficiently facilitate 911

E. Apply knowledge of the EMS
F. Apply appropriate prophylactic taping and wrapping for injury prevention and/or support
G. Demonstrate techniques in passive stretching to gain range of motion and/or flexibility
H. Operate therapeutic modalities in the safe and appropriate manner
I. Organize and facilitate proper game field/court set up and take down

Course Content:

1. Training room policies and procedure
   1. Dress code
   2. Clinical decorum and professionalism
   3. Scope of practice
   4. Data entry and Record Keeping
   5. Maintenance and Cleaning
   6. Daily/weekly/monthly cleaning schedules
   7. Maintain a tidy and organized clinical workspace
   8. HIPAA and OSHA Compliance
2. Evaluation procedures
   1. Use of HIPS/HOPS
   2. Documentation and SOAP charting
3. Acute injury care
   1. First Aid/Wound Care
   2. Maintaining a sterile environment
   3. Proper disposal of contaminated dressings
   4. Splinting and Wrapping
   5. Practical Experience
4. Emergency care of injured athlete
   1. Identify a medical emergency and facilitate 911
   2. Emergency action plan
   3. Athlete management in an emergency situation
   4. Utilizing staff and crowd control
5. Taping
   1. Appropriate application incorporating all components of a tape job
   2. Provide stability while being functional
   3. Practical experience
6. Stretching techniques
   1. Demonstration
   2. Proper hand placement

3. Apply appropriate pressure to achieve goal (ROM, flexibility, reduce hypertonicity)
4. Practical experience

7. Modalities
    1. Appropriate application
    2. Choose proper settings
    3. Contraindications

8. Pre/post game operations
    1. Pre game set up
    2. Identify and eliminate potential hazards
    3. Playing surface is uncompromised
    4. Consider Environmental Conditions
    5. Heat/Cold
    6. Lightning safety
    7. Altitude
    8. Post game take down

Methods of Instruction:

1. Lab - Organization and management of the clinic
2. Research - Research evidence based articles on rehabilitation
3. Observation - Injury intake
4. Demonstration - Taping techniques Passive stretching
5. The instructor will acknowledge and adjust their teaching methods in order to accommodate the needs of all students in the class.

Typical Assignments

A. Laboratory:
   Skill Demonstrations. All skill-based and physical demonstrations used for assessment purposes including skill performance exams

B. Reading:
   Assessment tools that demonstrate understanding of material and/or require students to select, organize and explain ideas in writing.

C. Other:
   Includes any assessment tools that do not logically fit into the above categories.

Methods of Evaluating Student Progress

A. Lab Activities
   1. minimum of 5 per semester
B. Skill Demonstration: the student will perform and be evaluated by the supervising clinician. The following will be considered: proper hand placement, pressure and movement throughout the task. Upon completion, the clinician will determine whether the student is capable of performing the skill on athletes in a safe and effective manner. Minimum of 5 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Demonstrate techniques in passive stretching.
B. Apply first aid and acute care for wounds and injuries.
C. Demonstrate appropriate taping techniques for joint stability and injury prevention.
D. Complete an injury evaluation.

Textbooks (Typical):

Textbook:
1. Lorin A. Cartwright, Kimberly Peer *Fundamentals of Athletic Training and Sports Medicine-5th Edition.* 5th ed., Human Kinetics, 2025.
2. William E Prentice *Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice.* 17 ed., Mc Graw Hill, 2022.
3. David Perri *Athletic Taping and Bracing.* 3rd ed., MA, 2016.
4. Daniel Arnheim, William Prentice *Essentials of Athletic Injury Management.* 10th ed., McGraw Hill , 2016.
5. Chad Starkey, Sara Brown *Examination of Orthopedic & Athletic Injuries.* 4th ed., Human Kinetics, 2015.

Equity Based Curriculum

•Methods of Instruction
Address
The instructor will acknowledge and adjust their teaching methods in order to accommodate the needs of all students in the class.

DE Proposal

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

- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.
This course should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made to make this course DE to again support the student in achieving their academic goals. KIN 18A is an introductory level practical course and part of a certificate program that assists students in obtaining employment upon the completion of the certificate. By offering this course online, it will give the student the opportunity to continue to work toward this goal without the hinderance of a schedule or in an emergency situation.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all*

discussions.
 Frequency: Minimum four 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: Minimum three per semester
 •**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
 Frequency: Minimum five per semester

Requisite Skills

 Before entering this course, it is required that a student be able to:
  A. KIN 17
   1. Analysis of the nature of injury
   2. Demonstrate proper injury prevention techniques
   3. Differentiate the skills necessary to tape or brace an athletic injury
   4. Evaluate effective communication strategies with the sports medicine department
   5. Design general organization and administration of a sports medicine facility

Student-Student Interaction

 •**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
 Frequency: Minimum four 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 group project

Student-Content Interaction

 •**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
 Frequency: Minimum four per semester
 •**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
 Frequency: Minimum four per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584329

CB03: TOP Code
122800 - Athletic Training and Sports Medicine

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.

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

Admin Outline for Music 1
Introduction to Music
Effective: Fall 2026

Catalog Description:

MUS 1 - Introduction to Music
3.00 Units

Music for enjoyment and understanding through informed listening, analysis, evaluation and discernment of musical elements, forms, and repertoire. Live concert attendance may be required.

Course Grading: Optional

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

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Apply the basic vocabulary of musical discourse
- B. Outline the broad history of music in the Western European and American traditions, both sacred and secular
- C. Recognize the differing styles of music from the Middle Ages, Renaissance, Baroque, Classic, Romantic and 20th Century eras
- D. Recognize the basic forms of music, such as symphony, sonata, opera, or concerto

E. Distinguish the differences between a variety of musical textures and instrumentations
F. Make choices as to what music to listen to or what concerts to attend based on knowledge of style and content of music
G. Analyze music, whether familiar or unfamiliar using appropriate practices and techniques
H. Compare and contrast music from a variety of periods, forms, and functions

Course Content:

1. The elements and materials of music
    1. Pitch
    2. Rhythm – music in time
        1. Meter
        2. Tempo
        3. Organization of patterns
    3. Melody – musical line
        1. Characteristics
        2. Nature
        3. Structure
    4. Timbre – quality of sound
    5. Texture
        1. Monophonic
        2. Polyphonic
        3. Homophonic
        4. Contrapuntal devices
    6. Form – structure
        1. Two part – binary
        2. Three part – ternary
        3. building blocks of form
    7. Harmony
        1. Function
        2. Organization
        3. Consonance and dissonance
        4. The major-minor system
    8. Medium
        1. Vocal ensembles
        2. Instrumental ensembles
2. Music of the Middle Ages
    1. Culture of the Middle Ages

1. Medieval monastery and convent
2. Influences on the early Christian church
3. Hildegard of Bingen and medieval religious drama
4. Pope Gregory and the organization of chant
2. Sacred music and Religious Drama
   1. Chant
   2. Mass
   3. Motet
3. Secular music of the Middle Ages
   1. Minstrels and the trouvere tradition
   2. Dances
   1. Secular motet
   2. Early instruments and instrumental music
4. Development of polyphony
5. Development of notation
3. Renaissance
   1. The arts in the Renaissance
   2. The musician in society'
   3. Musical style
   4. Sacred music of the Renaissance
      1. Mass
      2. Motet
      3. Dufay and the cantus firmus mass
      4. Josquin Des Pres
      5. Giovanni da Palestrina
   5. Secular music of the Renaissance
      1. Madrigals: Italian and English
      2. Instrumental dances
      3. Music in court and city life
   6. Transition to Baroque style
      1. Polychoral music
      2. Giovanni Gabrieli
4. Baroque Styles
   1. Monody
   2. New harmonic structures
   3. Rise of the virtuoso musician
   4. Doctrine of the affections
   5. Internationalism
   6. Elements of the Baroque style
      1. Terraced dynamics

2. Vigorous rhythm
3. Basso continuo and figured bass
4. Equal temperament
5. Establishment of major-minor tonality
6. Ground bass

7. Opera

   1. Components of opera: aria, recitative, orchestra, libretto, ensembles, overture, chorus, costumes and scenery
   2. Early operas – Claudio Monteverdi
   3. Henry Purcell, George Frederic Handel

8. Cantata

   1. Martin Luther
   2. Chorale

9. Oratorio
10. Instrumental Music

    1. Concerto – Vivaldi
    2. Keyboard instruments
    3. Suite
    4. Sonata, passacaglia and overture

11. Johann Sebastian Bach

5. Eighteenth Century Classic Styles

   1. Transition to the Classic era

      1. Rococo
      2. C.P.E. Bach
      3. Changing opera style: John Gay and The Beggar's Opera
      4. Gluck and opera reform

   2. Form

      1. Development of musical ideas
      2. Sonata cycle
      3. Sonata form

   3. Intellectual climate of the time and the patronage system
   4. Elements of Classical musical style

      1. Lyrical melody
      2. Diatonic harmony
      3. Metrical rhythm
      4. Folk elements

   5. Chamber music

      1. String quartet

2. Sonata
3. Serenade and other chamber music forms
6. Symphony
1. The classical orchestra
2. Form and structure
3. Development of themes
7. Opera
8. Choral music
9. Concerto
10. Wolfgang Amadeus Mozart
11. Joseph Bologne, Chevalier de Saint-George
12. Franz Josef Haydn
13. Ludwig van Beethoven and the transition to the romantic era
6. Nineteenth Century Romantic Styles
1. Spirit of Romanticism in European culture
1. The musician in society
2. Solo performers
3. Women in music
4. Rise of musical nationalism
2. Musical style
1. Singable melody
2. Expressive harmony
3. Expanded forms
4. Tempo rubato
5. Growth of the orchestra
6. Virtuoso performers
7. Folklore and the supernatural
3. Song: German lied
1. Franz Schubert
2. Johannes Brahms
4. Piano music
1. Frederic Chopin
2. Franz Liszt
3. Clara and Robert Schumann
5. Program music
1. Berlioz and the program symphony
2. Tone poem
6. Symphony
7. Concerto
8. Choral music

9. Opera
    1. Verdi and the Italian Opera
    2. Wagner and the Music Drama
    3. Exoticism: Georges Bizet
10. Ballet
11. the Nationalist composers
7. Post-Romantic Era: Mahler, Strauss
8. Impressionism
    1. Claude Debussy
    2. Use of dissonance
    3. Whole tone scale
    4. Parallel chords
9. Post-Impressionism and Ravel
10. 20th Century Trends
    1. Expressionism
    2. Neoclassicism
    3. Serialism
    4. Polytonality, polyrhythms, atonality
    5. Minimalism
    6. New sound sources
    7. Technology and music
    8. Multiculturalism and music
11. Popular music
12. Musical theater

Methods of Instruction:

1. Lecture - Weekly
2. Audio-visual Activity - YouTube videos of performances are used
3. Discussion - Weekly
4. Demonstration - Concepts may be demonstrated on an instrument such as piano
5. Projects - 1-2 per semester
6. Research - Final project will require research
7. Field Trips - Concert attendance may be required 1-2 times per semester

Typical Assignments

A. Writing:
   Attend or livestream a concert. Take notes during the performance on musical elements. Synthesize your notes into a 3-5 page paper.

B. Writing:

Select a recorded musical work by a female composer of the Romantic period. Listen several times and comment on the musical elements (such as melody, rhythm, texture, form, harmony) that you hear. Include your personal impressions of the work.

C. Other:

Listen to the song by Schubert "Erlking", reading the translation of the German words as you listen, and following along with reading guides. Describe the relevant elements of the music in a short discussion board post. Reply to at least 2 of your peers.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Two
B. Quizzes
   1. 1-4
C. Research Projects
   1. 1-3
D. Papers
   1. 1-3
E. Projects
   1. 1-3
F. Home Work
   1. Weekly
G. Outside listening assignments Concert Reports

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Analyze particular musical works with regard to style and technical elements.
B. Outline the broad history of music in the Western Art Music tradition, both sacred and secular.
C. Synthesize and integrate general musical analysis into short analytical papers about music.

Textbooks (Typical):

Textbook:
   1. Kristine Forney, Andrew Dell 'Antonio, Joseph Machlis *The Enjoyment of Music.* 14th

ed., W. W. Norton & Company, 2022.
2. Craig Wright, Lorenzo Candelaria *Listening to Music.* 9th ed., Cengage Learning, 2024.
3. Linda Phyllis Austern *Music, Sensation, and Sensuality (Critical and Cultural Musicology)* . 1st ed., Routledge, 2016.
4. Steven Cornelius, Mary Natvig *Music: A Social Experience.* 1st (Kindle) ed., Routledge, 2016.
5. Jean Ferris *America's Musical Landscape.* 8th ed., McGraw-Hill, 2019.
6. Katherine Charlton *Experience Music.* 5th ed., McGraw-Hill, 2019.

Equity Based Curriculum

•Course Content
Address
Composers of diverse backgrounds such as Joseph Bologne, Chevalier de Saint-George, Fanny Mendelssohn, Scott Joplin, Florence Price, and Clara Schumann will be included in the curriculum.

DE Proposal

Delivery Methods

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

Rationale for DE

Explain why this course should be offered in Distance Education mode.
It already is approved and offered DE. The course works very well in any modality.

Explain how the decision was made to offer this course in a Distance Education mode.
Faculty consulted and agreed that the course is successful as DE.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of MUS 1. Replies will be made as soon as possible.

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: The instructor will facilitate class discussion about various music appreciation topics, provide feedback, and prompt further investigations into course content. For example, the instructor will create weekly prompts on course topics and respond to 5-10 students individually about their posts

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: The instructor will provide regular ongoing academic feedback on all course assignments through email, canvas, or online conferencing technology. Students will gain clarity on why they received the grade they did, and how they can improve on future assignments. Grading rubrics will be used for MUS 1 written assignments.

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Instructor will post weekly academic announcements about MUS 1 course

content, upcoming due dates, and helpful links. Any changes to course schedule or policies will also be posted.

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
Frequency: The instructor will communicate with students via webconferencing tools for virtual office hours and to deliver live content such as lectures and demonstrations.

•**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*
Frequency: At least once per semester, blogs will be used as an interactive writing tool for the instructor and students to publicly discuss music and film and give feedback on topics relating to the field of study.

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Students will be able to email each other to discuss MUS 1 course topics.

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: For each module, students will post on discussion boards with prompts from the instructor. Students will provide feedback for each other.

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Students will work in small teams to complete one group project about a Music Appreciation related topic. An example would be a project about a specific musical genre, including its origins, characteristics, and standout examples.

•**Blogs:** *Students will use blogs to discuss topics in the course.*
Frequency: At least once per semester, blogs will be used so that students may communicate with each other. For example, 1-2 collaborative writing assignments will be assigned, and blogs will be used so students may collaborate.

•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Students will use chat rooms to communicate with each other in real time about MUS 1 topics.

•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: At least once per semester, students will give each other feedback on assignments through peer-editing and critique. An example is students will post a draft of an essay to a discussion board thread. Their peers will be assigned to provide feedback to at least 2 of their classmates' papers.

•**Social networking:** *A social network tool will be used so students can communicate on*

course topics.
Frequency: A social network tool will be create for students to share course topics with each other.
•**Wikis:** *Students will use wikis to work collaboratively.*
Frequency: At least once per semester, students will use wikis to work collaboratively on a project or paper. For example, students will create a presentation about an approach to film composition and collaborate on a wiki.
•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: Students will interact in real time with each other to discuss MUS 1 coursework.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Each module in MUS 1 will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is a post about Renaissance music, typical characteristics, and examples.
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: There will be at least one group project during the semester. Students will collaborate in groups to solve problems, become experts on MUS 1 topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. class discussion board. An example assignment is for a small group to create a collaborative powerpoint presentation about a relevant topic such as a genre, an important composer, or comparing and contrasting two pieces from various time periods.
•**Written papers:** *Papers will be written on various topics.*
Frequency: Papers will be written on various MUS 1 topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on topics such as important pieces, composers, genres, and cultural implications. There will be one term paper that will require outside research on an assigned topic.
•**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
Frequency: A minimum of one per semester. Students will use the Internet to research music appreciation questions, problems, events, and other important topics. Prior to

students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. For example, students will research Classical era composers, and choose one to focus on in a term paper.

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

Frequency: One quiz per module and two exams per semester. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: "What are the main characteristics of a typical rondo form? "

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

Frequency: Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.

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

Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of minimalist music, aleatoric music, and stochastic music, including influences, important representative composers, and a listening guide with playlist.

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

Frequency: Video will be used to elucidate course content and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. There are 5 purposes for videos: 1) the beginning of the video to posit a question that will give students an idea of what to expect, what to look for, and what might be worth thinking about regarding course content. 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned.

•**Field Trips:** *Students will attend live or virtual field trips.*

Frequency: At least once per semester, students will "attend" virtual field trips to places on

web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities. Here is an example field trip and corresponding activity: Students will take a virtual tour of a well known symphony orchestra hall. The 'visit' will include a rehearsal and performance by the orchestra. Following the field trip, students will post on the discussion board about their concrete impressions of the 'visit'.

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: At least once per semester, brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. Here is an example brainstorming activity: In order to plan for a group presentation, students will brainstorm possible topics, how to approach and divvy up research, and a plan for execution.
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
Frequency: In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be "Do you feel female composers are sufficiently represented in the classical repertoire?"
- **Debates:** *Debates will be used to expand upon both sides of an argument.*
Frequency: At least once per semester, debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Compare and contrast the classical style to the baroque style using representative pieces.
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: At least once per semester students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is for students to research an important composer, compile their findings into a research paper, and post to the discussion board.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000374779

CB03: TOP Code
100400 - Music

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

    Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Psychology-Counseling 13
Cultural Identity and Diversity in Social Work and Human Services
Effective: Fall 2026

Catalog Description:

PCN 13 - Cultural Identity and Diversity in Social Work and Human Services
3.00 Units

This course explores of issues relating to the multicultural community in which we live with a focus on improving individuals understanding of other cultures and how those different cultures impact the American lifestyle. Through a social work and counseling lens, students will analyze how the convergence of race, ethnicity, gender, sexuality, ability, age, and class interact to shape the experiences of individuals, including interpersonal relations and communication.

Course Grading: Optional

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

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Compare and contrast the impact of various cultures on the modern American culture

    B. Describe important myths and stereotypes associated with different cultural groups

C. Identify the contributions and value of various cultures to American society today
D. Evaluate critical elements necessary to improve interpersonal relations and communication between members of different cultural groups
E. Explain the operational definition of culture that is used in cross-cultural research studies
F. Analyze cultural differences and similarities with respect to gender roles, emotion, cognition, social behavior, and health issues
G. Describe current local and state cultural demographics
H. Identify the main behavioral and psychological aspects which define each specific cultural group
I. Define and utilize "cultural diversity competence" skills to establish positive relationships with individuals from different cultural backgrounds

Course Content:

1. Concept of Culture
    1. Defining culture
    2. Culture and diversity
    3. Understanding culture through identity groups
    4. Cultural metaphors
    5. Cultural relativism and ethnocentrism
    6. Multiculturalism as a movement and field of study
2. Cross-Cultural Research Methods
    1. Types of cross-cultural research
    2. Special issues concerning cross-cultural research
    3. Measuring ethnic identity
    4. Guidelines for reviewing cross-cultural research
3. Local and State Demographic Information
    1. Department of Commerce: Census Bureau Statistics
    2. Analyzing demographic information
    3. Concept of minority-majority community
4. Profiles of at least four specific cultures from the following American Cultural Groups including media representations in both creative and news outlets
    1. European-American
    2. African-American
    3. Asian-American
    4. Hispanic-American
    5. Native-American
    6. Middle Eastern-American
    7. Lesbian, Gay, Bisexual, and Transgender Americans

8. Americans with Disabilities
5. Ethnocentrism, Prejudice, and Stereotypes
    1. Psychological factors contributing to ethnocentrism and intergroup attitudes
    2. Cultural mythology and cultural filters
    3. Development of stereotypes: psychological analysis
    4. Racism, classism, and sexism
    5. Institutional discrimination
    6. Recognizing one's own level of ethnocentrism and stereotypic thinking
6. Culture, Self and Personality
    1. Different cultural conceptualizations of self
    2. Interrelated and isolated self-concepts
    3. Consequences for cognition, emotion and motivation
    4. Measurement of personality across cultures
    5. Culture and indigenous personalities
7. Intercultural Communication
    1. Language differences across cultures
    2. Role of culture in the communication process
    3. Intracultural versus intercultural communication
    4. Differences in non-verbal behavior
    5. Differences in emotional expression
    6. Differences in perception
    7. Improving intercultural communication
8. Culture and Gender Issues
    1. Cross cultural views of women and men
    2. Similarities and differences in gender roles and stereotypes
    3. Other psychological gender differences across cultures
    4. Ethnicity and gender role expectations
9. Culture and Health
    1. Differences in the definition of health
    2. Culture and conceptions of the body
    3. Cultural influences on attitudes and beliefs related to health and disease
    4. Cultural differences in dealing with illness
10. Social Behavioral Issues in a Multicultural Society
    1. Cultural differences in ingroup-outgroup relationships
    2. Treatment of abnormal behavior across diverse cultures
    3. Guidelines to improving cross-cultural relationships
11. Impact and Contribution of Cultural Diversity on Modern Lifestyle

1. Language and communication style
2. Religion and belief systems
3. Artistic/Aesthetic (music, art, fashion, food/cuisine, literature, etc)
12. Four Skills of Cultural Diversity Competence
   1. Understanding culture as multilevel
   2. Understanding barriers to effective intercultural relationships
   3. Practicing culturally-centered communication
   4. Designing and implementing organizational-cultural competence

Methods of Instruction:

1. Discussion - Group discussion and problem solving of significant and controversial issues
2. Written Exercises - Written assignments will include reaction papers to videos, movies and/or discussions
3. Lecture - Lectures on major themes and concepts such culture and education, race, cultural identity development
4. Audio-visual Activity - Examination of multiple cultures, cultural identity development in videos and mainstream movies
5. Classroom Activity - May include group activities, identifying and dispelling stereotypes and racism
6. Clinical - Sharing of personal experiences
7. Student Presentations - Group presentations on researched topics, such as how subcultures in society are being treated regarding race, health care, education
8. Readings from the texts, supplementary materials, primary source materials

Typical Assignments

A. Project:
   1. Small group projects:
      1. Intersectionality Analysis: Analyze the intersectionality of race and tribal citizenship in Native American communities, with a particular focus on the experiences of Native American women. Explore the historical and contemporary ways in which systemic inequalities based on race and tribal citizenship have intersected to shape experiences. Groups will present their analysis to the class and propose solutions on strategies for promoting equity and social change to address the

issues.

2. Health Inequality Analysis: Research the disparities that exist in healthcare for marginalized communities, such as access to quality healthcare, health outcomes, and healthcare provider bias. Research the causes and impacts of these disparities, including factors such as systemic racism, historical trauma, poverty, and inadequate representation of BIPOC in healthcare leadership positions. Groups will present findings to the class, highlighting causes of these disparities and propose solutions to address them.

B. Writing:

1. Draw on the work of critical race theorists such as Mari Matsuda or Eric Yamamoto, to explore the ways in which race, class, and immigration intersect to shape Asian American communities experiences of marginalization and discrimination, and to highlight the strategies of resistance and empowerment that Asian Americans have developed.

2. Drawing on theories and concepts developed by Black feminist scholars, such as Patricia Hill Collins or bell hooks, explore the ways in which African American women have historically been marginalized and oppressed, and highlight their agency and resistance to this oppression. Examine the various strategies, practices, and movements that African American women have developed to challenge their marginalized status

C. Reading:

1. Read Parillo Chapter 6, "Dominant-Minority Relations" and be prepared to discuss: What is the role of allyship in challenging dominant-minority relations? How can individuals from dominant groups become effective allies to minority communities in promoting social justice and equity?

2. Read Mio Chapter 5, "Immigrants Refugees and the Acculturation Process" and be prepared to discuss: Challenges that immigrants and refugees face as they navigate the process of acculturation and how factors such as language, race, socioeconomic status, and legal status impact the acculturation process?

Methods of Evaluating Student Progress

A. Papers
    1. 2-3 per term
B. Oral Presentation
    1. 1 per term
C. Class Participation
    1. Weekly
D. Home Work
    1. Weekly
E. Quizzes
    1. Course will have 10 multiple choice quizzes
F. Research Projects
    1. Final group project and presentation
G. Projects
    1. Final group project and presentation

Student Learning Outcomes

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

A. Demonstrate an understanding of the historical and contemporary experiences of Americans who are in the minority (e.g., ethnic minorities, LGBT, disabled, etc.) and who have experienced marginalization.
B. Explain and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism.
C. Demonstrate an understanding of the identity development theories and apply the course concepts to case studies.

Textbooks (Typical):

Textbook:

1. Joseph Healey, Andi Stepnick *Diversity and Society: Race, Ethnicity, and Gender*. 7th ed., Sage, 2022.
2. Paula Rothenberg, Kelly Mayhew *Race, Class, and Gender in the United States, An Integrated Study*. 12 ed., Worth Publishers, 2023.
3. Jeffery Scott Mio, Lori A Barker, Melanie M Domenech Rodríguez, John Gonzalez *Multicultural Psychology: Understanding Our Diverse Communities*. 6 ed., Oxford Press, 2023.
4. Vincent N Parrillo *Understanding Race and Ethnic Relations*. 5 ed., Pearson, 2021.
5. Maurianne Adams *Readings for Diversity and Social Justice*. 3 ed., Routledge, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with reliable internet connectivity. .

Equity Based Curriculum

- •DE Course Interaction

  Address

  Will include online discussion forums with emphasis on responding to other students'
  discussion postings

- •Measurable Objectives

  Address

  See student learning outcomes

- •Course Content

  Address

  Content is delivered through a social justice lens that recognizes and addresses the impact
  of historical and systemic oppression on marginalized groups. Incorporates a range of
  perspectives and worldviews, creating opportunities for critical thinking and understanding.
  By presenting diverse viewpoints, students gain a better understanding of the complexity
  and diversity of the world around them. Additionally, this approach encourages students to
  challenge their assumptions and biases and fosters a more inclusive and respectful learning
  environment.

- •Methods of Instruction

  Address

  Multiple modes of instruction (e.g. audio, video, text) are offered to accommodate different
  learning styles. Providing a variety of instructional formats not only supports diverse
  learners, but also promotes engagement and retention of course content. This approach
  allows students to choose the mode of instruction that works best for them, empowering
  students to take control of their own learning.

- •Assignments

  Address

  Assignments incorporate diverse examples and case studies that represent a range of
  cultures, communities, and experiences. This approach creates opportunities for students
  to share their personal backgrounds, experiences, and perspectives, in addition to
  validating their lived experiences. This inclusive approach to assignments fosters an
  environment that encourages diverse perspectives and ideas, contributing to a richer
  learning experience for all students.

- •Methods of Evaluation

  Address

  Self-assessments provide students with the opportunity to reflect on their learning, how it
  connects to course content/objectives and assess their individualized progress. Peer

assessments allow students to provide feedback to peers, promoting collaboration and a deeper understanding of course content.
•Typical Texts
Address
Texts incorporate diverse perspectives and experiences that acknowledge intersectionality and its impact on oppression and privilege. This approach provides a more comprehensive understanding of the complex factors that shape individuals' experiences and create an inclusive and respectful learning environment that encourages critical thinking and challenges students to consider multiple perspectives.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
This course is offered in DE mode to allow greater accessibility, flexibility, and inclusivity, enabling a diverse range of learners to engage with the content from various locations and accommodate different schedules.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision to offer this course in DE mode was made during a department meeting of the Faculty Counseling Department with the aim of enhancing accessibility for a broader range of students.
Accessibility all materials must be accessible to students with disabilities
- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Frequency: Weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: Weekly meetings, presentation at the end of semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: Weekly

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Weekly
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 2-3 per term
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Final project and presentation
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least 10 quizzes per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Final project and presentation
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589417

CB03: TOP Code
210400 - Human Services

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

Admin Outline for Theater Arts 1
Conservatory Readiness
Effective: Fall 2025

Catalog Description:

THEA 1 - Conservatory Readiness
1.00 Units

This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students may be expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

Course Grading: Pass/No Pass

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Analyze, explain, and then apply character development in monologue performance
    B. Perform a monologue for audition or live audience presentation
    C. Perform with confidence 16 measures of music from a selected musical theater

piece
D. Practice and perform a given number of musical theater dance, ideally rooted in Jazz or Tap
E. Present a professional resume showcasing performance experience, professionalism, and education/special skills training
F. Demonstrate a professional attitude, maturity, and readiness for higher level artistic work through class warm up, participation, feedback receipt, and critical analysis of performance

Course Content:

1. Complete individual and group physical and vocal warmups with precision, intentionality, and focus
2. Fully explore character development through textual, vocal, and physical analysis
3. Perform a prepared monologue from a selected genre of post-modern theater, comedic or dramatic (no more than 3 minutes)
4. Scrutinize monologue after directorial feedback for application and adjustment, making requested adjustments as appropriate with professionalism and immediacy
5. Perform a prepared selection of musical from within the musical theater genre, 16 measures (no more than 32), with accompanist/collaborative pianist.
   1. Present a short understanding of basic music theory
6. Learn a short series of dance patterns and common steps for performance.
   1. May include jazz, leaps, traveling, tap, or partnering
7. Resume building and creation (resume provided by student for analysis and correction)
8. Headshot review and analysis (headshots provided by students)
9. Self Evaluation
   1. Professionalism
   2. Skill
   3. Readiness
   4. Criticism Receipt

Methods of Instruction:

1. Classroom Activity - Development of organization systems and communication techniques surrounding conflict resolution and professionalism.
2. Critique - Performance of monologues, solos, and short dance sequences, as assigned.
3. Demonstration - Performance of monologues, solos, and short dance sequences, as assigned.

4. Student Presentations - Performance of monologues, solos, and short dance sequences, as assigned.

Typical Assignments

A. Other:
    1. Present a rehearsed and memorized monologue for feedback and revision (no more than 3 minutes in length, from any post-modern theatre genre).
    2. Sing a prepared musical theater song, with supplied accompanist/ collaborative pianist (at least 16 measures). Music must be provided in your key with appropriate cuttings.
    3. Memorize and perform a given musical theater dance number, in the style of tap and/or jazz. Choreography to be taught during class.
    4. Present a headshot and resume for review and analysis.

Methods of Evaluating Student Progress

A. Class Participation
    1. Weekly. Warm-ups and demonstration
B. Home Work
    1. At least one per semester of a headshot and resume.
C. Class Performance
    1. At least one monologue/song/dance routine per semester
D. Final Class Performance
    1. One per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Perform a monologue for audition or live audience presentation.
    B. Learn a short series of dance patterns and common steps for performance
    C. Perform with confidence 16 measures of music from a selected musical theater piece.
    D. Present a professional resume.

Textbooks (Typical):

Textbook:
    1. Julia Cameron *The Artist's Way: 25th Anniversary Edition.* Audiobook ed., Penguin

Audio, 2021.
2. Adam Wachter *Your Rep Book: How to Find, Choose, and Prepare Successful Audition Songs.* 1 ed., Methuen Drama, 2024.

Other Materials Required of Students

Other Materials Required of Students:
1. Students will be required to select and provide the following items: 1) Headshot 2) Resume 3) Monologue of their choosing for performance 4) 16 measures of musical theater of their choosing for performances.

Equity Based Curriculum

•Assignments
Address
Equity is addressed by providing students with options that reflect diverse industry experiences, allowing them to explore pathways suited to their unique backgrounds and goals.
•Other Materials Required of Students
Address
Equity is prioritized by encouraging students to choose material that represents their identities and experiences, fostering an inclusive environment where diverse perspectives are celebrated and supported.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students are expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 1 graded discussion thread per unit (4 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: Weekly office hours / weekly assignments and performance feedback
•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Bi-weekly
•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 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: 4 per semester
•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 4 times per semester
•**Social networking:** *A social network tool will be used so students can communicate on course topics.*
Frequency: 1 per week
•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: 2 times per month

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 4 per semester
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly synchronous lectures
•**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
Frequency: 3 per semester (monologue, musical theater, dance)
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1 per semester, virtual
•**Games:** *Games will be used to reinforce learned material.*

Frequency: Weekly - improvisational warmups
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 4 per semester
•**Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: 4 per semester
•**Other:**
Frequency: 3 performance presentations per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612035

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

Admin Outline for Theater Arts 1B
Theory/Practice of Acting II
Effective: Spring 2026

Catalog Description:

THEA 1B - Theory/Practice of Acting II
3.00 Units

Continued exploration of the theory and practice of acting, focusing on more complex characterization and character analysis. Introduction to theatrical styles and period acting with emphasis on monologues and scenes.

Prerequisite: THEA 1A with a minimum grade of C or equivalent acting class or acting performance experience.

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Have widened his/her acting range through study, technique work and performances in various acting styles

B. Demonstrate the various techniques of acting in performance
C. Develop an expanded range and flexibility as an actor
D. Have broadened his/her acting range by playing a character(s) somehow different from their own personality
E. Analyze a character, scene and play as part of the actor's preparation
F. Create a character using textual analysis
G. Work individually and with a partner in the process of rehearsing and performing an acting scene
H. Perform a scene and monologue in the particular style(s) focused on in the course
I. Apply elements of effective acting techniques as a personal standard
J. Explain the uniqueness in performing in the particular acting styles(s) focused on in the course
K. Evaluation of acting technique in a live performance
L. Critically evaluate the acting performances of other students and other actors
M. Evaluate scene work developed from published plays

Course Content:

1. Review of the basics of acting studied in Theater Arts 1A (beats of action, subtext, playing objectives, listening/reacting, etc.)
2. Exercises (basic acting technique exercises and exercises specific to the particular styles studied)
    1. Application of theories and methods of acting.
    2. Craft and methods for performance.
    3. Textual analysis for creating a role.
    4. Practical approaches to creating the physical life of a character.
    5. Practical application of theatre terminology and vocabulary.
    6. Attendance of a live performance.
3. An introduction to period acting and acting styles e.g. Greek, Roman, Elizabethan, Commedia Del 'Arte, Comedy of Manners, Asian, Ritualistic, Theater of the Absurd, Television and Film, etc.
4. Vocal techniques for the particular acting styles being studied
5. Movement techniques for the particular acting styles studied
6. Characterization
    1. Physical life
    2. Vocal life
    3. Inner life
7. Scene/monologue Preparation
    1. Equity is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a

wide range of expressive forms.
2. Character scene and play analysis
3. Memorization of lines
4. Rehearsals with partner in and outside of class
5. Blocking
8. Scene Presentation
1. Performing the scene before the class and instructor
2. Feedback and coaching from instructor and class members
3. Second presentation of scene after feedback

Methods of Instruction:

1. Classroom Activity - Student participation in warm up exercises and acting technique work
2. Lecture - Lectures, demonstrations and discussions on characterization and on the styles of acting to be studied
3. Student Presentations - Prepared performances of scenes and monologues. Evaluation and critique of this performance work by instructor and class members
4. In-class and outside-of-class rehearsal of scenes and monologues, with as much coaching and guidance from the instructor as possible
5. Reading and analyzing the plays from which scenes are taken
6. Reading from textbooks or handouts

Typical Assignments

A. Other:
1. Presenting a rehearsed scene in class, with lines memorized and blocking created, using acting techniques and principles learned in class
2. Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.
3. "Scoring" of the Shakespearean scene to be performed. i.e. Thinking through and writing down on the rehearsal script, the beats of action, objectives, feelings and inner monologue of the character as the scene progresses.
4. Writing a paraphrase in contemporary language of what the character is saying.
5. Live performance review of a play in a performed or studied style in the class

Methods of Evaluating Student Progress

    A. Exams/Tests
        1. 1-2 times per semester
    B. Quizzes
        1. 1-2 times per semester
    C. Papers
        1. 1-2 times per semester
    D. Class Participation
        1. daily
    E. Grading of prepared scenes and monologues, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student. Grading of written play/character analyses Grading of test or quizzes Judgement of the participation by the student in technique work and discussions Attendance

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Demonstrate the various rehearsal techniques necessary to perform specific styles of theater beyond contemporary realism.

Textbooks (Typical):

Textbook:
1. Terry John Bates *Acting for the Stage: A Complete Guide to Level 2 and 3*. 2nd ed., Routledge, 2022.
2. Robert Cohen *Style for Actors: A Handbook for Moving Beyond Realism*. 3rd ed., Routledge, 2021.
3. Bari Rolfe *Movement for Period Plays*. 1st ed., Charlemagne Press, 2013.
4. Graham Ley *Acting Greek Tragedy*. 1 ed., University of Exeter Press, 2015.
5. Andrew Hartley *Shakespeare on the University Stage*. 1st ed., Cambridge University Press, 2014.

Other Learning Materials:
1. Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of acting styles..

Other Materials Required of Students

Other Materials Required of Students:
1. Floor length skirt or suit jacket. .

Equity Based Curriculum

- •Course Content
  Address
  Equity is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a wide range of expressive forms.
- •Assignments
  Address
  Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.
- •Typical Texts
  Address
  Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of acting styles.

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Rationale for DE

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- 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.
- Modifying assignment time limits for students with accommodations.

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

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

DE Course Interaction

Instructor-Student Interaction

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

Requisite Skills
Before entering this course, it is required that a student be able to:
   A. THEA 1A

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

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: monthly
- **Group work:** *Students will collaborate in private groups to solve problems, become experts*

on certain topics, etc. They will then present their findings to the class.
  Frequency: weekly
  •**Written papers:** *Papers will be written on various topics.*
  Frequency: 1-2 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: 2-3 per semester
  •**Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: 2-3 per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000562189

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Theater Arts 3A
Beginning Improvisation
Effective: Fall 2025

Catalog Description:

THEA 3A - Beginning Improvisation
3.00 Units

An entry level course designed to introduce to students to concepts of improvisation and creative dramatics. It will encourage students to "think out of the box", promoting creative problem solving within a supportive ensemble. Recommended for non-majors (Early Childhood education, Business, Speech/Communication majors especially encouraged) as well as Theatre students.

Course Grading: Optional

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Participate comfortably in improvised (spontaneous) acting exercises.
- B. Express self effectively both verbally and physically.
- C. Experience a greater sensitivity to and awareness of self and others.
- D. Identify and be able to apply the basic rules of improvisation.

Course Content:

1. Introduction to improvisation
   1. Purposes
   2. Rules and Etiquette
2. Warm Ups and Preparation Exercises
   1. Body
      1. Relaxation
      2. Centering
      3. Energizing
   2. Voice
      1. Breath support
      2. Articulation
      3. Resonation
   3. Mind
      1. Concentration
      2. Imagination
      3. Awareness
   4. Examples
      1. Mirroring
      2. Stretches and shakes
      3. Tongue twisters
      4. Guided imagery
3. Improvisations and Theater Games
   1. Establishing setting
   2. Creating character
   3. Establishing, building and progressing scenes
   4. Work on rhythm and timing
   5. Staging and blocking
   6. Objectives and emotions
   7. Use of improvisational techniques with scripted scenes
   8. Improvising with music
4. Improvisation Backgrounds
   1. Commedia del Arte
   2. Creative Dramatics
   3. Viola Spolin and Theater games
   4. Improvisation in various non-theatrical career fields

Methods of Instruction:

1. Demonstration - Performance in group games and activities in the style of short-format improv.
2. Classroom Activity - Improvisational games and activities in the style of short-format improv.
3. Student Presentations - Performance in group games and activities in the style of short-format improv.
4. Lecture - Lecture on the style and techniques of short-format improv.
5. Instructor responses to the work/play 1. Evaluation a. Of individual performances b. Of the group performing 2. Coaching

Typical Assignments

A. Writing:
    1. Keeping a journal of in-class activities
        1. Description of the game or exercise
B. Reading:
    1. Reading articles on the history of improvisations
C. Other:
    1. Active, creative participation in the activities of each class session
    2. Level of participation by the students
        1. Personal observations of their own work and reaction to the improv or exercise (e.g. Thing learned or discovered)
    3. Observations of the work of other students
    4. Individual and group performance assignments

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1-2 per semester
B. Quizzes
    1. 1-2 per semester
C. Class Participation
    1. daily
D. Class Performance
    1. weekly
E. Field Trips
F. Field Trips
    1. One per semester
G. Journal, one per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
- A. Apply the rules of improvisation to in-class performances.
- B. Define vocabulary terms used in Improvisation.
- C. Demonstrate creative and supportive ensemble participation.

Textbooks (Typical):

Textbook:
1. Jason Moran *Improvisation: A Practical Guide (.*, The Crowood Press, 2021.
2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation.* 1st ed., Routledge, 2022.
3. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book.* 1st ed., Solo Roma, Inc, 2015.
4. Spolin, Viola, *Improvisation for the Theater.* 3rd ed., Northwestern University Press, 1999.
5. Charna Halpern *Truth in Comedy.* 1st ed., Meriwether Publishing, 1994.

Other Materials Required of Students

Other Materials Required of Students:
1. Loose, comfortable clothing.
2. A journal or notebook.

Equity Based Curriculum

- •Course Content
  Address
  Expressing a sense of self, and lived human experiences, through the content and stories developed and explored in short-format improvisational games.
- •Methods of Instruction
  Address
  Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000377155

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

Admin Outline for Theater Arts 3B
Intermediate Improvisation
Effective: Fall 2025

Catalog Description:

THEA 3B - Intermediate Improvisation
3.00 Units

This course will teach students Long-Form Improvisation. The class will concentrate on finding style and improving skills through various in class, supportive, exercises. Students will focus on accepting/supporting, creating honest and strong relationship, and developing complex and engaging circumstances.

Prerequisite: THEA 3A with a minimum grade of C

Course Grading: Optional

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Participate comfortably and creatively within group scenes and sketches utilizing the long format style, popularized and developed by groups such as the

Groundlings and Second City.
B. Contribute to the creation of group scenes and sketches as well as incorporating the ideas of others.
C. Evaluate in writing and in speaking the effectiveness and artistry of improvised scenes.
D. Apply a greater sensitivity to and awareness of self and others while performing the long format style.

Course Content:

1. Introduction to Improvisation
    1. Review Rules of Review
2. Preparation Exercises
    1. Development
        1. Space Work
        2. Character Believability
        3. Justification
        4. Beats and Patterns
        5. Written/ Scripted Material
        6. Concentration
        7. Listening/memorization
3. Introduction to and development of original piece of Commedia Dell' Arte
4. Improvisations and Theater Games
    1. Finding and developing material for group improvisation
    2. Extended group improvisation, scenes and sketches
    3. Use of improvisational techniques with scripted scenes
    4. Improvising with music
    5. Beginning Level Competitive Theater Sports

Methods of Instruction:

1. Demonstration - Performances in the style of Long-Form Improvisation
2. Lecture - Lecture on the history, style, and development of the style of Long-Form Improvisation
3. Student Presentations - Performances in the style of Long-Form Improvisation
4. Classroom Activity - Exercises and games in the style of Long-Form Improvisation
5. Instructor responses to the work/play 1. Evaluation a. Of individual performances b. Of the group performing 2. Coaching
6. Leadership of class discussions and evaluations

Typical Assignments

A. Writing:
  1. Keeping a journal of in-class activities
     1. Description of the game or exercise
     2. Level of participation by the students
  2. Attending a performance of an off-campus improv group, including a written evaluation
B. Reading:
  1. Reading articles on the history of improvisations
C. Other:
  1. Active, creative participation in the activities of each class session
  2. Personal observations of the work of others in class (e.g., Thing learned or discovered)
     1. Observations of the work of other students
  3. Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views

Methods of Evaluating Student Progress

A. Quizzes
  1. 1-2 per semester
B. Oral Presentation
  1. 1-2 per semester
C. Field Trips
  1. 1-2 per semester
D. Class Participation
  1. daily
E. Class Performance
  1. weekly
F. Final Performance
  1. 1 per semester
G. Journal (one per semester)

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
  A. Critique a live improvisation and identify the use of accepted rules of engagement.
  B. Demonstrate the ability to act appropriately and spontaneously to a variety of

audio, visual, or written materials without prior rehearsal.

C. Synthesize the ideas of others within an improvisation.

Textbooks (Typical):

Textbook:
1. Jason Moran *Improvisation: A Practical Guide.*, The Crowood Press, 2021.
2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation.*, Routledge, 2022.
3. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book.* 1st ed., Solo Roma, Inc, 2015.
4. Charna Halpern *Truth in Comedy.* 1st ed., Meriwether Publishing, 1994.
5. Spolin, Viola, *Improvisation for the Theater.* 3rd ed., Northwestern University Press, 1999.

Other Materials Required of Students

Other Materials Required of Students:
1. Loose, comfortable clothing.
2. A journal or notebook.

Equity Based Curriculum

•Methods of Instruction
Address
Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.
•Assignments
Address
Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
Offering online modalities increases accessibility, allowing students from diverse backgrounds

and locations to engage with the material and progress in their academic goals. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 1-2 times 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: Weekly
•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: Monthly
•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: Weekly

Requisite Skills

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

A. THEA 3A

1. Participate comfortably in improvised (spontaneous) acting exercises.
2. Express self effectively both verbally and physically.
3. Experience a greater sensitivity to and awareness of self and others.
4. Identify and be able to apply the basic rules of improvisation.

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1-2 times 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: Weekly
•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: Weekly
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: Weekly
•**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: 1-2 times per semester
•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Weekly
•**Written papers:** *Papers will be written on various topics.*
Frequency: 3 times per month
•**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: 1-2 times per semester
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
•**Field Trips:** *Students will attend live or virtual field trips.*
Frequency: 1 per semester, virtual
•**Games:** *Games will be used to reinforce learned material.*
Frequency: Weekly
•**Brainstorming:** *Brainstorming will be used to promote creative thinking.*
Frequency: Weekly
•**Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency: Weekly
•**Other:**
Frequency: Monthly

Codes and Dates

Course CB Codes

CB00: State ID
CCC000560699

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

Admin Outline for Theater Arts 3C
Improvisation in Performance
Effective: Fall 2025

Catalog Description:

THEA 3C - Improvisation in Performance
3.00 Units

From Saturday Night Live to Flash Mobs - Improvisation is part of our culture. Students will get the opportunity to perform as well as teach improvisation techniques and creative dramatics in a supportive and fun atmosphere. Students will also have opportunities to attend and critique the work various local improvisation troupes.

Prerequisite: THEA 3B with a minimum grade of C

Course Grading: Optional

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Lead a class in doing theater games, warm ups and improvisations.
  B. Evaluate in writing the work of local professional and amateur improvisation

troupes.
C. Describe the unique presentation styles and groups such as Bay Area Theater sports, the Groundlings, Second City, Comedysportz and Flash-mobs.
D. Demonstrate improvisation techniques within a performance setting.
E. Clearly articulate the principals of improvisation within a workshop setting.

Course Content:

1. Introduction to performance level improvisation
   1. Description of different improvisation troupes, significant innovators in Creative Dramatics and their historical context
   2. Review of Rules and Etiquette unique to performances
   3. Use of Improvisation and Creative Dramatics in educational and corporate settings
2. Warm Ups and Preparation Exercises
   1. Body - Gestures, Tableaus, non-verbal character work
   2. Voice - Projection and articulation work
   3. Mind
      1. Thematic & character specific improvised scenes
      2. Concentration and memorization excercises
3. Improvisations and Theater Games
   1. Activities from "Theater of the Oppressed" - Augusto Boal
   2. Long form (Harold) version
4. Improvisation troupes
   1. Bay Area Theater Sports
   2. Comedy Sportz
   3. Second City, The Groundlings
   4. Flash mobs
   5. Playback Theater
   6. Discussion of Improvisation in Drama Therapy
   7. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices, drawing on own experiences.

Methods of Instruction:

1. Field Trips - Visit local theater improvisation companies, as available, for review and study.
2. Lecture - Lecture on techniques in the style of short and long form improv.
3. Demonstration - Teach improvisation techniques and creative dramatics in the style

of short and long form improv.
4. Classroom Activity - Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.
5. Student Presentations - Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.
6. Leadership of the theater games, warm ups and improvisations
7. Instructor responses to the work/play 1. Evaluation a. Of individual performances b. Of the group performing 2. Coaching
8. Leadership of class discussions and evaluations

Typical Assignments

A. Writing:
    1. Attending a performance of an off-campus improv group, including a written evaluation
B. Reading:
    1. Reading articles on the history of improvisations
C. Other:
    1. Active, creative participation in the activities of each class session
    2. Leading a class session, individually or as part of a group
        1. Advance planning, including a written outline
        2. Leading the session
        3. Evaluating the session in terms of student participation and goals accomplished
    3. Organize, publicize and perform in public improvisation event
    4. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Methods of Evaluating Student Progress

A. Research Projects
    1. 1-2 per semester
B. Field Trips
    1. 1-2 per semester
C. Group Projects
    1. 1-2 per semester
D. Class Participation
    1. daily
E. Class Performance

1. weekly
F. Final Public Performance
1. 1 per semester
G. Exams/Tests
1. 1-2 per semester
H. Student response and participation in the workshop sessions Demonstration of growing awareness, imagination and creativity Completion and quality of required projects Review of a local Improvisation troupe Leadership of a class session Research into various improvisation troupes Evidence of ability to handle self-directed material Evidence of ability to work actively and supportively with others

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Determine audience appropriate language within an improvisational performance.
B. Evaluate in writing effective performance techniques of observed improvisation performances.
C. Perform effective vocal and physical performance techniques within an improvisational performance.

Textbooks (Typical):

Textbook:
1. Jason Moran *Stock Image View Larger Image Improvisation: A Practical Guide.*, The Crowood Press, 2021.
2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation.*, Routledge, 2022.
3. Viola Spolin *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques (Drama and Performance Studies).* 3rd ed., ? Northwestern University Press, 1995.
4. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book.* 1st ed., Solo Roma, Inc, 2015.
5. Charna Halpern, Del Close, and Kim 'Howard' Johnson *Truth in Comedy: The manual of improvisation.* 1st ed., Meriwether Publishing, 1994.

Other Materials Required of Students

Other Materials Required of Students:
1. Loose, comfortable clothing.

Equity Based Curriculum

- •Course Content
  Address
  Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.
- •Methods of Instruction
  Address
  Provide diverse methods of instruction to meet various learning styles including lecture, demonstration, field trips, and classroom activities.
- •Assignments
  Address
  Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589053

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

CB05: Transfer Status
C - Not transferable

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS COLLEGE

Admin Outline for Theater Arts 11
Stage to Screen
Effective: Spring 2025

Catalog Description:

THEA 11 - Stage to Screen
3.00 Units

This course examines and evaluates major plays which subsequently have been made into films. Analysis of each playscript is augmented by a viewing and analysis of the film adaptation. Selection of works viewed and critiqued will cover a wide variety of contemporary and classical plays and films, and will be reflective of a broad and dynamic audience, reflective of the rich diversity of students.

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. List and describe the elements of dramatic art;
- B. Compare and contrast the expression of these elements in live theater and film
  - 1. Differences in the creative process

2. Differences in the final product;
C. Define important terms in the creation of plays and films;
D. Critically evaluate and compare a written play with its film adaptation
 1. Script/screenplay/language
 2. Blocking/staging/filming techniques
 3. Design and visual elements
 4. Characterizations
 5. Theme/purpose;
E. Write a critical review and a compare/contrast essay of a film adaptation;
F. Imagine, create and communicate a plan for adapting a written play to a film format;
G. Develop an appreciation for quality theater and film.

Course Content:

1. Elements of dramatic art
    1. Plot/dramatic action
        1. Linear/climactic
        2. Episodic
    2. Character and acting
        1. Elements of characterization
        2. Basic elements of acting
        3. Acting for the stage
        4. Acting for the camera
    3. Theme/idea - including purposes of dramatic art
        1. Entertainment
        2. Reflection of society and human behavior
        3. Venue for celebration and community
        4. Instrument for social criticism and change
    4. Spectacle
        1. Basic elements of scenery, lighting, costumes and properties
        2. Blocking and choreography for the stage
        3. Blocking for film, including camera positioning and editing
    5. Language
        1. Language of the script
        2. Language in presentation by actors
    6. Sound and music
        1. In theater

2. In film
2. Basic vocabulary of both mediums
    1. Examples:
        1. Theater: proscenium, thrust, round, black box, environmental staging
        2. Film: over the shoulder, point of view, establishing shot
3. Study of plays which have been adapted to the screen (at least four)
    1. Background of the playwright and the original production
    2. Analysis of the play in terms of the elements of dramatic art listed above
    3. Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.
    4. If at all possible, viewing a production of the play on stage either live or through video
    5. Background of the screen adaptation – personnel, cast, setting, public response
    6. Viewing the film adaptation
    7. Comparing and contrasting the stage and film adaptations
        1. Script and dialogue
            1. Cuts
            2. Additions
            3. Changes
        2. Setting and visual elements
            1. "Opening up" of the play
            2. Time and place
            3. Set, costume, lighting props
            4. Editing and cinematography
        3. Character interpretations
        4. Themes and ideas
        5. Sound and music
    8. Choice of plays/films to be studied can be
        1. Wide ranging to reflect a variety of plays/films such as Shakespeare's Hamlet, Tom Stoppard's Amadeus, Neil Simon's Brighton Beach Memoirs;
        2. Focused on a particular period, theme or playwright such as film adaptations of Shakespeare's plays, including various film

adaptations of the same play – King Lear, Ran, 100 Acres;

3. A combination of a and b.

Methods of Instruction:

1. Lecture - Direct instruction on selected texts for viewing and reading
2. Discussion - Class and small group discussion
3. Projects - Stage to film adaptation project – adapting a play to film to include: Research and creative process, written outline, and In-class verbal presentation
4. Observation - Viewing of films

Typical Assignments

A. Reading:

1. Read and be prepared to discuss in class Aaron Sorkin's stage script for A Few Good Men. Include comparison to the film of the same name.
2. Read either *The Real Inspector Hound*, *Trifles* or *The Unseen Hand* play scripts. Create a "pitch" for an assumed producer that describes how you would transfer that stage script to the screen. Include elements like changes to the script, degree of "opening up" of the setting, casting criteria, theme and purpose. Create an outline for the presentation. Then, present this to the class in a ten minute spoken "pitch.

B. Writing:

1. Write a five page compare-and-contrast paper of the stage and screen versions of *Amadeus*.

Methods of Evaluating Student Progress

A. Class Participation
   1. weekly
B. Home Work
   1. weekly
C. Exams/Tests
   1. 1 per semester
D. Quizzes
   1. 1 per month
E. Research Projects

1. 1 per semester
F. Papers
1. 2 per semester
G. Projects
1. 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of THEA 11, the student should be able to analyze motion pictures utilizing proper film vocabulary.
B. Upon completion of THEA 11, the student should be able to compare and contrast stage scripts and film adaptations.
C. Upon completion of THEA 11, the student should be able to discuss the purposes of dramatic art (film and theatrical).
D. Upon completion of THEA 11, the student will be able to identify important movements and developments in theater and film history.

Textbooks (Typical):

Textbook:
1. Deborah Cartmell and Imelda Whelehan *Screen Adaptation: Impure Cinema*., Red Globe Press, 2022.
2. John Wyver *Screening the Royal Shakespeare Company: A Critical History?*. 1st ed., The Arden Shakespeare, Bloomsbury, 2020.
3. Samuel Crowl *Screen Adaptations: Shakespeare's Hamlet: The Relationship between Text and Film*. 1 ed., Bloomsbury Arden Shakespeare, 2014.
4. Steven Neale *Screening the Stage: Case Studies of Film Adaptations of Stage Plays and Musicals*. 1 ed., John Libbey Publishing , 2017.
5. Shaun May *A Philosophy of Comedy on Stage and Screen: You Have to be There*. 1 ed., Bloomsbury Methuen Drama, 2015.
6. Michael Ingham *Stage-Play and Screen-Play: The intermediality of theatre and cinema* . 1st ed., Routledge , 2016.
7. Benjamin Poore *Sherlock Holmes from Screen to Stage: Post-Millennial Adaptations in British Theatre* . 1st ed., Palgrave Macmillan, 2017.
8. Robert Edgar, John Marland *Adaptation for Screenwriters*. 1st ed., Bloomsbury Academic?, 2019.

Other Learning Materials:
1. Selection of works viewed and critique will cover a wide variety of contemporary

and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students. .

Other Materials Required of Students

Other Materials Required of Students:
1. Students may, depending on their access to viewing platforms, need to purchase viewing rights for films (depending on the availability across streaming platforms). .

Equity Based Curriculum

•Course Content
Address
Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.
•Methods of Evaluation
Address
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including exams, written assignments, and projects.
•Typical Texts
Address
Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

DE Proposal

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

Rationale for DE
Explain why this course should be offered in Distance Education mode.
In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the program are not prolonging their academic career due to an emergency beyond their control. This course also fulfills General Ed requirements, so we want to continue to make it accessible to all students on campus. This course serves as an elective for the AA degree in Theater, as well as Film.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

time.
Frequency: 2 times per month
•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency: 2 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
•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency: 2 times per month
•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 1-2 times per semester
•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: 2 times per month

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Weekly
•**Written papers:** *Papers will be written on various topics.*
Frequency: 3-4 per semester
•**Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
Frequency: 3-4 per semester
•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: 1 quiz per month, 1 final exam per semester
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: Weekly
•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: Weekly
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000366929

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
   Y.   Not Applicable

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

LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 31A
Drama Workshop - Beginning
Effective: Fall 2026

Catalog Description:

THEA 31A - Drama Workshop - Beginning
3.00 Units

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances. Casting subject to in class audition. Students from all backgrounds and majors welcome!

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

       A. Prepare, rehearse and perform in a one act play or scene
       B. Create a character that is believable and appropriate to the script
       C. Memorize lines and cues and deliver them confidently in rehearsal and performance

D. Explain some basic techniques of acting
E. Participate collaboratively with other cast members in the process of creating a play or production
F. Establish a cooperative and creative working relationship with a student director in the process of creating a play for production

Course Content:

Lab:
1. Participation by the students as actors or crew in the preparation and performance of one act plays, scenes, or other projects
2. Auditioning for the plays
3. Memorization of lines
4. Creation of a character through an understanding of the behavioral, emotional and physical life suggested by the script
5. Blocking and staging led by the play's director
6. Rehearsals - working with other actors and the director to create believable portrayals, approprite physical action and interaction

Lecture:
1. Analysis of the script and the author's intentions
2. Basic acting techniques
3. Incorporation of props, furniture, sets and costumes
4. Public performances

Methods of Instruction:

1. Classroom Activity - Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
2. Individualized Instruction - Observation of student actors working with the student directors, designers, and staff in service of a performance objective.
3. Student Presentations - Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester.
4. Critique - Coaching and guidance of student directors through discussions and individual conversations
5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all

voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Writing:
Having read Boleslavsky's "Acting," write a written response to chapter on "Concentration." How are you like/unlike the Creature?

B. Laboratory:
1. Using short form improvisation technique, execute an audition in the style of commedia dell arte.
2. Working in pairs, prepare a cold read audition with conventional stage blocking and character creation.
3. Incorporate a specific request of direction from student director.
4. Having completed line memorization, perform off book for director notes and feedback.

Methods of Evaluating Student Progress

A. Home Work
   1. weekly
B. Class Performance
   1. 2-3x per semester
C. Final Class Performance
   1. 1x per semester
D. Final Public Performance
   1. 1x per semester
E. Class Participation
   1. weekly
F. Class Work
   1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Create and dramatize the behavioral life of a character in rehearsal and performance using basic acting skills.
B. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
C. Evaluate and analyze a script for rehearsal and performance.
D. Use basic production elements such as props, costumes, and sets to create the

world of a play.

Textbooks (Typical):

Textbook:
1. Damon Kiely *Play Directing: The Basics.*, Routledge , 2023.
2. Norman A. Bert *More One-Act Plays for Acting Students.*, Meriwether Publishing, 2022.
3. Amanda Breed, Tim Prentki *Performance and Civic Engagement.* 1st ed., Palgrave Macmillan, 2017.

Equity Based Curriculum

•Methods of Instruction
Address
Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes
CB00: State ID
CCC000552337

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

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

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

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

      Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 31B
Drama Workshop - Intermediate
Effective: Fall 2026

Catalog Description:

THEA 31B - Drama Workshop - Intermediate
3.00 Units

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances. Casting subject to in class audition. Students from all backgrounds and majors welcome!

Prerequisite: THEA 31A with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
    A. Develop and create a specific character as called for in a play script
    B. Use effective and appropriate physical movement in becoming a character in a play.

C. Exhibit a vibrant vocal life in portraying a role (volume, diction, resonation)
D. Prepare, rehearse and perform at an experienced level in a one act play or other project
E. Perform with consistency, but also with spontaniety and freshness
F. Discover and portray a strong inner life for a character based on subtext and inner monologue.
G. Establish a cooperative and creative working relationship with a student director and cast members in the process of creating a play for production

Course Content:

Lab:

1. Participation by the students as actors in the preparation and performance of one act plays or other projects - auditioning, memorization, script analysis, blocking, rehearsals, public performances.
2. Physical exercises to advance the creation of a specific character
3. Vocal exercises for the development of projection, articulation and resonation

Lecture:

1. Character analysis - including physical characteristics, emotional life, history, background, lines that reflect character
2. Coaching to develop in-the-moment spontaniety in acting

Methods of Instruction:

1. Classroom Activity - Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
2. Individualized Instruction - Observation of student actors working with the student directors, designers, and staff in service of a performance objective.
3. Student Presentations - Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to

scheduled performances at the end of the semester.
4. Critique - Coaching and guidance of student directors through discussions and individual conversations
5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Writing:
    1. Please write a character analysis consisting of the character's background, objectives, physical and emotional life.
    2. Having read Boleslavsky's "Acting" write a written response to chapter on "Memory of Emotion and Dramatic Action." How are you like/unlike the Creature?
B. Laboratory:
    1. Participate in warm up exercises that emphasize the development of character. Use of archetypes required.
    2. Having completed line memorization, perform off book for director notes and feedback.

Methods of Evaluating Student Progress

A. Class Performance
    1. 2-3xper semester
B. Final Class Performance
    1. 1x per semester
C. Final Public Performance
    1. 1x per semester
D. Class Participation
    1. weekly
E. Class Work
    1. weekly
F. Home Work
    1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Assist in the design of basic production elements such as props, costumes, and sets

to create the world of a play.
B. Create and dramatize the behavioral life of a character in rehearsal and performance using intermediate acting skills.
C. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
D. Evaluate and analyze a script for rehearsal and performance.

Textbooks (Typical):

Textbook:
1. Norman A. Bert *More One-Act Plays for Acting Students.*, Meriwether Publishing, 2022.
2. Damon Kiely *Play Directing: The Basics.*, Routledge , 2023.
3. Amanda Breed, Tim Prentki *Performance and Civic Engagement.* 1st ed., Palgrave McMillan, 2017.

Equity Based Curriculum

•Methods of Instruction
Address
Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000552338

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status
N - Not Basic Skills

CB09: SAM Code
E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

    Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Theater Arts 31C
Drama Workshop - Technical Theater
Effective: Spring 2026

Catalog Description:

THEA 31C - Drama Workshop - Technical Theater
3.00 Units

Participation as designer or stage crew in one act plays, original student scripts, or other projects developed in collaboration with students in Theater 31 A and 31B, possibly leading to scheduled performances. Students from all backgrounds and majors welcome!

Prerequisite: THEA 50 with a minimum grade of C, **Recommended Course Preparation:** THEA 48A with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Stagecraft, or Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

      A. Prepare, design and construct at an advanced level technical elements necessary for

production.
B. Analyze a play thoroughly to discover author's intent, historical and sociological background, dramatic action and use of language.
C. Establish a schedule for completion of project, including deadlines and staff required.
D. Execute project completion over a period of time in order to prepare production for for public performance.
E. Communicate consistently and thorough with directors in order to collaboratively execute an approved design in relationship to a selected script.

Course Content:

Lab:
1. Participation as a designer in the preparation and performance of one act plays or other projects
2. Design and implement production elements including, but not limited to (students may participate in more than one technical area):
    1. scenic
    2. costume
    3. props
    4. lighting or sound

Lecture:
1. Analysis of the play as a whole including the author's intent, historical and sociological background, dramatic action, message, and use of language.
2. Active participation in the creation of designs for theatrical production.
    1. Creation of a concept and scheme.
    2. Assistance in selection and ordering of materials and equipment.
    3. Produce the paperwork necessary to implement a design.
    4. Analyze a design in terms of budget requirements.
    5. Work collaboratively with student assistants or tech crew to serve as executer of design in one of the following:
        1. Scenic
        2. Costume
        3. Props
        4. Lighting
        5. Sound
        6. Marketing/Publicity
    6. Creation and maintenance of production elements, in cooperation with director.

Methods of Instruction:

1. Classroom Activity - Student designers, will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
2. Individualized Instruction - Student designers, will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
3. Student Presentations - Student designers are involved in the entire collaborative process and will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
4. Lecture - Coaching and guidance of student designers through discussions and individual conversatio
5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Research:
   1. Research the author and the historic period of the plays and present findings in an oral presentation to the other cast and crew members.
B. Laboratory:
   1. Create an initial design concept in an area of technical theater relates to the production. Areas may include:
      1. Scenic
      2. Costume
      3. Props
      4. Lighting
      5. Sound
      6. Marketing/Publicity
   2. Work collaboratively with other crew and designers to execute concepts. Assignments may include, but are not limited to:
      1. Constructing and painting scenery
      2. Renting, pulling, or buying costumes for production
      3. Creating or renting props
      4. Researching and editing sound design and elements
      5. Hanging and focusing lights
      6. Working as a running crew

Methods of Evaluating Student Progress

    A. Class Participation
            1. weekly
    B. Class Work
            1. weekly
    C. Lab Activities
            1. weekly
    D. Projects
            1. as needed by production
    E. Oral Presentation
            1. 1x per semester
    F. Final Public Performance
            1. 1x per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Create and dramatize the behavioral life of a character in rehearsal and performance using advanced acting skills.
    B. Assist in the design of basic production elements such as props, costumes, and sets to create the world of a play.
    C. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
    D. Evaluate and analyze a script for rehearsal and performance.

Textbooks (Typical):

Textbook:
    1. Robert B. Smith and Paul L. Harkins *An Introduction to Technical Theatre.*, Open Textbook Library, 2022.
    2. D. S. Lively *Introduction to Technical Theater: An Overview of the Technical Production Process.*, Routledge, 2022.

Equity Based Curriculum

    •Methods of Instruction
    Address
    Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are

respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612245

CB03: TOP Code
100600 - Technical Theater

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.

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status
Y.   Not Applicable

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

LAS POSITAS
C O L L E G E

Admin Outline for Theater Arts 31D
Drama Workshop - Directing
Effective: Spring 2026

Catalog Description:

THEA 31D - Drama Workshop - Directing
3.00 Units

Participation as a director or assistant director of one act plays, original student scripts, or other projects, leading to scheduled performances.

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
    A. Select an appropriate play for production
    B. Analyze a play script and create a vision and concept for how that script can be expressed in a live theatrical production
    C. Cast a play with appropriate actors

D. Stage and block a theatrical production
E. Coach actors in terms of all elements of acting including characterization, vocal life, physical life, presence and energy
F. Guide the pacing of a play
G. Lead design elements of a production - set, lighting, props, costumes
H. Coordinate all elements of a play production into a unified whole
I. Establish a cooperative and creative working relationship student actors and backstage workers

Course Content:

Lab:

1. Blocking and staging - work collaboratively with selected cast to establish blocking and staging for a given or selected script.
2. Actor coaching -Provide notes and direction to actors in areas such as staging, character development, movement, voice, gesture, and collaboration for creation of a scene or play for public performance.
3. Design Collaboration and oversight - work with department staff, techs, technical director, designers, and students to execute the completed designs for public performance.

Lecture:

1. Play selection
2. Script analysis
3. Casting
4. Pacing
5. Design concept and leadership
6. Coordination of all elements into a unified whole
7. Guidance and instruction by the teacher in all aspects of the process of creating a play
8. Evaluation and discussion of the process and production

Methods of Instruction:

1. Classroom Activity - Student directors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, directorial process, communication, and final product execution. Meetings and discussions between the instructor and the student directors at every class session dealing with all aspects of the director's job - play selection, casting, rehearsal discipline and etiquette, staging and blocking, actor coaching, pacing and rhythm,

technical aspects of the production.
2. Individualized Instruction - Observation of student directors working with the student actors, designers, and staff in service of a performance objective.
3. Student Presentations - Participation as a director in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester
4. Critique - Coaching and guidance of student directors through discussions and individual conversations
5. Observation - Observation of student directors working with the student actors.
6. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Writing:
  1. Writing an evaluation of the process and production after public performances have occurred.e.g. What things went especially well? What things would you do differently if you had a chance to direct the show again?
B. Laboratory:
  1. Creating a plan for the blocking of the play. Note suggested blocking in the director's script before the blocking rehearsal.
  2. Preparing the director's script for the technical rehearsal, marking all the lighting and sound cues.

Methods of Evaluating Student Progress

A. Class Participation
  1. daily
B. Class Work
  1. weekly
C. Home Work
  1. weekly
D. Class Performance
  1. weekly
E. Final Class Performance
  1. 1x per semester
F. Final Public Performance
  1. 1x per semester

Student Learning Outcomes

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

    A. Create the staging of a play using basic principles of blocking.

    B. Demonstrate a responsible work ethic within a professional framework of collaboration with student actors and fellow directors in rehearsal and performance.

    C. Design production elements such as props, costumes, and sets to create the world of a play, in collaboration with the technical director.

    D. Evaluate and analyze a script for rehearsal and performance using basic principles of directing.

    E. Interpret the behavioral life of characters in rehearsal and performance using basic directing skills.

Textbooks (Typical):

Textbook:

1. Avra Sidiropoulou *Directions for Directing: Theatre and Method.*, Routledge, 2023.
2. Michael Wainstein *Stage Directing: A Director's Itinerary.*, Routledge, 2023.
3. Paul B. Crook *The Art and Practice of Directing for Theatre.*, Routledge, 2022.

Equity Based Curriculum

•Methods of Instruction
Address
Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID
CCC000552422

CB03: TOP Code
100700 - Dramatic Arts

CB04: Credit Status
D - Credit - Degree Applicable

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

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Admin Outline for Theater Arts 60
Business of Acting
Effective: Fall 2026

Catalog Description:

THEA 60 - Business of Acting
1.00 Units

Students with an interest in pursuing acting beyond the community college setting will work on preparations to audition for theater, film and four-year schools and develop an understanding of the expectations of professional actors. This class will explore union affiliation pros and cons, artist representation, financial management for artists, and more!

Prerequisite: THEA 1A with a minimum grade of C

Course Grading: Optional

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

    A. Demonstrate audition technique through performance in an audition process
    B. Find appropriate material for monologue and showcase auditions

C. Perform "cold-read" auditions
D. Assemble a Headshot and Resume for the purposes of auditioning
E. Create an actor "showcase" for an audience of directors, agents and casting directors

Course Content:

1. Discussion of the audition process.
   1. Selection of appropriate material and monologues for auditions
   2. Memorization and rehearsal of chosen pieces.
   3. Perform chosen monologues.
   4. Feedback from instructor and other students.
   5. Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.
2. Work on short "Showcase"
   1. Selection of appropriate material
   2. Memorization and rehearsal of chosen pieces in partnership
   3. Perform chosen scenes
   4. Feedback from instructor and other students
   5. Perform as part of a showcase
3. Cold read audition technique
   1. Discussion of cold read technique
   2. Read audition scenes from plays
   3. Receive criticism from instructor and students
4. Develop headshot and resume
   1. View examples of headshots and resumes
   2. Create resumes
   3. Get headshots taken by photographer

Methods of Instruction:

1. Lecture - Union affiliation pros and cons, artist representation, financial management for artists
2. Student Presentations - Cold readings, monologues, and scenes
3. Guest Lecturers - Guest artists, agents, casting directors and accountants, as available.
4. Classroom Activity - Perform chosen scenes for feedback from instructor

Typical Assignments

A. Other:
   Typical Assignments

   1. Develop and actors portfolio of performable repetoire for theter, musical theater, and film
   2. Read complete plays from which monologues have been selected
   3. Memorize, rehearse and perform monologues and scenes
   4. Compare and contrast effective headshots amongst theater and film professionals (and emerging artists)
   5. Prepare, edit, and upload an Actor Demo Reel to digital media sites, such as YouTube or a private domain (in partnership with Acting for the Camera class)

Methods of Evaluating Student Progress

A. Portfolios
   1. 1 per semester
B. Class Participation
   1. weekly
C. Class Performance
   1. 2-3 per semester
D. Final Public Performance
   1. demo reel - 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Assemble a headshot and resume for the purposes of auditioning and marketing materials.
B. Give critical feedback to the audition work of others.
C. Perform classical and contemporary short monologues.
D. Perform short scenes in a "Showcase" format.

Textbooks (Typical):

Textbook:
   1. JoBe Cerny *How Actors Make Money and Create Careers: A Practical Guide to the Business of Professional Acting.*, Shakespeare and Co., 2023.
   2. Michael Vezo *Inside the Business of Show: How to Create a Sustainable, Professional*

Acting Career., Shakespeare and Co., 2022.

Other Materials Required of Students

Other Materials Required of Students:
   1.   Students will be expected to have a headshot taken at their own expense..

Equity Based Curriculum

•DE Course Interaction
Address
Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.
•Course Content
Address
Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.

DE Proposal

Delivery Methods
   •   **Partially Online**
   •   **Emergency Fully Online (EFO)**

Rationale for DE
Explain why this course should be offered in Distance Education mode.
In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.
The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities
   •   Closed captioning for videos.
   •   Transcription for audio.
   •   Alt-text/ tags for images.

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

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

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

DE Course Interaction

Instructor-Student Interaction

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency: 1-2 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
- **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: 2-3 per semester

Requisite Skills
   Before entering this course, it is required that a student be able to:
   A. THEA 1A
      1. Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements
      2. Participate in acting improvisations, warm-ups, technique work and

scene study
3. Work individually and with a partner in the process of rehearsing and performing an acting scene
4. Use and apply a basic craft of acting in performance
5. Perform in both scripted and improvisational scenes in front of an audience
6. Analyze a character, scene, and play as part of the actor's preparation
7. Compose a character analysis
8. Analyze dramatic textual components as they pertain to performance
9. Utilize appropriate theatrical terminology and jargon
10. Critically evaluate the acting performances of other students and other actors
11. Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation

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: 2-3 per semester
•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency: weekly

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 2-3 per semester
•**Written papers:** *Papers will be written on various topics.*
Frequency: 1 per semester
•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: weekly. Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.
•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1-2 per semester
•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1-2 per semester

Codes and Dates

Course CB Codes

CB00: State ID
CCC000612039

CB03: TOP Code
100700 - Dramatic Arts

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

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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

6.2 Guided Map Modifications

Effective Term: **Fall 2025**

- Art History, AA-T
- Art: Emphasis in Painting, AA
- Automotive Alternative Fuels/Hybrid Technology, AS
- Automotive Electronics Technology, AS
- Automotive Light Duty Diesel, AS
- Automotive Master, AS
- Automotive Smog Technician, AS
- Biology, AA
- Biology: Allied Health, AS
- Biology, AS-T
- Biology UC Pathway, AS
- Chemistry, AS
- Chemistry Education, AS
- Civil/Mechanical Engineering, AS
- Computer Information Systems, AA
- Computer Information Technologist, AS
- Computer Science, AS
- Early Childhood Development, AA
- Early Childhood Education, AS-T
- Early Childhood Intervention, AA
- Electrical Engineering, AS
- Electrical Engineering UC Pathway, AS
- Engineering, AS
- Environmental Science, AS
- Fire Officer Leadership and Management, AS
- Fire Service Technology, AS
- Geology, AS-T
- Global Studies, AA-T
- History, AA-T
- Horticulture, AS
- Interior Design, AS
- Journalism and Media Studies, AA
- Music, AA-T
- Photography, AA
- Physics, AS
- Spanish, AA-T
- Theater Arts, AA
- Theater Arts, AA-T
- Welding Technology, AS

Guided Map: Art: Emphasis in Painting - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The A.A. in Art: Emphasis in Painting serves a local program need for those students interested in the pursuit of painting. This degree allows students to explore the discipline of painting bolstered by associated art courses.

2. Catalog Description

The AA in Art: Emphasis in Painting provides students with broad exposure to art courses, allowing students to explore and refine their studio arts practice. This degree is designed for art majors in addition to those who are pursuing an arts education for its own merit.

3. Program Requirements

Course	Title	Units	Term

Required Core: (27 units)

ARHS 1	Introduction to Art History	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
ARHS 5	Western Art History - Renaissance to Contemporary	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 3A	Figure and Composition I	3.0
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0

List A: Select Three (9 Units)

ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 6	Museum & Gallery Techniques	3.0
ARTS 2B	Drawing and Composition	3.0
ARTS 3B	Figure and Composition II	3.0
ARTS 7B	Watercolor Painting	3.0
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0

Total Units in the Major

36.0

General Education and Electives

25.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 61.0

4. Master Planning
This is a long existing program that is being updated according to the Educational Master Plan strategy A2: Support existing and new programs.

5. Enrollment and Completer Projections
Approximately 7 people.

6. Place of Program in Curriculum/Similar Programs

This program is a part of the ARTS department.

7. Similar Programs at Other Colleges in Service Area

Chabot College offers an AA in Painting.

Guided Map: Art: Emphasis in Painting - Associate of Arts Degree

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The AA in Art: Emphasis in Painting provides students with broad exposure to art courses, allowing students to explore and refine their studio arts practice. This degree is designed for art majors in addition to those who are pursuing an arts education for its own merit.

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

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

Term 1 - Fall Semester   **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
ARTS 23	2-D Design	3.0	Major/Required	
ARHS 1	Introduction to Art History	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 4	Western Art History - Ancient to Medieval	3.0	Major/Required	
ARTS 3A	Figure and Composition I	3.0	Major/Required	
List A Course		3.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)		3.0	General Education	

Term 4 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 5	Western Art History - Renaissance to Contemporary	3.0	Major/Required	
ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required	
OR ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required	
ARTS 24	Three-Dimensional Design and Modeling	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	

Term 5 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required	
OR				
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required	
List A Courses		6.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Total: 61.0

Guided Map: Art History - Associate in Arts Degree for Transfer

1. Statement of Program Goals and Objectives

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

2. Catalog Description

The Associate in Arts in Art History for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Art History. Completion of the Art History Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Art History or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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

LAS POSITAS
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Guided Map: Art History - Associate in Arts Degree for Transfer

The Associate in Arts in Art History for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Art History. Completion of the Art History Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Art History or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 4	Western Art History - Ancient to Medieval	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	
ARHS 1		3.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 47		3.0	General Education	

Term 3 - Fall Semester — **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
List C Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 4 - Spring Semester — **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 5	Western Art History - Renaissance to Contemporary	3.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Humanities (Area 3B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Elective		2.0	Elective	

Total: 60.0

Guided Map: Automotive Alternative Fuels/Hybrid Technology - Associate of Science Degree

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1. Statement of Program Goals and Objectives

This program is CTE focused and will help students attain a job-ready state to gain employment in the Automotive industry.

2. Catalog Description

The Associate of Science in Automotive Alternative Fuels/Hybrid Technology degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program concentrates on Hybrid technologies which will allow students to gain employment with manufacturers. The current climate in the automotive industry has a focus on Hybrid training and this program will give our students a leg up on the competition Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title	Units	Term

Required Core: (40 Units)

AUTO A1	Engine Repair	4.0
AUTO A2	Automatic Transmission/Transaxle	4.0
AUTO A3	Manual Drive Train and Axles	4.0
AUTO A4	Suspension and Steering	4.0
AUTO A5	Brakes	4.0
AUTO A6	Electrical/Electronic Systems	5.0
AUTO A7	Automotive Heating and Air Conditioning	4.0
AUTO A8	Engine Performance	5.0
AUTO LABA	Automotive Lab	2.0
AUTO L3	Light Duty Hybrid/Electric Vehicles	4.0

List A: Select One (4 Units)

Option 1		-
AUTO INTR	Automotive Service and Introduction	4.0
		-
Option 2		-
AUTO INTL	Automotive Service and Introduction Hands-On Lab	2.0
AND AUTO INTZ	Automotive Service and Introduction Lecture	2.0

Total Units for the Major

	44.0

Additional General Education and Elective Units

	22.0

Total: 66.0

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

Every 1.5 years which is how the classes in out program rotate and would be able to be completed by a full time student./ We project 15-24 completers for the certificates and 5-8 for AS Degrees.

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Automotive Alternative Fuels/Hybrid Technology - Associate of Science Degree

The Associate of Science in Automotive Alternative Fuels/Hybrid Technology degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program concentrates on Hybrid technologies which will allow students to gain employment with manufacturers. The current climate in the automotive industry has a focus on Hybrid training and this program will give our students a leg up on the competition Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)		3.0	General Education	

Term 4 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7	Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 5 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L3	Light Duty Hybrid/Electric Vehicles	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
MATH 47		3.0	General Education	

Total: 66.0

Guided Map: Automotive Electronics Technology - Associate of Science Degree

1. Statement of Program Goals and Objectives

This program is CTE focused and will help students attain a job-ready state to gain employment in the Automotive industry.

2. Catalog Description

The LPC Automotive Electronics Technology degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title	Units	Term

Required Core: (36 Units)

AUTO LABA	Automotive Lab	2.0
AUTO A1	Engine Repair	4.0
AUTO A2	Automatic Transmission/Transaxle	4.0
AUTO A3	Manual Drive Train and Axles	4.0
AUTO A4	Suspension and Steering	4.0
AUTO A5	Brakes	4.0
AUTO A6	Electrical/Electronic Systems	5.0
AUTO A7	Automotive Heating and Air Conditioning	4.0
AUTO A8	Engine Performance	5.0

List A: Select One (5 Units)

AUTO L1	Advanced Engine Performance	5.0
AUTO SDR	Specified Diagnostic and Repair	5.0

List B: Select One (4 Units)

Option 1		-
AUTO INTR	Automotive Service and Introduction	4.0
		-
Option 2		-
AUTO INTL	Automotive Service and Introduction Hands-On Lab	2.0
AND		
AUTO INTZ	Automotive Service and Introduction Lecture	2.0

Total Units for the Major

	45.0

Additional General Education and Elective Units

	22.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 67.0

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

Every 1.5 years which is how the classes in out program rotate and would be able to be completed by a full time student./ We project 15-24 completers for the certificates and 5-8 for AS Degrees.

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

LAS POSITAS
C O L L E G E

Guided Map: Automotive Electronics Technology - Associate of Science Degree

The LPC Automotive Electronics Technology degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO LABA	Automotive Lab	2.0	Major/Required	
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

English Composition (Area 1A)	3.0	General Education	

Term 4 - Fall Semester   Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7	Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 5 - Spring Semester   Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
MATH 47	3.0	General Education	

Total: 67.0

Guided Map: Automotive Light Duty Diesel - Associate of Science Degree

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1. Statement of Program Goals and Objectives

This program is CTE focused and will help students attain a job-ready state to gain employment in the Automotive industry.

2. Catalog Description

The Associate of Science in Automotive Light Duty Diesel degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Diesel technology is currently on the forefront of the automotive industry with the addition of several small diesel engines to the line up from most manufacturers. The emissions system on diesel are very complicated and this program will allow student to learn the emissions and drivability of diesel powered vehicles. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title	Units	Term

Required Core: (40 Units)

AUTO LABA	Automotive Lab	2.0
AUTO A1	Engine Repair	4.0
AUTO A2	Automatic Transmission/Transaxle	4.0
AUTO A3	Manual Drive Train and Axles	4.0
AUTO A4	Suspension and Steering	4.0
AUTO A5	Brakes	4.0
AUTO A6	Electrical/Electronic Systems	5.0
AUTO A7	Automotive Heating and Air Conditioning	4.0
AUTO A8	Engine Performance	5.0
AUTO A9	Light Vehicle Diesel Engines	4.0

List A: Select One (4 Units)

Option 1		-
AUTO INTR	Automotive Service and Introduction	4.0
		-
Option 2		-
AUTO INTL	Automotive Service and Introduction Hands-On Lab	2.0
AND		
AUTO INTZ	Automotive Service and Introduction Lecture	2.0

Total Units for the Major

	44.0

Additional General Education and Elective Units

	22.0-2222.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 66.0-2266.0

4. Career Opportunities
Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

Every 1.5 years which is how the classes in out program rotate and would be able to be completed by a full time student./ We project 15-24 completers for the certificates and 5-8 for AS Degrees

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Automotive Light Duty Diesel - Associate of Science Degree

The Associate of Science in Automotive Light Duty Diesel degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Diesel technology is currently on the forefront of the automotive industry with the addition of several small diesel engines to the line up from most manufacturers. The emissions system on diesel are very complicated and this program will allow student to learn the emissions and drivability of diesel powered vehicles. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)		3.0	General Education	

Term 4 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7	Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 5 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A9	Light Vehicle Diesel Engines	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
MATH 47		3.0	General Education	

Total: 66.0

Guided Map: Automotive Master - Associate of Science Degree

1. Statement of Program Goals and Objectives

This program is CTE focused and will help students attain a job-ready state to gain employment in the Automotive industry.

2. Catalog Description

The Associate of Science in Automotive Master degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program follows ASE and NATEF for the requirements of a Master automotive technician. It will create a pathway for students to become master ASE certified. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title	Units	Term

Required Core: (61.5 Units)

AUTO A1	Engine Repair	4.0
AUTO A2	Automatic Transmission/Transaxle	4.0
AUTO A3	Manual Drive Train and Axles	4.0
AUTO A4	Suspension and Steering	4.0
AUTO A5	Brakes	4.0
AUTO A6	Electrical/Electronic Systems	5.0
AUTO A7	Automotive Heating and Air Conditioning	4.0
AUTO A8	Engine Performance	5.0
AUTO A9	Light Vehicle Diesel Engines	4.0
AUTO LABA	Automotive Lab	2.0
AUTO LABB	Automotive Lab Advanced	2.0
AUTO L1	Advanced Engine Performance	5.0
AUTO L1L2	Smog Level One and Level Two	5.5
AUTO L3	Light Duty Hybrid/Electric Vehicles	4.0
AUTO SDR	Specified Diagnostic and Repair	5.0

List A: Select One (4 Units)

Option 1		-
AUTO INTR	Automotive Service and Introduction	4.0
		-
Option 2		-
AUTO INTL	Automotive Service and Introduction Hands-On Lab	2.0
AND		
AUTO INTZ	Automotive Service and Introduction Lecture	2.0

Total Units for the Major

	65.5

Additional General Education and Elective Units

	22.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 87.5

4. Career Opportunities

Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

Every 1.5 years which is how the classes in out program rotate and would be able to be completed by a full time student./ We project 15-24 completers for the certificates and 5-8 for AS Degrees.

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Automotive Master - Associate of Science Degree

The Associate of Science in Automotive Master degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program follows ASE and NATEF for the requirements of a Master automotive technician. It will create a pathway for students to become master ASE certified. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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

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

Term 1 - Fall Semester   **Units:** 18.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABB	Automotive Lab Advanced	2.0	Major/Required	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)		3.0	General Education	

Term 4 - Fall Semester   **Units:** 19.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7	Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	
AUTO A9	Light Vehicle Diesel Engines	4.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 5 - Spring Semester   **Units:** 15.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L1	Advanced Engine Performance	5.0	Major/Required	
AUTO L3	Light Duty Hybrid/Electric Vehicles	4.0	Major/Required	
AUTO L1L2	Smog Level One and Level Two	5.5	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 6 - Fall Semester

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO SDR	Specified Diagnostic and Repair	5.0	Major/Required	

Social and Behavioral Sciences (Area 4)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
Arts and Humanities (Area 3)	3.0	General Education
MATH 47	3.0	General Education

Total: 87.5

Guided Map: Automotive Smog Technician - Associate of Science Degree

1. Statement of Program Goals and Objectives

This program is CTE focused and will help students attain a job-ready state to gain employment in the Automotive industry.

2. Catalog Description

The Associate of Science in Automotive Smog Technician degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

3. Program Requirements

Course	Title	Units	Term

Required Core: (42.5 Units)

AUTO A1	Engine Repair	4.0
AUTO A2	Automatic Transmission/Transaxle	4.0
AUTO A3	Manual Drive Train and Axles	4.0
AUTO A4	Suspension and Steering	4.0
AUTO A5	Brakes	4.0
AUTO A6	Electrical/Electronic Systems	5.0
AUTO A8	Engine Performance	5.0
AUTO LABA	Automotive Lab	2.0
AUTO L1L2	Smog Level One and Level Two	5.5
AUTO SDR	Specified Diagnostic and Repair	5.0

List A: Select One (4 Units)

Option 1		-
AUTO INTR	Automotive Service and Introduction	4.0
		-
Option 2		-
AUTO INTL	Automotive Service and Introduction Hands-On Lab	2.0
AND		
AUTO INTZ	Automotive Service and Introduction Lecture	2.0

Total Units for the Major

	46.5

Additional General Education and Elective Units

	22.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 68.5

4. Career Opportunities
Career opportunities include Teaching, Automotive Technician, Automotive Parts Personnel, Automotive Management, Shop Owners, and Automotive Performance Personnel

5. Master Planning

The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections

Every 1.5 years which is how the classes in out program rotate and would be able to be completed by a full time student./ We project 15-24 completers for the certificates and 5-8 for AS Degrees.

7. Place of Program in Curriculum/Similar Programs

This program is part of the Automotive Department and adds options to our students who wish to expand their knowledge of cars and open up job opportunities.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Automotive Smog Technician - Associate of Science Degree

The Associate of Science in Automotive Smog Technician degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

English Composition (Area 1A)	3.0	General Education	

Term 4 - Fall Semester   **Units:** 17.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L1L2	Smog Level One and Level Two	5.5	Major/Required	
AUTO A8	Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 5 - Spring Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO SDR	Specified Diagnostic and Repair	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
MATH 47		3.0	General Education	

Total: 68.5

Guided Map: Biology - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The goal of the Associate of Arts in Biology is a local degree designed to prepare students to transfer to a four year institution in Biology and related fields. It helps to provide students with the fundamental principles of biology.   Students are to gain hands-on lab experiences as well as field work.

2. Catalog Description

The Associate of Arts in Biology degree is designed to prepare students for transfer, but also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. It also provides students with the basic understanding of human anatomy and physiology, along with an overview of microbiology that impacts humans.

3. Program Requirements

Course	Title	Units	Term

Required Core: (33 Units)

BIO 1A	General Botany	5.0
BIO 1B	General Zoology	5.0
BIO 1C	Cell and Molecular Biology	5.0
CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0

Total Units for the Major

	33.0

Additional General Education and Elective Units

	27.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning
The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections
10 per year

6. Place of Program in Curriculum/Similar Programs
This program is part of the Biology family of programs.

7. Similar Programs at Other Colleges in Service Area
The AA in Biology is an established program with in the colleges in our service area.

Guided Map: Biology - Associate of Arts Degree

The Associate of Arts in Biology degree is designed to prepare students for transfer, but also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. It also provides students with the basic understanding of human anatomy and physiology, along with an overview of microbiology that impacts humans.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
MATH 39		4.0	General Education	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Health (Area 8)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	
CSU Elective		1.0	Elective	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

Guided Map: Biology: Allied Health - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The goal of the Associate of Science in Biology: Allied Health is a local degree designed to prepare students to transfer nursing schools or other Allied Health programs. It helps to provide students with the fundamental principles of biology, emphasizing human biology.

2. Catalog Description

The Associate of Science in Biology: Allied Health degree provides courses that are required for students entering nursing school or other programs in Allied Health fields, such as dental hygiene, radiology, surgical technician, kinesiology, physical therapy, occupational therapy, emergency medical technician, paramedic, medical assisting, and health information technology.

3. Program Requirements

Course	Title	Units	Term
Required Core: (23 Units)			
BIO 30	Introduction to College Biology	4.0	
BIO 7A	Human Anatomy	5.0	
BIO 7B	Human Physiology	5.0	
BIO 7C	Microbiology	5.0	
CHEM 30A	Introductory and Applied Chemistry I	4.0	
Total Units for the Major			
		23.0	
Additional General Education and Elective Units			
		37.0	

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

The program meets LPC's Education Master Plan area A2 "support existing and new programs."

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

7. Similar Programs at Other Colleges in Service Area

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Guided Map: Biology: Allied Health - Associate of Science Degree

The Associate of Science in Biology: Allied Health degree provides courses that are required for students entering nursing school or other programs in Allied Health fields, such as dental hygiene, radiology, surgical technician, kinesiology, physical therapy, occupational therapy, emergency medical technician, paramedic, medical assisting, and health information technology.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 30	Introduction to College Biology	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
STAT C1000		4.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7A	Human Anatomy	5.0	Major/Required	
CHEM 30A	Introductory and Applied Chemistry I	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7B	Human Physiology	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Electives		7.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7C	Microbiology	5.0	Major/Required	
AD Electives		10.0	Elective	

Total: 60.0

Guided Map: Biology - Associate in Science Degree for Transfer

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1. Statement of Program Goals and Objectives

The Associate in Science in Biology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major.

2. Catalog Description

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology for Transfer degree. The Associate in Science in Biology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

The course work required for the AS-T in Biology provides foundational knowledge and hands-on experiences across
all levels of biology, from the molecular to the ecological.

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

![Las Positas College logo]

Guided Map: Biology - Associate in Science Degree for Transfer

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology for Transfer degree. The Associate in Science in Biology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The course work required for the AS-T in Biology provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
UC Elective		1.0	Elective	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)		3.0		
Oral Communication (Area 1C)		3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
UC Elective		3.0	Elective	

Total: 60.0

Guided Map: Biology UC Pathway - Associate of Science Degree

1. Statement of Program Goals and Objectives

The goal of the Biology UC Pathway Associate of Science degree is to prepare students to transfer to the University of California system in Biology. The coursework will prepare you to major in biology at any University of California campus. The Biology UC Pathway Associate of Science degree helps to provide students with the fundamental principles of biology. Students are to gain hands-on lab experiences as well as field work.

2. Catalog Description

The Biology UC Pathway Associate of Science degree is designed to prepare students for for a seamless transfer into a biology major at a University of California campus. The degree also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological.

The primary difference between the Biology UC Pathway Associate of Science degree and the Associate in Science in Biology for Transfer (AS-T) degree is that the Biology UC Pathway Associate of Science degree follows the UC Transfer Pathway for admission as a biology major to University of California campuses. The transfer pathway is different for University of California and California State University campuses. If you plan to complete a baccalaureate degree related to biology (for example, Evolution and Ecology, Wildlife Biology, Genetics, etc.) then it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor.

3. Program Requirements

Course	Title	Units	Term

Required Core: (45 Units)

BIO 1A	General Botany	5.0
BIO 1B	General Zoology	5.0
BIO 1C	Cell and Molecular Biology	5.0
CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
CHEM 12B	Organic Chemistry II	5.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0

Total Units for the Major

45.0

Additional General Education and Elective Units

16.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 61.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

7. Similar Programs at Other Colleges in Service Area

This is a new degree for our service area which follows the UC transfer pathway for Biology rather than the CSU pathway defined by the AD-T.

Guided Map: Biology UC Pathway - Associate of Science Degree

The Biology UC Pathway Associate of Science degree is designed to prepare students for for a seamless transfer into a biology major at a University of California campus. The degree also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. The primary difference between the Biology UC Pathway Associate of Science degree and the Associate in Science in Biology for Transfer (AS-T) degree is that the Biology UC Pathway Associate of Science degree follows the UC Transfer Pathway for admission as a biology major to University of California campuses. The transfer pathway is different for University of California and California State University campuses. If you plan to complete a baccalaureate degree related to biology (for example, Evolution and Ecology, Wildlife Biology, Genetics, etc.) then it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	

Term 3 - Fall Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 4 - Spring Semester **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 61.0

Guided Map: Chemistry - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Chemistry Program offers a comprehensive curriculum to prepare students for transfer and completion of an Associate's degree with a strong emphasis on the hands-on use of research-grade instrumentation, chemical safety, and sustainable practices. The Program encourages and supports student participation in independent study projects and lab internships. Courses offered by the program fulfill many academic requirements including general education requirements in the Natural Sciences.

2. Catalog Description

The AS - Chemistry degree prepares students for transfer to four-year institutions for continued study in the field of chemistry or for pre-professional studies for medical and dental programs. This program fulfills the lower-division requirements recommended by the American Chemical Society and is typical of requirements at four-year institutions. The program also satisfies lower division requirements in chemistry for engineering and biology transfer majors. General Education courses should be selected carefully to meet the requirements of the intended transfer institution. Some transfer institutions require more general education units than are required by the A.S. degree. Students should consult the catalog of the transfer institution for requirements and should consult a counselor for additional information.

3. Program Requirements

Course	Title	Units	Term

Required Core: (40 units)

CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
CHEM 12B	Organic Chemistry II	5.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
PHYS 1A	General Physics I	5.0

List A: Select One (5 units)

PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0

Total Units for the Major

	45.0

Additional General Education and Elective Units

	16.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Recommended Electives: BIO 30 Introduction to College Biology BIO 40 Humans and the Environment CS 1 Computing Fundamentals MATH 5 Ordinary Differential Equations MATH 7 Elementary Linear Algebra PHYS 1B General Physics II PHYS 1C General Physics III PHYS 1D General Physics

Total: 61.0

4. Master Planning
The Chemistry Program supports the Mission of the College through its focus on transfer opportunities for students.

5. Enrollment and Completer Projections

6. Place of Program in Curriculum/Similar Programs

7. Similar Programs at Other Colleges in Service Area
AS Chemistry - Chabot College

Guided Map: Chemistry - Associate of Science Degree

The AS - Chemistry degree prepares students for transfer to four-year institutions for continued study in the field of chemistry or for pre-professional studies for medical and dental programs. This program fulfills the lower-division requirements recommended by the American Chemical Society and is typical of requirements at four-year institutions. The program also satisfies lower division requirements in chemistry for engineering and biology transfer majors. General Education courses should be selected carefully to meet the requirements of the intended transfer institution. Some transfer institutions require more general education units than are required by the A.S. degree. Students should consult the catalog of the transfer institution for requirements and should consult a counselor for additional information.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester — **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 3 - Fall Semester — **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
MATH 3	Multivariable Calculus	5.0	Major/Required	

Term 4 - Spring Semester — **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
List A Course		5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 61.0

LAS POSITAS
C O L L E G E

Guided Map: Chemistry Education - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Chemistry Program offers a comprehensive curriculum to prepare students for transfer and completion of an Associate's degree with a strong emphasis on the hands-on use of research-grade instrumentation, chemical safety, and sustainable practices. The Program encourages and supports student participation in independent study projects and lab internships. Courses offered by the program fulfill many academic requirements including general education requirements in the Natural Sciences.

2. Catalog Description

The AS in Chemistry Education degree fulfills the lower-division requirements for four-year BA Chemistry programs designed for future high school and middle school science teachers. The AS Degree is designed to articulate directly with four-year-institution teacher preparation programs with a focus on chemistry education, including single subject teacher preparation in science with a concentration in chemistry. An AS in Chemistry Education would also be an appropriate transfer preparation for students considering chemistry-related interdisciplinary fields.

3. Program Requirements

Course	Title	Units	Term

Required Core: (42-43 Units)

BIO 1A	General Botany	5.0
OR		
BIO 1B	General Zoology	5.0
OR		
BIO 30	Introduction to College Biology	4.0
CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
CHEM 12B	Organic Chemistry II	5.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0

Total Units for the Major

	42.0-43.0

Additional General Education and Elective Units

	17.0-18.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Recommended Electives are suggested for students interested in taking courses beyond unit requirement for degree: EVST 5 Energy and Sustainability GEOL 1 Physical Geology BIO 40 Humans and the Environment

Total: 60.0

4. Master Planning

The Chemistry Program supports the Mission of the College through its focus on transfer opportunities for students.

5. Enrollment and Completer Projections

5 enrollments and completers per year.

6. Place of Program in Curriculum/Similar Programs

This program is part of the Chemistry department set of programs.

7. Similar Programs at Other Colleges in Service Area

None in service area.

LAS POSITAS
C O L L E G E

Guided Map: Chemistry Education - Associate of Science Degree

The AS in Chemistry Education degree fulfills the lower-division requirements for four-year BA Chemistry programs designed for future high school and middle school science teachers. The AS Degree is designed to articulate directly with four-year-institution teacher preparation programs with a focus on chemistry education, including single subject teacher preparation in science with a concentration in chemistry. An AS in Chemistry Education would also be an appropriate transfer preparation for students considering chemistry-related interdisciplinary fields.

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

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

Term 1 - Fall Semester   **Units:** 15.0-14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		2.0 - 1.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0-16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
OR				
BIO 30	Introduction to College Biology	4.0	Major/Required	
Kinesiology (Area 1A)		1.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0		
Arts and Humanities (Area 3)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0

Guided Map: Civil/Mechanical Engineering - Associate of Science Degree

1. Statement of Program Goals and Objectives

The goal of this program is to earn a local Associates of Science in Civil/Mechanical Engineering, with the secondary goal of transferring to a four-year institution as either a Civil or Mechanical Engineering major. This program provides a guided path of courses to take for students who have identified their specific career aspirations within the broader engineering field. Students will be able to develop a strong foundation in engineering, physics and mathematics, as well as gain critical hands-on laboratory skills that will help them to succeed in their future educational and career endeavors.

2. Catalog Description

The Associates of Science in Civil/Mechanical Engineering is offered to prepare students to transfer to a four-year institution as a Civil or Mechanical engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing.

The LPC Civil/Mechanical Engineering degree is intended for transfer. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

3. Program Requirements

Course	Title	Units	Term

Required Core: (52.5 Units)

CHEM 1A	General College Chemistry I	5.0
ENGR 1	Introduction to Engineering	2.0
ENGR 23	Engineering Graphics	3.0
ENGR 26	Computational Methods for Engineers and Scientists	3.0
ENGR 35	Statics	3.0
ENGR 44	Introduction to Circuit Analysis	4.0
ENGR 46	Materials of Engineering	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
PHYS 1A	General Physics I	5.0
PHYS 1C	General Physics III	5.0

Total Units for the Major

	52.5

Additional General Education The Associate Degree is conferred upon those students who complete the *required 60 or more semester*

	16.0

Total: 68.5

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections

2

6. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Engineering department in the STEM Division.

7. Similar Programs at Other Colleges in Service Area

This is a new degree for our service area which follows the model curriculum for transfer to most California public universities in either Civil or Mechanical Engineering.

Guided Map: Civil/Mechanical Engineering - Associate of Science Degree

The Associates of Science in Civil/Mechanical Engineering is offered to prepare students to transfer to a four-year institution as a Civil or Mechanical engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Civil/Mechanical Engineering degree is intended for transfer. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

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

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

Term 1 - Fall Semester   **Units:** 18.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
ENGR 23	Engineering Graphics	3.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)			
Arts and Humanities (Area 3)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 3 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
ENGR 26	Computational Methods for Engineers and Scientists	3.0	Major/Required	
ENGR 35	Statics	3.0	Major/Required	

Term 4 - Spring Semester   **Units:** 17.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required	
ENGR 46	Materials of Engineering	4.0		
Ethnic studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Total: 68.5

Guided Map: Computer Information Systems - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Associate of Arts in Computer Information Systems is designed to provide our students with the knowledge and education so that they are prepared for a career in computer information systems or related fields of study. Students receive foundational training in office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols.

2. Catalog Description

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.

3. Program Requirements

Course	Title	Units	Term

Required Core: (23 Units)

CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
CIS 50	Introduction to Computing Information Technology	3.0
CIS 54	MS Excel Essentials	4.0
CIS 55	Integrating Office Applications	4.0
CIS 57	Database Concepts	3.0
CIS 66	Networking Fundamentals	3.0
OR		
CNT 52	Networking Fundamentals	3.0
CIS 88A	Introduction to Microsoft Word	1.5
CIS 88B	Adv Microsoft Word	1.5

List A: Select from the Following (12 Units)

CIS 59	Web Dev: HTML/CSS/Javascript	3.0
CIS 59C	Web Programming - JavaScript	3.0
CIS 60	Systems Analysis and Design	3.0
CIS 62	Project Management	3.0
CIS 9002	Introduction to Database Management	3.0
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CS 7	Introduction to Computer Programming Concepts	3.0
CIS 81A	Introduction to Cloud Computing	3.0
CIS 81B	Database Essentials in the Cloud	3.0
CIS 82A	AWS Cloud Practitioner Certification Prep	2.0

Total Units for the Major

	35.0

Additional General Education and Elective Units

	25.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the

counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

Career Opportunities include, but are not limited to, administrative assistant, office administration, general business, web designer/ webmaster, software installation and maintenance, software quality control, database management, help desk specialist, system analyst, network administration, and technical customer support.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

5 per academic year

7. Place of Program in Curriculum/Similar Programs

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science).

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

LAS POSITAS COLLEGE

Guided Map: Computer Information Systems - Associate of Arts Degree

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.

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

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

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 54	MS Excel Essentials	4.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR				
CNT 52	Networking Fundamentals	3.0	Major/Required	
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	
MATH 47		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 1 - Fall Semester — **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 50	Introduction to Computing Information Technology	3.0	Major/Required	
CIS 55	Integrating Office Applications	4.0	Major/Required	
CIS 88A	Introduction to Microsoft Word	1.5	Major/Required	
CIS 88B	Adv Microsoft Word	1.5	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 3 - Fall Semester — **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 57	Database Concepts	3.0	Major/Required	
List A Courses		6.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester — **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Courses		6.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Health (Area 8)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Guided Map: Computer Information Technologist - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals.

2. Catalog Description

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals.

The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents.

Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

3. Program Requirements

Course	Title	Units	Term

Required Core: (21 Units)

CIS 43	Professional Communications	3.0
OR		
CNT 43	Professional Communications	3.0
OR		
CS 43	Professional Communications	3.0
CIS 60	Systems Analysis and Design	3.0
CIS 66	Networking Fundamentals	3.0
OR		
CNT 52	Networking Fundamentals	3.0
CIS 9002	Introduction to Database Management	3.0
CNT 69	Network Security; CompTIA Security + Certification	3.0
CS 7	Introduction to Computer Programming Concepts	3.0
CS 41	Red Hat Linux Administration I	3.0
OR		
CNT 7401	Red Hat Linux Administration I	3.0

List A: Select from the Following (10 Units)

Programming Electives		-
CS 2	Computing Fundamentals II	4.0
CS 20	Advanced Programming with Data Structures/C++	4.0
		-
Networking/A+ Electives		-
CNT 51	CompTIA's A+ Certification Computer Technician	4.0
CNT 55	MCSA I Windows Server Installation, Storage, and Compute	3.0
CNT 56	MCSA II Networking with Windows Server	3.0
		-
Database/Project Management Electives		-
CIS 62	Project Management	3.0
CIS 9001	Database Design Methodology	3.0

List B: Select One (4 Units)

CS 1	Computing Fundamentals I	4.0
CS 31	Java Programming	4.0

List C: Select One (3 Units)

CS 47	Capstone Project	3.0
WRKX 94	Occupational Work Experience/Internship	3.0

| WRKX 94 | Occupational Work Experience/Internship | 3.0 |
| WRKX 95 | General Work Experience | 3.0 |

Total Units for the Major

38.0

Additional General Education and Elective Units

22.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

Students completed the Associates of Sciences degrees in Computer Information Technologist will be prepared for careers in database design and administration, software development, network and systems administration, computer systems analysis, and computer help desk and system support.

5. Master Planning

In conjunction with our local national labs and industry partners, the Computer Studies disciplines are working to develop a new degree program that will provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. This program also incorporates many of the courses in the Information and Communication Technologies Intersegmental Model Curricula currently under development through the C-ID process. This program fulfills the campus' mission of "providing educational opportunities and support for completion of students' transfer, degree, basic skills, career-technical, and retraining goals" (emphasis added).

6. Enrollment and Completer Projections

5 per year

7. Place of Program in Curriculum/Similar Programs

The program will be housed under the Computer Information Systems discipline. Students will be drawn from all three Computer Studies disciplines (Computer Information Systems, Computer Networking Technology, and Computer Science). Information about this new program was sent to local districts

8. Similar Programs at Other Colleges in Service Area

Guided Map: Computer Information Technologist - Associate of Science Degree

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR				
CNT 52	Networking Fundamentals	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43	Professional Communications	3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	
List B Course		4.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 60	Systems Analysis and Design	3.0	Major/Required	
CS 41	Red Hat Linux Administration I	3.0	Major/Required	
OR				
CNT 7401	Red Hat Linux Administration I	3.0	Major/Required	
List A Course		3.0	Major/Required	
List A Course		3.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
CIS 9002	Introduction to Database Management	3.0	Major/Required	
List A Course		4.0	Major/Required	
List C Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Guided Map: Computer Science - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The Associate of Science in Computer Science degree designed to prepare students to transfer into a baccalaureate program in Computer Science or a related field.

2. Catalog Description

The Las Positas Computer Science department offers course that lead to an Associate of Science in Computer Science degree designed to prepare students to transfer into a baccalaureate program in Computer Science or a related field. These programs cover a wide range of computer related professions that include programming, systems analysis, data processing, database analysis and computer science. As technologies in computer science change, so will the content of this degree to assure graduates have what they need to be successful in both the current and future market places.

3. Program Requirements

Course	Title	Units	Term

Required Core: (30 Units)

CS 1	Computing Fundamentals I	4.0
CS 2	Computing Fundamentals II	4.0
CS 17	Discrete Mathematical Structures	4.0
OR		
MATH 10	Discrete Mathematical Structures	4.0
CS 20	Advanced Programming with Data Structures/C++	4.0
CS 21	Computer Organization and Assembly Language Programming	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0

List A: Select One (3.5-5 Units)

MATH 7	Elementary Linear Algebra	3.5
PHYS 1B	General Physics II	5.0

Total Units for the Major

	33.5-35.0

Additional General Education and Electives

	25.0-26.5

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning
This program has been active for many years, is a continuing part of the college's program review, and serves as a recognition of academic achievement.

5. Enrollment and Completer Projections
5

6. Place of Program in Curriculum/Similar Programs
This program will continue to be a part of the Computer Science program.

7. Similar Programs at Other Colleges in Service Area

Computer Science AS Degree (Ohlone College)

Computer Science AS Degree (Diablo Valley College)

Guided Map: Computer Science - Associate of Science Degree

The Las Positas Computer Science department offers course that lead to an Associate of Science in Computer Science degree designed to prepare students to transfer into a baccalaureate program in Computer Science or a related field. These programs cover a wide range of computer related professions that include programming, systems analysis, data processing, database analysis and computer science. As technologies in computer science change, so will the content of this degree to assure graduates have what they need to be successful in both the current and future market places.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 1	Computing Fundamentals I	4.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 2	Computing Fundamentals II	4.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 17 OR	Discrete Mathematical Structures	4.0	Major/Required	
MATH 10	Discrete Mathematical Structures	4.0	Major/Required	
CS 20	Advanced Programming with Data Structures/C++	4.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
AD Electives		6.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 21	Computer Organization and Assembly Language Programming	4.0	Major/Required	
List A Course		3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		2.0	Elective	

Total: 60.0

Guided Map: Early Childhood Development - Associate of Arts Degree

1. Statement of Program Goals and Objectives

The Associate of Arts in Early Childhood Development degree is designed to prepare students for working in educational programs for children ages 0-5 and foundational information for students pursuing their Multiple or Single Subject Credential.

2. Catalog Description

The goals of the AA in Early Childhood Development degree are 1 - to prepare future teachers of children birth to five to provide developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices; and 2 - to provide foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

3. Program Requirements

Course	Title	Units	Term

Required Core: (31-33 units)

ECE 50	Early Childhood Principles and Practices	3.0
ECE 54	Child Health, Safety and Nutrition	3.0
ECE 56	Child Growth and Development	3.0
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0
ECE 62	Child, Family and Community	3.0
ECE 63	Early Childhood Curriculum	4.0
ECE 69	Child Study: Observation and Assessment	3.0
ECE 79	Teaching in a Diverse Society	3.0
ECE 90	Practicum-Supervised Experience	4.0
ECE 95	Work Experience	1.0-3.0
ECE 96	Work Experience Seminar	1.0

Total Units in the Major

31.0-33.0

Additional General Education and Electives

27.0-29.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities
Career opportunities include:
Early childhood teacher
Before and after school teacher

5. Master Planning
This supports the Educational Master Plan strategy A6 to "Focus on workforce readiness"

6. Enrollment and Completer Projections
There are 400 students enrolled in the ECE program and approximately 8-12 students per year earn this degree.

7. Place of Program in Curriculum/Similar Programs

ECE has 2 degrees which are similar to this one:

AST for transfer in Early Childhood Education

AA in Early Childhood Development, Early Intervention

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Early Childhood Development - Associate of Arts Degree

The goals of the AA in Early Childhood Development degree are 1 - to prepare future teachers of children birth to five to provide developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices; and 2 - to provide foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	
ECE 95	Work Experience	1.0	Major/Required	
ECE 96	Work Experience Seminar	1.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 56	Child Growth and Development	3.0	Major/Required	
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0	Major/Required	
ECE 79	Teaching in a Diverse Society	3.0	Major/Required	

MATH 27		3.0	General Education
AD Elective		2.0	Elective

Term 3 - Summer Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
American Institutions (Area 9)		3.0	General Education	

Term 4 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 63	Early Childhood Curriculum	4.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		3.0	Elective	

Term 5 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
Natural Sciences (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		2.0	Elective	

Total: 60.0

Guided Map: Early Childhood Education - Associate in Science Degree for Transfer

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1. Statement of Program Goals and Objectives

The Associate in Science for Transfer in Early Childhood Education degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Child and Adolescent Development or a similar major. Students who obtain the Associate in Science in Early Childhood Education for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of Early Childhood Education.

2. Catalog Description

The Associate in Science for Transfer in Early Childhood Education (ECE) degree provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of early childhood education. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths.

The degree was designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category.

The Associate in Science for Transfer in Early Childhood Education degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses.

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

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Guided Map: Early Childhood Education - Associate in Science Degree for Transfer

The Associate in Science for Transfer in Early Childhood Education (ECE) degree provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of early childhood education. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. The degree was designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category. The Associate in Science for Transfer in Early Childhood Education degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC
ECE 56	Child Growth and Development	3.0	Major/Required
ECE 79	Teaching in a Diverse Society	3.0	Major/Required
Critical Thinking and Composition (Area 1B)		3.0	General Education
Oral Communication (Area 1C)		3.0	General Education
MATH 47		3.0	General Education

Term 3 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 63	Early Childhood Curriculum	4.0	Major/Required	
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
HIST 7		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	

Term 4 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
HIST 8 or 14		3.0	General Education	
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Arts (Area 3A)		3.0	General Education	

LAS POSITAS
C O L L E G E

Guided Map: Early Childhood Intervention - Associate of Arts Degree

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1. Statement of Program Goals and Objectives

The Associate of Arts in Early Childhood Intervention degree is designed to prepare students for working in inclusive or special education programs for children ages 0-5 and foundational information for students pursuing their Multiple or Single Subject Credential.

2. Catalog Description

The goals of the AA in Early Childhood Intervention degree is designed to provide specialized knowledge and experience with supporting and educating children who have suspected or documented exceptional needs or disabilities. Future teachers of children birth to five are prepared to provide inclusive and developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices. This degree also provides foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university.

The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

3. Program Requirements

Course	Title	Units	Term

Required Core: (38 units)

ECE 40	Social and Emotional Foundations for Early Learning	3.0
ECE 50	Early Childhood Principles and Practices	3.0
ECE 54	Child Health, Safety and Nutrition	3.0
ECE 56	Child Growth and Development	3.0
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0
ECE 62	Child, Family and Community	3.0
ECE 63	Early Childhood Curriculum	4.0
ECE 67	Infant and Toddler Development and Caregiving	3.0
ECE 69	Child Study: Observation and Assessment	3.0
ECE 79	Teaching in a Diverse Society	3.0
ECE 90	Practicum-Supervised Experience	4.0
ECE 91	Adaptive Curriculum For Children With Exceptional Needs	3.0

Total Units for the Major

	38.0

Additional General Education and Electives

	22.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities
Early Childhood Teacher
Special Education Instructional Assistant
Special Education Para-professional

5. Master Planning
This degree program supports the goal of providing workforce applicable knowledge and skills.

6. Enrollment and Completer Projections
1-2 students complete this degree each year. The enrollment in the ECE program is about 480 students per semester.

7. Place of Program in Curriculum/Similar Programs

This degree is placed with similar degrees in ECE:

- The AA in Early Childhood Education

- The AST in Early Childhood Education

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Early Childhood Intervention - Associate of Arts Degree

The goals of the AA in Early Childhood Intervention degree is designed to provide specialized knowledge and experience with supporting and educating children who have suspected or documented exceptional needs or disabilities. Future teachers of children birth to five are prepared to provide inclusive and developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices. This degree also provides foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

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

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

Term 1 - Fall Semester   Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 56	Child Growth and Development	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 2 - Spring Semester   Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 40	Social and Emotional Foundations for Early Learning	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC
ECE 63	Early Childhood Curriculum	4.0	Major/Required
ECE 79	Teaching in a Diverse Society	3.0	Major/Required
MATH 27 (Area 2)		3.0	General Education

Term 3 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0	Major/Required	
ECE 67	Infant and Toddler Development and Caregiving	3.0	Major/Required	
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
ECE 91	Adaptive Curriculum For Children With Exceptional Needs	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Total: 60.0

Guided Map: Electrical Engineering - Associate of Science Degree

1. Statement of Program Goals and Objectives

The goal of this program is to earn a local Associates of Science degree in Electrical Engineering, with the secondary goal of transferring to a California State University or other university (with the exception of University of California) as an Electrical Engineering major. This program provides a guided path of courses to take for students who aspire to be electrical engineers and are planning on transferring to a university other than one in the UC system. Students will be able to develop a strong foundation in engineering, physics and mathematics, as well as gain critical hands-on laboratory skills that will help them to succeed in their future educational and career endeavors.

2. Catalog Description

The Associates of Science in Electrical Engineering is offered to prepare students to transfer to a California State University or other university (with the exception of University of California) as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing.

The LPC Electrical Engineering degree is intended for transfer to a CSU or other non-UC university. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

If interested in transferring to a UC as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering UC Pathway.

3. Program Requirements

Course	Title	Units	Term

Required Core: (42.5 Units)

CHEM 1A	General College Chemistry I	5.0
ENGR 1	Introduction to Engineering	2.0
ENGR 26	Computational Methods for Engineers and Scientists	3.0
ENGR 44	Introduction to Circuit Analysis	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
PHYS 1A	General Physics I	5.0
PHYS 1C	General Physics III	5.0

Total Units for the Major

42.5

Additional General Education and Electives

17.5

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections

1

6. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Engineering department within the STEM Division.

7. Similar Programs at Other Colleges in Service Area

This is a new degree for our service area which follows the model curriculum for transfer to most California State University or other university (with the exception of University of California) in Electrical Engineering.

LAS POSITAS
C O L L E G E

Guided Map: Electrical Engineering - Associate of Science Degree

The Associates of Science in Electrical Engineering is offered to prepare students to transfer to a California State University or other university (with the exception of University of California) as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Electrical Engineering degree is intended for transfer to a CSU or other non-UC university. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a UC as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering UC Pathway.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
ENGR 1	Introduction to Engineering	2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	

Term 3 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 26	Computational Methods for Engineers and Scientists	3.0	Major/Required	
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required	
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		1.5	Elective	

Total: 60.0

Guided Map: Electrical Engineering UC Pathway - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The goal of the Electrical Engineering UC Pathway Associate of Science degree is to prepare students to transfer to the University of California system in Electrical Engineering. This program provides a guided path of courses to take for students who aspire to be electrical engineers and are planning on transferring to a UC. The Electrical Engineering UC Pathway Associate of Science degree provides a strong foundation in engineering, physics and mathematics. Students also gain critical hands-on laboratory skills that will help them to succeed in their future educational and career endeavors.

2. Catalog Description

The Associates of Science in Electrical Engineering is offered to prepare students to transfer a school in the University of California system as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing.

The LPC Electrical Engineering degree is intended for transfer to the University of California system. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

If interested in transferring to a CSU or other university not in the UC system as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering.

3. Program Requirements

Course	Title	Units	Term

Required Core: (53 Units)

CHEM 1A	General College Chemistry I	5.0
CS 1	Computing Fundamentals I	4.0
ENGR 44	Introduction to Circuit Analysis	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0
PHYS 1D	General Physics IV	3.0

Total Units for the Major

	53.0

Additional General Education

	16.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 69.0

4. Master Planning
The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections
1

6. Place of Program in Curriculum/Similar Programs
This program will continue to be a part of the Engineering department in the STEM Division.

7. Similar Programs at Other Colleges in Service Area
This is a new degree for our service area which follows the University of California transfer pathway for Electrical Engineering majors.

Guided Map: Electrical Engineering UC Pathway - Associate of Science Degree

The Associates of Science in Electrical Engineering is offered to prepare students to transfer a school in the University of California system as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Electrical Engineering degree is intended for transfer to the University of California system. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a CSU or other university not in the UC system as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering.

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

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

Term 1 - Fall Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
CS 1	Computing Fundamentals I	4.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)

Course	Units	MAJ/GEN/ELEC
Arts and Humanities (Area 3)	3.0	General Education
Kinesiology (Area 7)	1.0	General Education

Term 3 - Fall Semester   **Units:** 18.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1B	General Physics II	5.0	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required	
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
MATH 7	Elementary Linear Algebra	3.5	Major/Required	
PHYS 1D	General Physics IV	3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 69.0

Guided Map: Engineering - Associate of Science Degree

1. Statement of Program Goals and Objectives

The goal of this program is to earn a local Associates of Science in Engineering, with the secondary goal of transferring to a four-year institution as an Engineering major. This program provides a guided path of courses to take for students who have not yet identified their specific career aspirations within the broader engineering field. Students will be able to develop a strong foundation in engineering, physics and mathematics, as well as gain critical hands-on laboratory skills that will help them to succeed in their future educational and career endeavors.

2. Catalog Description

The Associates of Science in Engineering is offered to prepare students to transfer to a four-year institution as an engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing.

The LPC Engineering degree is intended for transfer, but some students may be able to obtain employment as an engineering technician or engineering technologist. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

3. Program Requirements

Course	Title	Units	Term

Required Core: (33.5 units)

MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0

List A: Select Four (13-14 Units)

ENGR 23	Engineering Graphics	3.0
ENGR 26	Computational Methods for Engineers and Scientists	3.0
ENGR 35	Statics	3.0
ENGR 44	Introduction to Circuit Analysis	4.0
ENGR 46	Materials of Engineering	4.0

List B: Select Two (5-9 Units)

CHEM 1A	General College Chemistry I	5.0
CS 1	Computing Fundamentals I	4.0
ENGR 1	Introduction to Engineering	2.0
MATH 7	Elementary Linear Algebra	3.5
PHYS 1D	General Physics IV	3.0

Total Units in the Major

51.5-56.5

Additional General Education Units

16.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 67.5-72.5

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a local degree with a secondary goal of transfer.

5. Enrollment and Completer Projections

2

6. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Engineering department within the STEM Division.

7. Similar Programs at Other Colleges in Service Area

Most of the community colleges in our Service area have an Associates of Science in Engineering including: Chabot College, Ohlone College, Foothill College, Mission College, West Valley College, Evergreen College and Cabrillo College.

Guided Map: Engineering - Associate of Science Degree

The Associates of Science in Engineering is offered to prepare students to transfer to a four-year institution as an engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Engineering degree is intended for transfer, but some students may be able to obtain employment as an engineering technician or engineering technologist. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

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

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

Term 1 - Fall Semester   **Units:** 13.0-17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
List B Course		2.0 - 4.0	Major/Required	
List B Course		3.0 - 5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
List A Course		3.0	Major/Required	

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	

Term 3 - Summer Semester   **Units:** 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Fall Semester   **Units:** 17.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1B	General Physics II	5.0	Major/Required	
List A Course		3.0	Major/Required	
List A Course		3.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 5 - Spring Semester   **Units:** 18.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
List A Course		4.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Total: 67.5-71.5

Guided Map: Environmental Science - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Environmental Science Degree is a local program designed to prepare students to transfer to CSU and UC Environmental Science programs. The program has courses that fulfill the lower division requirements for many university Environmental Science programs.

2. Catalog Description

The Associate of Science in Environmental Science is a multi-disciplinary program which provides the scientific foundation for upper division coursework and career positions in environmental Science.   Classes feature a broad background of preparation in math and science in such associated disciplines as mathematics, geology, physics, chemistry, biology, as well as economics.

3. Program Requirements

Course	Title	Units	Term

Required Core: (44 Units)

BIO 1A	General Botany	5.0
BIO 1B	General Zoology	5.0
CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
ECON 1	Principles of Microeconomics	3.0
EVST 5	Energy and Sustainability	3.0
EVST 5L	Energy and Sustainability Laboratory	1.0
GEOL 1	Physical Geology	3.0
GEOL 1L	Physical Geology Laboratory	1.0
MATH 1	Calculus I	5.0
PHYS 2A	Introduction to Physics I	4.0
PHYS 2B	Introduction to Physics II	4.0

Total Units for the Major

	44.0

Additional General Education and Elective Units

	16.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing local degrees for transfer.

5. Enrollment and Completer Projections

7

6. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Physics department.

7. Similar Programs at Other Colleges in Service Area

The AS in Environmental Science is an established program with in the colleges in our service area.

LAS POSITAS
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Guided Map: Environmental Science - Associate of Science Degree

The Associate of Science in Environmental Science is a multi-disciplinary program which provides the scientific foundation for upper division coursework and career positions in environmental Science. Classes feature a broad background of preparation in math and science in such associated disciplines as mathematics, geology, physics, chemistry, biology, as well as economics.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
ECON 1	Principles of Microeconomics	3.0	Major/Required	
EVST 5	Energy and Sustainability	3.0	Major/Required	
EVST 5L	Energy and Sustainability Laboratory	1.0	Major/Required	
GEOL 1	Physical Geology	3.0	Major/Required	
GEOL 1L	Physical Geology Laboratory	1.0	Major/Required	

Term 3 - Fall Semester   **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1B	General Zoology	5.0	Major/Required	
OR				
BIO 1A	General Botany	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0

Guided Map: Fire Officer Leadership and Management - Associate of Science Degree

1. Statement of Program Goals and Objectives
The Las Positas College AS in Fire Officer Leadership and Management is a professional development program that trains existing fire service supervisors, Company Officers and above, to navigate the administrative, technical, and operational demands of fire departments. This DE/Hybrid specialized management-level program is designed to prepare the next generation of fire services leaders to progress on their career pathway into supervisory, management, and administrative positions within the sector. Courses are based on the the Company Officer Certification track which utilizes NFPA 1021 Standard for Fire Officer Professional Qualifications (2014) and NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications (2016) to provide the qualifications for State Fire Training's Company Officer certification. These qualifications are documented in the Company Officer Certification Training Standards (CTS).

2. Catalog Description
The target audience for our Fire Officer Leadership and Management Degree is working Firefighters who hold Firefighter 1 and Firefighter 2 certifications and are looking to promote to the rank of Lieutenant/Captain of Fire or above.
There are many options to completing this degree which may include: Credit by prior learning, credit by work experience, and credit by examination, in addition attending DE or Face-to-Face classes.

Here is a brief overview of our AS-FOLM degree:

A Fire Officer is a mid-level supervisor who performs both supervisory and first-line managerial functions who has met all the job performance and certification requirement of Fire Officer I as defined in NFPA 1021, Standard for Fire Officer Professional Qualifications. Additionally, this individual has satisfied all the requirements in the Company Officer Certification Track with State Fire Training.

Graduates of LPC FOLM AS Degree should be able to perform the following duties germane to the profession:
1. Evaluate member job performance;
2. Prepare a project or divisional budget, news releases, and/or new policy or changes in existing policies;
3. Conduct inspections to identify hazards and address violations, and conduct fire investigations to determine origin and preliminary causes;
4. Supervise multi-unit emergency operations, deploy assigned resources, and develop and conduct post-incident analysis;
5. Review injury, accident, and health exposure reports, identify unsafe work environments or behaviors, and take approved action to prevent their re-occurrence.

3. Program Requirements

Course	Title	Units	Term
Required Core: (20 Units)			
BUSN 87	Organizational Management and Leadership	3.0	
FST 8	Fire Strategy and Tactics	3.0	
FST 20	CO 2A Human Resource Management for Company Officers	2.5	
FST 21	CO 2B General Administrative Functions for Company Officers	1.5	
FST 22	CO 2C Fire Inspections and Investigation for Company Officers	2.5	
FST 23	CO 2D All - Risk Command Operations for Company Officers	2.5	
FST 24	CO 2E Wildland Incident Operations for Company Officers	2.5	
FST 25	Instructor 1	2.5	

Total Units for the Major

    20.0

Additional General Education and Elective Units

    40.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities
Company Officer Lieutenant or Captain or Fire
Battalion Chief

5. Master Planning
The program meets LPC's Education Master Plan areas A1 "address the educational needs of a diverse student population and global workforce," A2 "support existing and new programs," and A6 "focus on workforce readiness."

6. Enrollment and Completer Projections
We anticipate granting 5-10 degrees per year starting one year after this program is implemented.

7. Place of Program in Curriculum/Similar Programs

This degree will be a part of the Fire Service Technology department.

8. Similar Programs at Other Colleges in Service Area

Guided Map: Fire Officer Leadership and Management - Associate of Science Degree

The target audience for our Fire Officer Leadership and Management Degree is working Firefighters who hold Firefighter 1 and Firefighter 2 certifications and are looking to promote to the rank of Lieutenant/Captain of Fire or above. There are many options to completing this degree which may include: Credit by prior learning, credit by work experience, and credit by examination, in addition attending DE or Face-to-Face classes. Here is a brief overview of our AS-FOLM degree: A Fire Officer is a mid-level supervisor who performs both supervisory and first-line managerial functions who has met all the job performance and certification requirement of Fire Officer I as defined in NFPA 1021, Standard for Fire Officer Professional Qualifications. Additionally, this individual has satisfied all the requirements in the Company Officer Certification Track with State Fire Training. Graduates of LPC FOLM AS Degree should be able to perform the following duties germane to the profession: 1. Evaluate member job performance; 2. Prepare a project or divisional budget, news releases, and/or new policy or changes in existing policies; 3. Conduct inspections to identify hazards and address violations, and conduct fire investigations to determine origin and preliminary causes; 4. Supervise multi-unit emergency operations, deploy assigned resources, and develop and conduct post-incident analysis; 5. Review injury, accident, and health exposure reports, identify unsafe work environments or behaviors, and take approved action to prevent their re-occurrence.

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

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

Term 1 - Fall Semester   **Units:** 14.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 87	Organizational Management and Leadership	3.0	Major/Required	
FST 20	CO 2A Human Resource Management for Company Officers	2.5	Major/Required	
FST 21	CO 2B General Administrative Functions for Company Officers	1.5	Major/Required	
FST 22	CO 2C Fire Inspections and Investigation for Company Officers	2.5	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		2.0	Elective	

Term 2 - Spring Semester   **Units:** 15.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 23	CO 2D All - Risk Command Operations for Company Officers	2.5	Major/Required	
FST 24	CO 2E Wildland Incident Operations for Company Officers	2.5	Major/Required	
FST 25	Instructor 1	2.5	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	
AD Elective		2.0	Elective	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Arts and Humanities (Area 3)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
AD Electives		6.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 8	Fire Strategy and Tactics	3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Electives		8.0	Elective	

Total: 60.0

Guided Map: Fire Service Technology - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The Fire Service Technology program prepares the student for a career in the Fire Service through the provision of highly specialized curriculum, which involves both cognitive and psychomotor applications of education and training along with providing stackable industry certificates.

2. Catalog Description

The main focus of the Fire Service Technology Program is to prepare our students for ENTRY level positions with Municipal, State, and Federal Fire Service agencies using a combination of training and education as our main foundation. The Associate Degree incorporates the standardized Fire Technology curriculum identified by the offices of the California State Chancellor and State Fire Marshal. You'll learn all the guidelines and regulations to ensure both the safety of you and the public. With this curriculum, you'll be prepared for any fire-related crisis, minimizing loss of life and property on a daily basis. LPC FST technology program is aligned with FESHE National FIRE model curriculum.

3. Program Requirements

Course	Title	Units	Term

Required Core: (19 units)

FST 1	Fire Protection Organization	3.0
FST 2	Principles of Fire and Emergency Services Safety and Survival	3.0
FST 3	Fire Behavior and Combustion	3.0
FST 4	Fire Prevention	3.0
FST 5	Fire Protection Systems	3.0
FST 6	Building Construction for Fire Protection	3.0
FST 7	Fire Service Conditioning & Physical Agility Development	1.0

Total Units in the Major

	19.0

Additional General Education and Elective Units

	41.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

Career opportunities provided through the Fire Service Technology Program include Volunteer/Reserve Firefighter, Seasonal Wildland Firefighter, Full Time Professional Firefighter, Firefighter/EMT, Firefighter/Paramedic, Fire Inspector or Code Enforcement Officer, Fire Cause and Origin Investigator, and State Certified "Fire Officer" which is desired for promotion to a "Company Officer" in most Fire Service Agencies. Students in the Fire Service Technology Program have been very successful in finding employment in the Fire Service as "Professional Firefighters" throughout the United States due to their extensive training and knowledge that they have achieved here in comparison to the local competition of available candidates in many other states.

5. Master Planning

This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness."

6. Enrollment and Completer Projections

13

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Fire Service Technology department.

8. Similar Programs at Other Colleges in Service Area

Guided Map: Fire Service Technology - Associate of Science Degree

The main focus of the Fire Service Technology Program is to prepare our students for ENTRY level positions with Municipal, State, and Federal Fire Service agencies using a combination of training and education as our main foundation. The Associate Degree incorporates the standardized Fire Technology curriculum identified by the offices of the California State Chancellor and State Fire Marshal. You'll learn all the guidelines and regulations to ensure both the safety of you and the public. With this curriculum, you'll be prepared for any fire-related crisis, minimizing loss of life and property on a daily basis. LPC FST technology program is aligned with FESHE National FIRE model curriculum.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 1	Fire Protection Organization	3.0	Major/Required	
FST 2	Principles of Fire and Emergency Services Safety and Survival	3.0	Major/Required	
FST 3	Fire Behavior and Combustion	3.0	Major/Required	
FST 7	Fire Service Conditioning & Physical Agility Development	1.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
EMS 30 Recommended Elective		3.0	Elective	

Term 2 - Spring Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 6	Building Construction for Fire Protection	3.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)

Course		Units	MAJ/GEN/ELEC
MATH 47		3.0	General Education
EMS 20 Recommended Elective		7.0	Elective

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 4	Fire Prevention	3.0	Major/Required	
FST 5	Fire Protection Systems	3.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Natural Sciences (Area 5)		3.0	General Education	
AD Electives		10.0	Elective	

Total: 60.0

Guided Map: Geology - Associate in Science Degree for Transfer

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1. Statement of Program Goals and Objectives

The Associate in Science in Geology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Geology. The Associate in Science in Geology for Transfer degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Geology.

2. Catalog Description

The Las Positas College Geology program offers courses that lead to an Associate in Science in Geology for Transfer degree . The major requirements for the Associate in Science in Geology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Geology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

Guided Map: Geology - Associate in Science Degree for Transfer

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The Las Positas College Geology program offers courses that lead to an Associate in Science in Geology for Transfer degree . The major requirements for the Associate in Science in Geology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Geology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOL 1	Physical Geology	3.0	Major/Required	
GEOL 1L	Physical Geology Laboratory	1.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
CSU Elective		2.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOL 2	Historical Geology	4.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Biological Sciences (Area 5B)		3.0	General Education	

Term 3 - Summer Semester   **Units:** 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 4 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
Arts (Area 3A)		3.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
Humanities (Are 3B)		3.0	General Education	

Term 5 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Elective		3.0	Elective	

Total: 60.0

Guided Map: Global Studies - Associate in Arts Degree for Transfer

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1. Statement of Program Goals and Objectives

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

2. Catalog Description

The Global Studies in Associate in Arts for Transfer degree provides the student with the skills to navigate today's globalized world, where people of different cultures, nations, and world views are coming into contact more than ever before. The major will help students recognize and respond to this cultural interconnectedness through courses devoted to the study of cultures and societies, economic and political systems, geography, and language. Students will develop the skills of balancing personal and cultural beliefs with different ways of thinking, understanding and working through conflict, and increasing their comfort with cross-cultural interaction in their communities, work relationships, civic life, and travel experiences. Understanding the global dimensions of societal developments and challenges will boost students' critical thinking skills and make them valuable assets to future employers. Students completing the Associate in Arts in Transfer in Global Studies degree receive a guarantee of admission with junior status into the California State University System.

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

LAS POSITAS COLLEGE

Guided Map: Global Studies - Associate in Arts Degree for Transfer

The Global Studies in Associate in Arts for Transfer degree provides the student with the skills to navigate today's globalized world, where people of different cultures, nations, and world views are coming into contact more than ever before. The major will help students recognize and respond to this cultural interconnectedness through courses devoted to the study of cultures and societies, economic and political systems, geography, and language. Students will develop the skills of balancing personal and cultural beliefs with different ways of thinking, understanding and working through conflict, and increasing their comfort with cross-cultural interaction in their communities, work relationships, civic life, and travel experiences. Understanding the global dimensions of societal developments and challenges will boost students' critical thinking skills and make them valuable assets to future employers. Students completing the Associate in Arts in Transfer in Global Studies degree receive a guarantee of admission with junior status into the California State University System.

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

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

Term 1 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOG 2	Cultural Geography	3.0	Major/Required	
OR				
GEOG 5	World Regional Geography	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
CSU Elective		2.0	Elective	

Term 2 - Spring Semester   **Units:** 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECON 2	Principles of Macroeconomics	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
STAT C1000		4.0	General Education	
CSU Elective		3.0	Elective	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 1 OR	Introduction to Global Studies	3.0	Major/Required	
SOC 5	Introduction to Global Studies	3.0	Major/Required	
GEOG 1	Introduction to Physical Geography	3.0	Major/Required	
List A Course		3.0	Major/Required	
GEOG 1L		1.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
CSU Elective		2.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 2	Political, Economic, and Cultural Globalization	3.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Electives		6.0	Elective	

Total: 60.0

Guided Map: History - Associate in Arts Degree for Transfer

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1. Statement of Program Goals and Objectives

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

2. Catalog Description

The discipline of history helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives. The transfer degree is especially intended to assist students in transferring into the California State University System.

Students completing the degree receive a guarantee of admission with junior status into the California State University System and will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of History or a similar major.

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

Guided Map: History - Associate in Arts Degree for Transfer

The discipline of history helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives. The transfer degree is especially intended to assist students in transferring into the California State University System. Students completing the degree receive a guarantee of admission with junior status into the California State University System and will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of History or a similar major.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST 7	US History Through Reconstruction	3.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Cannot be a HIST course				
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST 8	US History Post-Reconstruction	3.0	Major/Required	

Course	Units	MAJ/GEN/ELEC
List B Course	3.0	Major/Required
Critical Thinking and Composition (Area 1B)	3.0	General Education
MATH 47	3.0	General Education
CSU Elective	3.0	Elective

Term 3 - Fall Semester   **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Biological Science (Area 5B)	3.0		
CSU Elective	3.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Electives	5.0	Elective	

Total: 60.0

Guided Map: Horticulture - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Horticulture is designed to prepare students to have a broader education basis and writing ability that can give them an advantage for promotional opportunities in the field of Horticulture.

2. Catalog Description

The Associate of Science in Horticulture is designed to prepare students to have a broader education basis and writing ability that can give them an advantage for promotional opportunities in the field of Horticulture.

3. Program Requirements

Course	Title	Units	Term

Required Core: (25 Units)

HORT 50	Introduction to Horticulture	3.0
HORT 51	Fall Plant Material Identification	3.0
HORT 52	Spring Plant Material Identification	3.0
HORT 53	Landscape and Vineyard Pest and Disease Management	3.0
HORT 54	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0
HORT 56	Arboriculture/Urban Forestry	3.0
HORT 57	Landscape and Turfgrass Management	2.0
HORT 59	Landscape Design	2.0
HORT 60	Landscape Irrigation Systems	3.0

List A: Select three (6-9 Units)

HORT 55	Greenhouse, Nursery, and Garden Center Management	3.0
HORT 58	Landscape Construction	3.0
HORT 62	California Native and Dry Landscapes	2.0
HORT 63	Sustainable Landscape	2.0
HORT 67	Interior Plantscapes	2.0
HORT 71	Fundamentals of Hydroponics and Aquaponics	2.0
HORT 73	Computer Aided Design	3.0

Total Units for the Major

	31.0-34.0

Additional General Education and Elective Units

	26.0-29.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

Career opportunities for students who complete this program include technical, supervisory and management positions in the fields of: retail, wholesale, and grower nursery management; landscape and irrigation maintenance, installation, and design; and landscape management of gardens, parks, golf courses, and sports fields.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

7. Place of Program in Curriculum/Similar Programs

8. Similar Programs at Other Colleges in Service Area

Guided Map: Horticulture - Associate of Science Degree

The Associate of Science in Horticulture is designed to prepare students to have a broader education basis and writing ability that can give them an advantage for promotional opportunities in the field of Horticulture.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 50	Introduction to Horticulture	3.0	Major/Required	
HORT 51	Fall Plant Material Identification	3.0	Major/Required	
HORT 54	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 52	Spring Plant Material Identification	3.0	Major/Required	
HORT 56	Arboriculture/Urban Forestry	3.0	Major/Required	
HORT 59	Landscape Design	2.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	

Term 3 - Summer Semester   **Units:** 2.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 57	Landscape and Turfgrass Management	2.0	Major/Required	

Term 4 - Fall Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 53	Landscape and Vineyard Pest and Disease Management	3.0	Major/Required	
HORT 58	Landscape Construction	3.0		
HORT 63	Sustainable Landscape	2.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 5 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 60	Landscape Irrigation Systems	3.0	Major/Required	
HORT 62	California Native and Dry Landscapes	2.0	Major/Required	
HORT 73	Computer Aided Design	3.0	Elective	
Ethnic Studies (Area 6)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0

Guided Map: Interior Design - Associate of Science Degree

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1. Statement of Program Goals and Objectives

The Associate of Science in Interior Design is designed to provide our graduates with the knowledge and education of Interior design so that they are prepared for a career in Interior Design. Our program helps students obtain practical life skills and career educational technology through this program. This CTE program provides students with the basic skills to obtain a job in the design field.

2. Catalog Description

The Associate of Science in Interior Design offers students a creative approach to learning Interior Design, and the opportunity to earn their degree while working in the Interior Design field. This solid Interior Design program contains practical course content, work experience, and overall design projects that promote graduates to the working world of being an Interior Designer. Work experience or internships are encouraged.

3. Program Requirements

Course	Title	Units	Term

Required Core: (30 Units)

INTD 5	Principles of Interior Design	3.0
INTD 10	Introduction to Textiles	3.0
INTD 15	Drafting for Interior Design	3.0
INTD 20	History of Interiors/Furnishings	3.0
INTD 25	Materials and Resources	3.0
INTD 30	Fundamentals of Lighting	3.0
INTD 35	Residential Space Planning	3.0
INTD 40	Computer Aided Design	3.0
INTD 45	Basic Kitchen and Bathroom Design	3.0
INTD 47	Professional Practices	3.0

Total Units for the Major

	30.0

Additional General Education and Elective Units

	30.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Career Opportunities

Graduates can expect to work as designers in: architecture offices, commercial design firms, selling furniture or other design products, their own design company, home builder's design centers, etc.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

We expect about 30 students in our Interior Design program with about 10 completing our AS Degree.

7. Place of Program in Curriculum/Similar Programs

This CTE program is a common program at LPC with 33 units of program courses and GE.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

LAS POSITAS COLLEGE

Guided Map: Interior Design - Associate of Science Degree

The Associate of Science in Interior Design offers students a creative approach to learning Interior Design, and the opportunity to earn their degree while working in the Interior Design field. This solid Interior Design program contains practical course content, work experience, and overall design projects that promote graduates to the working world of being an Interior Designer. Work experience or internships are encouraged.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 5	Principles of Interior Design	3.0	Major/Required	
INTD 10	Introduction to Textiles	3.0	Major/Required	
INTD 35	Residential Space Planning	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		3.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 25	Materials and Resources	3.0	Major/Required	
INTD 30	Fundamentals of Lighting	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
STAT C1000		4.0	General Education	
AD Elective		2.0	Elective	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 15	Drafting for Interior Design	3.0	Major/Required	
INTD 20	History of Interiors/Furnishings	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		2.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 40	Computer Aided Design	3.0	Major/Required	
INTD 45	Basic Kitchen and Bathroom Design	3.0	Major/Required	
INTD 47	Professional Practices	3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	

Total: 60.0

Guided Map: Journalism and Media Studies - Associate of Arts Degree

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1. Statement of Program Goals and Objectives

The Associate of Arts in Journalism and Media Studies is a local program designed to prepare students for work in a variety of careers in journalism and media. It provides students a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of those principles to the student media.

2. Catalog Description

The Associate of Arts in Journalism and Media Studies is designed to provide students a broad understanding of the principles of journalism and media as well as experience in the application of these principles to the campus media, including the newspaper, the journalistic magazine, and the literary magazine, all of which include multimedia components.

Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography.

3. Program Requirements

Course	Title	Units	Term

Required Core: (12 Units)

JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 23	Multimedia Reporting	3.0
JAMS 21A	Express College Newspaper A	3.0

List A: Select One (3 Units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0

List B: Select Three (9 Units)

JAMS 3	Introduction to Public Relations	3.0
JAMS 19A	Journal of Arts, Literature, and Academic Writing A	3.0
OR		
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0
OR		
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 21C	Express College Newspaper C	3.0
JAMS 21D	Express College Newspaper D	3.0
JAMS 24A	Naked Magazine: College Magazine A	3.0
JAMS 24B	Naked Magazine: College Magazine B	3.0

Total Units for the Major

24.0

Additional General Education and Elective Units

36.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the

GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning
-

5. Enrollment and Completer Projections
5 per academic year

6. Place of Program in Curriculum/Similar Programs
This program will remain a part of the Mass Communications family of programs.

7. Similar Programs at Other Colleges in Service Area
Chabot offers an A.A. in Mass Communications with more of a focus on broadcasting than this degree.
Laney College offers an A.A. in Journalism with a narrow focus on print and online journalism. Laney also offers an AA-T in Journalism.
Diablo Valley College offers only an AA-T in Journalism.

Guided Map: Journalism and Media Studies - Associate of Arts Degree

The Associate of Arts in Journalism and Media Studies is designed to provide students a broad understanding of the principles of journalism and media as well as experience in the application of these principles to the campus media, including the newspaper, the journalistic magazine, and the literary magazine, all of which include multimedia components. Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography.

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

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

Term 1 - Fall Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		5.0	Elective	

Term 2 - Spring Semester **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 11	Introduction to Reporting and Newswriting	3.0	Major/Required	
JAMS 12 OR	Introduction to Photojournalism	3.0	Major/Required	
PHTO 72	Introduction to Photojournalism	3.0	Major/Required	

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
MATH 40 or 47	3.0 - 4.0	General Education	
AD Elective	3.0 - 2.0	Elective	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 21A	Express College Newspaper A	3.0	Major/Required	
List B Course		3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	
Health (Area 8)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 23	Multimedia Reporting	3.0	Major/Required	
List B Courses		6.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0

Guided Map: Music - Associate in Arts Degree for Transfer

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1. Statement of Program Goals and Objectives

The Associate in Arts for Transfer in Music (AA-T in Music degree) is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Music or a similar major. The AA-T in Music is designed to prepare students to transfer to the CSU but will also prepare students for performance or transfer to many four year colleges. The AA-T in Music degree meets the requirements of SB 1440 for Associate Degrees for Transfer (ADT). Students who obtain the Associate in Arts in Music for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Music.

2. Catalog Description

A student earning the Associate in Arts in Music for Transfer Degree will utilize the theoretical elements of music to improve performance; perform music with regard to good use of pitch, tone, balance and expression; read and memorize music; improvise (as appropriate) and interpret music. Courses in the Music Department are designed to fulfill the needs of music majors, professional musicians, and those whose interest is avocational or recreational. Completion of the Associate in Arts in Music for Transfer Degree will provide a streamlined pathway for transfer to a CSU campus with a Music or similar major. Students are encouraged to contact a counselor and consult the Catalog for guidance when planning to transfer to a four-year institution in this major.

Although not required to receive the AA-T in Music, the LPC Music department strongly recommends that its AA-T students complete MUS 1 – Music Literature and piano courses MUS 21A and 21B in preparation for piano placement exams. Students entering the BA in Music will be required to take placement exams in music theory and piano and audition on their major instrument.

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

Guided Map: Music - Associate in Arts Degree for Transfer

A student earning the Associate in Arts in Music for Transfer Degree will utilize the theoretical elements of music to improve performance; perform music with regard to good use of pitch, tone, balance and expression; read and memorize music; improvise (as appropriate) and interpret music. Courses in the Music Department are designed to fulfill the needs of music majors, professional musicians, and those whose interest is avocational or recreational. Completion of the Associate in Arts in Music for Transfer Degree will provide a streamlined pathway for transfer to a CSU campus with a Music or similar major. Students are encouraged to contact a counselor and consult the Catalog for guidance when planning to transfer to a four-year institution in this major. Although not required to receive the AA-T in Music, the LPC Music department strongly recommends that its AA-T students complete MUS 1 – Music Literature and piano courses MUS 21A and 21B in preparation for piano placement exams. Students entering the BA in Music will be required to take placement exams in music theory and piano and audition on their major instrument.

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

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

Term 1 - Fall Semester   Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8A	Music Theory and Musicianship 1	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 2 - Spring Semester   Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10A	Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Humanities (Area 3B)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10B	Music Theory and Musicianship 4	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	

CSU Elective	2.0	Elective

Total: 60.0

Total: 60.0

LAS POSITAS COLLEGE

Guided Map: Photography - Associate of Arts Degree

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1. Statement of Program Goals and Objectives

The Associate of Arts in Photography degree is designed to prepare students for employment in the field of professional photography. Upon completion of the degree students will be able to work as an entry to mid level professional photographer.

2. Catalog Description

The Associate of Arts in Photography degree is designed to prepare students for employment in the field of professional photography. The program will give students the technical and creative skills needed to pursue a career in the field of photography as well as a broad based education that will augment those skills. Students earning the AA can also earn the Certificate of Achievement in Photography on their way to completion and earning the AA will make a student more employable than if they earn the Certificate of Achievement alone. Upon completion of the degree students will be able to work as an entry to mid level professional photographer.

3. Program Requirements

Course	Title	Units	Term

Required Core: (22.5 units)

PHTO 50	Introduction to Photography	3.0
PHTO 51A	Individual Projects A	1.5
PHTO 56	Introduction to Digital Photography	1.5
PHTO 57	Intermediate Digital Photography	1.5
PHTO 58	Introduction to Videography	3.0
PHTO 60	Intermediate Black and White Photography	3.0
PHTO 64A	Artificial Light Photography	3.0
PHTO 68	Color Field Photography	3.0
PHTO 70	Photoshop and Lightroom for Photographers	3.0
OR		
GDDM 70	Photoshop and Lightroom for Photographers	3.0

List A: Select Two (5-6 Units)

PHTO 29P	Independent Study, Photography	2.0
PHTO 29V	Independent Study, Video Production	2.0
PHTO 66	Digital Imaging	3.0
PHTO 67	History of Photography	3.0
PHTO 69	Intermediate Videography	3.0
PHTO 72	Introduction to Photojournalism	3.0
OR		
JAMS 12	Introduction to Photojournalism	3.0

Total Units for the Major

	27.5-28.5

Additional General Education and Elective Units

	31.5-32.5

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 57.0

4. Career Opportunities

Professional Photographer, Photography business owner, Portrait Photographer, Wedding Photographer, Architectural Photographer, digital imaging technician, Photo Studio Manager, Photo Assistant

5. Master Planning

This CTE program fits our Educational Master Plan strategies A2 to "Support existing and new programs" and A6 to "Focus on workforce readiness."

6. Enrollment and Completer Projections

5

7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Photography department.

8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

Guided Map: Photography - Associate of Arts Degree

The Associate of Arts in Photography degree is designed to prepare students for employment in the field of professional photography. The program will give students the technical and creative skills needed to pursue a career in the field of photography as well as a broad based education that will augment those skills. Students earning the AA can also earn the Certificate of Achievement in Photography on their way to completion and earning the AA will make a student more employable than if they earn the Certificate of Achievement alone. Upon completion of the degree students will be able to work as an entry to mid level professional photographer.

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

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

Term 1 - Fall Semester   **Units:** 14.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 50	Introduction to Photography	3.0	Major/Required	
PHTO 56	Introduction to Digital Photography	1.5	Major/Required	
PHTO 58	Introduction to Videography	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 64A	Artificial Light Photography	3.0	Major/Required	
List A Courses		5.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 47		3.0	General Education	

Term 3 - Summer Semester   **Units:** 1.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AD Elective	1.5	Elective	

Term 4 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 51A	Individual Projects A	1.5	Major/Required	
PHTO 57	Intermediate Digital Photography	1.5	Major/Required	
PHTO 60	Intermediate Black and White Photography	3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
AD Elective		3.0	Elective	

Term 5 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 68	Color Field Photography	3.0	Major/Required	
GDDM 70	Photoshop and Lightroom for Photographers	3.0	Major/Required	
OR				
PHTO 70	Photoshop and Lightroom for Photographers	3.0	Major/Required	
American Institutions (Area 9)		3.0	General Education	

Ethnic Studies (Area 6)	3.0	General Education
AD Elective	3.0	Elective

Total: 60.0

Guided Map: Physics - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Physics is designed to prepare students for to transfer ready for upper division work towards a bachelor's degree in Physics, Applied Physics, and related fields such as Astronomy and Astrophysics.

2. Catalog Description

The Associate of Science in Physics is designed to prepare students for to transfer ready for upper division work towards a bachelor's degree in Physics, Applied Physics, and related fields such as Astronomy and Astrophysics. The study of Physics encompasses a wide variety of disciplines and specializations, ranging from technology-driven fields to the study of the fundamental laws and structure of the universe.

3. Program Requirements

Course	Title	Units	Term

Required Core: (36.5 units)

MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
PHYS 1A	General Physics I	5.0
PHYS 1B	General Physics II	5.0
PHYS 1C	General Physics III	5.0
PHYS 1D	General Physics IV	3.0

Total Units for the Major

	36.5

Additional General Education and Elective Units

	23.5

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

This program fits the Mission of Las Positas College and California Community College system by providing a high quality local program designed to prepare students for transfer into a baccalaureate program at a university.

5. Enrollment and Completer Projections

7

6. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Physics department.

7. Similar Programs at Other Colleges in Service Area

Chabot College, Diablo Valley College, Ohlone College, and Los Medanos College

LAS POSITAS
COLLEGE

Guided Map: Physics - Associate of Science Degree

The Associate of Science in Physics is designed to prepare students for to transfer ready for upper division work towards a bachelor's degree in Physics, Applied Physics, and related fields such as Astronomy and Astrophysics. The study of Physics encompasses a wide variety of disciplines and specializations, ranging from technology-driven fields to the study of the fundamental laws and structure of the universe.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)		3.0	General Education	
MATH 1	Calculus I	5.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
AD Elective		4.0	Elective	

Term 2 - Spring Semester   **Units:** 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 3 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1B	General Physics II	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester   **Units:** 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
MATH 7		3.5	Elective	

Term 5 - Spring Semester   **Units:** 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 1D	General Physics IV	3.0	Major/Required	

Total: 60.0

Guided Map: Spanish - Associate in Arts Degree for Transfer

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1. Statement of Program Goals and Objectives

The Associate in Arts in Spanish for Transfer Degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Spanish. The Associate in Arts in Spanish for Transfer Degree is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in Spanish.

2. Catalog Description

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

Guided Map: Spanish - Associate in Arts Degree for Transfer

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1A	Beginning Spanish	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	
CSU Electives		4.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1B	Elementary Spanish	5.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
CSU Elective		1.0	Elective	

Term 3 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2A	Intermediate Spanish I	4.0	Major/Required	
OR				
SPAN 21	Spanish for Spanish Speakers I	5.0	Major/Required	
SPAN 23	Introduction to Hispanic Literature	3.0	Major/Required	
Physical Science (Area 5A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
CSU Elective		2.0 - 1.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2B	Intermediate Spanish II	4.0	Major/Required	
OR				
SPAN 22	Spanish for Spanish Speakers II	5.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	

Biological Science (Area 5B)	3.0	General Education
Laboratory (Area 5C)	1.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	1.0 - 0.0	Elective

Total: 60.0

Guided Map: Theater Arts - Associate of Arts Degree

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1. Statement of Program Goals and Objectives

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts.This degree provides students with an understanding and an appreciation for the art of theater and includes courses in theater history, acting, technical theater, rehearsal and performance. Completion of this curriculum will provide preparation for future theater studies.

Though similar to the Associate in Arts in Theater for Transfer, this program is specifically designed for students who are interested in completing an AA degree, without intention of transfer, and as such, a higher and more comprehensive course load requirement is expected.

2. Catalog Description

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to some similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater.

3. Program Requirements

Course	Title	Units	Term

Required Core: (12 Units)

THEA 1A	Theory/Practice of Acting I	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
OR		
THEA 48A	Technical Theater in Production - Beginning	3.0
THEA 50	Stagecraft	3.0

List A: Select Three from One Concentration (9 Units)

Performance Concentration		-
THEA 1B	Theory/Practice of Acting II	3.0
THEA 3A	Beginning Improvisation	3.0
THEA 5	Theater for Young Audiences	3.0
THEA 25	Fundamentals of Stage Speech	3.0
THEA 31A	Drama Workshop - Beginning	3.0
THEA 39A	Musical Theater Workshop - Beginning	3.0
THEA 47A	Performance in Production: Introduction to Live Performance	3.0
		-
Technical Theater Concentration		-
THEA 14	Bay Area Theater	3.0
THEA 48B	Technical Theater in Production - Intermediate	3.0
THEA 50L	Introduction to Stage Lighting	3.0
THEA 51	Introduction to Costume Design	3.0
THEA 52	Introduction to Design	3.0

List B: Select from Below (4 Units)

CMST 2	Oral Interpretation of Literature	3.0
CMST 5	Readers Theater	3.0
DANC 1	Introduction to Dance	1.0
DANC 2A	Jazz Dance Fundamentals/Beginning	1.0
DANC 3A	Ballet Fundamentals/Beginning	1.0
MUS 6	Basic Music Skills	2.0
MUS 23A	Elementary Voice	1.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0
THEA 4	Modern American Theater	3.0
THEA 11	Stage to Screen	3.0
THEA 53	Script Analysis	3.0

Total Units for the Major

25.0

	25.0
Additional General Education and Electives	
	35.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

4. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, by continuing to provide this local degree for students not interested in transfer as a recognition of their academic achievement.

5. Enrollment and Completer Projections

5 per academic year

6. Place of Program in Curriculum/Similar Programs

This program will remain a part of the Theater Arts family of programs

7. Similar Programs at Other Colleges in Service Area

This program is similar to the AA-T in Theater which most campuses in the Bay Area have.

Guided Map: Theater Arts - Associate of Arts Degree

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to some similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater.

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

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

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 1A	Theory/Practice of Acting I	3.0	Major/Required	
THEA 50	Stagecraft	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		2.0	Elective	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 47A	Performance in Production: Introduction to Live Performance	3.0	Major/Required	
OR				
THEA 48A	Technical Theater in Production - Beginning	3.0	Major/Required	
THEA 53	Script Analysis	3.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
MATH 47		3.0	General Education	
AD Elective		3.0	Elective	

Term 3 - Fall Semester
Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 10	Introduction to Dramatic Arts	3.0	Major/Required	
List A Course		3.0	Major/Required	
List B Course		3.0	Major/Required	
Health (Area 8)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester
Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course		3.0	Major/Required	
List B Course		1.0	Major/Required	
American Institutions (Area 9)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Electives		5.0	Elective	

Total: 60.0

Guided Map: Theater Arts - Associate in Arts Degree for Transfer

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1. Statement of Program Goals and Objectives

The Theater Arts Associate in Arts for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Theater, Dramatic Arts, or a similar major. Students who obtain the Theater Arts Associate in Arts for Transfer degree will have completed the common core of lower division courses required for a CSU baccalaureate degree in Theater Arts, Dramatic Arts, or a similar major.

2. Catalog Description

The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

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

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Guided Map: Theater Arts - Associate in Arts Degree for Transfer

The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

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

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

Term 3 - Fall Semester							**Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Courses	6.0	Major/Required	
Humanities (Area 3B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester							**Units:** 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	

THEA 47A	Performance in Production: Introduction to Live Performance	3.0	Major/Required	
OR				
THEA 48A	Technical Theater in Production - Beginning	3.0	Major/Required	
THEA 53	Script Analysis	3.0	Major/Required	
Oral Communication (Area 1C)		3.0	General Education	
MATH 47		3.0	General Education	

Term 1 - Fall Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 1A	Theory/Practice of Acting I	3.0	Major/Required	
THEA 10	Introduction to Dramatic Arts	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 4 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Electives		5.0	Elective	

Total: 60.0

![Las Positas College logo]

Guided Map: Welding Technology - Associate of Science Degree

1. Statement of Program Goals and Objectives

The Associate of Science in Welding Technology degree is designed to prepare students for a career in the welding and manufacturing industry. Students will learn the skills necessary to get a job as a Welder or Welding Technician.

2. Catalog Description

The Associate of Science in Welding Technology prepares students for the welding and manufacturing industry. Welding touches every aspect of our modern life from the shoes we wear to the food we eat. The Welder or Welding Technician is concerned with all of the activities related to the manufacturing, production, performance, and maintenance of welded products. Interest is primarily in the manufactured or fabricated product, including process selection, power sources, base and filler materials, manufacturing methods, hands-on skills training, inspection, quality control, performance evaluation, and equipment service. The broad range of welded products with which welders and welding technicians deal includes structures, such as bridges, buildings, utility equipment, wind turbines, and communication towers; pressure vessels and heat exchangers, such as nuclear systems, boilers, solar thermal systems, oil and natural gas exploration, chemical processing equipment, storage vessels, and transmission and distribution piping; transportation vehicles for water, land, air, and space travel; and production and processing machines of all types.

3. Program Requirements

Course	Title	Units	Term

Required Core: (33 Units)

MATH 39	Trigonometry	4.0
WLDT 55	Print Reading for Industry	2.0
WLDT 61	Welding Ferrous Metals	3.0
WLDT 61AL	SMAW Skills Laboratory	2.0
WLDT 61BL	FCAW Skills Laboratory	2.0
WLDT 62	Welding Nonferrous Metals	3.0
WLDT 62AL	GTAW Skills Laboratory	2.0
WLDT 62BL	GMAW Skills Laboratory	2.0
WLDT 63	Welding Layout and Fitting	2.0
WLDT 66	Welding Inspection and Testing	2.0
WLDT 69AL	Beginning Pipe Welding Skills Laboratory	2.0
WLDT 69BL	Advanced Pipe Welding Skills Laboratory	2.0
WLDT 73	Welding Workplace Safety	1.0
WLDT 75	Measurements and Calculations	4.0

List A: Select from Below (12 Units)

WLDT 1	Welding Camp	1.0
WLDT 67A	Elementary Welding Skills Laboratory	2.0
WLDT 67B	Basic Welding Skills Laboratory	2.0
WLDT 67C	Intermediate Welding Skills Laboratory	2.0
WLDT 67D	Advanced Welding Skills Laboratory	2.0
WLDT 68	Certification Preparation	2.0
WLDT 70	Introduction to Welding	2.0
WLDT 71	Welding for the Arts	3.0
WLDT 72	Laser Welding and Cutting	3.0
WLDT 79	Manufacturing Processes	2.0

Total Units for the Major

	45.0

Additional General Education Units

	16.0-
	19.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 61.0-64.0

4. Career Opportunities

The welding industry offers a wide variety of dynamic and challenging careers. Underwater welders are needed on offshore oil rigs. Welder-operators use automated welding systems to manufacture cars. Structural welders help to construct skyscrapers and bridges. In addition to welders, other professionals such as certified inspectors and engineers rely on welding to do their jobs. Without these professionals, our country would fall apart.

The demand for skilled welding professionals is constantly growing. By 2025, our nation's workforce will need over 400,000 welders to satisfy the demands of several industries.

5. Master Planning

The program meets the Mission of the California Community College System, as well as the Mission and Master Plan of Las Positas College, of providing a degree in Career Technical Education.

6. Enrollment and Completer Projections

200 Enrollments:
5 AS,
15 CA

7. Place of Program in Curriculum/Similar Programs

Welding Technology

8. Similar Programs at Other Colleges in Service Area

Guided Map: Welding Technology - Associate of Science Degree

The Associate of Science in Welding Technology prepares students for the welding and manufacturing industry. Welding touches every aspect of our modern life from the shoes we wear to the food we eat. The Welder or Welding Technician is concerned with all of the activities related to the manufacturing, production, performance, and maintenance of welded products. Interest is primarily in the manufactured or fabricated product, including process selection, power sources, base and filler materials, manufacturing methods, hands-on skills training, inspection, quality control, performance evaluation, and equipment service. The broad range of welded products with which welders and welding technicians deal includes structures, such as bridges, buildings, utility equipment, wind turbines, and communication towers; pressure vessels and heat exchangers, such as nuclear systems, boilers, solar thermal systems, oil and natural gas exploration, chemical processing equipment, storage vessels, and transmission and distribution piping; transportation vehicles for water, land, air, and space travel; and production and processing machines of all types.

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

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

Term 1 - Fall Semester   **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
WLDT 61AL	SMAW Skills Laboratory	2.0	Major/Required	
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
WLDT 73	Welding Workplace Safety	1.0	Major/Required	
List A Course		2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester   **Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
WLDT 55	Print Reading for Industry	2.0	Major/Required	

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61BL	FCAW Skills Laboratory	2.0	Major/Required	
WLDT 62BL	GMAW Skills Laboratory	2.0	Major/Required	
List A Course		2.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 3 - Summer Semester — **Units:** 2.0-3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 1	Welding Camp	1.0	Major/Required	
OR				
WLDT 70	Introduction to Welding	2.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Fall Semester — **Units:** 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 66	Welding Inspection and Testing	2.0	Major/Required	
WLDT 69AL	Beginning Pipe Welding Skills Laboratory	2.0	Major/Required	
WLDT 75	Measurements and Calculations	4.0	Major/Required	
List A Course		2.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	

Term 5 - Spring Semester — **Units:** 15.0-14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 63	Welding Layout and Fitting	2.0	Major/Required	
WLDT 69BL	Advanced Pipe Welding Skills Laboratory	2.0	Major/Required	

List A Course	3.0 - 2.0	Major/Required
List A Course	2.0	Major/Required
Ethnic Studies (Area 6)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education

Total: 64.0

6.3 Policies

Effective Term: **Fall 2025**

- CCP 1050 Credit for Prior Learning Criteria
- CCP 1060 Converting Noncredit to Credit

CCP 1050   CREDIT FOR PRIOR LEARNING CRITERIA

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

Credit by Exam

There are no specific criteria required to request credit by exam, but a department-wide examination that measures a student's competency in both the Course Content and Course Outcomes is required for the assessment and must be checked for bias.

Credit by Portfolio

The specific elements of the Portfolio students are expected to submit must be identified.

Credit by Industry Recognized Training

The specific certification/licensure/credential/coursework, required recency, and issuing agency are required.

Credit by Military JST

There are no specific criteria required to request credit by military JST.

Adopted: March X, 2025

CCP 1060   CONVERTING NONCREDIT TO CREDIT

Students that successfully complete a mirrored noncredit course may request credit for the credit version of the course through credit by exam. The grade earned at the completion of the noncredit course is the grade the student will receive for the credit course.

Mirrored Noncredit Course

A mirrored noncredit course is the same course and course outline as a credit course but offered as noncredit. The expectations of the noncredit course are identical to the credit course, including, but not limited to: Course Content, Course Objectives, Student Learning Outcomes, Methods of Evaluation, and level of rigor.

Adopted: March X, 2025