Las Positas College

Curriculum Committee Meeting

10/21/2024

6.0 Second Reading/Voting Packet

# 6.1 Course Modifications

- CS 4 Introduction to Artificial Intelligence
  a. Course Outline of Record      **Effective Term: Fall 2025**

- CS 5 Introduction to Machine Learning
  a. Course Outline of Record      **Effective Term: Fall 2025**

- MUS 10B Music Theory and Musicianship 4
  a. Course Outline of Record      **Effective Term: Fall 2025**
  b. Distance Education (DE)        **Effective Term: Fall 2025**

- MUS 38 Applied Lessons
  a. Course Outline of Record      **Effective Term: Fall 2025**
  b. Requisites                    **Effective Term: Fall 2025**

- NMAT 264 Math Jam for SLAM Preparation
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PCN 50 Social Work and Human Services Seminar
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PCN 50L Social Work and Human Services Fieldwork
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PSYC 3 Introduction to Social Psychology
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PSYC 13 Psychology of Women
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PSYC 21/ETHS 5 Psychology of Race and Identity
  a. Course Outline of Record      **Effective Term: Fall 2025**

- PSYC 25 Research Methods
  a. Course Outline of Record      **Effective Term: Fall 2025**

- SOC 13 Research Methods
  a. Course Outline of Record      **Effective Term: Fall 2025**

# Abridged Comparison

## Technical Course Revision: CS 4 - Introduction to Artificial Intelligence

Technical Course Revision: CS 4 - Introduction to Artificial Intelligence (Launched - Implemented 09-26-2024)

compared with

CS 4 - Introduction to Artificial Intelligence (Active - Implemented 04-06-2023)

## Cover

**Effective Term** Fall  ~~2023~~  2025

## Units/Hours

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

| | |
|---|---|
| **Lecture Hours** | 45 |
| **Lab Hours** | 27 |
| **Inside of Class Hours** | 72 |
| **Outside of Class Hours** | 90 |

## Course Content

**Lecture Content**

1. Intelligent agents

    1. Rationality

    2. Task environments

    3. Agent structure

2. Mathematical foundations

1. Sets

2. Functions

3. Recursion

4. Graphs

5. Trees

6. Statistics

3. Search in simple environments

   1. Formulating a well-defined problem

      1. States

      2. Actions

      3. Transition model

      4. Goal testing

   2. Uninformed graph algorithms

      1. Best-first search

      2. Breadth-first search

      3. Uniform-cost search

      4. Depth-first search

      5. Iterative deepening search

   3. Informed graph algorithms

1. Heuristic functions

2. Greedy best-first search

3. A* search

4. Search in complex environments

   1. Hill-climbing search

   2. Simulated annealing

   3. Local beam search

   4. Genetic algorithms

5. Adversarial search in games

   1. Game theory

   2. Minimax algorithm

   3. Alpha-beta pruning

   4. Monte Carlo tree search

   5. Stochastic games

6. Logical agents

   1. Propositional logic

      1. Propositional theorem proving

      2. WalkSAT

    2. First-order logic

        1. Forward chaining

        2. Resolution theorem proving

        3. Knowledge engineering

7. Probabilistic reasoning

    1. Probabilistic inference

    2. Naïve Bayes models

    3. Bayesian networks

    4. Markov decision process

        1. Value iteration

        2. Policy iteration

8. Ethics of artificial intelligence

**Lab Content**

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–

# Methods of Instruction

**Check all that apply:**

- Audio-visual Activity
  **Comments**
  –

- Classroom Activity
  **Comments**

- Demonstration
  **Comments**

- Discussion
  **Comments**

- Lecture
  **Comments**

- Projects
  **Comments**

- Written Exercises
  **Comments**

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Prerequisite
   **Requisite Course** CS 1 - Computing Fundamentals I( ~~Historical~~ Active )
   **Skills Analysis**
   **Requisite Course Objective(s)**

   - Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
   - Summarize the evolution of programming languages and distinguishing ~~characterisitcs~~ characteristics of common programming paradigms.
   - Design, implement, test, and debug programs using basic computation, simple ~~I~~ file input / ~~O~~ output , standard conditional and iterative structures, and the definition of functions.
     **Degree of Importance** ~~Required~~

2. ~~Requisite Type - Recommended Course Preparation~~
   ~~Requisite Validation - Skills Analysis~~
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

- ~~- Design simple algorithms to solve a variety programming problems.~~
  **~~Degree of Importance~~** ~~- Recommended~~
- ~~- Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.~~
  **~~Degree of Importance~~** ~~- Recommended~~
- ~~- Describe the software development life-cycle.~~
  **~~Degree of Importance~~** - Not Necessary
- ~~Describe~~ <u>Develop</u> ~~the~~ <u>a</u> ~~principles~~ <u>complex C++ project comprised</u> of ~~structured~~ <u>source</u> and ~~object-oriented~~ <u>header</u> ~~programming~~ <u>files</u> ~~and~~ <u>with</u> ~~be~~ <u>multiple</u> ~~able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.~~
  **~~Degree of Importance~~** ~~- Recommended~~
- ~~- Explain what an algorithm is and its importance in computer programming.~~
  **~~Degree of Importance~~** ~~- Not Necessary~~
- ~~- Analyze and investigate program behavior to effectively alter or debug existing code.~~
  **~~Degree of Importance~~** ~~- Recommended~~
- ~~- Design and implement specific program~~ <u>compilation</u> steps ~~and components to achieve desired program behavior.~~
  **~~Degree of Importance~~** ~~- Recommended~~
- ~~- Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.~~
  **~~Degree of Importance~~** ~~- Not Necessary~~
- ~~- Design and implement simple graphical and command line user interfaces implementing the students algorithms.~~
  **Degree of Importance** Not Necessary

3. **Requisite Type** Recommended Course Preparation
   <u>**Requisite Validation**</u>  <u>Advisory</u>
4. <u>**Requisite Type**</u>  <u>Recommended Course Preparation</u>
   **Subject** ~~MATH~~ <u>STAT</u> ( ~~Mathematics~~ <u>Statistics</u> )
   **Requisite Course** ~~MATH~~ <u>STAT</u> ~~40~~ <u>C1000</u> - <u>Introduction to</u> Statistics ~~and Probability~~ ( ~~Historical~~ <u>Launched</u> )
   **Requisite Validation** ~~Skills Analysis~~ <u>Advisory</u>
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~- Define different types of statistics, how they are used and misused;~~
     **~~Degree of Importance~~** ~~- Not Necessary~~
   - ~~- Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~
     **~~Degree of Importance~~** ~~- Recommended~~
   - ~~- Distinguish among different scales of measurement and their implications;~~
     **~~Degree of Importance~~** ~~- Not Necessary~~
   - ~~- Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
     **~~Degree of Importance~~** ~~- Not Necessary~~

- ˗ Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;
  **Degree of Importance** ˗ Recommended
- ˗ Interpret data displayed in tables and graphically;
  **Degree of Importance** ˗ Recommended
- ˗ Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;
  **Degree of Importance** ˗ Not Necessary
- ˗ Construct and interpret confidence intervals for single populations and two-populations comparisons;
  **Degree of Importance** ˗ Not Necessary
- ˗ Apply concepts of sample space and probability;
  **Degree of Importance** ˗ Recommended
- ˗ Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;
  **Degree of Importance** ˗ Recommended
- ˗ Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;
  **Degree of Importance** ˗ Not Necessary
- ˗ Solve problems involving the binomial, normal, or chi-squared distribution;
  **Degree of Importance** ˗ Not Necessary
- ˗ Perform descriptive and inferential statistics, using a software package (technology).
  **Degree of Importance** ˗ Not Necessary
- ˗ Calculate probabilities using normal and t-distributions;
  **Degree of Importance** ˗ Recommended
- ˗ Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;
  **Degree of Importance** ˗ Not Necessary
- ˗ Identify the basic concept of hypothesis testing including Type I and II errors;
  **Degree of Importance** ˗ Not Necessary
- ˗ Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;
  **Degree of Importance** ˗ Not Necessary
- ˗ Determine and interpret levels of statistical significance including p-values;
  **Degree of Importance** ˗ Not Necessary
- ˗ Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.
  **Degree of Importance** ˗ Not Necessary

Catalog View **Prerequisite:** CS 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C, STAT C1000 with a minimum grade of C

# Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

## General Education/Transfer Request

- Transfers to CSU
  **New Request**  ~~Yes~~ No
  **Already Approved**  ~~No~~ Yes

- Transfers to CSU
  **New Request**  ~~Yes~~ No
  **Already approved unsubstantial change**  ~~No~~ Yes

- Transfers to CSU
  **New Request**  ~~Yes~~ No
  **Already approved unsubstantial change**  ~~No~~ Yes

- Transfers to CSU
  **New Request**  ~~Yes~~ No
  **Already approved unsubstantial change**  ~~No~~ Yes

- Transfers to CSU
  **New Request**  ~~Yes~~ No
  **Already approved unsubstantial change**  ~~No~~ Yes

## Codes and Dates

**Course Codes**

**Originator**  ~~Moreno~~ Kutil ,  ~~Carlos~~ Craig

**Origination Date**

~~02~~ 09 / ~~25~~ 26 / ~~2022~~ 2024

**Proposal Type**

Technical  Course  ~~Modification~~ Revision

**Parent Course**

CS 4 - Introduction to Artificial Intelligence

No Previous Course

**Entry of Special Dates**

- Board of Trustees

  ~~11/15/2022~~

- State Approval

  ~~12/02/2022~~

- CC Approval

*09/19/2022*

**Instructional Services**

**Effective Term** Fall ~~2023~~ 2025

**Implementation Date**

~~04~~ 09 / ~~06~~ 26 / ~~2023~~

2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

## Course Outline for Computer Science 4
## Introduction to Artificial Intelligence
**Effective:** Fall 2025

## Catalog Description:

### CS 4 - Introduction to Artificial Intelligence
### 3.00 Units

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

**Prerequisite:** CS 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C, STAT C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 45 |
| **Lab Hours** | 27 |
| **Inside of Class Hours** | 72 |
| **Outside of Class Hours** | 90 |

## Discipline:

Computer Science

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

1

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A.  CS 1
   1.  Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
   2.  Interpret and apply C++ control structures for sequencing, selection and iteration.

3. Interpret and implement programmer-defined functions in C++.
4. Create and interpret expressions involving arithmetic and logical operators;
5. Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
6. Modify and expand short programs that use standard conditional and iterative control structures and functions.
7. Choose appropriate conditional and iteration constructs for a given programming task.
8. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
9. Analyze and explain the behavior of simple programs.
10. Describe, interpret and apply the mechanics of parameter passing.
11. Discuss and apply the concept of algorithms in problem-solving processes.
12. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.

**Before entering this course, it is recommended that a student be able to:**
A. CS 7
B. STAT C1000

## Course Objectives:

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

## Course Content:

**Lab:**

**Lecture:**
1. Intelligent agents
    1. Rationality
    2. Task environments
    3. Agent structure
2. Mathematical foundations

1. Sets
2. Functions
3. Recursion
4. Graphs
5. Trees
6. Statistics

3. Search in simple environments
   1. Formulating a well-defined problem
      1. States
      2. Actions
      3. Transition model
      4. Goal testing
   2. Uninformed graph algorithms
      1. Best-first search
      2. Breadth-first search
      3. Uniform-cost search
      4. Depth-first search
      5. Iterative deepening search
   3. Informed graph algorithms
      1. Heuristic functions
      2. Greedy best-first search
      3. A* search

4. Search in complex environments
   1. Hill-climbing search
   2. Simulated annealing
   3. Local beam search
   4. Genetic algorithms

5. Adversarial search in games
   1. Game theory
   2. Minimax algorithm
   3. Alpha-beta pruning
   4. Monte Carlo tree search
   5. Stochastic games

6. Logical agents
   1. Propositional logic
      1. Propositional theorem proving
      2. WalkSAT
   2. First-order logic
      1. Forward chaining
      2. Resolution theorem proving
   3. Knowledge engineering

7. Probabilistic reasoning
   1. Probabilistic inference
   2. Naïve Bayes models
   3. Bayesian networks

    4. Markov decision process
        1. Value iteration
        2. Policy iteration
8. Ethics of artificial intelligence

## Methods of Instruction:

1. Audio-visual Activity -
2. Classroom Activity -
3. Demonstration -
4. Discussion -
5. Lecture -
6. Projects -
7. Written Exercises -

## Typical Assignments

A. **Other:**
    1. Give a PEAS description for different task environments, such as playing soccer or shopping.
    2. Assume you are navigating a robot in a maze. Formulate the problem with a PEAS description, determine the state space, and perform both breadth-first search and depth-first search to find a path out of the maze. Implement this solution using Python.
    3. Implement and test hill-climbing search in Python to solve the traveling salesperson problem.
    4. For a game tree that is two moves deep, perform alpha-beta pruning and determine the minimax value of the root max node. How many nodes were pruned compared to the minimax algorithm?
    5. For a 2-CNF propositional expression, prove using resolution that it entails a given knowledge base.
    6. Model a simple, probabilistic grid environment in Python. Create an agent that uses policy iteration to find an optimal policy for a given start state.

## Methods of Evaluating Student Progress

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

## Student Learning Outcomes

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

    A.

## Textbooks (Typical):

**Textbook:**

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

## Other Materials Required of Students

**Other Materials Required of Students:**

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

# Abridged Comparison

## Technical Course Revision: CS 5 - Introduction to Machine Learning

> **Technical Course Revision: CS 5 - Introduction to Machine Learning (Launched - Implemented 09-26-2024)**
>
> compared with
>
> **CS 5 - Introduction to Machine Learning (Active - Implemented 03-25-2023)**

## Cover

**Effective Term** Fall  ~~2023~~  2025

## Units/Hours

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

| | |
|---|---|
| **Lecture Hours** | 45 |
| **Lab Hours** | 27 |
| **Inside of Class Hours** | 72 |
| **Outside of Class Hours** | 90 |

## Course Content

**Lecture Content**

1. Mathematical foundations

    1. Sets

    2. Functions

    3. Statistics

    4. Vectors

    5. Matrices

2. Supervised learning

    1. Model selection

        1. Training, validation, and test sets

        2. Cross-validation

        3. Hyperparameters

        4. Loss functions

    2. Bias-variance tradeoff

        1. Underfitting

        2. Overfitting

        3. Ockham's razor

        4. Noise

    3. k-nearest neighbor

        1. Curse of dimensionality

    4. Perceptron

    5. Naïve Bayes

        1. Maximum likelihood estimation

        2. Maximum a posteriori

    6. Logistic regression

   7. Linear regression

       1. Gradient descent

   8. Support vector machine

       1. Kernel functions

   9. Decision tree

       1. Entropy

       2. Information gain

   10. Ensemble learning

       1. Bagging

       2. Boosting

   11. Artificial neural network

       1. Activation functions

       2. Back-propagation

3. Unsupervised learning

   1. Clustering

4. Reinforcement learning

1. Markov decision process

   1. Value iteration

   2. Policy iteration

   2. Q-learning

5. Safety and ethics of machine learning

   1. Accountability

   2. Interpretability

   3. Explainability

   4. Sustainability

**Lab Content**

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# Methods of Instruction

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**Check all that apply:**

- Audio-visual Activity
  **Comments**

  —

- Classroom Activity
  **Comments**

  —

- Demonstration
  **Comments**

  —

- Discussion
  **Comments**

- Lecture
  **Comments**

- Projects
  **Comments**

- Written Exercises
  **Comments**

## Student Learning Outcomes

### Learning Outcomes

1. **Outcome Text**

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Recommended Course Preparation
   **Requisite Validation**  ~~Skills Analysis~~  Advisory
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~Design simple algorithms to solve a variety programming problems.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Design and implement programs of short to medium length, using standard elements of programming languages such as variables, input/output, control structures, functions/methods and arrays.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Describe the software development life-cycle.~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~Describe the principles of structured and object-oriented programming and be able to describe, design, implement, and test structured and object-oriented programs using currently accepted methodology.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Explain what an algorithm is and its importance in computer programming.~~
     ~~**Degree of Importance** - Not Necessary~~
   - ~~Analyze and investigate program behavior to effectively alter or debug existing code.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Design and implement specific program steps and components to achieve desired program behavior.~~
     ~~**Degree of Importance** - Recommended~~
   - ~~Design and organize elements of a program using a structured representation such as pseudocode and/or flowcharts.~~

~~Degree of Importance~~ - ~~Not Necessary~~

- ~~- Design and implement simple graphical and command line user interfaces implementing the students algorithms.~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

2. **Requisite Type** Recommended Course Preparation

   **Subject** ~~MATH~~ STAT ( ~~Mathematics~~ Statistics )

   **Requisite Course** ~~MATH~~ STAT ~~40~~ C1000 - Introduction to Statistics ~~and Probability~~ ( ~~Historical~~ Launched )

   **Requisite Validation** ~~Skills Analysis~~ Advisory

   ~~Skills Analysis~~

   ~~Requisite Course Objective(s)~~

   - ~~- Define different types of statistics, how they are used and misused;~~
     ~~Degree of Importance~~ - ~~Not Necessary~~
   - ~~- Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Distinguish among different scales of measurement and their implications;~~
     ~~Degree of Importance~~ - ~~Not Necessary~~
   - ~~- Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Interpret data displayed in tables and graphically;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
     ~~Degree of Importance~~ - ~~Not Necessary~~
   - ~~- Apply concepts of sample space and probability;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Solve problems involving the binomial, normal, or chi-squared distribution;~~
     ~~Degree of Importance~~ - ~~Not Necessary~~
   - ~~- Perform descriptive and inferential statistics, using a software package (technology).~~
     ~~Degree of Importance~~ - ~~Recommended~~

- ~~- Calculate probabilities using normal and t-distributions;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Identify the basic concept of hypothesis testing including Type I and II errors;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Determine and interpret levels of statistical significance including p-values;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.~~
  ~~**Degree of Importance** - Recommended~~

Catalog View **Prerequisite:** CS 1 with a minimum grade of C,   **Recommended Course Preparation:** CS 7 with a minimum grade of C,   STAT C1000 with a minimum grade of C

# General Education/Transfer Request

- Transfers to CSU
  **New Request** ~~Yes~~ No
  **Already Approved** ~~No~~ Yes

- Transfers to CSU
  **New Request** ~~Yes~~ No
  **Already approved unsubstantial change** ~~No~~ Yes

- Transfers to CSU
  **New Request** ~~Yes~~ No
  **Already approved unsubstantial change** ~~No~~ Yes

- Transfers to CSU
  **New Request** ~~Yes~~ No
  **Already approved unsubstantial change** ~~No~~ Yes

- Transfers to CSU
  **New Request** ~~Yes~~ No
  **Already approved unsubstantial change** ~~No~~ Yes

# Codes and Dates

**Course Codes**

**Originator** ~~Moreno~~ Kutil , ~~Carlos~~ Craig

**Origination Date**

~~03~~ 09 / ~~22~~ 26 / ~~2022~~ 2024

**Proposal Type**

Technical Course ~~Modification~~ Revision

**Parent Course**

CS 5 - Introduction to Machine Learning

No Previous Course

**Entry of Special Dates**

- Board of Trustees

    ~~11/15/2022~~

- State Approval

    ~~12/02/2022~~

- CC Approval

    ~~09/19/2022~~

**Instructional Services**

**Effective Term** Fall  ~~2023~~  2025

**Implementation Date**

~~03~~  09 / ~~25~~  26 / ~~2023~~

2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

## Course Outline for Computer Science 5
## Introduction to Machine Learning
**Effective:** Fall 2025

## Catalog Description:

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

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

**Prerequisite:** CS 1 with a minimum grade of C, **Recommended Course Preparation:** CS 7 with a minimum grade of C, STAT C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 45 |
| **Lab Hours** | 27 |
| **Inside of Class Hours** | 72 |
| **Outside of Class Hours** | 90 |

## Discipline:

Computer Science

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

1

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A.  CS 1
1.  Design, create and compile C++ programs within multiple development environments and operating systems, including the use of command-line tools in Unix/Linux.
2.  Interpret and apply C++ control structures for sequencing, selection and iteration.
3.  Interpret and implement programmer-defined functions in C++.

4. Create and interpret expressions involving arithmetic and logical operators;
5. Interpret and apply arrays and simple programmer-defined data structures and enumerated data types in C++.
6. Modify and expand short programs that use standard conditional and iterative control structures and functions.
7. Choose appropriate conditional and iteration constructs for a given programming task.
8. Apply the techniques of structured (functional) decomposition to break a program into smaller pieces.
9. Analyze and explain the behavior of simple programs.
10. Describe, interpret and apply the mechanics of parameter passing.
11. Discuss and apply the concept of algorithms in problem-solving processes.
12. Explain, interpret and apply elements of syntax related variable types, including type-checking, abstraction, type incompatibility and type safety.
13. Design, implement, test, and debug programs using basic computation, simple file input/output, standard conditional and iterative structures, and the definition of functions.
14. Develop a complex C++ project comprised of source and header files with multiple compilation steps

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

A. CS 7
B. STAT C1000

## Course Objectives:

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

## Course Content:

**Lab:**


**Lecture:**
1. Mathematical foundations
    1. Sets
    2. Functions
    3. Statistics
    4. Vectors
    5. Matrices
2. Supervised learning

1. Model selection
   1. Training, validation, and test sets
   2. Cross-validation
   3. Hyperparameters
   4. Loss functions
2. Bias-variance tradeoff
   1. Underfitting
   2. Overfitting
   3. Ockham's razor
   4. Noise
3. k-nearest neighbor
   1. Curse of dimensionality
4. Perceptron
5. Naïve Bayes
   1. Maximum likelihood estimation
   2. Maximum a posteriori
6. Logistic regression
7. Linear regression
   1. Gradient descent
8. Support vector machine
   1. Kernel functions
9. Decision tree
   1. Entropy
   2. Information gain
10. Ensemble learning
    1. Bagging
    2. Boosting
11. Artificial neural network
    1. Activation functions
    2. Back-propagation

3. Unsupervised learning
   1. Clustering
4. Reinforcement learning
   1. Markov decision process
      1. Value iteration
      2. Policy iteration
   2. Q-learning
5. Safety and ethics of machine learning
   1. Accountability
   2. Interpretability
   3. Explainability
   4. Sustainability

## Methods of Instruction:

1. Audio-visual Activity -
2. Classroom Activity -
3. Demonstration -
4. Discussion -
5. Lecture -
6. Projects -
7. Written Exercises -

## Typical Assignments

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

## Methods of Evaluating Student Progress

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

## Student Learning Outcomes

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

## Textbooks (Typical):

**Textbook:**
1. Stuart Russell, Peter Norvig *Artificial Intelligence: A Modern Approach.* 4 ed., Pearson, 2020.
2. Alberto Artasanchez, Prateek Joshi *Artificial Intelligence with Python.* 2 ed., Packt, 2020.

3. Aurélien Géron *Hands-On Machine Learning with Scikit-Learn, Keras, and TensorFlow.* 2 ed., O'Reilly, 2019.
4. Perry Xiao *Artificial Intelligence Programming with Python: From Zero to Hero.* 1 ed., Wiley, 2022.

## Other Materials Required of Students

**Other Materials Required of Students:**

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

# Abridged Comparison

# Course Modification: MUS 38 - Applied Lessons

Course Modification: MUS 38 - Applied Lessons (Launched - Implemented 09-11-2024)
compared with
MUS 38 - Applied Lessons (Active - Implemented 01-01-2020)

## Cover

**Effective Term** ~~Spring~~ Fall  ~~2020~~ 2025
**Catalog Description**
Individualized study of the appropriate techniques and repertoire for the specific instrument , voice, or ~~voice~~ composition being studied. The emphasis is on the progressive development of skills needed for solo performance or composition . Achievement is evaluated through a juried performance. Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in ~~their~~ a student's major performance or composition medium. Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B)  and one performing ensemble (MUS ~~12, MUS 14~~ 11 , MUS 15,  MUS 16, MUS  17A, MUS 41, MUS  44, MUS 45, MUS ~~46A, MUS 46B,~~ 46 or MUS 48) .
**Material fees apply to this course?** No
**This course is part of an existing program(s)** ~~No~~ Yes

1. **Program** _ Music - Associate in Arts Degree for Transfer ( Active ) - Fall 2023

## Units/Hours

**CB22: Non Credit Course Category** Y - Not Applicable, Credit course
**Instructional Categories (check all that apply)**
**Lecture** ~~Yes~~ No
TOTALS
**Calculations**

| | |
|---|---|
| ~~**Lecture Hours**~~ | |
| **Lab Hours** | 54 |
| **Inside of Class Hours** | 54 |

**Course Grading** ~~Optional~~ Letter Grade Only

## Course Objectives

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

1.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Define _and demonstrate_ basic musical symbols and terminology ~~;~~
2.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Gain increased proficiency on the instrument of choice _, voice, or composition_
3.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Present a recital consisting of repertoire learned from memory _, or a portfolio of original compositions_
4.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Demonstrate advanced techniques resulting in improved tone quality and interpretation ~~;~~
5.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Perform several scales (major, minor, chromatic, etc.) in a proficient manner
6.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Develop an understanding and appreciation of the literature performed ~~;~~ _
7.  ~~Group~~  **Objective**  ~~Title~~  **Text**
    Perform in a jury

## Course Content

### Lecture Content

1.  ~~Musical symbols and terminology~~

2.  ~~Effective practice approaches~~

3.  ~~Tone quality and interpretation~~

4.  ~~Scales and Technique~~

    1.  ~~Major~~

    2.  ~~Minor~~

    3.  ~~Blues~~

    4.  ~~Chromatic~~

5.  ~~Music of various periods and by various composers in an authentic and characteristic style~~

6.  ~~Understanding and appreciation of the literature performed~~

7.  ~~Exercises and literature suitable to the needs of the individual student in preparation for a jury or recital. Jury consists of three   Las Positas College music faculty including one full-time faculty or a full-time faculty proxy.~~

**Lab Content**

1. Perform assigned musical repertoire composed by diverse composers with good dynamics, tempo, and technique

2. Implement effective practice approaches

3. Tone quality and interpretation

4. Scales

   1. Major

   2. Minor

   3. Blues

   4. Chromatic

5. Understand cultural and historical context of the literature performed or composed

6. Prepare weekly for an end-of-semester jury or recital.

7. Composers will develop a personal compositional style with a solid technical foundation, and add original works to a portfolio of 4-5 pieces.

# Methods of Instruction

**Check all that apply:**

- Critique
  **Comments**
  Faculty will offer feedback in lessons, juries, recitals, and forums about student performance or composition
- Demonstration
  **Comments**
  Faculty will demonstrate proper technique on instrument, voice, or composition
- Directed Study
  **Comments**
  Faculty will assign repertoire from a diverse array of composers to be practice and performed
- Discussion
  **Comments**

Weekly discussion will occur about practice and compositional approaches, and how to refine musicianship
- Individualized Instruction
  **Comments**
  One-on-one lessons will occur weekly
- Projects
  **Comments**
  Composition students will be work on one major original piece each semester

## Equity Based Curriculum

- Methods of Instruction
  **Address**
  Music by composers of diverse backgrounds will be studied, analyzed, and performed.
- Assignments
  **Address**
  Music by composers of diverse backgrounds will be studied, analyzed, and performed.
- Typical Texts
  **Address**
  Music by composers of diverse backgrounds.

## Typical Assignments

**Typical Assignments**

1. **Assignment Type** Other
   **Add Assignment**

   1. Practice and perform major and minor scales in all 12 keys at an appropriate tempo with good technique

2. **Assignment Type** Project
   **Add Assignment**

   1. Compose a 3-5 minute string quartet using industry standard notation software and appropriate symbols such as dynamics, tempo markings, and expressive techniques

   2. Prepare for a recital or jury performance . Repertoire such as Concerto, K.622 (any movement) by W.A practicing daily with weekly one-on-one lessons . Mozart Diverse repertoire is appropriate :

   3. Play , by composers from a sonata wide for a solo instrument with piano accompaniment

   4. Prepare for a jury evaluation.

1. ~~Chromatic scale and all major scales and arpeggios from memory.~~

2. ~~Scale tempo-eighth notes: quarter = 70.~~

3. ~~Repertoire such as Concerto, K.622 (any movement) by W.A. Mozart is appropriate.~~

4. ~~Basic level sight reading~~ <u>variety</u> of ~~an~~ <u>cultural</u> ~~unprepared solo/etude.~~ <u>backgrounds</u>

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**
   ~~Upon completion of MUS 38, the student will be able to successfully~~ <u>Successfully</u> demonstrate the Applied Lessons Requirements (organize by semester of study) as
   outlined by the music department faculty.

2. **Outcome Text**
   ~~Upon completion of MUS 38, the student will be able to complete~~ <u>Complete</u> successful music performances and final jury or recital demonstrating overall
   improvements and advancement in individual study.

3. **Outcome Text**
   ~~Upon completion of MUS 38, the student will be able to complete~~ <u>Complete</u> the required number of lessons, on-campus practice hours, musical exercises, and
   repertoire as assigned by the instructor.

## Requisites/Requisite Validation

**Requisites**

1. **<u>Requisite Type</u>** <u>Enrollment Limitation</u>
   **Non Course Requirements**
   <u>Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium.</u>
   ~~Group~~ **<u>Requisite</u>** ~~Title~~ <u>Validation</u>
   <u>CCN/C-ID Requirement</u>
   1. **Requisite Type** Corequisite
      **Subject** ~~MUS (Music)~~
      **Requisite Course** ~~MUS 8A - Music Theory and Musicianship 1(Historical)~~
      **Non Course Requirements**
      **Min Grade**
      **Comments** <u>Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B)</u> <u>and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).</u>
      **Requisite Validation** <u>Lecture-Lab Pairing</u>
   2. ~~**Requisite Type**~~ - ~~Corequisite~~

~~Subject~~  -  ~~MUS (Music)~~

~~Requisite Course~~  -  ~~MUS 8B - Music Theory and Musicianship 2(Historical)~~

~~Non Course Requirements~~  -

~~Min Grade~~  -

~~Comments~~  -

~~Requisite Validation~~  -

3.  ~~Requisite Type~~  -  ~~Corequisite~~

~~Subject~~  -  ~~MUS (Music)~~

~~Requisite Course~~  -  ~~MUS 10A - Music Theory and Musicianship 3(Active)~~

~~Non Course Requirements~~  -

~~Min Grade~~  -

~~Comments~~  -

~~Requisite Validation~~  -

4.  ~~Non Course Requirements~~  -

~~Min Grade~~  -

~~Group Title~~  -

~~Sequential~~  -  ~~No~~

~~Non-sequential~~  -  ~~No~~

   1.  ~~Requisite Type~~  -  ~~Corequisite~~

   ~~Subject~~  -  ~~MUS (Music)~~

   ~~Requisite Course~~  -  ~~MUS 10B - Music Theory and Musicianship 4(Active)~~

   ~~Non Course Requirements~~  -

   ~~Min Grade~~  -

   ~~Comments~~  -

   ~~Requisite Validation~~  -

   2.  ~~Non Course Requirements~~  -

   ~~Min Grade~~  -

   ~~Group Title~~  -

   ~~Sequential~~  -  ~~No~~

   ~~Non-sequential~~  -  ~~No~~

      1.  ~~Requisite Type~~  -  ~~Corequisite~~

      ~~Subject~~  -  ~~MUS (Music)~~

      ~~Requisite Course~~  -  ~~MUS 12 - Wind Ensemble(Historical)~~

      ~~Non Course Requirements~~  -

      ~~Min Grade~~  -

      ~~Comments~~  -

      ~~Requisite Validation~~  -

      2.  ~~Requisite Type~~  -  ~~Corequisite~~

      ~~Subject~~  -  ~~MUS (Music)~~

      ~~Requisite Course~~  -  ~~MUS 14 - Jazz Workshop(Active)~~

      ~~Non Course Requirements~~  -

      ~~Min Grade~~  -

      ~~Comments~~  -

      ~~Requisite Validation~~  -

      3.  ~~Requisite Type~~  -  ~~Corequisite~~

Subject - MUS (Music)

Requisite Course - MUS 15 - Jazz Ensemble(Historical)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

4. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 16 - Philharmonic Orchestra(Historical)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

5. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 44 - Concert Choir(Active)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

6. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 45 - Chamber Choir(Historical)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

7. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 46A - Beginning Jazz Choir(Historical)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

8. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 46B - Advanced Jazz Choir(Historical)

Non Course Requirements -

Min Grade -

Comments -

Requisite Validation -

9. Requisite Type - Corequisite

Subject - MUS (Music)

Requisite Course - MUS 48 - Improvisation Lab(Historical)

Non Course Requirements -

~~Min Grade~~ -

~~Comments~~ -

~~Requisite Validation~~ -

Catalog View **Enrollment Limitation:** Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class ( MUS 8A, ~~or~~ MUS 8B, ~~or~~ MUS 10A ; or MUS 10B - ) and one performing ensemble ( MUS ~~12~~ 11 , ~~or MUS 14, or~~ MUS 15, ~~or~~ MUS 16, ~~or~~ MUS 17A, MUS 41, MUS 44, ~~or~~ MUS 45, ~~or~~ MUS ~~46A, or MUS 46B,~~ 46 or MUS 48 ).

# Methods of Evaluation

## Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Projects
  **Frequency**
  2-3 musical pieces of repertoire by composers of diverse backgrounds per semester
- Class Performance
  **Frequency**
  Monthly jury performances for peers and faculty
- Final Public Performance
  **Frequency**
  Once a semester as a jury or recital
- Other (Please Explain)
  **Frequency**

  Individual Practice

  - Daily

  Sight-reading various pieces in a variety of styles

  - Instructor's discretion

  Periodic review of assigned musical selections

  - Instructor's discretion

  Progress testing of assigned technical studies

  - Instructor's discretion

  Periodic recital performance

  - Instructor's discretion

End of the semester jury

-  One

# Distance Education

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**Does (or will) this course have a DE component?**  Yes
**Effective Term**  Fall 2025
**I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.**
Yes

**I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.**  Yes
**I have consulted with my Dean regarding the creation of a DE addendum for this course.**  Yes
**Delivery Methods**
The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Online with the Flexible In-Person Component (OFI):**  *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. Approved instructional contact hours are delivered through online interaction supplemented by required in-person assessment or activities that are available at approved locations during a specific range of time.*

- **Partially Online:**  *Also known as hybrid: Instruction involving regular and effective online interaction for some portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online follows a separate approval and meets the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of in-person meetings.*

**Explain why this course should be offered in Distance Education mode.**
The material can be learned online effectively via zoom and canvas. We have been doing this since 2020 and it is a proven modality.
**Explain how the decision was made to offer this course in a Distance Education mode.**
In consultation with faculty.
**Emergency Delivery Methods**
This section is for a course which would be taught in a DE format ONLY in the case of an emergency. Do NOT select this area if the course can be taught fully online in DE format under usual circumstances. Determine which method of DE instruction is best suited for the course in the case of an emergency.

- **Emergency Fully Online (EFO):**  *taught fully online only in case of an emergency.*

**If you selected only Emergency Delivery methods, please explain why this course should be taught in a DE format ONLY in the case of an emergency and not under usual circumstances.**

It is possible, but not ideal, to teach the course fully online. We know this can be done due to the lockdown teaching we did in 2020 and 2021.

**Accessibility**

All course materials must be accessible to students with disabilities. Title 5 requires that distance education in the California Community Colleges is subject to the requirements of the federal Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1973. The choices here represent the basic actions to complete that will help make your course accessible to students with disabilities. It is recommended to choose all of them. What steps will be taken to ensure course content and assignments are ADA compliant? (select all that apply)

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

**Syllabus**

Distance Education courses require the same syllabus topics as face-to-face courses, as well as topics specific to online learning. Federal regulators and accreditors review DE syllabi to ensure that instructor expectations surrounding interaction and participation are present. The choices here represent those expectations. It is recommended to choose all of them. The syllabus for this DE course will include information outlining expectations regarding: (select all that apply)

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

**Course Objectives Compared to a Tractional Course:**

Check all that apply to this Distance Education course proposal:

**The same standards of course quality identified in the course outline of record can be applied.** ~~No~~ Yes

**The content identified in the course outline of record can be presented effectively and with the same degree of rigor.**

~~No~~ Yes

**A student can achieve the same goals and objectives identified in the course outline of record.** ~~No~~ Yes

The same assignments in the course outline of record can be completed by the student and graded by the instructor.

~~No~~ Yes

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

## DE Course Interactions

### Instructor-Student Interaction

Regular effective contact between the instructor and students in mandated in Title 5 for all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular effective contract - initiated by the instructor-must occur in the online portion of the class. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will the instructor-to-student contact be regular and effective? (select all that apply)

- **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**
  1-2 per month
- **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**
  1-2 per month
- **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**
  1-2 per month

### Student-Student Interaction

Regular interaction among students is also mandated in Title 5. This is necessary to design a collaborative, student-centered environment in which a community of learners is created. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be

achieved. In what ways will the student-to-student contact be regular and effective? (select all that apply)

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

Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles. The content must cover all of the content detailed in the course outline of record. At a minimum, the addendum must include how course outcomes and regular and effective contact between instructor and student, and among students, either synchronously or asynchronously, will be achieved. In what ways will course content be presented? (select all that apply)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  **Frequency**
  Monthly
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  **Frequency**
  Weekly lessons
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  **Frequency**
  Weekly

## Textbooks/Materials

Other ~~No~~ Yes
 Other Learning Materials

1. **Other**
   Sheet music by diverse composers

## General Education/Transfer Request

- Transfers to CSU
  **New Request** ~~Yes~~ No

**Already Approved** ~~No~~ Yes

- Transfers to UC
  **Already approved unsubstantial change** ~~No~~ Yes

**C-ID** MUS 160

# Codes and Dates

**Course Codes**

**Origination Date**

~~07~~ 08 / ~~27~~ 25 / ~~2021~~ 2024

**Parent Course**

MUS 38 - Applied Lessons

No Previous Course

**Entry of Special Dates**

- Board of Trustees

  ~~06/18/2019~~

- State Approval

  ~~06/10/2019~~

- CC Approval

  ~~04/29/2019~~

**Instructional Services**

**Effective Term** ~~Spring~~ Fall ~~2020~~ 2025

**Implementation Date**

~~01~~ 09 / ~~01~~ 11 / ~~2020~~ 2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

## Course Outline for Music 38
## Applied Lessons
**Effective:** Fall 2025

## Catalog Description:

### MUS 38 - Applied Lessons
### 1.00 Units

Individualized study of the appropriate techniques and repertoire for the specific instrument, voice, or composition being studied. The emphasis is on the progressive development of skills needed for solo performance or composition. Achievement is evaluated through a juried performance. Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium. Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

**Enrollment Limitation:** Enrollment subject to a standardized audition demonstrating basic competencies in technique and musicianship in a student's major performance or composition medium., **Corequisite:** Concurrent enrollment in one music theory class (MUS 8A, MUS 8B, MUS 10A or MUS 10B) and one performing ensemble (MUS 11, MUS 15, MUS 16, MUS 17A, MUS 41, MUS 44, MUS 45, MUS 46 or MUS 48).

**Course Grading:** Letter Grade Only

| | |
|---|---|
| **Lab Hours** | 54 |
| **Inside of Class Hours** | 54 |

## Discipline:

Music

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

4

## Course Objectives:

Upon completion of this course, the student should be able to:
- A. Define and demonstrate basic musical symbols and terminology
- B. Gain increased proficiency on the instrument of choice, voice, or composition
- C. Present a recital consisting of repertoire learned from memory, or a portfolio of original compositions

D. Demonstrate advanced techniques resulting in improved tone quality and interpretation
E. Perform several scales (major, minor, chromatic, etc.) in a proficient manner
F. Develop an understanding and appreciation of the literature performed
G. Perform in a jury

## Course Content:

1. Perform assigned musical repertoire composed by diverse composers with good dynamics, tempo, and technique
2. Implement effective practice approaches
3. Tone quality and interpretation
4. Scales
    1. Major
    2. Minor
    3. Blues
    4. Chromatic
5. Understand cultural and historical context of the literature performed or composed
6. Prepare weekly for an end-of-semester jury or recital.
7. Composers will develop a personal compositional style with a solid technical foundation, and add original works to a portfolio of 4-5 pieces.

## Methods of Instruction:

1. Discussion - Weekly discussion will occur about practice and compositional approaches, and how to refine musicianship
2. Directed Study - Faculty will assign repertoire from a diverse array of composers to be practice and performed
3. Individualized Instruction - One-on-one lessons will occur weekly
4. Demonstration - Faculty will demonstrate proper technique on instrument, voice, or composition
5. Projects - Composition students will be work on one major original piece each semester
6. Critique - Faculty will offer feedback in lessons, juries, recitals, and forums about student performance or composition

## Typical Assignments

A. **Other:**
    1. Practice and perform major and minor scales in all 12 keys at an appropriate tempo with good technique
B. **Project:**
    1. Compose a 3-5 minute string quartet using industry standard notation software and appropriate symbols such as dynamics, tempo markings, and expressive techniques
    2. Prepare for a recital or jury performance by practicing daily with weekly one-on-one lessons. Diverse repertoire is appropriate, by composers from a wide variety of cultural backgrounds

## Methods of Evaluating Student Progress

A. Portfolios

For composition students, 1-2 Portfolio projects per semester

B. Projects

2-3 musical pieces of repertoire by composers of diverse backgrounds per semester

C. Final Public Performance

Once a semester as a jury or recital

D. Quizzes

Monthly

E. Class Performance

Monthly jury performances for peers and faculty

F. Individual Practice - Daily Sight-reading various pieces in a variety of styles - Instructor's discretion Periodic review of assigned musical selections - Instructor's discretion Progress testing of assigned technical studies - Instructor's discretion Periodic recital performance - Instructor's discretion End of the semester jury - One

Individual Practice - Daily Sight-reading various pieces in a variety of styles - Instructor's discretion Periodic review of assigned musical selections - Instructor's discretion Progress testing of assigned technical studies - Instructor's discretion Periodic recital performance - Instructor's discretion End of the semester jury - One

## Student Learning Outcomes

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

A. Successfully demonstrate the Applied Lessons Requirements (organize by semester of study) as outlined by the music department faculty.
B. Complete successful music performances and final jury or recital demonstrating overall improvements and advancement in individual study.
C. Complete the required number of lessons, on-campus practice hours, musical exercises, and repertoire as assigned by the instructor.

## Textbooks (Typical):

**Textbook:**

1. Charlie Parker *Charlie Parker Omnibook - Volume 1: C Instruments Edition with Online Audio* . 1st ed., Hal Leonard, 2019.
2. Hal Leonard Corp. *28 Italian Songs & Arias of the 17th and 18th Centuries* . 1st ed., G. Schirmer, Inc., 2016.
3. Stephan Beneking *16 Nocturnes-Etudes for One Hand Alone.* 1st ed., CreateSpace Independent Publishing Platform , 2016.
4. Tony Caramia *Fascinatin' Rhythms Six piano etudes in jazz rhythms.* 1st ed., Kjos Music Company, 2016.
5. Hal Leonard Corp. *Chart Hits of 2018-2019: 18 Hot Singles.* 1st ed., Hal Leonard, 2019.
6. Laurence Juber *The Evolution of Fingerstyle Guitar.* 1st ed., Hal Leonard, 2019.

**Other Learning Materials:**

1. Sheet music by diverse composers.

## Other Materials Required of Students

**Other Materials Required of Students:**

1. Manuscript Paper.

# Abridged Comparison

**LAS POSITAS COLLEGE**

## Technical Course Revision: NMAT 264 - Math Jam for SLAM Preparation

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**Technical Course Revision: NMAT 264 - Math Jam for SLAM Preparation (Launched - Implemented 09-27-2024)**

compared with

**NMAT 264 - Math Jam for SLAM Preparation (Active - Implemented 08-15-2021)**

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## Cover

**Effective Term** ~~Summer~~ <u>Fall</u>   ~~2021~~ <u>2025</u>

**Catalog Description**

Math Jam for SLAM Prep is for students preparing for math courses in <u>Introduction to</u> Statistics ~~and Probability~~ or Mathematics for Liberal Arts.  Math Jam is a FREE noncredit program designed to help students prepare for their upcoming math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development.  Students will be learning prerequisite algebraic and basic probability material with the goal of preparing them to be successful in their upcoming first-level transfer course of Statistics or Math for Liberal Arts class. It is strongly recommended that students taking this course be enrolled in ~~Math~~ <u>STAT</u>  ~~40:~~ <u>C1000 Introduction to</u> Statistics ~~and Probability~~ or ~~Math~~ <u>MATH</u> 47 ~~:~~ Mathematics for Liberal Arts at Las Positas College.

## Units/Hours

**Instructional Categories (check all that apply)**

**Lecture** ~~Yes~~ <u>No</u>

## Course Content

**Lecture Content**

<u>Lab Content</u>

1. Students will identify their academic goal.

    1. Students will discuss their goal of preparing for their upcoming Statistics & Probability or Mathematics for Liberal Arts with an instructor and/or tutor.

    2. Students will declare their goal by filling out an intent form and given personalized algebra, statistics, probability and other relevant math objectives to focus on based on their goal.

2. Students will complete rigorous pre- and post-diagnostic exams.

    1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in the relevant algebra, statistics, probability and other math concepts.

    2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.

3. Students will read, watch videos, attend workshops and study algebra, statistics, probability and other material based on their personalized learning plan.

4. Students will work through algebra, statistics, probability and other relevant problems.

5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.

    1. Students will participate in Growth Mindset and learning skill discussions.

    2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.

    3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.

6. Students will participate in classroom discussions and workshops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

~~Lab Content~~ -

## Equity Based Curriculum

- DE Course Interaction Address

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**

~~Upon completion of NMAT 264, a student should be able to apply~~ Apply prerequisite mathematical topics at a higher level.

2. **Outcome Text**

   ~~Upon completion of NMAT 264, a student should be able to develop~~ Develop study skills and life skills that will improve the student's likelihood of succeeding in his

   or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and

   conquering math anxiety strategies, etc.).

3. **Outcome Text**

   ~~Upon completion of NMAT 264, a student should be able to formulate~~ Formulate short-term and long-term learning objectives based on their academic goal(s).

4. **Outcome Text**

   ~~Upon completion of NMAT 264, a student should be able to identify~~ Identify skills needed to become a more productive, successful, and independent learner.

# Distance Education

**I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.**

 Yes

**I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.** Yes

**I have consulted with my Dean regarding the creation of a DE addendum for this course.** Yes

# Codes and Dates

**Course Codes**

**Originator** ~~Woods~~ Kutil , ~~Kristine~~ Craig

**Origination Date**

09/ ~~17~~ 27 / ~~2020~~ 2024

**Proposal Type**

 ~~Modified Noncredit~~ Technical Course ~~Proposal~~ Revision

**Parent Course**

 NMAT 264 - Math Jam for SLAM Preparation

No Previous Course

**Entry of Special Dates**

- Board of Trustees

   ~~01/19/2021~~

- State Approval

   ~~01/27/2021~~

- CC Approval

   ~~11/16/2020~~

**Instructional Services**

**Effective Term** ~~Summer~~ Fall ~~2021~~ 2025

## Implementation Date

08 09 / 15 27 / 2021 2024

# Course Outline for Noncredit Mathematics 264
# Math Jam for SLAM Preparation
**Effective:** Fall 2025

## Catalog Description:

### NMAT 264 - Math Jam for SLAM Preparation
### 12 - 60 Hours

Math Jam for SLAM Prep is for students preparing for math courses in Introduction to Statistics or Mathematics for Liberal Arts. Math Jam is a FREE noncredit program designed to help students prepare for their upcoming math class at a community college. Embedded are essential study and life skills to develop each student holistically, including career development. Students will be learning prerequisite algebraic and basic probability material with the goal of preparing them to be successful in their upcoming first-level transfer course of Statistics or Math for Liberal Arts class. It is strongly recommended that students taking this course be enrolled in STAT C1000 Introduction to Statistics or MATH 47 Mathematics for Liberal Arts at Las Positas College.

**Course Grading:** Pass/No Pass

| **Total Noncredit Hours** | 12 - 60 |
|---|---|

## Discipline:

Mathematics-Basic Skills: Noncredit

## Course Objectives:

Upon completion of this course, the student should be able to:
   A. Formulate short-term and long-term learning objectives for the course, based on their academic goal(s).
   B. Identify his/her individual areas of understanding and weakness in Statistics & Probability or Mathematics for Liberal Arts math concepts;
   C. Apply Statistics & Probability or Mathematics for Liberal Arts concepts at a higher level;
   D. Demonstrate the appropriate skills necessary to become a more productive, successful, and independent learner;
   E. Apply study skills and life skills that will improve the student's likelihood of succeeding in their academic goals, such as identifying his/her individual growth mindset, brain research, and learn personal time management, study skills, test taking and math anxiety strategies, etc.

## Course Content:

1. Students will identify their academic goal.
    1. Students will discuss their goal of preparing for their upcoming Statistics & Probability or Mathematics for Liberal Arts with an instructor and/or tutor.
    2. Students will declare their goal by filling out an intent form and given personalized algebra, statistics, probability and other relevant math objectives to focus on based on their goal.
2. Students will complete rigorous pre- and post-diagnostic exams.
    1. Results from pre-diagnostic exam will be used to identify his/her individual areas of understanding and weakness in the relevant algebra, statistics, probability and other math concepts.
    2. Students will discuss the results with an instructor and/or tutor and create a personalized learning plan.
3. Students will read, watch videos, attend workshops and study algebra, statistics, probability and other material based on their personalized learning plan.
4. Students will work through algebra, statistics, probability and other relevant problems.
5. Students will learn the appropriate skills necessary to become more productive, successful and independent learners.
    1. Students will participate in Growth Mindset and learning skill discussions.
    2. Students will learn about free resources available on campus and on the internet to enhance their learning of mathematics.
    3. Students will actively participate in the course by practicing, interpreting, restating, and organizing material independently and under the supervision of instructors and/or tutors.
6. Students will participate in classroom discussions and workshops around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, and dealing with Math Anxiety.

## Methods of Instruction:

1. Guest Lecturers - such as workshops led by content experts around the campus on such topics as Growth Mindset, Brain Research, Time Management, Test Taking Skills, Math Anxiety, Career Development, etc.
2. Audio-visual Activity - such as watching videos, reading multi-media textbook, working problems out in steps, etc.
3. Individualized Instruction - such personalized instruction provided to the student by the instructor and/or tutor
4. Classroom Activity - such as instructor and/or tutor led discussions, workshops, etc.

## Typical Assignments

A. **Other:**
    1. In Class
        1. Complete a Math Jam Pre- and Post-Survey, used to analyze student needs and effectiveness of the program.
        2. Identify individual goal for the course by completing the Participant Goal Sheet. For most participants, their goal is to either prepare to be successful in their upcoming

credit Statistics class or to prepare to be successful in their upcoming credit Math for Liberal Arts class

3. Complete a rigorous diagnostic pre- and post-test that will be used to personalize the learning for Math Jam.
4. Customize Study Plan of the math content based on the diagnostic pre-test and the individual goals for the course.
5. Work independently and in collaboration with other students, supported by the instructor and/or tutors to master the algebra statistics, probability, and other relevant math concepts.
6. Students will read, watch videos, attend workshops and study algebra statistics, probability, and other relevant material based on their personalized learning plan.

2. Smart Shops
   1. Classroom discussions around such topics as Growth Mindset, Brain Research, Financial Aid, Time Management skills, Test Taking Strategies, Career, Development, and dealing with Math Anxiety.
3. Homework - students will be encouraged to continue work outside of class each day towards the following:
   1. Mastery of algebra statistics, probability, and other relevant concepts
   2. Developing study and life skills that will improve the student's likelihood of succeeding in their academic and career goals.

## Methods of Evaluating Student Progress

A. Exams/Tests

   Students will take a pre- and post- test.
B. Quizzes

   Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by taking daily quizzes
C. Class Work

   Attendance will be recorded hourly
D. Home Work

   Students will monitor their progress through their personalized plan under the supervision of instructors and/or tutors by completing daily homework

## Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Apply prerequisite mathematical topics at a higher level.
B. Develop study skills and life skills that will improve the student's likelihood of succeeding in his or her academic goals (examples of topics include brain research, identifying his/her individual growth mindset, personal time management, test taking and conquering math anxiety strategies, etc.).
C. Formulate short-term and long-term learning objectives based on their academic goal(s).
D. Identify skills needed to become a more productive, successful, and independent learner.

## Textbooks (Typical):

**Textbook:**

1. Robert Blitzer *Introductory and Intermediate Algebra.* 5th ed., Pearson, 2017.
2. Gary K Rockswold, Terry A Krieger *Beginning and Intermediate Algebra* . 4th ed., Pearson/Addison-Wesley, 2018.
3. Elayn Martin-Gay *Beginning and Intermediate Algebra.* 6th ed., Pearson, 2016.

# Abridged Comparison

LAS POSITAS
C O L L E G E

## Technical Course Revision: PCN 50 - Social Work and Human Services Seminar

Technical Course Revision: PCN 50 - Social Work and Human Services Seminar (Launched - Implemented 10-01-2024)

compared with

PCN 50 - Social Work and Human Services Seminar (Active - Implemented 08-22-2024)

## Cover

**Effective Term** Fall  ~~2024~~  2025

## Units/Hours

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

|  |  |
|---|---|
| **Lecture Hours** | 18 |
| **Inside of Class Hours** | 18 |
| **Outside of Class Hours** | 36 |

## Methods of Instruction

**Check all that apply:**

- Audio-visual Activity
  **Comments**

- Discussion
  **Comments**

- Written Exercises
  **Comments**

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**

~~Upon completion of PCN 50, the student should be able to identify~~  Identify  resources and services that clients need and depend upon, and how they can be accessed.

2. **Outcome Text**

~~Upon completion of PCN 50, the student should be able to identify~~  Identify  barriers that clients face when accessing social services.

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Corequisite

   **Requisite Course** PCN 50L - Social Work and Human Services Fieldwork( ~~Active~~  Launched )

   **Comments**  ~~Fieldwork course should be taken alongside seminar to reinforce learning objectives.~~

2. **Group Title**

   1. **Requisite Type** Prerequisite

      **Requisite Validation**  ~~Skills~~  CCN/C-ID   ~~Analysis~~  Requirement

   2. **Requisite Type** Prerequisite

      **Requisite Course** PSYC  ~~1~~  C1000  -  ~~General~~  Introduction to Psychology( ~~Historical~~  Launched )

      **Requisite Validation**  ~~Skills~~  CCN/C-ID   ~~Analysis~~  Requirement

      ~~Skills Analysis~~

      ~~Requisite Course Objective(s)~~

      - ~~- define the various theoretical perspectives that have shaped the study of psychology~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- contrast the unifying themes that underlie the field of psychology~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- distinguish between the goals of scientific psychology and common sense~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- evaluate the various psychological research methods~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- discuss the importance of ethical principles in research~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- summarize the key functions of different brain components~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- describe the role of heredity and environment on behavior~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- describe the processes involved in sensation and perception~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- distinguish between the various states of human consciousness~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- identify the differences between various theories of learning~~
        ~~Degree of Importance  -  Not Necessary~~
      - ~~- describe the process involved in the encoding, storage and retrieval of memories~~
        ~~Degree of Importance  -  Not Necessary~~

- - discuss the theories of intelligence and the goals of psychological testing
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - distinguish between the two major categories of human motives
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - describe the basic components of emotion
  ~~Degree of Importance~~ - ~~Required~~
- - explain how biological and environmental factors contribute to developmental differences
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - define the construct of personality
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - describe the theoretical approaches to understanding abnormal behavior
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - describe the various models of psychotherapy
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - discuss the situational influences on behavior
  ~~Degree of Importance~~ - ~~Recommended~~
- - describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - apply concepts and theories to personal development
  ~~Degree of Importance~~ - ~~Not Necessary~~

3. **Requisite Type** Prerequisite

   **Requisite Validation** ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement

**Catalog View** **Corequisite:** PCN 50L, **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC C1000 with a minimum grade of C, or SOC 1 with a minimum grade of C

## Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

## Codes and Dates

**Course Codes**

**Originator** ~~Lira~~ Kutil , ~~Marina~~ Craig

**Origination Date**
~~09~~ 10 / ~~18~~ 01 / ~~2023~~ 2024

**Proposal Type**
Technical Course ~~Modification~~ Revision

**Parent Course**
No Previous Course

## PCN 50 - Social Work and Human Services Seminar

**Entry of Special Dates**

- Board of Trustees

  *01/16/2024*

- State Approval

  *02/04/2024*

- CC Approval

  *10/31/2023*

**Instructional Services**

**Effective Term** Fall  ~~2024~~  2025

**Implementation Date**

~~08~~ 10 / ~~22~~ 01 /2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
### C O L L E G E

## Course Outline for Psychology-Counseling 50
## Social Work and Human Services Seminar
**Effective:** Fall 2025

## Catalog Description:

### PCN 50 - Social Work and Human Services Seminar
### 1.00 Units

This course provides the student who is participating in a supervised field experience in a community organization, agency, or institution with a weekly class meeting that provides the academic element to the experiential course offering. The application of concepts gained in the prerequisite or corequisite course to the field experience will be emphasized. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the social work and human services field.

**Corequisite:** PCN 50L, **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC C1000 with a minimum grade of C, or SOC 1 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 18 |
| **Inside of Class Hours** | 18 |
| **Outside of Class Hours** | 36 |

## Discipline:

Counseling

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

1

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
  A. PCN 5
      1. Explain the current service delivery system environment in which social work and human service clients' needs are addressed, considering the importance of equitable access to resources and services
      2. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural

       humility and oppressed groups
   B.  PSYC C1000
   C.  SOC 1
        1.  Explain how identities such as gender and race are socially constructed.
        2.  Outline the symbiotic relationship between culture and social structure

## Course Objectives:

Upon completion of this course, the student should be able to:
  A. Identify and characterize the major components of social work and human services practice.
  B. Apply a basic Code of Ethics (e.g., NASW or NOHS) and integrate social justice principles to the field work experience.
  C. Reflect upon the application of ethical and professional standards to use of self within specific agency settings.
  D. Demonstrate knowledge of fundamental legal guidelines, privacy and information management related to the standards of professional practice.
  E. Explain the purpose and skills of cultural engagement and humility (i.e., recognize cultural competence, multiculturalism, and cross-cultural interactions as areas for ongoing professional development).
  F. Demonstrate personal self-awareness, non-judgmental assessment and support capability, and readiness for professional development including feedback from supervision.

## Course Content:

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

## Methods of Instruction:

  1. Audio-visual Activity -
  2. Written Exercises -
  3. Discussion -

## Typical Assignments

  A. **Other:**
      1.  Fieldwork Journals:

1. Each journal entry should reflect on your field experiences and address topics, such as:
    1. Personal values, cultural competence and humility
    2. Ethical dilemma(s) and navigating conflict
    3. Self-disclosure and establishing boundaries
    4. Teamwork, collaboration and supervision
    5. Professional Development; self-reflection, self-evaluation, self-care
2. Self Analysis Paper: provides you with an opportunity to reflect on your internship experience and personal growth. This includes challenges faced, successes achieved, diversity and social justice exposures, professional development, and experiences working directly with clients and within the agency system.
    1. Sample topics:
        1. Agency Description; mission and goals, structure, organization, programs and staffing, service delivery, populations served etc.
        2. Experience within the agency system, working with colleagues and supervisors, navigating agency culture, and identifying areas of strength and needs for improvement.
        3. How cultural and ethnic exposures have impacted your understanding and sensitivity to diverse populations, particularly those that have historically been marginalized.
        4. Experience working with vulnerable groups and how this has impacted your personal and professional development.
3. Oral presentation of your Self Analysis paper:
    1. This is an opportunity to demonstrate your experiences by presenting to your peers. The content of the presentation will be based on your "Self Analysis Paper".

## Methods of Evaluating Student Progress

A. Papers
    4-6 per term
B. Oral Presentation
    1 per term
C. Class Participation
    Weekly
D. Home Work
    Weekly

## Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Identify resources and services that clients need and depend upon, and how they can be accessed.
B. Identify barriers that clients face when accessing social services.

## Textbooks (Typical):

**Textbook:**

1. Marla Berg-Weger *The Practicum Companion for Social Work: Integrating Class and Field Work.* 4 ed., Pearson, 2021.
2. Shelagh Larkin *A Field Guide for Social Workers: Applying Your Generalist Training.* 1 ed., Sage, 2019.
3. John Poulin, Selina Matis, Heather Witt *The Social Work Field Placement: A Competency-Based Approach.* 5 ed., Springer, 2023.
4. Linda May Grobman *Days in the Lives of Social Workers.* 5 ed., The New Social Worker Press, 2019.

## Other Materials Required of Students

**Other Materials Required of Students:**

1. Access to a computer and internet connection..

**LAS POSITAS**
**C O L L E G E**

## Technical Course Revision: PCN 50L - Social Work and Human Services Fieldwork

Technical Course Revision: PCN 50L - Social Work and Human Services Fieldwork (Launched - Implemented 10-01-2024)

compared with

PCN 50L - Social Work and Human Services Fieldwork (Active - Implemented 08-21-2024)

## Cover

**Effective Term** Fall ~~2024~~ 2025

## Units/Hours

**CB22: Non Credit Course Category**  Y - Not Applicable, Credit course
**Instructional Categories (check all that apply)**
**Lecture** ~~Yes~~ No
**Work Experience** ~~No~~ Yes
**TOTALS**
**Calculations**

| ~~Lecture~~ **Work Experience** **Hours** | 108 |
|---|---|

## Course Content

**Lecture Content**

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

1. The developmental journey of becoming a social worker or human services practitioner and the nature of social work and human services practice as a helping profession.

2. Codes of Ethics (e.g., NASW or NOHS) and social justice principles (e.g., promoting equity and fairness, challenging practices that create inequality, and advocating for the rights and interests of marginalized and oppressed groups).

3. Legal context of social work practice/human services, and the role of supervision in the professional development journey.

4. Identify resources and services that clients need and depend upon.

5. Examination of the needs, interests, resources, values and opportunities of people who vary in terms of race, nationality, ethnicity, culture, language, sexuality, spirituality, gender, age, abilities, economic status, or language.

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

~~Work Experience Content~~

## Methods of Instruction

**Check all that apply:**

- ☐ On-the-job, supervised work experience

  **Comments**
  Individual consultation with instructor and fieldwork supervisor and successful completion of required field hours.

**Other** ~~Yes~~ No

1. **Explain**
   ~~Individual consultation with instructor and fieldwork supervisor.~~
2. **Explain**
   ~~Successful completion of required field hours~~

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**
   ~~Upon completion of PCN 50L, the student should be able to evaluate~~ Evaluate their development of work skills and achievement of learning objectives established by the student.

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Corequisite
   **Requisite Course** PCN 50 - Social Work and Human Services Seminar( ~~Active~~ Launched )
   **Comments** ~~This course is to be completed alongside PCN 50- seminar portion of fieldwork placement.~~
2. **Group Title**

   1. **Requisite Type** Prerequisite
      **Requisite Validation** ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement
   2. **Requisite Type** Prerequisite

**Requisite Course** PSYC ~~1~~ C1000 - ~~General~~ Introduction to Psychology( ~~Historical~~ Launched )

**Requisite Validation** ~~Skills~~ CCN/C-ID ~~Analysis~~ Requirement

~~Skills Analysis~~

~~Requisite Course Objective(s)~~

- ~~- define the various theoretical perspectives that have shaped the study of psychology~~
  ~~Degree of Importance - Not Necessary~~
- ~~- contrast the unifying themes that underlie the field of psychology~~
  ~~Degree of Importance - Not Necessary~~
- ~~- distinguish between the goals of scientific psychology and common sense~~
  ~~Degree of Importance - Not Necessary~~
- ~~- evaluate the various psychological research methods~~
  ~~Degree of Importance - Not Necessary~~
- ~~- discuss the importance of ethical principles in research~~
  ~~Degree of Importance - Not Necessary~~
- ~~- summarize the key functions of different brain components~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the role of heredity and environment on behavior~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the processes involved in sensation and perception~~
  ~~Degree of Importance - Not Necessary~~
- ~~- distinguish between the various states of human consciousness~~
  ~~Degree of Importance - Not Necessary~~
- ~~- identify the differences between various theories of learning~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the process involved in the encoding, storage and retrieval of memories~~
  ~~Degree of Importance - Not Necessary~~
- ~~- discuss the theories of intelligence and the goals of psychological testing~~
  ~~Degree of Importance - Not Necessary~~
- ~~- distinguish between the two major categories of human motives~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the basic components of emotion~~
  ~~Degree of Importance - Required~~
- ~~- explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance - Not Necessary~~
- ~~- define the construct of personality~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance - Not Necessary~~
- ~~- describe the various models of psychotherapy~~
  ~~Degree of Importance - Not Necessary~~
- ~~- discuss the situational influences on behavior~~
  ~~Degree of Importance - Recommended~~

- - ~~describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
    ~~Degree of Importance  -  Not Necessary~~
- - ~~apply concepts and theories to personal development~~
    ~~Degree of Importance  -  Not Necessary~~

3. **Requisite Type** Prerequisite
   **Requisite Validation**  ~~Skills~~  CCN/C-ID   ~~Analysis~~  Requirement

**Catalog View Corequisite:** PCN 50  ~~This course is to be completed alongside PCN 50- seminar portion of fieldwork placement.~~  , **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC  ~~1~~  C1000  with a minimum grade of C, or SOC 1 with a minimum grade of C

## Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

## Codes and Dates

**Course Codes**
**Originator**  ~~Lira~~  Kutil , ~~Marina~~  Craig

**Origination Date**
 ~~08~~  10 / ~~24~~  01 / ~~2022~~  2024

**Proposal Type**
 Technical  Course  ~~Modification~~  Revision

**Parent Course**
No Previous Course
 PCN 50L - Social Work and Human Services Fieldwork

**Entry of Special Dates**

- Board of Trustees

    ~~01/16/2024~~

- State Approval

    ~~02/13/2024~~

- CC Approval

    ~~10/31/2023~~

**Instructional Services**
**Effective Term** Fall  ~~2024~~  2025

**Implementation Date**
 ~~08~~  10 / ~~20~~  01 /2024

**Course CB Codes**
**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

# Course Outline for Psychology-Counseling 50L
# Social Work and Human Services Fieldwork
**Effective:** Fall 2025

## Catalog Description:

### PCN 50L - Social Work and Human Services Fieldwork
### 2.00 - 2.00 Units

This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. This course is designed to provide the student with an opportunity to observe, practice, and develop skills that would facilitate gaining employment in the social work and human services field. Students will participate in 108 hours of fieldwork per term, including both in- and out-of-class hours.

**Corequisite:** PCN 50, **Prerequisite:** PCN 5 with a minimum grade of C, or PSYC C1000 with a minimum grade of C, or SOC 1 with a minimum grade of C

**Course Grading:** Optional

| **Work Experience Hours** | 108 |
| --- | --- |

## Discipline:

Counseling

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

1

## Requisite Skills:

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

A. PCN 5
   1. Explain the current service delivery system environment in which social work and human service clients' needs are addressed, considering the importance of equitable access to resources and services
   2. Identify and be able to uphold the legal, ethical, and professional practice responsibilities of working with social work and human service organizations with attention to cultural humility and oppressed groups

B. PSYC C1000

C.  SOC 1
   1.  Explain how identities such as gender and race are socially constructed.
   2.  Outline the symbiotic relationship between culture and social structure

## Course Objectives:

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

A.  Apply theoretical knowledge obtained in the prerequisite and co-requisite course or courses to the fieldwork experience.
B.  Evaluate the fieldwork experience in relation to pre-requisite and co-requisite course objectives, career plans, and personal growth.
C.  Apply ethics, values, and skills that recognize and explore professional use of self.

## Course Content:

Application of the following to the fieldwork experience:

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

## Methods of Instruction:

1.  On-the-job, supervised work experience - Individual consultation with instructor and fieldwork supervisor and successful completion of required field hours.

## Typical Assignments

A.  **Other:**
   1.  Assignments are individualized according to student placement and Fieldwork goals.
   2.  Typical assignments may include:
      1.  Conducting an intake and establishing rapport
      2.  Gathering information and assessing clients needs
      3.  Developing a client service plan
      4.  Providing resources and referrals
      5.  Client record safeguarding and data management
      6.  Career research and exploration

## Methods of Evaluating Student Progress

A. Successful completion of required fieldwork hours Supervisor's performance evaluation Student's self performance evaluation Frequency: End of term

Successful completion of required fieldwork hours Supervisor's performance evaluation Student's self performance evaluation Frequency: End of term

## Student Learning Outcomes

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

A. Evaluate their development of work skills and achievement of learning objectives established by the student.

## Textbooks (Typical):

Textbook:

1. Marla Berg-Weger *The Practicum Companion for Social Work: Integrating Class and Field Work.*. 4 ed., Pearson, 2021.
2. Shelagh Larkin *A Field Guide for Social Workers: Applying Your Generalist Training.* 1 ed., Sage, 2019.
3. Linda May Grobman *Days in the Lives of Social Workers.* 5 ed., The New Social Worker Press, 2019.
4. John Poulin, Selina Matis, Heather Witt *The Social Work Field Placement: A Competency-Based Approach.*. 5 ed., Springer, 2023.

## Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet connection..

## Technical Course Revision: PSYC 3 - Introduction to Social Psychology

Technical Course Revision: PSYC 3 - Introduction to Social Psychology (Launched - Implemented 10-01-2024)

compared with

PSYC 3 - Introduction to Social Psychology (Active - Implemented 01-01-2024)

## Cover

**Effective Term** Fall  ~~2024~~  2025

## Units/Hours

TOTALS
Calculations

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Requisites/Requisite Validation

Requisites

1.  **Requisite Type** Recommended Course Preparation
    **Requisite Course** PSYC  ~~1~~ C1000  -  ~~General~~ Introduction to  Psychology( ~~Active~~ Launched )
    ~~Skills Analysis~~
    ~~Requisite Course Objective(s)~~

    - ~~- Define the various theoretical perspectives that have shaped the study of psychology~~
      ~~Degree of Importance - Not Necessary~~
    - ~~- Contrast the unifying themes that underlie the field of psychology~~
      ~~Degree of Importance - Not Necessary~~
    - ~~- Distinguish between the goals of scientific psychology and common sense~~
      ~~Degree of Importance - Recommended~~
    - ~~- Evaluate the various psychological research methods~~
      ~~Degree of Importance - Recommended~~
    - ~~- Discuss the importance of ethical principles in research~~
      ~~Degree of Importance - Recommended~~
    - ~~- Summarize the key functions of different brain components~~

~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the role of heredity and environment on behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the processes involved in sensation and perception~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Distinguish between the various states of human consciousness~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Identify the differences between various theories of learning~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the process involved in the encoding, storage and retrieval of memories~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Discuss the theories of intelligence and the goals of psychological testing~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Distinguish between the two major categories of human motives~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the basic components of emotion~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Define the construct of personality~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the various models of psychotherapy~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Discuss the situational influences on behavior~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Apply concepts and theories to personal development~~
  ~~Degree of Importance~~ - ~~Recommended~~

2. **Requisite Type** ~~Enrollment~~ Recommended ~~Limitation~~ Course Preparation
   **Non Course Requirements**
      –

   Comments _ Eligibility for college-level composition as determined by college assessment or other appropriate method
   ~~Comments~~ -
   **Requisite Validation** CCN/C-ID Requirement

**Catalog View Recommended Course Preparation:** PSYC ~~1~~ C1000 with a minimum grade of C, ~~Enrollment Limitation:~~ Eligibility for college-level composition as determined by college assessment or other appropriate method ~~:~~

## Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

# Codes and Dates

**Course Codes**

**Originator** ~~Roy~~ Kutil , ~~Robin~~ Craig

**Origination Date**

10/ ~~31~~ 01 / ~~2022~~ 2024

**Proposal Type**

 Technical  Course ~~Modification~~ Revision

**Parent Course**

No Previous Course

 PSYC 3 - Introduction to Social Psychology

**Entry of Special Dates**

- Board of Trustees

  ~~04/18/2023~~

- State Approval

  ~~04/19/2023~~

- CC Approval

  ~~03/06/2023~~

**Instructional Services**

**Effective Term** Fall  ~~2024~~ 2025

**Implementation Date**

~~01~~ 10 /01/2024

# LAS POSITAS
## C O L L E G E

## Course Outline for Psychology 3
## Introduction to Social Psychology
**Effective:** Fall 2025

## Catalog Description:

### PSYC 3 - Introduction to Social Psychology
### 3.00 Units

This course will introduce theories and concepts that explain individual behavior in social settings. The topics include research methods, social perception, social cognition, beliefs, prejudice/discrimination, interpersonal relationships, aggression, and group behavior.

**Recommended Course Preparation:** PSYC C1000 with a minimum grade of C, Eligibility for college-level composition as determined by college assessment or other appropriate method

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Discipline:

Psychology

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

1

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**
  A.  PSYC C1000

## Course Objectives:

Upon completion of this course, the student should be able to:
  A.  Define social psychology and apply the principles of social psychology to real life situations
  B.  Explain the role of nonverbal communication and impression formation in social perception
  C.  Describe the role of explicit and implicit processing in schemas, attributions, and other cognitions

D. Explain attitude formation, cognitive dissonance, and ways to change attitudes
E. Evaluate the personal and cultural factors that alter self-concept, self-esteem, and perceived self-control
F. Discuss how gender and culture influence principles in social psychology, such as social roles
G. Discuss the causes of prejudice and discrimination
H. Summarize the causes of attraction
I. Discuss the factors that influence the formation, maintenance, and dissolution of close relationships
J. Synthesize research on conformity, compliance, and obedience
K. Explain the personal and situational causes of helping behavior
L. Evaluate the theories concerning the causes of aggression
M. Contrast the costs and benefits of group membership

## Course Content:

1. Introduction to social psychology
   1. Origins and development of social psychology
   2. Discuss the contributions of people that come from a variety of backgrounds
   3. Research methods in social psychology
   4. Review of APA ethical principles
2. Social identity
   1. Self-concept
   2. Influences of gender and culture on social identity
   3. Self-esteem and perceived self-control
3. Social perception
   1. Nonverbal communication
   2. Impression formation
4. Social cognition
   1. Explicit and implicit processing
   2. Schemas and stereotypes
   3. Attribution theories and attributional errors
   4. Confirmation biases
5. Attitudes and attitude change
   1. Components of attitudes
   2. How attitudes influence behavior
   3. Theory of cognitive dissonance
   4. Changing attitudes through persuasion
   5. Resistance to persuasion
6. Prejudice and discrimination
   1. Origins of prejudice and discrimination
   2. Types of discrimination (i.e. sexism, racism, and ageism)
   3. Personal and institutional discrimination
   4. Reducing prejudiced attitudes
7. Attraction and close relationships
   1. The need to belong and initial attraction
   2. Theories explaining close relationships

3. Heterosexual, gay, and lesbian romantic relationships
        4. Dissolution of relationships
8. Social influence
        1. Compliance
        2. Conformity
        3. Obedience
9. Group processes
        1. Benefits and costs of belonging to groups
        2. Social facilitation, social loafing, and deindividuation
        3. Groupthink and group polarization
        4. Theories of group leadership
10. Prosocial behavior
        1. Theoretical explanations for prosocial behavior
        2. Factors influencing prosocial behavior
        3. Responding to an emergency
11. Aggression
        1. Types of aggression
        2. Theoretical explanations for aggression
        3. Social and personal influences of aggression
        4. Prevention and regulation of aggression
12. Applied social psychology
        1. Psychology and the law
        2. Organizational psychology
        3. Health psychology
        4. Conflict, cooperation, and peace

## Methods of Instruction:

1. Demonstration - Demonstrations and simulations
2. Lecture - Lectures on major themes and concepts
3. Student Presentations
4. Discussion - Discussion and problem solving of significant or controversial issues
5. Written Exercises - Written assignments
6. Audio-visual Activity - Video and/or CD-ROM excerpts
7. Application of concepts to personal experiences
8. Readings from texts, supplementary materials, primary source materials

## Typical Assignments

A. **Other:**
        1. Lecture
                1. Research methods in social psychology
                2. The social self (self-concept and self-esteem)
        2. Readings

1. Read chapter 3, The Social Self, from Gilovich, Kelnter, Chen, and Nisbett's Social Psychology, 5th edition
        3. Class discussion
            1. How do cults make use of persuasion, conformity, obedience, and other techniques to indoctrinate members? How do the social groups you belong to make use of these same techniques?
            2. Watch the video Stress: Portrait of a Killer, and be prepared to discuss how social support can help us manage stress
        4. Written assignments
            1. After finding and reading an empirical study from a peer-reviewed journal on any topic related to social psychology, write a paper that summarizes and evaluates the study
            2. Write an essay in which you discuss how key concepts from the course can be applied and used in everyday life

## Methods of Evaluating Student Progress

A. Exams/Tests
   Monthly
B. Quizzes
   Weekly
C. Research Projects
   1 per semester
D. Papers
   A minimum of 1 per semester
E. Class Participation
   Weekly
F. Home Work
   Weekly or every other week

## Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in social psychology.
B. Explain ways in which the influence of others, situational factors, and the surrounding culture affect human social behavior.
C. Analyze the ways in which social psychological principles and research apply to real world problems and issues.
D. Apply theories, concepts and findings in social psychology for self-understanding, self-improvement, and lifelong learning.
E. Demonstrate critical thinking skills and information competence as applied to topics in social psychology.

## Textbooks (Typical):

**Textbook:**

1. David Myers, Jean Twenge *Exploring Social Psychology.* 9th ed., McGraw-Hill, 2021.
2. Saul Kassin, Steven Fein, Hazel R Markus *Social Psychology.* 11th ed., Pearson, 2023.
3. Elliot Aronson, Timothy D Wilson, Robin M Akert, Samuel R Sommers *Social Psychology.* 11th ed., Cengage, 2021.
4. Thomas Gilovich, Dacher Keltner, Serena Chen, Richard E Nisbett *Social Psychology.* 5th ed., W. W. Norton & Company, 2019.

# Technical Course Revision: PSYC 13 - Psychology of Women

Technical Course Revision: PSYC 13 - Psychology of Women (Launched - Implemented 10-01-2024)

compared with

PSYC 13 - Psychology of Women (Active - Implemented 03-23-2023)

## Cover

**Effective Term** Fall ~~2023~~ 2025

## Units/Hours

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

TOTALS

**Calculations**

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Course Objectives

**Objectives**

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

1. **Objective Text**

   ~~explain~~ Explain the psychological approaches to gender similarities and differences

2. **Objective Text**

   ~~compare~~ Compare and contrast various theoretical approaches to understanding gender

3. **Objective Text**

   ~~identify~~ Identify problems and biases in conducting psychological research

4. **Objective Text**

   ~~recognize~~ Recognize and discuss gender stereotypes and other gender biases that exist in various cultures

5. **Objective Text**

   ~~describe~~ Describe theories of gender development, identify factors that shape gender typing, and discuss children's knowledge of gender roles and stereotypes

6. **Objective Text**

~~discuss~~ <u>Discuss</u> adolescent girls' self-concept, experiences with education and career planning, and interpersonal relationships

7. **Objective Text**

   ~~evaluate~~ <u>Evaluate</u> research on gender comparisons in cognitive abilities, attitudes about success, and social and personality characteristics

8. **Objective Text**

   ~~identify~~ <u>Identify</u> issues that women face in the workplace, including experiencing discrimination and coordinating employment with personal life

9. **Objective Text**

   ~~discuss~~ <u>Discuss</u> women's romantic relationships and sexual attitudes and behavior

10. **Objective Text**

    ~~describe~~ <u>Describe</u> women's experiences with pregnancy, childbirth, and motherhood

11. **Objective Text**

    ~~summarize~~ <u>Summarize</u> the health concerns of women and biases against women in medical research and care

12. **Objective Text**

    ~~recognize~~ <u>Recognize</u> and discuss some of the psychological disorders that are more common for women

13. **Objective Text**

    ~~discuss~~ <u>Discuss</u> women's reactions to sexual harassment, sexual assault, rape, and abuse

14. **Objective Text**

    ~~identify~~ <u>Identify</u> issues that women face in older adulthood

# Requisites/Requisite Validation

### Requisites

1. **Requisite Type** Recommended Course Preparation
   **Requisite Course** PSYC ~~1~~ <u>C1000</u> - ~~General~~ <u>Introduction to</u> Psychology( ~~Active~~ <u>Launched</u> )
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~- Define the various theoretical perspectives that have shaped the study of psychology~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Contrast the unifying themes that underlie the field of psychology~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Distinguish between the goals of scientific psychology and common sense~~
     ~~Degree of Importance - Recommended~~
   - ~~- Evaluate the various psychological research methods~~
     ~~Degree of Importance - Recommended~~
   - ~~- Discuss the importance of ethical principles in research~~
     ~~Degree of Importance - Recommended~~
   - ~~- Summarize the key functions of different brain components~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Describe the role of heredity and environment on behavior~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Describe the processes involved in sensation and perception~~

~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Distinguish between the various states of human consciousness~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Identify the differences between various theories of learning~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the process involved in the encoding, storage and retrieval of memories~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Discuss the theories of intelligence and the goals of psychological testing~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Distinguish between the two major categories of human motives~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the basic components of emotion~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Define the construct of personality~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Describe the various models of psychotherapy~~
  ~~Degree of Importance~~ - ~~Not Necessary~~
- - ~~Discuss the situational influences on behavior~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ - ~~Recommended~~
- - ~~Apply concepts and theories to personal development~~
  ~~Degree of Importance~~ - ~~Not Necessary~~

Catalog View  **Recommended Course Preparation:**  PSYC C1000 with a minimum grade of C

## Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  No
I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

## Codes and Dates

**Course Codes**
**Originator** ~~Roy~~ Kutil , ~~Robin~~ Craig
**Origination Date**
10/ ~~31~~ 01 / ~~2022~~ 2024

**Proposal Type**

Technical  Course  ~~Modification~~  Revision

**Parent Course**

No Previous Course

PSYC 13 - Psychology of Women

**Entry of Special Dates**

- Board of Trustees

  ~~01/17/2023~~

- State Approval

  ~~01/30/2023~~

- CC Approval

  ~~12/05/2022~~

**Instructional Services**

**Effective Term** Fall  ~~2023~~  2025

**Implementation Date**

~~03~~  10 / ~~23~~  01 / ~~2023~~  2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

## Course Outline for Psychology 13
## Psychology of Women
**Effective:** Fall 2025

## Catalog Description:

### PSYC 13 - Psychology of Women
### 3.00 Units

This course examines the diverse experiences of women from a psychological perspective. Students will explore psychological theory and research on gender and issues that affect women, and will gain insight into how psychologists investigate gender-related issues.

**Recommended Course Preparation:** PSYC C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Discipline:

Psychology

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

1

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**
   A. PSYC C1000

## Course Objectives:

Upon completion of this course, the student should be able to:
   A. Explain the psychological approaches to gender similarities and differences
   B. Compare and contrast various theoretical approaches to understanding gender
   C. Identify problems and biases in conducting psychological research
   D. Recognize and discuss gender stereotypes and other gender biases that exist in various cultures

E. Describe theories of gender development, identify factors that shape gender typing, and discuss children's knowledge of gender roles and stereotypes

F. Discuss adolescent girls' self-concept, experiences with education and career planning, and interpersonal relationships

G. Evaluate research on gender comparisons in cognitive abilities, attitudes about success, and social and personality characteristics

H. Identify issues that women face in the workplace, including experiencing discrimination and coordinating employment with personal life

I. Discuss women's romantic relationships and sexual attitudes and behavior

J. Describe women's experiences with pregnancy, childbirth, and motherhood

K. Summarize the health concerns of women and biases against women in medical research and care

L. Recognize and discuss some of the psychological disorders that are more common for women

M. Discuss women's reactions to sexual harassment, sexual assault, rape, and abuse

N. Identify issues that women face in older adulthood

## Course Content:

1. Introduction to the psychology of women
   1. Central concepts
      1. Defining sex and gender
      2. Feminist approaches to studying gender
      3. Psychological approaches to gender similarity and difference
   2. Theoretical approaches to understanding gender
      1. The cognitive approach
      2. The social learning approach
      3. The evolutionary approach
      4. The social constructionist approach
   3. A brief history of the psychology of women
   4. Women and ethnicity
   5. Problems and biases in current research
2. Gender stereotypes and other gender biases
   1. Biased representations of women and men
   2. The content and consequences of gender stereotypes
   3. Sexism and heterosexism
3. Infancy and childhood
   1. Theories of gender development
   2. Factors that shape gender typing
   3. Children's knowledge about gender
4. Adolescence
   1. Puberty and menstruation
   2. Self-concept and identity
   3. Education and career planning
5. Gender comparisons
   1. Cognitive abilities
   2. Attitudes about success

    3. Social and personality characteristics
6. Women and work
    1. Discrimination in the workplace
    2. Women's experience in traditionally male or female occupations
7. Romantic relationships
    1. Dating and living together
    2. Marriage and divorce
    3. Lesbians and bisexual women
    4. Single women
8. Sexuality
    1. Sexual attitudes and behavior
    2. Birth control and abortion
9. Pregnancy, childbirth, and motherhood
    1. Pregnancy
    2. Childbirth
    3. Motherhood
    4. Infertility
    5. Child free by choice
10. Women and physical health
    1. Health concerns of women
    2. Biases against women in medical research and care
11. Women and psychological disorders
    1. Depression
    2. Eating disorders
    3. Treating psychological disorders in women
12. Violence against women
    1. Sexual harassment
    2. Sexual assault and rape
    3. Abuse
13. Women and older adulthood
    1. Attitudes toward older women
    2. Menopause
    3. Social relationships

## Methods of Instruction:

1. Lecture - Lectures on major themes and concepts
2. Discussion - Discussion and problem solving of significant or controversial issues
3. Audio-visual Activity - Utilization of video and/or CD-ROM excerpts
4. Demonstration - Demonstrations and simulations
5. Written Exercises - Written assignments
6. Readings from texts, supplementary materials, primary source materials
7. Application of concepts to personal experiences
8. Student-led presentations

## Typical Assignments

A. **Other:**
1. Reading and discussion
    1. Read the chapter on gender stereotypes and gender biases. Be prepared to discuss gender biases in the media and the negative consequences of gender stereotypes.
    2. Read the chapter on adolescence. Be prepared to discuss the research findings on adolescent girls' experiences with math and science, and be ready to share your own experiences with math and science as an adolescent.
2. Writing
    1. Research and write a term paper pertaining to one of the primary topic areas discussed in this course. Cite references in proper APA format and include a reference section.
    2. Write a brief reflection on the portrayal of violence against women in the media. Your reflection should discuss specific examples of violence against women in the media, your opinions on the portrayal of violence against women in the media, and any other issues you feel are important regarding this topic. Be prepared to discuss the content of your reflection in class.
    3. Select an empirical study pertaining to one of the primary topic areas discussed in this course. Write a paper that summarizes and evaluates the empirical study.
    4. Conduct a content analysis of a specific form of media that focuses on how gender stereotypes and roles are portrayed in that form of media. Write the results of your analysis in an APA style paper. Cite references in proper APA format and include a reference section.

## Methods of Evaluating Student Progress

A. Exams/Tests
    1-2 per semester
B. Quizzes
    Weekly
C. Research Projects
    1 per semester
D. Papers
    A minimum of 1 per semester
E. Oral Presentation
    1 per semester
F. Class Participation
    Weekly
G. Home Work
    Weekly or every other week

## Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of PSYC 13, the student will be able to analyze the ways in which the course material could be applied to real world problems and issues.

B. Upon completion of PSYC 13, the student will be able to apply theories, concepts and findings in the field of psychology of women for self-understanding, self-improvement, and lifelong learning.

C. Upon completion of PSYC 13, the student will be able to demonstrate critical thinking skills and information competence as applied to topics in the field of psychology of women.

D. Upon completion of PSYC 13, the student will be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in the field of the psychology of women.

E. Upon completion of PSYC 13, the student will be able to explain ways in which gender stereotypes, sexism, and various cultural influences affect genderrelated human behavior.

## Textbooks (Typical):

**Textbook:**

1. Claire Etaugh, Judith Bridges *Women's Lives: A Psychological Exploration.* 4th ed., Routledge, 2018.
2. Hilary Lips *A New Psychology of Women: Gender, Culture, and Ethnicity.* 4th ed., Waveland Press, 2017.
3. Miriam Liss, Kate Richmond, Mindy J. Erchull *Psychology of Women and Gender.* 1st ed., W. W. Norton & Company, Inc., 2019.
4. Nicole M. Else-Quest, Janet Shibley Hyde *The Psychology of Women and Gender: Half the Human Experience.* 10th ed., Sage Publications, Inc., 2021.
5. Margaret W. Matlin, Rebecca D. Foushee *The Psychology of Women and Gender.* 8th ed., Cengage, 2023.

## Other Materials Required of Students

**Other Materials Required of Students:**

1. Computer access.

# Abridged Comparison

## Technical Course Revision: PSYC 21 - Psychology of Race and Identity

Technical Course Revision: PSYC 21 - Psychology of Race and Identity (Launched - Implemented 09-27-2024)

compared with

PSYC 21 - Psychology of Race and Identity (Active - Implemented 08-15-2022)

## Cover

**Effective Term** Fall ~~2022~~ 2025

**Catalog Description**

This course is an introduction to the impact of race and ethnicity on identity in the United States, which focuses on how these influence human behavior and shape one's understanding of the world around them. We will study a variety of topics related to race, ethnicity, social and cultural group developmental norms and the extent of influence these norms may have on an individual's worldview. This course seeks to strengthen diversity awareness and knowledge by engaging in difficult discussions surrounding race and identity. This course will review a broad range of theories and research findings regarding race and ethnicity's influence on human behavior and cognitive process. Topics covered include stereotypes, prejudice, discrimination, racism, the intersection between race, ethnicity and other forms of oppression, privilege, and identity development. Students ~~who~~ may ~~have~~ receive ~~completed,~~ credit ~~or are enrolled in,~~ for ETHS 5 ~~may~~ or PSYC 21, but not ~~receive credit~~ both .

## Units/Hours

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

**TOTALS**

**Calculations**

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Methods of Instruction

**Check all that apply:**

- Classroom Activity

  **Comments**

- Discussion

  **Comments**

- Guest Lecturers
  **Comments**

- Lecture
  **Comments**

- Written Exercises
  **Comments**

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to appraise~~ <u>Appraise</u>  one's own ethnic/cultural origins and one's biases towards certain groups.
2. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to compare~~ <u>Compare</u>  and contrast research biases in the study of individuals from diverse populations.
3. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to compare~~ <u>Compare</u>  and contrast the effects of prejudice, stereotyping, and discriminatory attitudes and behaviors upon majority and minority groups.
4. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to describe~~ <u>Describe</u>  skills that enhance cross-cultural communication, interactions, and relationships.
5. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to describe~~ <u>Describe</u>  stressors related to acculturation into a new society.
6. **Outcome Text**
   ~~Upon completion of PSYC 21, the student will be able to explain~~ <u>Explain</u>  how culture affects the conceptualization of mental health, symptomology and help seeking behaviors.

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Recommended Course Preparation
   **Requisite Course** PSYC ~~1~~ <u>C1000</u>  -  ~~General~~ <u>Introduction to</u>  Psychology( ~~Historical~~ <u>Launched</u> )
   **Skills Analysis**
   **Requisite Course Objective(s)**
     - ~~define~~ <u>Demonstrate</u>  ~~the~~ <u>fundamental</u>  ~~various~~ <u>knowledge and comprehension of major concepts,</u>  theoretical perspectives <u>,</u>  ~~that~~ <u>historical</u>  ~~have~~ <u>and</u>  ~~shaped~~ <u>cultural contexts, and empirical findings within</u>  the  ~~study~~ <u>broad discipline</u>  of psychology <u>.</u>

- ~~contrast~~ Use ~~the~~ a ~~unifying~~ scientific ~~themes~~ approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that ~~underlie~~ biases ~~the~~ filter ~~field of psychology~~

  ~~Degree of Importance - Not Necessary~~

- ~~- distinguish between the goals of scientific psychology and common sense~~
- ~~- evaluate the various psychological research methods~~
- ~~- discuss the importance of ethical principles in research~~

  ~~Degree of Importance - Not Necessary~~

- ~~- summarize the key functions of different brain components~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the role of heredity and environment on behavior~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the processes involved in sensation and perception~~

  ~~Degree of Importance - Not Necessary~~

- ~~- distinguish between the various states of human consciousness~~

  ~~Degree of Importance - Not Necessary~~

- ~~- identify the differences between various theories of learning~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the process involved in the encoding, storage and retrieval of memories~~

  ~~Degree of Importance - Not Necessary~~

- ~~- discuss the theories of intelligence and the goals of psychological testing~~

  ~~Degree of Importance - Not Necessary~~

- ~~- distinguish between the two major categories of human motives~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the basic components of emotion~~

  ~~Degree of Importance - Not Necessary~~

- ~~- explain how biological and environmental factors contribute to developmental differences~~

  ~~Degree of Importance - Not Necessary~~

- ~~- define the construct of personality~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the theoretical approaches to understanding abnormal behavior~~

  ~~Degree of Importance - Not Necessary~~

- ~~- describe the various models of psychotherapy~~

  ~~Degree of Importance - Not Necessary~~

- ~~- discuss the situational influences on behavior~~ experiences.

  **Degree of Importance** Recommended

- ~~describe~~ Apply psychological ~~differences~~ theories, concepts, and ~~similarities~~ values ~~between~~ to ~~groups based on gender~~ individual , ~~sexuality~~ interpersonal , ~~social~~ group , ~~or~~ and ~~cultural~~ societal ~~grouping~~

  ~~Degree~~ issues to demonstrate awareness of ~~Importance~~ self ~~Recommended~~ and others.

- ~~apply~~ Draw ~~concepts~~ logical and ~~theories~~ objective conclusions about the mind and behavior from evidence to ~~personal~~ show ~~development~~

~~Degree~~ how ~~of~~ psychology ~~Importance~~ evaluates, ~~Recommended~~ modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

Catalog View **Recommended Course Preparation:**  PSYC C1000 with a minimum grade of C

# Distance Education

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

 Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

# General Education/Transfer Request

- Transfers to CSU
  New Request  ~~Yes~~  No
  Already Approved  ~~No~~  Yes

**Cal-GETC** Yes

- 4 - Social and Behavioral Sciences
  **Comments**
  **New Request**  No
  **Already approved substantial change**  No
  **Already approved unsubstantial change**  Yes
- 6 - Ethnic Studies
  **Comments**
  **New Request**  No
  **Already approved substantial change**  No
  **Already approved unsubstantial change**  Yes

- Transfers to UC
  **Already approved unsubstantial change**  ~~No~~  Yes

# Codes and Dates

**Course Codes**

**Originator** ~~Turner-August~~ Kutil , ~~Sheena~~ Craig

**Origination Date**
~~10~~ 09 / ~~29~~ 27 / ~~2021~~ 2024

**Proposal Type**
Technical  Course ~~Modification~~ Revision

**Parent Course**
No Previous Course
PSYC 21 - Psychology of Race and Identity

**Entry of Special Dates**

- Board of Trustees

*01/18/2022*

- State Approval

*03/18/2022*

- CC Approval

*12/06/2021*

**Instructional Services**

**Effective Term** Fall  ~~2022~~  2025

**Implementation Date**

~~08~~  09 / ~~15~~  27 / ~~2022~~  2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# Course Outline for Psychology 21
# Psychology of Race and Identity
**Effective:** Fall 2025

## Catalog Description:

### PSYC 21 - Psychology of Race and Identity
### 3.00 Units

(See also ETHS 5 )

This course is an introduction to the impact of race and ethnicity on identity in the United States, which focuses on how these influence human behavior and shape one's understanding of the world around them. We will study a variety of topics related to race, ethnicity, social and cultural group developmental norms and the extent of influence these norms may have on an individual's worldview. This course seeks to strengthen diversity awareness and knowledge by engaging in difficult discussions surrounding race and identity. This course will review a broad range of theories and research findings regarding race and ethnicity's influence on human behavior and cognitive process. Topics covered include stereotypes, prejudice, discrimination, racism, the intersection between race, ethnicity and other forms of oppression, privilege, and identity development. Students may receive credit for ETHS 5 or PSYC 21, but not both.

**Recommended Course Preparation:** PSYC C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Inside of Class Hours** | 54 |
| **Outside of Class Hours** | 108 |

## Discipline:

Ethnic Studies, or Psychology

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

1

## Requisite Skills:

**Before entering this course, it is recommended that a student be able to:**
A. PSYC C1000

1. Demonstrate fundamental knowledge and comprehension of major concepts, theoretical perspectives, historical and cultural contexts, and empirical findings within the broad discipline of psychology.
2. Use a scientific approach (including critical and creative thinking) to understand individuals' mind and behavior within psychological, biological, sociocultural, and ethnocultural contexts while recognizing that biases filter experiences.
3. Apply psychological theories, concepts, and values to individual, interpersonal, group, and societal issues to demonstrate awareness of self and others.
4. Draw logical and objective conclusions about the mind and behavior from evidence to show how psychology evaluates, modifies, and supports its claims and counters unsubstantiated statements, opinions or beliefs.

## Course Objectives:

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

A. Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and Latino American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation
B. Critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in Native American, African American, Asian American, and/or Latina and Latino American communities
C. Identify and apply skills that enhance culturally specific communications, interactions, and relationships
D. Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies
E. Compare and contrast research biases in the study of individuals from diverse and/or oppressed populations
F. Appraise one's own ethnic/cultural origins and one's biases towards certain groups by demonstrating active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom

## Course Content:

1. Introduction to Psychology of Race and Identity
   1. Exploration of concepts such as, but not limited to Race, Culture, Ethnicity and Identity
      1. Critical Race Theory
      2. Feminist Theory
      3. Queer Theory
   2. Understanding Intersectionality as it relates to Race, Culture, Ethnicity and Identity
   3. Identify what is meant by Understanding Multiculturalism as the "fourth force" of Psychology and the Social Sciences

4. Exploring the relationship and history of race and identity within the field of Psychology and the Social Sciences

2. Language and Communication
   1. Exploring communication patterns and/or rules employed by individuals from diverse and/or oppressed backgrounds
      1. Understanding Metacognition
      2. The Fundamental Attribution Error
      3. Evaluating Biases in Communication & the impact these have on individuals' interactions with society at large
      4. The Role of Language in sociopolitical discourse and advocacy

3. Worldviews
   1. Development of Worldviews as impacted by Race and Identity in the United States
   2. Understanding the importance of Cultural Competency
   3. Exploring Individualistic & Collectivistic Cultural Perspectives on an individual's development of a worldview.
   4. Impact of External vs. Internal Locus of Control on members of oppressed groups
   5. Exploration of values on the development of an Individual's worldview and the impact this has on shaping behavior
   6. Exploring worldview from the perspective of people of color, specifically African American and Latinx

4. Identity Development
   1. Racial/Cultural Identity Development (R/CID Model)
   2. White Racial Identity Development
   3. African American/Black Identity Development Model (Cross, 1971)
   4. Chicano/Latinx Identity Development (Riuz, 1990)
   5. Implications of Identity Development on Shaping Behavior & Mental Processes
   6. The role of Identity Development in Advocacy
   7. Exploration of intersectionality as it relates to aspects of one's identity

5. Privilege
   1. Understanding Power & Privilege and its impact on both individuals as well as an individual's behavior within a group
   2. Acknowledging one's privilege and how it shapes racial and cultural norms & identity

6. Stereotypes, Prejudice, Discrimination & Racism
   1. Stereotype Threat and its impact on human behavior
   2. Exploring the impact of microaggressions on an individual's identity development
   3. Exploring the impact of Institutionalized Stereotypes, Prejudice, Discrimination & Racism and their influence on individual and societal norms
   4. Exploring the relevance of stereotypes, prejudice, discrimination and ideals related to white supremacy on current events
   5. Discussing the impacts of Racial Profiling

7. Oppression and Marginalization
   1. In-Group/Out-Group bias
   2. Psychological-ideological Threats of Marginalization
   3. Internalized Oppression
   4. Race and Social Institutions

     5. Activism
8. Exploring the Intersection between Race, Ethnicity and Other Forms of Oppression:
    1. Sexism/Heterosexism/Heteronormativity
        1. Defining Sexism, Heterosexism & Heteronormativity
        2. Exploring Gender Oppression
        3. Exploring Sexual Orientation & the impact of the coming out process on identity development
        4. Transgender Identity
    2. Race, Ethnicity, Immigration and Acculturation
        1. Defining Acculturation
        2. How does Acculturative Stress and related Stressors impact thoughts and behavior?
    3. Ageism and Ableism
        1. Defining Ageism & Ableism
        2. Identifying Models of Disability that impact perception of individuals with disabilities
9. Race, Ethnicity and Mental Health
    1. Race, Ethnicity & Help-Seeking Behaviors
    2. Race, Ethnicity & Mental Health Diagnosis
    3. Race, Ethnicity & Mental Health Treatment
    4. Race, Ethnicity &Portrayal of Mental Health in the Media
10. Research Methods
    1. Identify and review biases related to race, gender, sexual orientation in addition to other oppressed groups in Psychological Research & Testing
    2. Review and Differentiate between Quantitative & Qualitative Methods of Cross-Cultural Research within Psychology:
        1. Participatory Research
        2. Interviews
        3. Focus Groups
        4. Discourse Analysis
        5. Ethnographic Studies
    3. Understanding history of Psychological Testing related to diverse and oppressed groups (e.g. African Americans) within the United States (U.S.)

## Methods of Instruction:

1. Discussion -
2. Lecture -
3. Written Exercises -
4. Classroom Activity -
5. Guest Lecturers -
6. Exams
7. Collaborative Group Work
8. Interviews

## Typical Assignments

A. **Other:**
   1. Lecture:
      1. Topic: Stereotypes, Prejudice, Discrimination & Racism
         1. Define Terminology (Stereotype, microaggressions, Discrimination, Racism, etc.)
         2. Exploring the impact of microaggressions on an individual's identity development
         3. Exploring the impact of Institutionalized Stereotypes, Prejudice, Discrimination & Racism and their influence on individual and societal norms
         4. Exploring the relevance of stereotypes, prejudice, discrimination and ideals related to white supremacy on current events
         5. Review & discuss assigned readings
   2. Reading:
      1. Prior to class students will read:
         1. Read Mio Chapter 6
         2. Adams 10 – Symbolic Racism, History and Reality
   3. Video:
      1. Prior to and during class meetings students will watch videos of current events related to Stereotypes, Prejudice, Discrimination & Racism
         1. Examples include:
            1. Recorded Lecture by Dr. Claude Steele on Stereotype Threat
            2. What would you do: Shopping While Black – A Social Experiment
   4. Paper (1 of multiple):
      1. For this assignment, you will write a 3–5-page paper in which you  describe some of the significant influences on your development.
         1. You should pay particular attention to ethnicity, culture, migration, religious factors, family values, sociocultural influences, economic factors, language, acculturation, gender, oppression, racism, issues of social justice and/or privilege.
         2. Major goals of this paper are to help students:
         3. Clarify the impact of culture on identity, life experiences, and world views
         4. Identify the major groups and cultures that have contributed to one's cultural identity
         5. Encourage discussion of stereotypes that may be embedded in cultural experience
         6. Describe how struggle, resistance, social justice, solidarity and liberation asexperienced by communities of color are relevant to current issues.
      2. This paper should be written in APA format, which includes a title page, appropriate citations and a reference page.
   5. Discussion:
      1. Each week students will provide two questions from the readings before each class period for discussion. Each week those students will be responsible for facilitating a class discussion on their selected questions.

# Methods of Evaluating Student Progress

A. Exams/Tests

A minimum of 2 per semester.

B. Papers

A minimum of 3 per semester.

C. Class Participation

Weekly or every other week

D. Co-Facilitation of Classroom Discussion/Live Online Group Discussions Each student will facilitate one discussion throughout the course of the semester

Co-Facilitation of Classroom Discussion/Live Online Group Discussions Each student will facilitate one discussion throughout the course of the semester

## Student Learning Outcomes

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

A. Appraise one's own ethnic/cultural origins and one's biases towards certain groups.
B. Compare and contrast research biases in the study of individuals from diverse populations.
C. Compare and contrast the effects of prejudice, stereotyping, and discriminatory attitudes and behaviors upon majority and minority groups.
D. Describe skills that enhance cross-cultural communication, interactions, and relationships.
E. Describe stressors related to acculturation into a new society.
F. Explain how culture affects the conceptualization of mental health, symptomology and help seeking behaviors.

## Textbooks (Typical):

**Textbook:**

1. C A Callagher *Rethinking the Color Line: Readings in Race and Ethnicity.* 6th ed., McGraw Hill., 2012.
2. Derald Wing Sue, David Sue *Counseling the Culturally Diverse: Theory and Practice.* 7th ed., John Wiley & Sons P&T, 2016.
3. Maurianne Adams, Warren Blumenfeld, Carmelita Castaneda, Heather W. Hackman, Madeline L. Peters, Ximena Zuniga *Readings for Diversity and Social Justice.* 3rd ed., Routledge, 2013.
4. David Matsumoto, Linda Juang *Culture and Psychology.* 6th ed., Cengage Learning, 2017.
5. Jeffery Mio, Lori Barker, Melanie Domenech Rodriquez *Multicultural Psychology: Understanding Our Diverse Communities.* 5th ed., Oxford University Press, 2020.
6. Sharon K Anderson, Valerie A Middleton *Explorations in Diversity: Examining Privilege and Oppression in a Multicultural Society.* 2nd ed., Cengage Learning, 2011.
7. Steven J. Heine *Cultural Psychology* . 4th ed., W.W. North & Company, 2020.
8. R Takaki *A Different Mirror for Young People: A History of Multicultural America.* 1st ed., Triangle Square; Illustrated edition, 2012.

# Abridged Comparison

## Technical Course Revision: PSYC 25 - Research Methods

> Technical Course Revision: PSYC 25 - Research Methods (Launched - Implemented 09-27-2024)
>
> compared with
>
> PSYC 25 - Research Methods (Active - Implemented 08-15-2021)

## Cover

**Effective Term** Fall ~~2021~~ 2025

## Units/Hours

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

TOTALS

**Calculations**

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Lab Hours** | 54 |
| **Inside of Class Hours** | 108 |
| **Outside of Class Hours** | 108 |

## Course Content

**Lab Content**

‒

## Equity Based Curriculum

- ‒ DE Course Interaction Address ‒

  ‒

## Student Learning Outcomes

**Learning Outcomes**

1. **Outcome Text**

~~Upon completion of PSYC 25, the student will be able to analyze~~ <u>Analyze</u> the structure of scientific inquiry, including the history and philosophy of scientific
‾ investigation.

2. **Outcome Text**
~~Upon completion of PSYC 25, the student will be able to apply~~ <u>Apply</u> psychological content for personal, professional and lifelong learning goals.

3. **Outcome Text**
~~Upon completion of PSYC 25, the student will be able to conduct~~ <u>Conduct</u> scientific research in psychology that includes reviewing scientific literature, analyzing
‾ data using descriptive and inferential statistics, interpreting results, and communicating the research in APA style.

4. **Outcome Text**
~~Upon completion of PSYC 25, the student will be able to discuss~~ <u>Discuss</u> the advantages and limitations of different research methods used in psychological
‾ research, and the importance of reliability and validity in determining research quality.

5. **Outcome Text**
~~Upon completion of PSYC 25, the student will be able to discuss~~ <u>Discuss</u> the importance of ethical principles in psychological research involving human and
‾ nonhuman animals and the historical events that led to these principles.

## Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Prerequisite
   **Requisite Course** PSYC ~~1~~ <u>C1000</u> - ~~General~~ <u>Introduction to</u> Psychology( ~~Historical~~ <u>Launched</u> )
   **Requisite Validation** ~~Skills~~ <u>CCN/C-ID</u> ~~Analysis~~ <u>Requirement</u>
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~- define the various theoretical perspectives that have shaped the study of psychology~~
     ~~Degree of Importance - Required~~
   - ~~- contrast the unifying themes that underlie the field of psychology~~
     ~~Degree of Importance - Required~~
   - ~~- distinguish between the goals of scientific psychology and common sense~~
     ~~Degree of Importance - Required~~
   - ~~- evaluate the various psychological research methods~~
     ~~Degree of Importance - Required~~
   - ~~- discuss the importance of ethical principles in research~~
     ~~Degree of Importance - Required~~
   - ~~- summarize the key functions of different brain components~~
     ~~Degree of Importance - Recommended~~
   - ~~- describe the role of heredity and environment on behavior~~
     ~~Degree of Importance - Recommended~~
   - ~~- describe the processes involved in sensation and perception~~
     ~~Degree of Importance - Recommended~~
   - ~~- distinguish between the various states of human consciousness~~

~~Degree of Importance~~ - ~~Recommended~~
- ~~- identify the differences between various theories of learning~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- describe the process involved in the encoding, storage and retrieval of memories~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- discuss the theories of intelligence and the goals of psychological testing~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- distinguish between the two major categories of human motives~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- describe the basic components of emotion~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- explain how biological and environmental factors contribute to developmental differences~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- define the construct of personality~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- describe the theoretical approaches to understanding abnormal behavior~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- describe the various models of psychotherapy~~
  ~~Degree of Importance~~ - ~~Recommended~~
- ~~- discuss the situational influences on behavior~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- describe psychological differences and similarities between groups based on gender, sexuality, social, or cultural grouping~~
  ~~Degree of Importance~~ - ~~Required~~
- ~~- apply concepts and theories to personal development~~
  ~~Degree of Importance~~ - ~~Recommended~~

2. **Requisite Type** Prerequisite

   **Subject** ~~MATH~~ <u>STAT</u> ( ~~Mathematics~~ <u>Statistics</u> )

   **Requisite Course** ~~MATH~~ <u>STAT</u> ~~40~~ <u>C1000</u> - <u>Introduction to</u> Statistics ~~and Probability~~ ( ~~Historical~~ <u>Launched</u> )

   **Requisite Validation** ~~Skills~~ <u>CCN/C-ID</u> ~~Analysis~~ <u>Requirement</u>

   ~~Skills Analysis~~

   ~~Requisite Course Objective(s)~~

   - ~~- Define different types of statistics, how they are used and misused;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~
     ~~Degree of Importance~~ - ~~Required~~
   - ~~- Distinguish among different scales of measurement and their implications;~~
     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~
     ~~Degree of Importance~~ - ~~Required~~

- ~~- Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~
  ~~**Degree of Importance** - Required~~
- ~~- Interpret data displayed in tables and graphically;~~
  ~~**Degree of Importance** - Required~~
- ~~- Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~
  ~~**Degree of Importance** - Required~~
- ~~- Construct and interpret confidence intervals for single populations and two-populations comparisons;~~
  ~~**Degree of Importance** - Required~~
- ~~- Apply concepts of sample space and probability;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;~~
  ~~**Degree of Importance** - Required~~
- ~~- Solve problems involving the binomial, normal, or chi-squared distribution;~~
  ~~**Degree of Importance** - Required~~
- ~~- Perform descriptive and inferential statistics, using a software package (technology).~~
  ~~**Degree of Importance** - Required~~
- ~~- Calculate probabilities using normal and t-distributions;~~
  ~~**Degree of Importance** - Recommended~~
- ~~- Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;~~
  ~~**Degree of Importance** - Required~~
- ~~- Identify the basic concept of hypothesis testing including Type I and II errors;~~
  ~~**Degree of Importance** - Required~~
- ~~- Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;~~
  ~~**Degree of Importance** - Not Necessary~~
- ~~- Determine and interpret levels of statistical significance including p-values;~~
  ~~**Degree of Importance** - Required~~
- ~~- Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.~~
  ~~**Degree of Importance** - Required~~

Catalog View  **Prerequisite:**  PSYC C1000 with a minimum grade of C,  STAT C1000 with a minimum grade of C

# Distance Education

---

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.
 Yes
I have consulted with other discipline faculty regarding the creation of a DE addendum for this course.  Yes
I have consulted with my Dean regarding the creation of a DE addendum for this course.  Yes

## General Education/Transfer Request

- Transfers to CSU
  **New Request**  ~~Yes~~  No
  **Already Approved**  ~~No~~  Yes

- Transfers to UC
  **Already approved unsubstantial change**  ~~No~~  Yes

**C-ID**  PSY 205 B

## Codes and Dates

**Course Codes**
**Originator** ~~Ruys~~ Kutil , ~~John~~ Craig

**Origination Date**
~~11~~ 09 / ~~16~~ 27 / ~~2020~~ 2024

**Proposal Type**
Technical  Course  ~~Modification~~  Revision

**Parent Course**
No Previous Course
PSYC 25 - Research Methods

**Entry of Special Dates**

- Board of Trustees
  ~~01/21/2020~~

- State Approval
  ~~01/22/2020~~

- CC Approval
  ~~12/02/2019~~

**Instructional Services**
**Effective Term** Fall  ~~2021~~  2025

**Implementation Date**
~~08~~ 09 / ~~15~~ 27 / ~~2021~~ 2024

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

LAS POSITAS
C O L L E G E

# Course Outline for Psychology 25
# Research Methods
**Effective:** Fall 2025

## Catalog Description:

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

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

**Prerequisite:** PSYC C1000 with a minimum grade of C, STAT C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Lab Hours** | 54 |
| **Inside of Class Hours** | 108 |
| **Outside of Class Hours** | 108 |

## Discipline:

Psychology

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

1

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
A. PSYC C1000
B. STAT C1000

## Course Objectives:

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

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

## Course Content:

**Lab:**

**Lecture:**
1. The role of scientific inquiry in psychology
   1. Non-scientific approaches to studying behavior: a historical overview
   2. Philosophical roots of scientific method: rise of empiricism and rationalism
   3. Understanding the scientific method
      1. Theories and hypotheses in science
      2. Measuring psychology: concepts and operational definitions
      3. Multimethod approach to science
      4. Cumulative nature of science
   4. Historical, social, and cultural context in science
      1. Ethnocentrism
      2. Anthropocentricism
2. Scientific writing and presentations
   1. Literature searches and determining source quality
   2. Writing a literature review
      1. Meta-analysis
   3. APA format for research reports
   4. Peer review processes in science
3. Descriptive statistics
   1. Measurement scales
   2. Measures of central tendency
   3. Measures of variability
4. Sampling
   1. Populations and samples
   2. Representative samples based on age, SES, ethnicity/race, religion, sexuality, disability, and other factors
   3. Probability and nonprobability sampling
5. Behavioral observation

1. Types of behaviors in human and nonhuman animals
    1. Participant reactivity
2. Validity and reliability in behavioral observations
3. Naturalistic observation
4. Participant observation
5. Field experiments
6. Survey and interview methods
    1. Types of survey and interview questions
    2. Validity and reliability in survey research
    3. Types of collection techniques (print, telephone, Internet)
    4. Demand characteristics and response bias
    5. Longitudinal and cross-sectional research
7. Indirect measures
    1. Physical trace techniques
    2. Archival and content analysis
8. Hypothesis testing
    1. Non-experimental (correlational) methods
        1. Testing the results of correlation studies
        2. Correlation coefficients and chi-squared procedures
        3. Correlation and causality
    2. Experimental method
        1. Internal Validity: Requirements for determining causation
        2. Independent, dependent, and confounding variables
        3. Control, randomization, and counterbalancing in experiments
    3. Designing an experiment
        1. Between-groups designs
        2. Within-groups designs
        3. Factorial designs
    4. Data organization and analysis
        1. The null hypothesis
        2. Statistical significance, effect sizes, and power analysis
        3. t-test and one-way ANOVA procedures
        4. Statistical main effects and interactions
    5. Other research designs
        1. Program evaluation
        2. Case studies and single-case designs
        3. Quasi-experimental designs
9. Ethical aspects of research
    1. Duty of care
    2. Informed consent
    3. Confidentiality
    4. Deception and debriefing
    5. Protocols for human and animal research
        1. Institutional Review Board (IRB)
        2. Institutional Animal Care and Use Committee (IACUC)

## Methods of Instruction:

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

## Typical Assignments

A. **Other:**
   1. Reading:
      1. Read chapter five from "Doing Psychological Experiments" and prepare a concept map of the steps in conducting an experiment. Include the necessary evaluations by an Institutional Review Board to insure ethical procedures.
   2. Writing:
      1. Write a critique of a published research article. Keep in mind the criteria for evaluating research presented in class and in the text.
      2. Write-up the results of the observational study of human behavior or the survey project in APA format. The paper must include all parts of a research paper, including title page, abstract, introduction, methods, results, and references.
   3. Project (emphasis on problem solving and critical thinking):
      1. Working in a group, develop a hypothesis and design an experiment using the techniques and concepts introduced in class and in the text. Identify the threats to validity that might be encountered in doing the experiment and how they can be overcome.
      2. Given a research problem, formulate at least two approaches that could be used to carry out research on the problem. Discuss the strengths and weaknesses associated with each approach identified.
   4. Laboratory:
      1. Participate the two-group maze experiment using the Online Psychology Laboratory (OPL), analyze the class results using descriptive and inferential statistics, create graphs to show the results, and discuss your conclusions based on the analysis.
      2. Generate a detailed description of a few behaviors your group wants to examine. Conduct eight 5-min observations of human behavior. Generate a graph that shows the mean and standard deviation of each behavior.

## Methods of Evaluating Student Progress

A. Exams/Tests
   3-6 times per semester
B. Research Projects
   2-4 times per semester

C. Papers
>   2-4 times per semester
D. Oral Presentation
>   1 per semester
E. Class Participation
>   Weekly
F. Lab Activities
>   Weekly

## Student Learning Outcomes

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

## Textbooks (Typical):

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

**Manual:**
1. American Psychological Association. Mastering APA Style: Student's Workbook and Training Guide (6th ed.). American Psychological Association, 2009.

## Technical Course Revision: SOC 13 - Research Methods

**Technical Course Revision: SOC 13 - Research Methods (Launched - Implemented 09-27-2024)**
compared with
**SOC 13 - Research Methods (Active - Implemented 08-22-2024)**

## Cover

**Effective Term** Fall  ~~2024~~  2025

## Units/Hours

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

## Course Content

**Lecture Content**

1. The Foundations of Social Science

    1. The purposes of social research

    2. Social science paradigms

    3. The relationship between theory and research The importance of social research in society

2. The Ethics of Social Research

    1. Ethical issues in social research

    2. Controversy in social research

    3. The politics of social research

3. Research Design

1. How to design a research project

2. Units of analysis

3. Deductive/Inductive research

4. Writing a research proposal

5. Human Subjects-IRB Approval

4. Sampling

   1. Types of Sample Designs

5. Modes of Observation

   1. Unobtrusive Research

      1. Content analyses

      2. Analyzing existing data sets

      3. Comparative historical research

   2. Quantitative Data Analysis

      1. The Experimental Method

      2. Survey Research

      3. Descriptive Statistics

      4. Inferential Statistics

   3. Qualitative Data Analysis

1. Field research: Researcher roles and analytical yield, individual research and team research

2. Building rapport

3. Bias

4. Field notes: making observations, writing, coding; and memoing

5. Case studies

6. Qualitative Interviewing; Interview instrument construction, conducting, transcribing, and analyzing interview data

7. Focus Group

4. Writing a Research Proposal

**Lab Content**

–

# Methods of Instruction

**Check all that apply:**

- Discussion
  **Comments**

  –

- Lab
  **Comments**

  –

- Lecture
  **Comments**

  –

# Requisites/Requisite Validation

**Requisites**

1. **Requisite Type** Prerequisite
   **Requisite Course** SOC 1 - Principles of Sociology( ~~Historical~~ Active )

**Requisite Validation**  ~~Skills~~  CCN/C-ID  ~~Analysis~~  Requirement

~~Skills Analysis~~

~~Requisite Course Objective(s)~~

- ~~- Outline multiple social theories~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Apply social theory to world events~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Explain how identities such as gender and race are socially constructed.~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Outline the impacts of modernization and globalization on social institutions~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Develop an argumentative research-based term paper~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Explain the workings of global economic and political systems~~

  ~~Degree of Importance~~ - ~~Required~~
- ~~- Outline the symbiotic relationship between culture and social structure~~

  ~~Degree of Importance~~ - ~~Required~~

2. **Requisite Type** Recommended Course Preparation

   **Subject**  ~~MATH~~  STAT  ( ~~Mathematics~~  Statistics )

   **Requisite Course**  ~~MATH~~  STAT  ~~40~~  C1000  -  Introduction to  Statistics  ~~and Probability~~ ( ~~Historical~~  Launched )

   **Requisite Validation**  ~~Skills~~  CCN/C-ID  ~~Analysis~~  Requirement

   ~~Skills Analysis~~

   ~~Requisite Course Objective(s)~~

   - ~~- Define different types of statistics, how they are used and misused;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Identify the standard methods of obtaining data and identify the advantages and disadvantages of each;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Distinguish among different scales of measurement and their implications;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Distinguish between controlled experiments and observational studies, including identifying potential confounding factors, and explain why they are confounding;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Take real world raw data and organize it into tables, charts, and/or graphs both with and without the use of technology;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Interpret data displayed in tables and graphically;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Calculate and understand the meaning of the measures of central tendency: mean, median, mode, and the measures of variation and position: range, variance, and standard deviation as they relate to a discrete and continuous population, sample, or distribution;~~

     ~~Degree of Importance~~ - ~~Recommended~~
   - ~~- Construct and interpret confidence intervals for single populations and two-populations comparisons;~~

Degree of Importance - Recommended
- ⁃ Apply concepts of sample space and probability;
  Degree of Importance - Recommended
- ⁃ Determine the fundamentals concepts of probability and be able to calculate probabilities using some basic rules;
  Degree of Importance - Recommended
- ⁃ Apply concepts of and use linear regression and ANOVA analysis for estimation and inference, and interpret the associated statistics;
  Degree of Importance - Recommended
- ⁃ Solve problems involving the binomial, normal, or chi-squared distribution;
  Degree of Importance - Recommended
- ⁃ Perform descriptive and inferential statistics, using a software package (technology).
  Degree of Importance - Recommended
- ⁃ Calculate probabilities using normal and t-distributions;
  Degree of Importance - Recommended
- ⁃ Formulating a hypothesis test by selecting the appropriate technique for testing the hypothesis and interpreting the result for one and two-populations comparisons;
  Degree of Importance - Recommended
- ⁃ Identify the basic concept of hypothesis testing including Type I and II errors;
  Degree of Importance - Recommended
- ⁃ Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;
  Degree of Importance - Recommended
- ⁃ Determine and interpret levels of statistical significance including p-values;
  Degree of Importance - Recommended
- ⁃ Use appropriate statistical techniques to analyze and interpret applications based on data from disciplines including business, social sciences, psychology, life science, health science, and education.
  Degree of Importance - Recommended

Catalog View **Prerequisite:** SOC 1 with a minimum grade of C, **Recommended Course Preparation:** MATH STAT 40 C1000 with a minimum grade of C

## General Education/Transfer Request

- Transfers to CSU
  **New Request** Yes No
  **Already Approved** No Yes

- Transfers to UC
  **Already approved unsubstantial change** No Yes

**C-ID** SOCI 120

## Codes and Dates

**Course Codes**
**Originator** Hirose Kutil , Akihiko Craig

**Origination Date**

~~08~~ 09 / ~~14~~ 27 / ~~2023~~ 2024

**Proposal Type**

Technical Course ~~Modification~~ Revision

**Parent Course**

No Previous Course

SOC 13 - Research Methods

**Entry of Special Dates**

- Board of Trustees

  *01/16/2024*

- State Approval

  *02/04/2024*

- CC Approval

  *12/06/2023*

**Instructional Services**

**Effective Term** Fall ~~2024~~ 2025

**Implementation Date**

~~08~~ 09 / ~~22~~ 27 /2024

**Course CB Codes**

**CB22: Non Credit Course Category**

Y - Not Applicable, Credit course

# LAS POSITAS
## C O L L E G E

## Course Outline for Sociology 13
## Research Methods
**Effective:** Fall 2025

## Catalog Description:

## SOC 13 - Research Methods
## 4.00 Units

This course orients students to the methods of data collection and analysis used by sociologists. Instruction includes an overview of sociological theory, instruction on experimental methods, surveys, interviews, field research, participant observation, demographic methods, and comparative historical approaches.

**Prerequisite:** SOC 1 with a minimum grade of C, **Recommended Course Preparation:** STAT C1000 with a minimum grade of C

**Course Grading:** Optional

| | |
|---|---|
| **Lecture Hours** | 54 |
| **Lab Hours** | 54 |
| **Inside of Class Hours** | 108 |
| **Outside of Class Hours** | 108 |

## Discipline:

Sociology

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

1

## Requisite Skills:

**Before entering this course, it is required that a student be able to:**
   A. SOC 1

**Before entering this course, it is recommended that a student be able to:**
   A. STAT C1000

## Course Objectives:

Upon completion of this course, the student should be able to:
  A. Outline the strategies for sociological inquiry
  B. Apply scientific method to the study of human behavior
  C. Evaluate the quality of evidence in published research
  D. Discuss a range of quantitative, qualitative, and unobtrusive sociological research methods
  E. Prepare a research proposal

## Course Content:

**Lab:**

**Lecture:**
  1. The Foundations of Social Science
        1. The purposes of social research
        2. Social science paradigms
        3. The relationship between theory and research The importance of social research in society
  2. The Ethics of Social Research
        1. Ethical issues in social research
        2. Controversy in social research
        3. The politics of social research
  3. Research Design
        1. How to design a research project
        2. Units of analysis
        3. Deductive/Inductive research
        4. Writing a research proposal
        5. Human Subjects-IRB Approval
  4. Sampling
        1. Types of Sample Designs
  5. Modes of Observation
        1. Unobtrusive Research
              1. Content analyses
              2. Analyzing existing data sets
              3. Comparative historical research
        2. Quantitative Data Analysis
              1. The Experimental Method
              2. Survey Research
              3. Descriptive Statistics
              4. Inferential Statistics
        3. Qualitative Data Analysis
              1. Field research: Researcher roles and analytical yield, individual research and team research
              2. Building rapport
              3. Bias
              4. Field notes: making observations, writing, coding; and memoing

     5. Case studies
     6. Qualitative Interviewing; Interview instrument construction, conducting, transcribing, and analyzing interview data
     7. Focus Group
  4. Writing a Research Proposal

## Methods of Instruction:

1. Lecture -
2. Lab -
3. Discussion -
4. Online Learning

## Typical Assignments

A. **Other:**
    1. Reading Assignment
        1. Students will typically read one chapter per week
    2. Exams
    3. Lab Activities
        1. Developing research questions
        2. Hypothesis construction
    4. Research Proposal
        1. Students will compose a 8-10 page research proposal that addresses a contemporary social issue.

## Methods of Evaluating Student Progress

A. Exams/Tests
    2 midterm exams and one final exam
B. Research Projects
    One research proposal paper
C. Home Work
    One activity every week
D. Lab Activities
    10-12 lab activities

## Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of SOC 13, the students should be able to recognize the value of sociological research in understanding the social world.
B. Upon completion of SOC 13, the students should be able to assess the effectiveness of the major types of sociological research methods.
C. Upon completion of SOC 13, the students should be able to critique sociological research articles and research-based media claims.

D. Upon completion of SOC 13, the students should be able to understand the ethical and political issues surrounding sociological research.

E. Upon completion of SOC 13, the students should be able to design an appropriate analytical approach for testing a hypothesis.

F. Upon completion of SOC 13, the students should be able to produce a research proposal incorporating appropriate methods to investigate a research question.

## Textbooks (Typical):

**Textbook:**

1. Jeffrey Dixon *The Process of Social Research.* 3 ed., Oxford University Oress, 2022.
2. Daniel F Chambliss *Making Sense of the Social World.* 6 ed., Sage, 2019.
3. Deborah Carr *The Art and Science of Social Research* . 2 ed., W W Norton, 2020.

## Other Materials Required of Students

**Other Materials Required of Students:**

1. SPSS Free Trial Version.
2. Access to Microsoft Excel.

## 6.2 Course Deactivations

- NBUS 201 Writing Skills for Managers                 **Effective Term: Fall 2025**
- NBUS 204 Managing Organizational Change             **Effective Term: Fall 2025**
- NBUS 208 Stress Management in the Workplace         **Effective Term: Fall 2025**
- NBUS 209 Values and Ethics                          **Effective Term: Fall 2025**
- WLDT 61A Beginning SMAW and FCAW Theory             **Effective Term: Fall 2025**
- WLDT 61B Advanced SMAW and FCAW Theory              **Effective Term: Fall 2025**
- WLDT 62A Beginning GTAW and GMAW Theory             **Effective Term: Fall 2025**
- WLDT 62B Advanced GTAW and GMAW Theory              **Effective Term: Fall 2025**
- WLDT 69A Beginning Pipe Welding                     **Effective Term: Fall 2025**
- WLDT 69B Advanced Pipe Welding                      **Effective Term: Fall 2025**

# 6.3 Program Modifications

- Commercial Music: Teaching Beginning Piano, CA
    a. Narrative         **Effective Term: Fall 2025**
    b. Program Map     **Effective Term: Fall 2025**

- English, AA
    a. Narrative         **Effective Term: Fall 2025**
    b. Program Map     **Effective Term: Fall 2025**

# Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units)

## 1. Statement of Program Goals and Objectives

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano is a local CTE certificate with a focus on beginning piano pedagogy, music theory, piano technique, and basic business skills. Students who complete the certificate program will be prepared to teach piano professionally to beginning students of all ages and in a variety of settings.

## 2. Catalog Description

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

## 3. Program Requirements

| Course | Title | Units | Term |
|--------|-------|-------|------|

*Required Core: (13 Units)*

| | | | 4.0 |
|---|---|---|---|
| MUS 8A | Music Theory and Musicianship 1 | 1st | |
| | | | 4.0 |
| MUS 8B | Music Theory and Musicianship 2 | 2nd | |
| | | | 1.0 |
| MUS 18A | Jazz/Pop Piano 1 | 2nd | |
| | | | 2.0 |
| MUS 25 | Teaching Beginning Piano | 1st | |
| | | | 2.0 |
| MUS 38 | Applied Lessons | 1st | |

*List A: Select Two (6 Units)*

| | | | 3.0 |
|---|---|---|---|
| BUSN 40 | Introduction to Business | 1st | |
| | | | 3.0 |
| BUSN 58 | Small Business Management | 2nd | |
| | | | 3.0 |
| MKTG 50 | Introduction to Marketing | 1st | |
| | | | 3.0 |
| MKTG 61 | Professional Selling | 2nd | |

**Total: 19.0**

## 4. Career Opportunities

Career opportunities include, but are not limited to: Private Piano Teacher for beginning students of all ages, piano teacher based in a music studio, music school owner/operator, and group piano teacher.

## 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

3

## 7. Place of Program in Curriculum/Similar Programs

This program will continue to be a part of the Music program

## 8. Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC.

# Program Pathway

## Technical Program Revision: Commercial Music: Teaching Beginning Piano - Certificate of Achievement (16 to fewer than 30 units)

The Certificate of Achievement in Commercial Music: Teaching Beginning Piano provides those who are current or prospective piano teachers with practical courses focused on the art of teaching beginning students of all ages, a core music theory and technique background, and essential entrepreneurship skills they will need to succeed in self-employment and/or working for a music school. This certificate includes classes from the business department in addition to the music department.

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:** 10.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| List A Course | | 3.0 | Major/Required | |
| MUS 25 | Teaching Beginning Piano | 2.0 | Major/Required | |
| MUS 38 | Applied Lessons | 1.0 | Major/Required | |
| MUS 8A | Music Theory and Musicianship 1 | 4.0 | Major/Required | |

### Term 2 - Spring Semester                                                        **Units:** 9.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|--------|--|-------|--------------|---------------------|
| List A Course | | 3.0 | Major/Required | |
| MUS 8B | Music Theory and Musicianship 2 | 4.0 | Major/Required | |
| MUS 38 | Applied Lessons | 1.0 | Major/Required | |
| MUS 18A | Jazz/Pop Piano 1 | 1.0 | Major/Required | |

**Total: 19.0**

**LAS POSITAS**
**C O L L E G E**

## Technical Program Revision: English - Associate of Arts Degree

### 1. Statement of Program Goals and Objectives

The Associate of Arts in English is local program designed to provide students the reading, writing, and thinking skills through a broad, interdisciplinary range of courses that will prepare them for transfer as an English major.

### 2. Catalog Description

The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

### 3. Program Requirements

| Course | Title | Units | Term |
|--------|-------|-------|------|

*Required Core: (15 Units)*

| | | | |
|---|---|---|---|
| | | | 3.0 |
| ENG 4 | Critical Thinking and Writing about Literature | 2nd | |
| | | | 3.0 |
| ENG 35 | Modern American Literature | 5th | |
| | | | 3.0 |
| ENG 41 | Modern World Literature | 4th | |
| | | | 3.0 |
| ENGL C1000 | Academic Reading and Writing | 1st | |
| | | | 3.0 |
| ENGL C1001 | Critical Thinking and Writing | 4th | |

*List A: Select Two (6-12 Units)*

| | | | |
|---|---|---|---|
| | | | 3.0 |
| ENG 11 | Introduction to Creative Writing | 2nd | |
| | | | 3.0 |
| ENG 12A | Craft of Writing Fiction | 2nd | |
| | | | 3.0 |
| ENG 12B | Craft of Writing Fiction: Intermediate | 5th | |
| | | | 3.0 |
| ENG 13A | The Craft of Writing Poetry: Beginning | 2nd | |
| ENG 12C | Craft of Writing Fiction: Advanced | | 3.0 |
| | | | 3.0 |
| ENG 13B | The Craft of Writing Poetry: Intermediate | 5th | |
| ENG 19A | Journal of Arts, Literature, and Academic Writing A | 2nd | 3.0 |
| OR | | | |
| JAMS 19A | Journal of Arts, Literature, and Academic Writing A | 2nd | 3.0 |
| ENG 19B | Journal of Arts, Literature, and Academic Writing B | 5th | 3.0 |
| OR | | | |
| JAMS 19B | Journal of Arts, Literature, and Academic Writing B | 5th | 3.0 |
| | | | 3.0 |
| ENG 20 | Studies in Shakespeare | 2nd | |
| | | | 3.0 |
| ENG 32 | U.S. Women's Literature | 2nd | |
| | | | 3.0 |
| ENG 42 | Literature of the African Diaspora in America | 2nd | |
| | | | 3.0 |
| ENG 44 | Literature of the American West | 2nd | |
| | | | 3.0 |

| | | | |
|---|---|---|---|
| ENG 45 | Studies in Fiction | 2nd | |
| | | | 6.0 |
| ESL 24 | Advanced Reading and Composition I | 2nd | |
| | | | 6.0 |
| ESL 25 | Advanced Reading and Composition II | 5th | |
| | | | 3.0 |
| ESL 26 | Advanced Editing | 2nd | |
| | | | 3.0 |
| HUMN 28 | World Mythology | 5th | |
| | | | 3.0 |
| JAMS 11 | Introduction to Reporting and Newswriting | 5th | |
| | | | 3.0 |
| THEA 4 | Modern American Theater | 5th | |
| | | | 3.0 |
| THEA 11 | Stage to Screen | 5th | |

*Total Units for the Major*

21.0-
27.0

*Additional General Education and Elective Units*

32.0-
39.0

See the Las Positas College General Education Pattern for Associate of Arts Degree for listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. 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 in English with a secondary goal of transfer.

### 5. Enrollment and Completer Projections

There were 129 students majoring in the English AA program in Fall 2018 at LPC. With regard to projections, the Office of Institutional Research estimates that approximately 3 or 4 per year are awarded an AA in English. There are higher numbers of students earning an AA-T in English, but since the AA is interdisciplinary, it provides a nice option for students who do not need the CSU transfer admission guarantee in English and/or would like an English AA to complement another AA or AA-T in another discipline.

**6.** Place of Program in Curriculum/Similar Programs

The AA is more interdisciplinary than the AA-T and, though it does not guarantee transfer to a CSU, might be a good option for UC-bound students, students interested in using the AA to indicate their writing skills on a resume, students who generally enjoy the humanities, and students who are pursuing life-long learning objectives.

**7. Similar Programs at Other Colleges in Service Area**

Chabot College also has an AA and AA-T in English, as do many other community colleges.

**6.** Place of Program in Curriculum/Similar Programs

The AA is more interdisciplinary than the AA-T and, though it does not guarantee transfer to a CSU,

# Program Pathway

# Technical Program Revision: English - Associate of Arts Degree

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The Associate of Arts in English degree (AA) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Please note that the English AA does not guarantee admission to CSU as the English AA-T does. However, like the Associate in Arts in English for Transfer (AA-T), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. The intent of the Associate in Arts in English (AA) is additionally to provide students with an enriched background in a broader, interdisciplinary range of courses that provides more general preparation in reading, writing, critical thinking, humanities, and creative expression. Students may take elective courses in fields as varied as English as a Second Language, French, Humanities, Mass Communications, Spanish, Speech, and Theater Arts. If the student prefers this broader range of preparation to that of the Associate in Arts in English for Transfer (AA-T) but also hopes to enter the English major at the transfer university of his or her choice, it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor. If a student plans to attend the University of California, the AA in English may meet the student's needs just as well. Students should speak to a counselor about their options.

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:** 12.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| ENGL C1000 | Academic Reading and Writing | 3.0 | Major/Required | |
| Health (Area 8) | | 3.0 | General Education | |
| Social and Behavioral Sciences (Area 4) | | 3.0 | General Education | |
| AD Elective | | 3.0 | Elective | |

### Term 2 - Spring Semester                                            **Units:** 15.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
|---|---|---|---|---|
| ENG 4 | Critical Thinking and Writing about Literature | 3.0 | Major/Required | |

| List A Course | 3.0 | Major/Required |
| Natural Sciences (Area 5) | 3.0 | General Education |
| American Institutions (Area 9) | 3.0 | General Education |
| MATH 47 plus concurrent support | 3.0 | General Education |

## Term 4 - Fall Semester                                    **Units:** 15.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
| --- | --- | --- | --- | --- |
| ENGL C1001 | Critical Thinking and Writing | 3.0 | Major/Required | |
| ENG 41 | Modern World Literature | 3.0 | Major/Required | |
| Kinesiology (Area 7) | | 1.0 | General Education | |
| Ethnic Studies (Area 6) | | 3.0 | General Education | |
| AD Elective | | 5.0 | Elective | |

## Term 3 - Summer Semester                                    **Units:** 3.0

| Course | Units | MAJ/GEN/ELEC | Semester(s) Offered |
| --- | --- | --- | --- |
| AD Elective | 3.0 | Elective | |

## Term 5 - Spring Semester                                    **Units:** 15.0

| Course | | Units | MAJ/GEN/ELEC | Semester(s) Offered |
| --- | --- | --- | --- | --- |
| ENG 35 | Modern American Literature | 3.0 | Major/Required | |
| List A Course | | 3.0 | Major/Required | |
| AD Elective | | 9.0 | Elective | |

**Total: 60.0**