Las Positas College

Curriculum Committee Meeting

11/04/2024

5.0 First Reading Packet

5.1 New Courses

- APWX 94 Apprenticeship Work Experience

New Course: APWX 94 - Apprenticeship Work Experience

Cover

Subject APWX

Course Number 94

Course Title Apprenticeship Work Experience

Effective Term Fall 2025

Justification for course proposal

Easier to have a single work experience course for all apprenticeships rather than always creating a new one.

TOP Code 4932.00 - General Work Experience*

Basic Skills Status N - Not Basic Skills

SAM Priority Code A - Apprenticeship

Prior Transfer Level Y - Not applicable

Catalog Description

College supervised on-the-job training. Apprenticeship work experience in an occupation related to student's apprenticeship program. Cooperative effort of the work supervisor, student, Joint Apprenticeship Training Council (JATC) or Program Sponsor, and instructor to achieve work-based learning objectives. Student must be enrolled in an apprenticeship program. Each Unit of Credit requires 54 hours of work experience. Students can earn 1 to 14 units per semester.

Material fees apply to this course?

This course is part of a new program No

Enter program name

This course is part of an existing program(s) No

Course Equivalency

Is this course part of a family No

Is this course shared with Chabot? No
Is there an equivalent course at Chabot? No

   1.   **Course** 0 0

Units/Hours

CB04: Credit Status D - Credit - Degree Applicable

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

Select here if this course will have variable units Yes

Instructional Categories (check all that apply)

Lecture No

Min Units

Max Units 0.000

Lab No

Min Units

Max Units

Work Experience Yes

Min Units 1.000

Max Units 14.000

Instructional Categories (check all that apply)

Lecture No

Min Hours

Max Hours

Lab No

Min Hours

Max Hours

Work Experience No

Min Hours

Max Hours

No Unit Value Lab No

TOTALS

Calculations

Work Experience Hours 54 - 756

Number of times a course can be taken for credit. Unlimited for students enrolled in an Apprenticeship

Justification for Repeatability

Work Experience course

Course Grading Pass/No Pass

Cross Listing

This course is part of the following cross listing

Additional Cross Listing Information

Credit for Prior Learning

Credit for Prior Learning Yes

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

Credit-by-Exam No

Credit-by-Portfolio No

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

Curriculum Committee Approval Date

Effective Term

Credit-by-Military-JST No

Please list the ACE course(s) equivalent to this course

Curriculum Committee Approval Date

Effective Term

Credit-by-Industry-Recognized-Training Yes

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

Classes taken from Teamster Training Center

Curriculum Committee Approval Date

Additional Detail (List articulated courses, etc.) No

Please list the articulated courses. Also, we ask that you upload any relevant docs (e.g., exams) via Attached Files.

Curriculum Committee Approval Date

Effective Term

Curriculum Committee Approval Date

Effective Term

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Work Experience Instructors or Coordinators
   Interdisciplinary
   Condition

Work Experience Instructors or Coordinators

Course Objectives

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

1. **Group Title** Assess progress on learning objectives established with the instructor, supervisor, and student at the beginning of the school term
2. **Group Title** Apply and refine skills learned in the classroom at the work site
3. **Group Title** Evaluate workplace performance and assess work skills in preparation for employment or advancement in a career
4. **Group Title** Relate work experience to apprenticeship courses
5. **Group Title** Identify career opportunities, job requirements, employer expectations, and promotional requirements in an occupational setting

Course Content

Lecture Content

Lab Content

Work Experience Content
   1. Instructor, student, and work site supervisor will:

1. Determine activities related to the apprenticeship training program and the required professional trade skills
2. Determine learning opportunities
3. Determine experiences to broaden knowledge of the job and profession
2. The semester will include college/JATC:
   1. Conduct consultations
   2. Provide feedback on student's progress
   3. Evaluate student's performance and make recommendations to student

Methods of Instruction

Check all that apply:

- On-the-job, supervised work experience
  Comments
  supervised by apprenticeship sponsor

Other Yes

1. **Explain**
   Individual consultation with students
2. **Explain**
   Individual consultation with employer

Equity Based Curriculum

- Methods of Evaluation
  Address
  Industry-standard evaluations to be used. Industry-Standard evaluations will be used for lab work. Students are able to acquire industry certificates that are not held in high quantities by minorities. This will help them get a job.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment
   Development of learning objectives for apprenticeship

2. **Assignment Type** Other
   Add Assignment
   Self-assessment of performance

3. **Assignment Type** Other
   Add Assignment
   Development of action plans for performance

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Demonstrate competencies for effective and competitive workforce performance in the apprenticeship program.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

2. **Outcome Text**
   Describe professional work skills in the workplace.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   This SLO maps to the following Program Student Learning Outcomes (PSLOs), please check all that apply:

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Enrollment Limitation
   Subject
   Requisite Course
   Non Course Requirements
   Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards
   Min Grade
   Comments
   Requisite Validation
   Skills Analysis
   Requisite Course Objective(s)

Catalog View Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards.

Methods of Evaluation

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

- Individual consultation with students
  Frequency
  Instructor's appraisal of student's performance using industry standards - Minimum once per semester

- Individual consultation with employer
  Frequency
  Supervisor's and instructor's evaluations of student's performance on objectives using industry standards - Minimum once per semester
- Class Performance
  Frequency
  Semester long

Other No
Please Explain

Distance Education

Does (or will) this course have a DE component? Yes
Curriculum Committee Approval Date
Effective Term
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.)

- **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*
- **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.*

Explain why this course should be offered in Distance Education mode.
DE will ensure flexibility and access for all students.
Explain how the decision was made to offer this course in a Distance Education mode.
One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provides another avenue for our Work Experience students--all of whom work full- or part-time--to access our courses. After consulting with my dean and experienced full-time faculty who understand the courses, the full-time faculty in our

discipline identified this course as key to our goals and our college mission of access and equity and agreed that it should be offered as DE.

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.

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.

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.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Other No

Explain

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)

Other No

Explain

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. Yes

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

Yes

A student can achieve the same goals and objectives identified in the course outline of record. Yes

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

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

If there are any topics you did not choose, use the text box below to explain why. No
Explain

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)

- **Other:**
  Frequency
  Visits to student worksite - at least twice per semester

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)

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

Student-Content Interaction
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)

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

At least once per semester
- **Other:**
  Frequency
  Journal and final report - once per semester

Textbooks/Materials

Publisher Textbooks No
OER Textbooks No
Manuals/Periodicals No
Software No
Other Yes
Textbook

OER

Manual

Software

Other Learning Materials

1. **Other**
   All materials will be provided by the Apprenticeship Program Sponsor.

Other Materials Required of Students

v

1. **Enter Required Material**
   Access to a computer and internet connection.

Library

Sufficient Resources Yes
Additional Resources Needed
New Databases Needed
Other

General Education/Transfer Request

This course has a GE component
Transferability
CSU transfer No

Cal-GETC No

UC transfer No

C-ID proposal No
C-ID

New Request No
Already approved substantial change No
Already approved unsubstantial change No
Las Positas College GE No

CSU GE No

CSU American Institutions No

IGETC No

Other articulation requests/comments No

Course Articulation

Submit for Course-to-Course Articulation (new requests only) No
Course Articulation

Supporting Documents

Attached File

Codes and Dates

Course Codes
Originator Lauffer, Mary

Origination Date
10/13/2024

Proposal Type
New Course

Parent Course
No Previous Course

Entry of Special Dates

- Board of Trustees

  01/17/2023

- State Approval

  03/26/2023

- CC Approval

  11/08/2022

Instructional Services
Effective Term Fall 2025

Implementation Date
10/29/2024

UC Approval Date

CSU Approval Date

Course CB Codes

CB00: State ID

CCC000637306

CB03: TOP Code

493200 - General Work Experience

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

A - Apprenticeship

CB10: Cooperative Work Experience

C - Is part of a cooperative work experience education program.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS
C O L L E G E

Course Outline for Apprenticeship Work Experience 94
Apprenticeship Work Experience
Effective: Fall 2025

Catalog Description:

APWX 94 - Apprenticeship Work Experience
1.00 - 14.00 Units

May be repeated time(s)

College supervised on-the-job training. Apprenticeship work experience in an occupation related to student's apprenticeship program. Cooperative effort of the work supervisor, student, Joint Apprenticeship Training Council (JATC) or Program Sponsor, and instructor to achieve work-based learning objectives. Student must be enrolled in an apprenticeship program. Each Unit of Credit requires 54 hours of work experience. Students can earn 1 to 14 units per semester.

Enrollment Limitation: Admission to this course is limited to apprentices registered with the state of California Department of Apprenticeship Standards.

Course Grading: Pass/No Pass

Work Experience Hours 54 - 756

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

Unlimited for students enrolled in an Apprenticeship

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Assess progress on learning objectives established with the instructor, supervisor, and student at the beginning of the school term
  B. Apply and refine skills learned in the classroom at the work site
  C. Evaluate workplace performance and assess work skills in preparation for employment or advancement in a career
  D. Relate work experience to apprenticeship courses

   E. Identify career opportunities, job requirements, employer expectations, and promotional requirements in an occupational setting

Course Content:

1. Instructor, student, and work site supervisor will:
    1. Determine activities related to the apprenticeship training program and the required professional trade skills
    2. Determine learning opportunities
    3. Determine experiences to broaden knowledge of the job and profession
2. The semester will include college/JATC:
    1. Conduct consultations
    2. Provide feedback on student's progress
    3. Evaluate student's performance and make recommendations to student

Methods of Instruction:

1. On-the-job, supervised work experience - supervised by apprenticeship sponsor
2. Individual consultation with students
3. Individual consultation with employer

Typical Assignments

A. Other:
    1. Development of learning objectives for apprenticeship
    2. Self-assessment of performance
    3. Development of action plans for performance

Methods of Evaluating Student Progress

A. Class Performance
    1. Semester long
B. Individual consultation with students
    1. Instructor's appraisal of student's performance using industry standards - Minimum once per semester
C. Individual consultation with employer
    1. Supervisor's and instructor's evaluations of student's performance on objectives using industry standards - Minimum once per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Demonstrate competencies for effective and competitive workforce performance in the apprenticeship program.
B. Describe professional work skills in the workplace.

Textbooks (Typical):

Other Learning Materials:

1. All materials will be provided by the Apprenticeship Program Sponsor..

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer and internet connection..

5.2 Course Modifications

- AJ 54 Investigative Report Writing
- AJ 64 Police Patrol Operations
- ECE 95 Work Experience
- ENG 32 U.S. Women's Literature
- ENG 35 Modern American Literature
- ENG 41 Modern World Literature
- ENG 42 Literature of the African Diaspora in America
- ENG 110 Craft of the Sentence
- ENG 115 Personalized Coaching for Academic Reading and Writing
- JAMS 1 Introduction to Mass Communications
- JAMS 2 Introduction to Media
- JAMS 3 Introduction to Public Relations
- JAMS 11 Introduction to Reporting and Newswriting
- JAMS 21A Express College Newspaper A
- JAMS 21B Express College Newspaper B
- JAMS 22 Express Editorial Board
- JAMS 24A Naked Magazine: College Magazine A
- JAMS 24BA Naked Magazine: College Magazine B
- KIN 5 Sports Management
- MKTG 50 Introduction to Marketing
- MUS 41 Instrumental Chamber Music
- NENG 210 Craft of the Sentence
- NENG 215 Personalized Coaching for Academic Reading and Writing
- NNTR 201 Introduction to Nutrition Science
- NTRN 1 Introduction to Nutrition Science
- PCN 5 Introduction to Social Work and Human Services
- PCN 35 Drugs, Health, and Society
- PHTO 64A Artificial Light Photography
- PHTO 66 Digital Imaging
- PHTO 67 History of Photography
- THEA 1A Theory/Practice of Acting I
- THEA 10 Introduction to Dramatic Arts
- THEA 53 Script Analysis
- WRKX 94 Occupational Work Experience/Internship

- WRKX 95 General Work Experience

Abridged Comparison

LAS POSITAS COLLEGE

Course Modification: AJ 54 - Investigative Report Writing

> Course Modification: AJ 54 - Investigative Report Writing (Launched - Implemented 10-03-2024)
>
> compared with
>
> AJ 54 - Investigative Reporting (Active - Implemented 01-01-2019)

Cover

Course Title Investigative ~~Reporting~~ Report Writing
Effective Term ~~Spring~~ Fall ~~2019~~ 2025
Catalog Description
Investigative reports with emphasis upon accuracy , detail and ~~details~~ avoiding ~~necessary~~ assumptions or stereotypes . Includes arrest reports, incident reports and miscellaneous field reports. Techniques and methods used to cover information; how to analyze and present information in a clear and concise report that reflects impartiality and respect for all parties involved.

Units/Hours

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

Credit for Prior Learning

Credit for Prior Learning ~~No~~ Yes
Please select the method(s) of credit for prior learning that students can use to earn credit for this course at Las Positas College.
Credit-by-Portfolio ~~No~~ Yes
Please list the requirements/criteria/possible materials for a student to submit in their portfolio.
A student-created portfolio containing all of the following:
•   Descriptions of relevant employment or roles where investigative crime reporting was a primary responsibility.
•   Evidence of time spent in roles such as law enforcement, private investigation, or legal work related to crime reporting.
•   Certificates from law enforcement instruction, legal programs, professional associations, or specific training courses related to report writing, investigative techniques, or courtroom testimony.
•   An explanation of the different types of reports they have authored (arrest, incident, supplemental, affidavit, etc.).
•   A minimum of five redacted samples of crime reports, incident reports, or other investigative reports they have written.

Course Content

Lecture Content

1. Introduction to investigative reporting

    1. Characteristics of good reports

    2. Characteristics of poor reports

2. Form and content of basic reports

    1. Field interview report

    2. Citations

    3. Arrest report – primary headings

    4. Incidents against persons, (domestic violence, rape, and assault with a deadly weapon)

    5. Incidents against property, including petty theft and burglary

    6. Self-initiated car stop report

    7. Legal intervention/use of force memo

3. Accuracy of reports for police and court use and for use by other Agencies

4. Effective oral and written communication

    1. Preliminary steps to information gathering

    2. Three-phase interview process

5. Methods used to discover information

6. Organizational tools and mechanics

    1. Correct use of grammar and spelling

2. Aspects of correct reporting style, including first person, past tense, active voice,

3. Syntax and organization

7. Avoiding bias

   1. Avoid assumptions and stereotypes

   2. Reflect impartiality

   3. Respect for all parties involved

Methods of Instruction

Check all that apply:

- Discussion
  Comments

- Lecture
  Comments

- Written Exercises
  Comments

Equity Based Curriculum

- ~~DE~~ Course ~~Interaction~~ Content
  Address
  ~~==~~ The course will include examples and exercises that highlight the importance of avoiding assumptions or stereotypes, teaching students to write reports that reflect impartiality and respect for all parties involved.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing
   Add Assignment

1. Approximately 8-10 written reports of varying lengths, including, but not limited to arrest reports, domestic violence offense report, rape victim interview, and use of force reports.
    1. Each report will be more complex than the one previously.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   ~~Upon completion of AJ 54, the student will be able to complete~~ <u>Complete</u> a report using field and interview notes.

2. **Outcome Text**
   ~~Upon completion of AJ 54, the student will be able to explain~~ <u>Explain</u> the process of interviewing victims and witnesses to gather complete, accurate information.

3. **Outcome Text**
   ~~Upon completion of AJ 54, the student will be able to identify~~ <u>Identify</u> the correct crime codes and elements of the more common offenses/incidents investigated
   by the police.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Recommended Course Preparation
   Subject ~~=~~ <u>ENGL</u> (~~test~~ <u>English</u>)
   Requisite Course ~~=~~ <u>ENGL</u> ~~Eligib~~ <u>C1000</u> - <u>Academic Reading and Writing</u> (~~Historical~~ <u>Launched</u>)
   Min Grade <u>C</u>
   Requisite Validation ~~Skills Analysis~~ <u>Advisory</u>
   ~~Skills Analysis~~
   ~~Requisite Course Objective(s)~~

   - ~~- Use strategies to assess a text's difficulty, purpose, and main idea prior to the act of reading~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Annotate a text during the act of reading~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Employ strategies that enable a critical evaluation of a text~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Respond critically to a text through class discussions and writing~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
     ~~Degree of Importance - Not Necessary~~
   - ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
     ~~Degree of Importance - Recommended~~
   - ~~- Respond to texts drawing on personal experience and other texts~~
     ~~Degree of Importance - Not Necessary~~

- ~~- Organize coherent essays around a central idea or a position~~

  ~~Degree of Importance - Required~~
- ~~- Apply structural elements in writing that are appropriate to the audience and purpose~~

  ~~Degree of Importance - Required~~
- ~~- Provide appropriate and accurate evidence to support positions and conclusions~~

  ~~Degree of Importance - Required~~
- ~~- Produce written work that reflects academic integrity and responsibility, particularly when integrating the exact language and ideas of an outside text into one's own writing~~

  ~~Degree of Importance - Recommended~~
- ~~- Utilize effective grammar recall to check sentences for correct grammar and mechanics~~

  ~~Degree of Importance - Required~~
- ~~- Proofread his/her own and others' prose~~

  ~~Degree of Importance - Recommended~~

Catalog View **Recommended Course Preparation:** ~~=~~ ENGL ~~Eligib~~ 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

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)

- 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.

Textbooks/Materials

Manuals/Periodicals ~~No~~ Yes
Other ~~No~~ Yes
Textbook

1. Author(s) ~~Hess,~~ Anthony ~~Karen M., Ph.D,~~ Bandiero
   Title ~~For The Record:~~ Bulletproof Report Writing ~~:~~ ~~In~~ A Field Guide for Law Enforcement
   Edition ~~6th~~
   Publisher ~~Innovative~~ Independently ~~Systems~~ published ~~Publishers~~
   ISBN-13 979-8623055354
   Year ~~2010~~ 2020
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   ~~-~~

2. Author(s) ~~Commission~~ Carl ~~on~~ Lafata ~~POST~~
   Title ~~Learning Domain 18 -~~ Report Writing for Criminal Justice Professionals
   Edition ~~10th~~ 1st
   Publisher ~~Peace Officer Standards and Training Commission~~ Cognella
   Year ~~2017~~ 2024

3. Author(s) ~~Joseph~~ Benjamin ~~N~~ J . ~~Davis~~ Smith
   Title Police Report Writing ~~:~~ ~~for~~ The ~~Law~~ essential ~~Enforcement~~ guide to crafting effective police reports
   Edition ~~3rd~~
   Publisher ~~LawTech~~ Independently ~~Publishing~~ published
   ISBN-13 ␣ 979-8392329663
   Year ␣ 2024

Manual

1. Author(s) ␣ Doris A. Calandra and Rachelle A. Newcomb
   Title ␣ Field Guide for the California Peace Officer's Legal Sourcebook
   Edition ␣ 2024
   ISBN-13
   Publisher ␣ California District Attorneys Association
   Year ~~2017~~ 2024
   Rationale for older manual ␣
   Or Equivalent ␣ No

Other Learning Materials

1. Other ␣

California Commission on Peace Officer Standards and Training Learning Domain 18 - Report Writing (2022 revision).

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 ~~Tarte, Mark~~ McQuiston, Michael

Origination Date
~~07~~ 10 / ~~08~~ 02 / ~~2021~~ 2024

Parent Course
AJ 54 - Investigative Reporting
No Previous Course

Entry of Special Dates

- Board of Trustees

  ~~06/19/2018~~

- State Approval

  ~~06/19/2018~~

- CC Approval

  ~~04/30/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2025

Implementation Date ~~-~~
~~01/01/2019~~

10/03/2024

Course CB Codes
CB22: Non Credit Course Category

Y - Not Applicable, Credit course

Course Outline for Administration of Justice 54 Investigative Report Writing
Effective: Fall 2025

Catalog Description:

AJ 54 - Investigative Report Writing
3.00 Units

Investigative reports with emphasis upon accuracy, detail and avoiding assumptions or stereotypes. Includes arrest reports, incident reports and miscellaneous field reports. Techniques and methods used to cover information; how to analyze and present information in a clear and concise report that reflects impartiality and respect for all parties involved.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Administration of Justice

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Record and use investigation notes
   B. Have a foundational understanding of the basics of narrative and form police reports
   C. Describe the physical contents of an arrest, incident, and other reports and the rationale for different reporting styles
   D. Explain the requirements for effective communication and how to find and assemble information
   E. Record information accurately and legibly in a police report to present to others in the legal community for the purposes of follow-up investigation and the issuance of complaints
   F. Demonstrate how to provide effective testimony in court as a witness

G. Write clear, concise and detailed investigative reports with a high level of grammatical accuracy
H. Explain the process of interviewing victims and witnesses and the legal requirements for the interrogation of suspects

Course Content:

1. Introduction to investigative reporting
    1. Characteristics of good reports
    2. Characteristics of poor reports
2. Form and content of basic reports
    1. Field interview report
    2. Citations
    3. Arrest report – primary headings
    4. Incidents against persons, (domestic violence, rape, and assault with a deadly weapon)
    5. Incidents against property, including petty theft and burglary
    6. Self-initiated car stop report
    7. Legal intervention/use of force memo
3. Accuracy of reports for police and court use and for use by other Agencies
4. Effective oral and written communication
    1. Preliminary steps to information gathering
    2. Three-phase interview process
5. Methods used to discover information
6. Organizational tools and mechanics
    1. Correct use of grammar and spelling
    2. Aspects of correct reporting style, including first person, past tense, active voice,
    3. Syntax and organization
7. Avoiding bias
    1. Avoid assumptions and stereotypes
    2. Reflect impartiality
    3. Respect for all parties involved

Methods of Instruction:

1. Written Exercises -
2. Lecture -
3. Discussion -
4.
5. Interview role playing
6. Video tapes of incidents to provoke discussion and writing

Typical Assignments

A. Writing:
    1. Approximately 8-10 written reports of varying lengths, including, but not limited to arrest reports, domestic violence offense report, rape victim interview, and use of force reports.
        1. Each report will be more complex than the one previously.

Methods of Evaluating Student Progress

    A. Quizzes
        1. Periodic spelling quizzes 2-4 during the semester
    B. Class Participation
        1. Giving testimony at a moot trial once
    C. Home Work
        1. Take home investigation reports 10 graded reports during the semester

Student Learning Outcomes

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

    A. Complete a report using field and interview notes.
    B. Explain the process of interviewing victims and witnesses to gather complete, accurate information.
    C. Identify the correct crime codes and elements of the more common offenses/incidents investigated by the police.

Textbooks (Typical):

Textbook:

1. Anthony Bandiero *Bulletproof Report Writing: A Field Guide for Law Enforcement.*, Independently published , 2020.
2. Carl Lafata *Report Writing for Criminal Justice Professionals.* 1st ed., Cognella, 2024.
3. Benjamin J. Smith *Police Report Writing: The essential guide to crafting effective police reports.*, Independently published , 2024.

Manual:

1. Doris A. Calandra and Rachelle A. Newcomb . Field Guide for the California Peace Officer's Legal Sourcebook . California District Attorneys Association, 2024.

Other Learning Materials:

1. California Commission on Peace Officer Standards and Training Learning Domain 18 - Report Writing (2022 revision)..

LAS POSITAS
C O L L E G E

Course Modification: AJ 64 - Police Patrol Operations

> Course Modification: AJ 64 - Police Patrol Operations (Launched - Implemented 10-03-2024)
> compared with
> AJ 64 - Patrol Procedures (Active - Implemented 01-01-2019)

Cover

Course Title Police Patrol ~~Procedures~~ Operations
Effective Term ~~Spring~~ Fall ~~2019~~ 2024
Catalog Description
~~The responsibilities, techniques of observation, community relations~~ Theory and ~~methods~~ application of police patrol operations . ~~Emphasis~~ Topics ~~on~~ include ~~legal~~ typical organizational structures and procedures, patrol techniques and equipment, community relations, procedural justice, de-escalation, intergroup relations. Legal and practical aspects of modern police patrol. Includes participation in simulation exercises and group activities .

Units/Hours

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

Course Objectives

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

1. **Group Title** Describe patrol officer responsibilities when preparing for patrol
2. **Group Title** Explain the legal aspects of patrol procedures
3. **Group Title** ~~Discuss~~ Describe ~~how~~ ~~the~~ ~~to~~ impact ~~organize~~ that ethics, emotions and ~~analyze~~ bias ~~data~~ have ~~for~~ on ~~the~~ discretionary ~~effective~~ decision ~~deployment of traffic and plain-clothes patrol units~~ making
4. **Group Title** ~~List~~ Identify ~~effective~~ and ~~techniques for handling complaints~~
5. ~~**Group Title**~~ - ~~Discuss~~ demonstrate techniques for applying human relations strategies to the tasks and procedures of patrol ~~and traffic~~ operations
6. **Group Title** ~~Explain~~ Identify ~~aspects~~ common ~~of~~ errors ~~effective~~ that ~~court~~ may ~~demeanor~~ impact an officer's safety

Methods of Instruction

Check all that apply:

- Audio-visual Activity

  Comments

- Demonstration

  Comments

- Discussion

  Comments

  Inclusive discussions will emphasize the importance of equity in police-community relations.

- Guest Lecturers

  Comments

- Lecture

  Comments

  Lecture students on how to approach law enforcement duties with cultural sensitivity and awareness, ensuring that policing practices are fair and just for all

- Simulations

  Comments

Other ~~Yes~~ No

Equity Based Curriculum

- Methods of Instruction

  ~~Explain~~ **Address**

  ~~Role~~ Equity-based ~~playing~~ instruction will include teaching students how to approach law enforcement duties with cultural sensitivity and awareness, ensuring that policing practices are fair and just for all. Additionally, inclusive discussions and practical exercises will emphasize the importance of equity in police-community relations.

- Assignments

  Address

  The course will include case studies that highlight how systemic biases can affect patrol operations, and students will learn strategies to mitigate these biases when making decisions in the field.

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

      1. <u>Read case studies that highlight how systemic biases can affect patrol operations, and learn strategies to mitigate these biases when making decisions in the field.</u>

  2. **Assignment Type** <u>Writing</u>
    Add Assignment

     1. Answer selected questions at the end of chapter readings

     2. ~~Write a brief analysis of field conditions in a specific community~~

     3. Complete a set of field notes in response to a ~~videotape~~ <u>simulated</u> ~~presentation~~ <u>patrol</u> ~~of a contested traffic stop~~ <u>response</u>

     4. Write a brief ~~research~~ <u>analysis</u> ~~report~~ <u>of</u> ~~on~~ <u>a current issue or controversy in policing that is related to police patrol operations</u>

     5. <u>Make</u> an <u>oral presentation of a current</u> issue <u>or controversy</u> in <u>policing that is related to police</u> patrol ~~procedures~~ <u>operations</u>

Student Learning Outcomes

Learning Outcomes

  1. **Outcome Text**
    ~~Upon completion of AJ 64, the student will be able to describe~~ <u>Describe</u> common operational structures, policies and field procedures found in American police
    agencies.
  2. **Outcome Text**
    ~~Upon completion of AJ 64, the student will be able to describe~~ <u>Describe</u> the impacts of police demeanor and tactics on community perceptions of police legitimacy.
  3. **Outcome Text**
    ~~Upon completion of AJ 64, the student will be able to discuss~~ <u>Discuss</u> techniques for applying human relations strategies to the tasks and procedures of police
    patrol operations.
  4. **Outcome Text**
    ~~Upon completion of AJ 64, the student will be able to identify~~ <u>Identify</u> the different methods of police patrol, their strengths, limitations and the purpose of each
    method of patrol.

Methods of Evaluation

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

- Exams/Tests
  Frequency
  ~~Midterm~~ One ~~and~~ comprehensive ~~Final~~ final ~~Exam~~ exam
- Quizzes
  Frequency
  ~~Chapter Quizzes as well as unannounced quizzes~~
  A minimum of ~~5~~ 3 per semester
- ~~-~~ ~~Papers~~
  ~~**Frequency**~~ ~~-~~
  ~~Participate in a patrol ride-along and compare and contrast the ride-along to the text and other~~
  ~~research on police patrols. One required.~~
- Oral Presentation
  Frequency
  ~~Give~~ Once ~~an~~ per ~~oral report on an assigned area of police work. One required.~~ semester
- ~~Class Participation~~ Simulation
  Frequency
  ~~Small~~ At ~~group~~ least ~~exercises.~~ twice ~~Periodically through the~~ per semester ~~.~~

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No
~~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.)~~

- ~~-~~ ~~**Fully Online (FO):**~~ ~~*Instruction involving regular and effective online interaction that takes place*~~
  ~~*synchronously or asynchronously and is supported by only materials and activities delivered through the*~~
  ~~*college's learning management system, and through the use of other required materials. All approved*~~
  ~~*instructional contract hours are delivered through those online interactions. Any synchronous requirements*~~
  ~~*are listed in the schedule of classes.*~~

Explain why this course should be offered in Distance Education mode.
~~In discussing with the Public Safety Programs Manager, we felt that there has to be a way to offer the course in~~
~~case of an emergency, so that students in the program are not prolonging their~~
~~academic career due to an emergency beyond their control.~~
~~-~~
~~The on-line environment can support the course objectives and SLOs.~~
Explain how the decision was made to offer this course in a Distance Education mode.
~~The decision was made after hearing from students, and discussions with the Public Safety Programs Manager.~~
~~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.~~

- - **Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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.

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)

- Transcription for audio.
- - Alt-text/ tags for images.
- - Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- - Formatting and coding to make tables accessible for screen readers.
- - Exploratory links.
- - Proper color contrast.

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. ~~Yes~~ No

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

~~Yes~~ No

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

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

~~Yes~~ No

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

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

Student-Student Interaction

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

A minimum of one group project each semester, culminating in a group presentation.

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
  A minimum of three discussion boards during the semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  A minimum of one group project each semester, culminating in a group presentation.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  A minimum of five (5) quizzes, a midterm, and a comprehensive final exam.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly.

Textbooks/Materials

Manuals/Periodicals ~~No~~ Yes

Textbook

1. **Author(s)** ~~Heath Grant,~~ Robert ~~Karen~~ J. ~~Terry~~ Kane
   Title ~~Law~~ Policing ~~Enforcement~~ Beyond ~~in~~ Coercion: ~~the~~ A ~~21st~~ New Idea for a Twenty-First Century Mandate
   Edition ~~4th~~ 1st
   Publisher ~~Pearson~~ Aspen
   Year ~~2017~~ 2022
2. **Author(s)** ~~California~~ Roger ~~Peace~~ G. ~~Officer~~ Dunham, ~~Standards~~ Geoffrey P. Alpert, ~~and~~ Kyle ~~Training~~ D. ~~Commission~~ McLean
   Title ~~Policing~~ Critical Issues in ~~the~~ Policing ~~Community~~ - Contemporary Readings
   Edition ~~5th~~ 8th
   Publisher ~~Commission~~ Waveland ~~on~~ Press, ~~POST~~ Inc
   Year ~~2016~~ 2021
3. **Author(s)** ~~Jerry~~ Michael ~~H.~~ Birzer, ~~Ratcliffe~~ Cliff Roberson

Title ~~Intelligence~~ Police Field Operations - ~~Led~~ ~~Policing~~ Theory Meets Practice

Edition ~~2nd~~ 3rd

Publisher ~~Routledge~~ Pearson Education, Inc.

Year ~~2016~~ 2020

Manual

1. **Author(s)** Fountain, Jim

   Title Twenty-First-Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques

   Edition

   ISBN-13

   Publisher Independently published

   Year 2020

   Rationale for older manual

   Or Equivalent No

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 ~~Tarte, Mark~~ McQuiston, Michael

Origination Date

~~07~~ 10 / ~~09~~ 18 / ~~2021~~ 2023

~~Entry of Special Dates~~

- ~~Board of Trustees~~

~~06/19/2018~~
- ~~State Approval~~

   ~~06/19/2018~~
- ~~CC Approval~~

   ~~03/19/2018~~

Instructional Services

Effective Term ~~Spring 2019~~ Fall 2024

Implementation Date ~~-~~

~~01/01/2019~~

10/03/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

LAS POSITAS
COLLEGE

Course Outline for Administration of Justice 64 Police Patrol Operations
Effective: Fall 2024

Catalog Description:

AJ 64 - Police Patrol Operations
3.00 Units

Theory and application of police patrol operations. Topics include typical organizational structures and procedures, patrol techniques and equipment, community relations, procedural justice, de-escalation, intergroup relations. Legal and practical aspects of modern police patrol. Includes participation in simulation exercises and group activities.

Course Grading: Letter Grade Only

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

Discipline:

Administration of Justice

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Identify central issues and strategies used in patrol activities
  B. Describe patrol officer responsibilities when preparing for patrol
  C. Explain the legal aspects of patrol procedures
  D. Describe the impact that ethics, emotions and bias have on discretionary decision making
  E. Identify and demonstrate techniques for applying human relations strategies to the tasks and procedures of patrol operations
  F. Identify common errors that may impact an officer's safety

Course Content:

1. Planning for patrol operations
    1. Applicable legal status
    2. Purpose and types of patrols
    3. Mechanics of patrol, including law enforcement communications systems
2. Patrol tactics
    1. Conceptual approaches for traffic services
    2. Analysis of special traffic problems
    3. Responding to emergency calls
    4. Handling calls and requests for service
    5. Field policies, procedures and mechanics of arrest
    6. Field interview and interrogation
    7. Field note taking
    8. Photographing and sketching a crime scene
    9. Arrest procedures
3. Community relations
    1. Psychological aspects
    2. Effective communication techniques
4. Civil disturbances
    1. Types
    2. Tactics
    3. Techniques of control
    4. Courtroom demeanor and testifying

Methods of Instruction:

1. Lecture - Lecture students on how to approach law enforcement duties with cultural sensitivity and awareness, ensuring that policing practices are fair and just for all
2. Discussion - Inclusive discussions will emphasize the importance of equity in police-community relations.
3. Audio-visual Activity -
4. Simulations -
5. Guest Lecturers -
6. Demonstration -

Typical Assignments

A. Reading:
    1. Read case studies that highlight how systemic biases can affect patrol operations, and learn strategies to mitigate these biases when making decisions in the field.
B. Writing:
    1. Answer selected questions at the end of chapter readings
    2. Complete a set of field notes in response to a simulated patrol response
    3. Write a brief analysis of a current issue or controversy in policing that is related to police patrol operations

    4. Make an oral presentation of a current issue or controversy in policing that is related to police patrol operations

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One comprehensive final exam
B. Quizzes
    1. A minimum of 3 per semester
C. Oral Presentation
    1. Once per semester
D. Simulation
    1. At least twice per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Describe common operational structures, policies and field procedures found in American police agencies.
B. Describe the impacts of police demeanor and tactics on community perceptions of police legitimacy.
C. Discuss techniques for applying human relations strategies to the tasks and procedures of police patrol operations.
D. Identify the different methods of police patrol, their strengths, limitations and the purpose of each method of patrol.

Textbooks (Typical):

Textbook:
1. Robert J. Kane *Policing Beyond Coercion: A New Idea for a Twenty-First Century Mandate*. 1st ed., Aspen, 2022.
2. Roger G. Dunham, Geoffrey P. Alpert, Kyle D. McLean *Critical Issues in Policing - Contemporary Readings*. 8th ed., Waveland Press, Inc, 2021.
3. Michael Birzer, Cliff Roberson *Police Field Operations - Theory Meets Practice*. 3rd ed., Pearson Education, Inc., 2020.

Manual:
1. Fountain, Jim. <u>Twenty-First-Century Patrol Officers Tactical Field Manual: Skills, Tactics, and Techniques</u>. Independently published, 2020.

LAS POSITAS
C O L L E G E

Course Outline for Early Care and Education 95 Work Experience
Effective: Fall 2025

Catalog Description:

ECE 95 - Work Experience
1.00 - 3.00 Units

Cooperative effort between, student, supervisor and instructor to accomplish professional work objectives and broaden experiences. On-the-job work experience to build early childhood competencies.

Corequisite: ECE 96

Course Grading: Letter Grade Only

Work Experience Hours	54 - 162

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Develop learning objectives with the instructor and supervisor at the beginning of the school term.
- B. Demonstrate one or more new skills acquired as a result of the selected learning objectives.
- C. Demonstrate direct involvement in the classroom activities, of a program for young children.
- D. Use reflection for self-improvement.

Course Content:

1. Developing professional measurable objectives and the methods of evaluation
2. Planning for developmentally appropriate environments
3. Direct involvement in planning and implementing curriculum
4. Ethics and profesionalism on the job
5. On-the-job demonstration of

1. Developmentally appropriate practices
2. Establishing relationships with all children, families, and staff
3. Communication skills
4. Enrichment of the children's environment
5. Work ethics

Methods of Instruction:

1. Work Experience - Placements will give the students opportunity to apply specific theory and skills and apply them in the work experience setting
2. Feedback that includes open-ended questions and comments to written reflections.
3. Role modeling by mentor placement or head teacher
4. ECD 96 group discussions.

Typical Assignments

A. Other:
  1. Completion of professional objectives agreed upon by instructor, student and site director by established deadline
  2. Students will be directed at the work site by the site supervisors. Individualized assignments may include involvement with:
     1. children
     2. program
     3. curriculum
     4. staff-relations
     5. classroom environment
     6. contact with parents
  3. Written journal reflections based on the classroom experiences.

Methods of Evaluating Student Progress

A. Performance evaluation by classroom supervisor Midterm Final Student's self performance evaluation, once (final) Documentation of objectives completion. once (final) Documentation of number of hours completed at site Midterm Final

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
  A. Complete and implement objectives that improves the child learning environment.
  B. Demonstrate developmentally appropriate practices in their work with young children.

Textbooks (Typical):

Textbook:
1. Carol Copple, Sue Bredekamp *Developmentally Appropriate Practice in Early Childhood Programs* . 3rd. ed., NAEYC, 2008.

2. Stephanie Feeney, Nancy Freeman *Ethics and the Early Childhood Educator: Using the NAEYC Code.* 3rd. ed., NAEYC, 2018.
3. California Department of Education and First 5 California *California Early Childhood Educator Competencies.* 1st ed., California Department of Education, 2012.
4. Valora Washington, Brenda Gadson *Guiding Principles for the New Early Childhood Professional.* 1st. ed., Teachers College Press, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Students must have a TB Test completed and show proof of MMR and dTAP vaccine for the first day of class..

LAS POSITAS
C O L L E G E

Course Outline for English 32
U.S. Women's Literature
Effective: Fall 2025

Catalog Description:

ENG 32 - U.S. Women's Literature
3.00 Units

Chronicles the expression of U.S. women authors through readings in a variety of genres such as fiction, poetry, drama, and the essay. Study of the works of at least three of the following groups: African Americans, Asian Americans, European Americans, Hispanic Americans, and Native Americans, with a particular focus on the 20th century.

Prerequisite: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Describe the writing of various women authors whose works are not often anthologized or discussed in general literature courses
  B. Compare/contrast the literature of writers from at least three of the following groups: African Americans, Asian Americans, Eurropean Americans, Latinos, and Native Americans
  C. Read women's literature critically, using pre-reading, reading, and post-reading techniques to engage with and process the text

D. Write extensively on women's literature and/or texts across the curriculum that illuminate it, whether in journals, blogs, discussion board postings, essays, or documented research papers

E. Analyze the diversity of the literature while identifying some common themes (such as alienation and self-realization) and topics (such as creative expression and motherhood)

F. Analyze how an author's use of literary techniques develops a theme

G. Evaluate the works studied in relation to and as expressions of cultural and historical influences

H. Synthesize information from primary and secondary researched sources to deepen and broaden interpretation of women's literature

I. Recognize aspects of students' personal experiences reflected in the literature

J. Apply knowledge of shifting racial definitions, formation, identity, and relationships to the interpretation of literature

K. Evaluate how national identity/ies inform the creation of literature, whether in terms of form or theme

L. Evalute the tension between individual artistry and resistance to stereotype and/or advancement of a group, whether defined by gender, sexual preference, racial group, or a combination of these, as well as tensions between "authentic" racial expression and assimilation to Anglo-American, male literary standards.

M. Make style and sentence structure choices that communicate meaning clearly to the intended audience and for the rhetorical situation.

Course Content:

1. Representative samples of literary works by women, including poetry, drama, essays, and fiction, including at least one novel;

2. Supplemental readings and lectures giving historical, critical, and thematic context for the literary works, highlighting the variety of perspectives, experiences, cultures, and classes of women and their interrelationships, especially in the 20th century;

3. Evaluation of diction, form, and structure of the works and how they contribute to the writer's purpose;

4. Thematic examination of the works, exploring both areas of diversity and commonality;

5. Primary and secondary sources for further study including synthesis and critical analysis;

6. Emphasis on critical thinking, reading and writing:
    1. recognizing and distinguishing between denotative and connotative language
    2. exploring social, cultural, and rhetorical uses of literary works;
    3. writing summaries, critical analysis, subjective responses.

7. Student Presentations
    1. providing more information on an author or approach being considered in class (for example, providing information on the rediscovery of Kate Chopin in the 1970s by feminist literary critics if the class is reading Chopin's _The Awakening_).
    2. introducing students to writers or literary movements not being covered in class (for example, presenting information on writers of the Harlem Renaissance to complement students' understanding of Zora Neale Hurston's essays and novel _Their Eyes Were Watching God_)
    3. providing background on a culture, cultural event, or cultural movement that impacted development of the literature (for example, the impact of black feminists' disputes with black male civil rights leaders and white feminists on the literature)

Methods of Instruction:

1. Discussion
2. Student Presentations
3. Lecture
4. Guest Lecturers - Guest lectures by writers and critics when possible
5. Group Work
6. Reading and Writing 1. Reading of three full-length works as well as shorter works including poetry, short stories, autobiography, memoirs, as-told-to narratives; 2. Frequent focused reading responses; 3. Writing of at least two critical essays (including a final exam), a review, and a paper requiring research.
7. Multimedia viewing and analysis

Typical Assignments

A. Other:
   1. Group Work
      1. Read the assigned poem both aloud and to yourself. Freewrite an immediate response. Underline anything in the poem that you don't understand (use one color pen). Discuss your freewrite and the parts you underlined in your small group. After your discussion, reread the poem to yourself and underline anything that you don't understand in a different color. Discuss your new underlined parts with your small group.
      2. Working in groups, discuss and analyze why Clare decides to pass as white and Irene decides not to in Nella Larsen's *Passing*. Have one of your group members be the notetaker. All students should write down relevant quotations and page numbers that support the group's observations.
   2. Student Presentations
      1. Research one of the writers we will read this semester and be prepared to give a 10 – 15 minute background presentation about that writer on the day we are scheduled to discuss her. This presentation will not only provide your classmates with valuable information, but give you an opportunity to develop a deeper appreciation of this writer and her world. You should prepare a bibliography (that lists sources of information about the writer) to hand out in class. Also, there should be some sort of visual / audio component of the presentation – a picture, transparency, video clip, audio recording, collage. There are no strict requirements regarding what you should include in the presentation; however, here are some suggestions which may help you focus your research:
         1. describe the historical / social / political contexts in which the writer was / is writing;
         2. discuss relevant or important biographical information about the writer
         3. summarize critics' opinion of the writer's work;
         4. as relevant, provideany important information about the literary movement of which the writer was / is a part and describe the writer's style or chosen form. C.
   3. Multimedia viewing and analysis
      1. View films adapted from the literature assigned: *The Joy Luck Club, Smooth Talk, Fried Green Tomatoes.* Discuss how they differ from the original literature and whether the

theme, message, or impact is changed.

2. View excerpts from documentaries on the writers under consideration

4. Guest Lectures

1. Writers and/or scholars of women's literature

2. Scholars of women's history

3. Scholars from interdisciplinary fields like American Studies or Cultural Studies that look at the intersecting issues of race, class, and gender in women's writing.

5. Reading

1. For this assignment, you will select a book by a U.S. woman writer to read and review. The review is due the day of the final, and you must make copies of your review or the entire class. If you would like me to make copies, please given me your review by . You may single or double space your review, but it must be typed. You should also be prepared to briefly summarize your opinion of this book for the class (in about two minutes). Attached is a sample, annotated review and a list of guidelines. Remember, you shouldn't describe the whole book; your reader is someone who might be reading this book.

6. Writing

1. Essay

1. In an essay, compare and/or contrast the images of motherhood presented in three of the following texts: Brent's *Incidents in the Life of a Slave Girl*, Harper's *The Slave Mother*, Gilman's *The Yellow Wallpaper*, Chopin's *The Awakening*, Brooks' "The Mother," LeSeur's "Annunciation," Olsen's "Tell Me a Riddle," Oates' "Where Are You Going, Where Have You Been," Paley's "Enormous Changes at the Last Minute," Russ's "When It Changed." Consider the following questions in your essay as applicable:

1. How does each of the female protagonists view her role as mother?

2. What might the similarities or differences in the depictions of the role of mother suggest about each protagonist's social/economic class?

3. In what ways do their roles as mothers help or hinder their attempts to satisfy their personal/creative/intellectual needs? How might each writer's depiction of the role of the mother and its effects on women reflect the time in which the story was written? Be sure to use evidence from the texts to support our claims.

2. Many of the texts we've read explore the formation of personal and/or social identity. In your essay, compare and/or contrast two to three of the following texts, examining the way(s) in which the authors portray changes in the characters' perceptions of themselves: Gilman's *The Yellow Wallpaper*, Chopin's *The Awakening*, Davis' *Life in the Iron Mills*, Sin Far's "The Inferior Woman," Paley's "Enormous Changes . . ." Piercy's "Barbie Doll," Oates' "Where Are You Going, Where Have You Been," Tan's "Two Kinds," Cisneros' *The House on Mango Street*. Consider the following:

1. How does the character perceive him/herself in the beginning of the story and how does this change?

2. What causes the change?

       3. What is significant about the change? Be sure to use evidence to support your claims.

2. In an essay using 2-3 outside sources, relate how Alice Walker's fiction challenged the African-American literary establishment.

3. Reading Journal a. Writing can be a powerful means of gaining a greater understanding of our experiences. Your assignment is to keep a weekly journal in which you will use writing to explore your experience with the texts we're reading in this class. Write two pages a week responding to an assigned text. The only requirement is that your response begin as a reaction to the text. You might focus on some aspect of the text(s) you find particularly intriguing or memorable: an idea, an episode, a character, an image, a description. Please cite page number for quick reference.

4. In-class writing: Some of the poems we have read revise myths. In your essay, discuss one of these poems, focusing on the following questions:

       1. What is the original myth?

       2. How does the writer revise this myth?

       3. What does the revision suggest about the underlying message of the poem? You have seventy-five minutes to write this essay.

5. Oral History Project

       1. The purpose of this assignment is to deepen your understanding of a woman considered an "elder" in your family or a "mentor" in your community. To complement your reading about U.S. women's literature, you'll have the opportunity to learn by designing and asking questions, actively listening and taking notes, and interacting with your interviewee. You'll will write a three-page paper and give a short presentation to the class, sharing the results of your interview. Your paper should describe:

          1. background information

          2. outcomes of the interview

          3. analysis of the interview, and

          4. other observations, responses, and interpretations.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. One to Two

B. Quizzes
    1. Bi-weekly

C. Research Projects
    1. One

D. Papers
    1. Two

E. Oral Presentation
    1. One

F. Class Participation
    1. Daily

G. Class Work

1. Daily
H. Home Work
1. Daily

Student Learning Outcomes

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

A. Upon completion of English 32, the student will be able to analyze an author's use of literary techniques to develop a theme.
B. Upon completion of English 32, the student will be able to recognize, appreciate, and analyze the impact of gender on individual expression.
C. Upon completion of English 32, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:
1. *Sister Outsider: Essays and Speeches.*, Crossing Press, 2007.
2. *Tremors: New Fiction by Iranian-American Writers.*, U of Arkansas P, 2013.
3. *Cogewea, The Half-Blood: A Depiction of the Great Montana Cattle Range.*, U of Nebraska P, 1981.
4. *Domestic Subjects: Gender, Citizenship, and Law in Native American Literature.*, Yale UP, 2013.
5. *Borderlands/La Frontera: The New Mestiza.* 4th ed., Aunt Lute, 2012.
6. *The Americas of Asian American Literature: Gendered Fictions of Nation and Transnation.*, Princeton UP, 1999.
7. Cahill, Susan, *Growing Up Female: Stories by Woman Writers from the American Mosaic.*, Penguin, 1993.
8. Cisneros, Sandra, *Woman Hollering Creek and Other Stories.*, Vintage Books, 1991.
9. Erdrich, Louise, Louise Erdrich *Future Home of the Living God.*, HarperCollins, 2017.
10. Gilbert, Sandra, and Susan Gubar, *Feminist Literary Theory and Criticism: A Norton Reader.*, Norton, 2007.
11. Martine, Wendy, ed., *More Stories We Tell: The Best Contemporary Short Stories by North American Women.*, Pantheon Books, 2004.
12. Lahiri, Jhumpa, *The Interpreter of Maladies.*, Mariner, 1999.
13. Setterfield, Diane, *The Thirteenth Tale: A Novel.*, Atria Books, Simon & Schuster, 2006.
14. Elaine Showalter *The Vintage Book of American Women Writers.* 1 ed., Vintage Books, 2011.
15. Tan, Amy, *The Joy Luck Club.*, Ivy Books, 1989.
16. Wagner, Linda Martin, and Cathy N. Davidson, *The Oxford Book of Women's Writing in the United States.*, Oxford University Press, 1995.
17. Senna, Danzy, *Caucasia.*, Riverhead, 1999.
18. Michelle Gonzales *The Spitboy Rule: Tales of a Xicana in a Female Punk Band.* 1 ed., PM Press , 2016.
19. Jesmyn Ward *Sing, Unburied, Sing.* 1 ed., Scribner, 2017.
20. Brit Bennett *The Vanishing Half: A Novel.* 1st ed., Riverhead Books, 2020.
21. Jhumpa Lahiri *Whereabouts.* 1st ed., Alfred A Knoph, 2021.
22. Shugri Said Salh *The Last Nomad: Coming of Age in the Somali Desert. A Memoir.* 1st ed., Algonquin Books of Chapel Hill, 2021.

LAS POSITAS
C O L L E G E

Course Outline for English 35
Modern American Literature
Effective: Fall 2025

Catalog Description:

ENG 35 - Modern American Literature
3.00 Units

U.S. literature from the second half of the 19th century to the present, including poetry, drama, prose fiction, and essays. Emphasizes literary analysis and the exploration each work in relation to its social, cultural and historical contexts.

Prerequisite: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

A. Explain the developments in literary approach and technique in the works of American writers since the mid-19th century
B. Analyze literary works in relation to their historical, social, and cultural contexts, at least once in a presentation format (handout, PowerPoint, etc.)
C. Explain the structure of the works studied and analyze their literary components, including plot, character, tone, style, and figurative uses of language (such as metaphor, irony, symbol, paradox)
D. Contrast the diversity of the works while comparing their treatment of common themes, especially in response to social and political changes

E. Critically evaluate distinctive eras of American literature since the mid-19th Century, for example, the 19th century "American Renaissance," the Harlem Renaissance, modernism and post-modernism, protest literature of the Civil Rights era

F. Assess how literature both reflects and helps create history and culture

G. Analyze the literature of writers from at least three of the following groups through compare/contrast analysis: African Americans, Asian Americans, European Americans, Latinos, Native Americans

H. Apply knowledge of shifting racial definitions, formation, identity, and relationships to the interpretation of literature

I. Evaluate how national identity/ies inform the creation of literature, whether in terms of form or theme

J. Evaluate the tension between individual artistry and resistance to stereotype and/or advancement of the racial group, as well as tensions between "authentic" racial expression and assimilation to Anglo-American, male literary standards

K. Building on knowledge of MLA citation from English 1A, create presentation aids that cite information from outside sources in a fashion appropriate to the medium (handouts, PowerPoints, etc.)

L. Make style and sentence structure choices that communicate meaning clearly to intended audience and for the rhetorical situation.

Course Content:

1. Readings of prose fiction, poetry, drama: may also include expository essays, graphic novel, performance, transcriptions of oralliterature, and/or creative nonfiction;

2. Readings from an array of American writers, diverse in terms of ethnicity, gender, and era;

3. Summary, expressive, and basic analytical written responses to readings;

4. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing;

5. Short essay assignments based on the examination of texts;

6. Reading of selected sources with a mind to using sources to support small research project (oral presentation and/or review);

Methods of Instruction:

1. Discussion - Students will participate in class discussion, whether as individuals or groups. Group discussion projects may involve collaborative work on students' understanding of a theme in the literature (race in Huck Finn, for example) or jigsaw activities in which students learn about a theme or topic in literature from peer groups and then take turns "teaching" various themes or topics to their home group.

2. Observation - Though English 1A is a pre-requisite for this course, observation and demonstration of the writing process, and of writing a literature essay in particular, will be the focus of some class periods. Adaptation of MLA plagiarism and citation rules (direct quote, paraphrase, summary) to writing about literature will be discussed and demonstrated.

3. Guest Lecturers - Guest lecturers will be invited when funding is available.

4. Lecture - Instructor will do minimal lecturing on aspects of literary form, region, and ethnic group that will most directly impact students' reading. This will serve to build schema for students.

5. Student Presentations - Students will engage in small research projects presented to the class. Projects might build schema for an upcoming reading; provide information about an ethnic group or literary

movement that will not be covered in the class but would contribute to student understanding of a theme or racial group, for example; or provide more detailed information about an author under consideration.

6. Field Trips - Field trips to local theaters may be included if performing relevant American plays. Field trips to author readings are also possibilities.

7. Audio-visual Activity - Instructor may show films based on fiction or other literary or oral art under consideration in course. Films might also be used to provide historical or biographical background.

Typical Assignments

A. Other:
   1. Write an essay, with citations in MLA style, analyzing the experimental style of Kingston's *The Woman Warrior* in terms of its specific contribution to American postmodernism.
   2. Write an essay, with citations in MLA style, comparing and contrasting the revolutionary mid-19th Century visions of Whitman's *Leaves of Grass* and Douglass' *Narrative of the Life of Frederick Douglass*.
   3. Write an essay, with citations in MLA style, considering how Native American writer Sherman Alexie explores connections between Native American and African-American cultures and responses to oppression in *Reservation Blues*.
   4. Write a journal entry providing a critical analysis of thematic or structural aspects of the works considered.
   5. Write a journal entry relating course materials to your life and values, which shows your understanding of how the literary vision has contributed to those values.
   6. Prepare a group presentation on the African-American male literary establishment's negative reception of the work of African-American female writers, which challenged male dominance and sexism. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge;
   7. Prepare an oral presentation that will facilitate the class discussion on an author's story on a given class day. Provide information on the biography and literary and cultural context of the author and the particular work; identify important themes and relevant quotes that you think the class should discuss; and suggest a connection of the material to a course Student Learning Outcome of the instructor's choosing. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.

Methods of Evaluating Student Progress

A. Quizzes
   1. Some assessment of students' reading comprehension, whether journals or quizzes, will be given weekly.
B. Class Work
   1. Daily.
C. Home Work
   1. Daily.
D. Research Projects
   1. Once.

  E. Papers
    1. Twice.
  F. Field Trips
    1. Optional; often will be extra credit
  G. Class Participation
    1. Daily.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
  A. Analyze, evaluate, and interpret how 20th century American literature creates and reflects an American identity.
  B. Analyze an author's use of literary techniques to develop a theme.
  C. Recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:
1. Robert S. Levine *The Norton Anthology of American Literature. Vol. 2: 1865 to the Present.* Shorter 9th ed., Norton, 2017.
2. Lauter, Paul, ed., *Heath Anthology of American Literature, Vol. II, Concise Edition.*, Cengage, 2014.
3. Douglass, Frederick., *Narrative of the Life of Frederick Douglass.*, Dover, 1995.
4. Kingsolver, Barbara, *The Bean Trees.*, Harper Perennial, 2011.
5. O'Neill, Eugene., *Long Day's Journey into Night.*, Yale UP, 2002.
6. Twain, Mark., *Huckleberry Finn.* Norton Critical ed., Norton, 1998.
7. Bonnin, Gertrude (Zitkala-Sa)., *American Indian Stories, Legends, and Other Writings.*, Penguin, 2003.
8. Cather, Willa, *Death Comes for the Archbishop.*, Virago Modern Classics, 2006.
9. Cahan, Abraham., *Yekl, the Imported Bridegroom, and Other Stories of Yiddish New York.*, Waking Lion P-Ingram, 2010.
10. Larsen, Nella., *Quicksand and Passing.*, Rutgers UP, 1986.
11. Okada, John., *No-No Boy.*, U of Washington P, 1979.
12. Hemingway, Ernest., *The Sun Also Rises.*, Scribner, 2006.
13. Ginsburg, Allen., *Howl.*, City Lights, 2001.
14. Morrison, Toni., *Beloved.*, Vintage, 2004.
15. Kushner, Tony, *Angels in America: A Gay Fantasia on National Themes: Part I: Millennium Approaches; Part II: Perestroika.*, Theatre Communications Group, 2003.
16. Diaz, Junot., *Drown.*, Riverhead Trade, 1997.
17. Kingston, Maxine Hong, *The Woman Warrior.*, Vintage, 1989.
18. Anzaldua, Gloria, *Borderlands: La Frontera.*, Aunt Lute Books, 2012.
19. Franzen, Jonathan., *The Corretions.*, PIcador, 2002.
20. Alexie, Sherman., *Reservation Blues.*, Grove, 2005.
21. Colson Whitehead *The Underground Railroad.* 1st ed., Doubleday, 2016.
22. Kacen Callendar *Felix Ever After.* 1st ed., Balzer + Bray, 2020.

23. Haben Girma *Haben: The Deafblind Woman Who Conquered Harvard Law*. 1st ed., Twelve: Hatchette Book Group, 2019.

LAS POSITAS
C O L L E G E

Course Outline for English 41
Modern World Literature
Effective: Fall 2025

Catalog Description:

ENG 41 - Modern World Literature
3.00 Units

This course is a comparative study of selected works, in translation and in English, of literature from various regions and cultures around the world, including Africa, Europe, the Middle East, Asia, the Americas, and other areas, from the mid- or late-seventeenth century to the present. Emphasis will be on literary analysis as well as providing historical, cultural, and comparative perspectives on the literature.

Prerequisite: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Letter Grade Only

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

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Demonstrate familiarity with important works, genres, and themes from authors from 17th Century to the present, including the work of women.
  B. Read literature critically and demonstrate comprehension of the relationship between culture and literary form and idea.
  C. Analyze important historical development of literature around the world from the seventeenth century through modern times.

D. Analyze the similarities and differences in subject, theme, literary form, and style in works from various regions and cultures (including the Middle East, Europe, Africa, Asia, and others).

E. Use appropriate academic discourse and the conventions of critical literary analysis

F. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.

G. Discuss how literature both reflects and helps create history and culture

H. Building on knowledge of MLA citation, create presentation aids that cite information from outside sources in a fashion appropriate to the medium (handouts, PowerPoints, etc.).

Course Content:

1. Readings of prose fiction, poetry, drama: may also include expository essays, graphic novel, performance, transcriptions of oral literature, and/or creative nonfiction
2. Summary, expressive, and basic analytical written responses to readings
3. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing
4. Short essay assignments based on the examination of texts
5. Reading of selected sources with a mind to using sources to support small research project (oral presentation and/or review)
6. Seventeenth- and eighteenth-century literature: topics might include vernacular tradition of literature in China and the Englightenment in Europe
7. Nineteenth-century literature: topics might include revolution and romanticism, realism and symbolism
8. Twentieth-century literature: topics might include the self and others in global context, modernism and post-modernism, post-colonialism and Orientalism, gender relations, war and alienation

Methods of Instruction:

1. Audio-visual Activity - Instructor may show films based on fiction or other literary or oral art under consideration in course. Films might also be used to provide historical or biographical background.
2. Discussion - Students will participate in class discussion, whether as individuals or groups. Group discussion projects may involve collaborative work on students' understanding of a theme in the literature (racism in the literature of colonization, for example) or jigsaw activities in which students learn about a theme or topic in literature from peer groups and then take turns "teaching" various themes or topics to their home group.
3. Student Presentations - Students will engage in small research projects presented to the class. Projects might build schema for an upcoming reading; provide information about a culture or era that will not be covered in the class but would contribute to student understanding of a theme or racial group, for example; or provide more detailed information about an author under consideration.
4. Lecture - Instructor will do minimal lecturing on aspects of culture, era, and region that will most directly impact students' reading. This will serve to build schema for students.
5. Guest Lecturers - Guest lecturers will be invited when funding is available.
6. Field Trips - Field trips to local theaters may be included if performing classics of world literature or more contemporary work that aligns with course themes and/or regions discussed. Another option for a field trip would be to build knowledge of a culture, for example by taking a docent-led tour of one section of the Asian Art Museum in San Francisco.

7. Observation - Though eligibility for English-level composition is a pre-requisite for this course, observation and demonstration of the writing process, and of writing a literature essay in particular, will be the focus of some class periods. Adaptation of MLA plagiarism and citation rules (direct quote, paraphrase, summary) to writing about literature will be discussed and demonstrated.

Typical Assignments

A. Other:
   1. Write an essay, with citations in MLA style, analyzing the representation of the "other" in *The Lover* by Marguerite Duras.
   2. Write an essay, with citations in MLA style, comparing and contrasting the use of magical realism in Russian literature (for example in a short story by Gogol) and Latin American literature (for example in a work by Allende).
   3. Prepare a research project on Belgium's colonization of Africa that will help students build schema prior to their reading of Joseph Conrad's *Heart of Darkness*, Chinua Achebe's "'An Image of Africa': Racism in Conrad's *Heart of Darkness*" and/or Chinua Achebe's *Things Fall Apart*.
   4. Prepare for class by writing a journal entry on what aspects of Faust's personality and story seem heroic and why and how his dilemmas connect to our modern ideas of the hero.
   5. Prepare for class by creating a synthesis journal, connecting related quotes from Kafka's *The Metamorphosis* and Abe Kobo's *The Red Cocoon*.
   6. Prepare a research project on the Irish Literary Revival to contribute to students' understanding of how cultural revivals like the Harlem Renaissance, under discussion in class, draw on folk material and define "authentic" racial identity. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.
   7. Prepare an oral presentation that will facilitate the class discussion on an author's story on a given class day. Provide information on the biography and literary and cultural context of the author and the particular work; identify important themes and relevant quotes that you think the class should discuss; and suggest a connection of the material to a course Student Learning Outcome of the instructor's choosing. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.

Methods of Evaluating Student Progress

A. Papers
   1. Twice.
B. Quizzes
   1. Some assessment of students' reading comprehension, whether journals or quizzes, will be given weekly.
C. Research Projects
   1. Once.
D. Field Trips
   1. Optional; often will be extra credit
E. Class Participation
   1. Daily.

F. Class Work
   1. Daily.
G. Home Work
   1. Daily.

Student Learning Outcomes

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

A. Upon completion of ENG 41, the student will be able to analyze an author's use of literary techniques to develop a theme.
B. Upon completion of ENG 41, the student will be able to analyze two authors from different cultures, recognizing universal themes as well as distinct ideas regarding human nature, cultural values, or literary form.
C. Upon completion of ENG 41, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:

1. Martin Puchner *Norton Anthology of World Literature Volume 2*. Shorter 4th ed., W.W. Norton and Company , 2018.
2. Mohsin Hamid *Exit West: A Novel*. 1st ed., Riverhead Books, 2017.
3. Ibsen, Henrik, *Ibsen's Selected Plays*. Norton Critical ed., Norton, 2003.
4. Calvino, Italo, *If on a Winter's Night a Traveler*., Everyman's Library-Random House, 1993.
5. Xun, Lu., *The Real Story of Ah-Q and Other Tales of China..*., Penguin, 2010.
6. Marquez, Gabriel Garcia, *Love in the Time of Cholera*., Vintage, 2007.
7. Duras, Marguerite, *The Lover*., Pantheon-Random House, 1998.
8. Locke, Alain, *The New Negro*., Touchstone-Simon and Schuster, 1999.
9. Voltaire, *Candide*., Dover, 1991.
10. Cervantes, Miguel de, *Don Quixote*., Harper Perennial, 2005.
11. Akhmatova, Anna, *Anna Akhmatova: Selected Poems*., Overlook, 2009.
12. Tolstoy, Leo., *Great Short Works of Leo Tolstoy*., Harper Perennial, 2004.
13. Achebe, Chinua, *Things Fall Apart*., Anchor-Random House, 1994.
14. Susan Belasco, Linck Johnson *Bedford Anthology of World Literature, Vol. II*. Compact ed., Bedford/St. Martin's, 2013.
15. Roy, Arundhati, *The God of Small Things*., Perfection Learning, 2010.
16. Kundera, Milan, *The Book of Laughter and Forgetting*., Harper Perennial, 1999.
17. Friel, Brian, *Selected Plays*., Catholic U of America P, 1986.
18. Charles Dickens *Hard Times*. Norton Critical ed., Norton, 2016.

LAS POSITAS
C O L L E G E

Course Outline for English 42
Literature of the African Diaspora in America
Effective: Fall 2025

Catalog Description:

ENG 42 - Literature of the African Diaspora in America
3.00 Units

Form, development, and cultural and historic insights of literature of the African diaspora in America and the United States, including some or all of the following: short fiction and novels, oral history and memoir, poetry, plays, songs, popular culture, and nonfiction; exploration of particular themes or periods as reflected in the literature of people of the African diaspora created in America.

Prerequisite: 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:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Demonstrate familiarity with a variety of techniques and methods used by writers
  B. Demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development
  C. Explain the works studied in relation to and as expressions of cultural and historical influences
  D. Identify and explain common topics and themes in diverse works written by African Americans, African and African-descended immigrants, or African Americans living abroad
  E. Analyze and evaluate critical responses to the works studied

F. Provide various critical approaches to bear on the interpretation of fiction in take-home and in-class written work, including at least two take-home essays

G. Analyze an author's use of literary techniques to develop a theme

H. Understand African American literature in terms of other cultures' influence on it, whether those cultures are of the African diaspora or outside of it, for example the influence of Parisian culture on the Harlem Renaissance

Course Content:

1. Reading and analysis of at least two novels

2. Reading and analysis of a sampling of at least three of the following additional genres: short fiction, creative nonfiction, memoir, poetry, drama, and/or film, with attention to relevant literary elements, potentially including characterization, plot, point of view, imagery, setting, staging, poetic form, symbolism, and theme

3. Potential supplemental materials and genres including oral histories, song lyrics, film, visual art, and popular culture

4. Instruction and practice writing critical responses to literature

5. Exposure to author's personal, cultural, historical background along with literary context of works studied

6. Application of various critical approaches to works studied, including ethnic studies, historical, formalist, feminist, and other approaches as relevant

7. Discussion of the treatment of common themes, potentially including:
   1. transnational understanding of black identity (required)
   2. folk culture
   3. experience/legacy of slavery
   4. migration
   5. assimilation/group separatism
   6. passing
   7. rural/urban divide
   8. resistance to stereotypes
   9. cultural nationalism/Pan Africanism/Afrocentrism
   10. class mobility
   11. racial profiling/discrimination
   12. mixed-race identity/hybridity
   13. invisibility/color-blind racism
   14. racial terror
   15. utopia/dystopia
   16. intersectionality

Methods of Instruction:

1. Field Trips - Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.

2. Research - In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations.

3. Student Presentations - Presentations on an author or work that is being studied, important authors or artistic movements that will not be covered by the class. Best practices for group presentations (group contract, rubric, student self- and group-assessment, rehearsal, instruction in MLA citation for slides) should be followed.
4. Guest Lecturers - Possible guest lecturers from on campus (for example, a lecture from an LPC historian on Booker T. Washington and W.E.B. DuBois) or off campus to provide a particular expertise or artistic performance that will enhance students' learning.
5. Audio-visual Activity - Films based on works studied in the course, films that extend a theme in the reading, portions of documentaries, influential music videos, videos of slam poetry
6. Discussion - Whole-class and small-group discussion.
7. Lecture - Short lectures interspersed with classroom activities.
8. Written Exercises - In-class writing to respond to a reading or prepare for an essay.
9. Projects - Projects could use multiple modalities to meet a measurable objective of the course. This could substitute for one essay.

Typical Assignments

A. Other:
   1. Using Kendrick Lamar's poetry as models, describe your neighborhood by using poetry, spoken word, or straightforward descriptions. Plan to share your description at our next class.
   2. In thinking about black writers' relationship to the American dream, we have seen Langston Hughes declare that "America never was America to me" and Ralph Ellison's protagonist in Invisible Man struggle to secure an education and livelihood because whites conspire against him. Many figures in rap (Jay-Z, T.I., Young Jeezy, Rick Ross, The Game, The Notorious B.I.G.) use story-telling to depict their rise from the bottom to the top: from lives of crime and bleak opportunities to financial success, having families/becoming fathers, and participating in legal hustles like rapping, producing, and becoming moguls and entrepreneurs. In other words, many of these rappers seem to be living the American dream. Research "American dream" using campus library databases and the Internet. What exactly is it, who invented it, and what are its values and concerns? Write a composition based on our class readings as well as your research that A) defines the American dream and B) argues whether or not three or more rap figures of your choice qualify as living the American dream.
   3. Finish Nnedi Okorafor's *Who Fears Death* and come to class with three questions for class discussion.
   4. Find and read a critical essay on the neo-slave narrative, summarize it for the class, and suggest ways in which the slave narrative form applies to Ishmael Reed's *Flight to Canada.*
   5. Review Mat Johnson's essay "You Can Kiss My Mulatto Ass" and make notes to prepare for a discussion of his use of the word and riffs on it (referring to the Mélange Center charter school as a "Mulattopia," for example) in *Loving Day.*
   6. Write an essay on how the experience of "intersectionality" accounts for Helga's tragedy in Nella Larsen's *Quicksand*.

Methods of Evaluating Student Progress

A. Quizzes
   1. Frequent quizzes on reading material.
B. Research Projects
   1. In-class visits to Internet sites related to writers and their works, at-home and/or group research for solo or group presentations at least one or two times per semester.
C. Papers
   1. Two essays on texts read in class or one essay and one group project
D. Field Trips
   1. Field trips to see African-American plays, art, readings, museum exhibits; virtual field trips of famous African-American communities.
E. Group Projects
   1. In groups, create a digital zine on the topic of living Black poets in America and their work or similar at least one time per semester
F. Class Participation
   1. Weekly whole-class and small-group discussion.
G. Class Work
   1. Frequent in-class writing to respond to a reading or prepare for an essay, for example.
H. Home Work
   1. Frequently read and annotate works like "The New Negro and the Black Image: From Booker T. Washington to Alain Locke" and make connections to texts read in class.
I. Reading and annotation for a theme, use of literary element, comparison to another text. Reading Responses Preparation of questions for discussion

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of ENG 42, the student should be able to analyze an author's use of literary techniques to develop a theme.
B. Upon completion of ENG 42, the student should be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

Textbooks (Typical):

Textbook:
1. Ajuan Maria Mance *Before Harlem.* 1st ed., University of Tennessee Press, 2016.
2. George Schuyler *Black No More.* Reprint ed., Penguin Random House LLC, 2018.
3. James Weldon Johnson *Autobiography of an Ex-Colored Man.* reprint ed., Barnes and Noble, 2007.
4. Mat Johnson *Loving Day.*, Spiegel & Grau-Random House, 2016.
5. James Baldwin, Raoul Peck *I Am Not Your Negro: A Companion Edition to the Documentary.*, Vintage International, 2017.
6. Harriet Ann Jacobs *Incidents in the Life of a Slave Girl.* reprint ed., Skyhorse Publishing, 2015.
7. Ralph Ellison *Invisible Man.* 2nd ed., Vintage, 1995.
8. Z.Z. Packer *Drinking Coffee Elsewhere.*, Riverhead Books, 2004.
9. Langston Hughes *The Ways of White Folks.* reprint ed., Vintage, 1990.

10. Henry Louis, ed Gates *The Norton Anthology of African American Literature.* 3rd ed., W. W. Norton, 2017.

11. Toni Morrison *The Bluest Eye.* reprint ed., Vintage International, 2007.

12. Danzy Senna *Caucasia.*, Riverhead Books, 1999.

13. Brandon Jacobs-Jenkins *Appropriate and Other Plays.*, Theatre Communications Group, 2018.

14. Lorraine Hansberry *A Raisin in the Sun.* Rep Rei ed., Vintage, 2004.

15. Camille Dungy *Black Nature: Four Centuries of African American Nature Poetry.*, University of Georgia P, 2009.

16. G. Neri *Yummy: The Last Days of a Southside Shorty.* 3rd ed., Lee & Low, 2010.

17. Michael Harper *The Vintage Book of African American Poetry.*, Vintage, 2000.

18. Ishmael Reed *Flight to Canada.* reprint ed., Scribner-Simon and Schuster, 1998.

19. Frances E. W. Harper *Iola Leroy; or, Shadows Uplifted.* 2nd ed., Dover, 2010.

20. Edwidge Danticat *The Dew Breaker.* reprint ed., Vintage, 2005.

21. Nnedi Okorafor *Who Fears Death.* reprint ed., DAW-Penguin, 2011.

22. Junot Diaz *Drown.* 1st ed., Riverhead, 1996.

23. NK Jemison *The City We Became.* 1st ed., Orbit, 2020.

LAS POSITAS
C O L L E G E

Course Outline for English 110
Craft of the Sentence
Effective: Fall 2025

Catalog Description:

ENG 110 - Craft of the Sentence
0.00 Units

Practice in sentence-level writing that focuses on possibilities rather than rules, as well as editing in any genre of writing, including—but not limited to—academic writing. Practice in writing and editing sentences that achieve desired stylistic effects based on the writing situation and audience. Develops strategies to communicate complex ideas at the sentence level. Discusses multifaceted and changing nature of language and writing. This course is open to students currently enrolled in English 1A or 1AEX, or students who have passed English 1A or 1AEX or the equivalent.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Optional

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

   A. Use coordination in sentences to express logical relationships of ideas
   B. Use subordination in sentences to express logical relationships of ideas
   C. Use transitions in and between sentences to express logical relationships of ideas
   D. Create parallel structures in sentences
   E. Use and place modifying words, phrases, and clauses with intent (including adjectives, adverbs, prepositional phrases, verbal phrases, appositives, and adjective clauses)
   F. Choose words that help achieve the writer's intention and show consideration of audience
   G. Describe what makes writers' voices, including their own, unique

H. Describe how the writing situation and intended audience influence the writer's decision-making process
I. Punctuate according to conventions of a given genre
J. Use sentence variety to control emphasis

Methods of Instruction:

1. Lecture - Short lecture with classroom activities. Modeling of writing, editing, and word choice strategies.
2. Written Exercises - Practice in writing and editing sentences in a workbook and in the students' own writing.
3. Student Presentations - Group or oral presentations on the effect of audience and the writing situation in a writer's decision-making process.
4. Directed Study - Oversee research projects on published authors with the goal of characterizing an author's voice and stylistic use of sentences.

Typical Assignments

A. Other:
    1. Complete writing workbook exercises on the use of subordinating conjunctions to express logical relationships of ideas and control emphasis.
    2. Apply knowledge of the effects of punctuation to something you're writing outside of this class.
    3. Read "Students' Right to Their Own Language" and write a reflection.
    4. Edit sentences to show consideration of the conventions of a chosen style guide or genre (e.g., MLA, fiction).
    5. Give a presentation on a published author's voice and stylistic use of sentences in their writing.
    6. Write a brief research paper on linguistic prejudice and how it leads to discrimination in at least two of the following areas: education, hiring, home ownership, health care, the justice system.
    7. Compare and contrast the editing guidelines of two or more style guides such as MLA and CMS. Besides showing how they are similar and different, describe how at least two differences lead to different effects on the reader.
    8. Write a brief research paper on the use of sentence fragments in published fiction. The paper should reference at least three authors' use of fragments and how they affect the authors' writing.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. At least two per semester
B. Oral Presentation
    1. One per semester
C. Class Work
    1. Weekly workbook exercises
D. Home Work
    1. Four hours of home work per week, in accordance with Carnegie unit guidelines. Among other things, this homework can include additional writing/workbook exercises, research projects, and

application of class concepts to other writing the student is doing outside of the class.

Student Learning Outcomes

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

A.

Textbooks (Typical):

Textbook:

1. Karen Elizabeth Gordon *The New Well-Tempered Sentence.* Illustrated ed., Collins Reference, 2003.
2. Pam, et al Altman *Sentence-Combining Workbook.* 5th ed., Cengage Learning, 2018.
3. Geraldine Woods *Twenty-Five Great Sentences and How They Got That Way.* Reprint ed., W. W. Norton & Company, 2022.
4. Stanley Fish *How to Write a Sentence: And How to Read One.* Reprint ed., Harper, 2012.
5. University of Chicago Press Editorial Staff *Chicago Manual of Style.* 17th ed., University of Chicago Press, 2017.
6. Associated Press *The Associated Press Stylebook: 2022-2024.* 56th ed., Basic Books, 2022.

LAS POSITAS
C O L L E G E

Course Outline for English 115
Personalized Coaching for Academic Reading and Writing
Effective: Fall 2025

Catalog Description:

ENG 115 - Personalized Coaching for Academic Reading and Writing
0.50 - 1.00 Units

This credit course provides whole group, small group, and individualized support with writing and reading assignments. Students meet regularly with an English 115 instructor during prescribed hours as well as with English tutors, on a customized learning plan. Student hours spent with Reading and Writing faculty tutors and in Smart Shops also count towards the variable hours of this course. Students can choose to focus on developing their skills in academic reading, composition, research, sentence-level writing skills, or some combination of these. This course is intended to help students be successful in college-level credit coursework.

Prerequisite: ENGL C1000 , may be taken concurrently

Course Grading: Pass/No Pass

Lab Hours	27 - 54
Inside of Class Hours	27 - 54

Discipline:

English

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Read in an engaged, active style
  B. Pre-read material in order to form questions that promote comprehension, recall and critical thinking;
  C. Recognize writing structures in order to improve focus and comprehension in reading and writing;
  D. Apply pre-writing methods to generate ideas;
  E. Write academic papers that are appropriate to audience and purpose;
  F. Respond accurately and thoroughly to the assignment;

G. Proofread effectively, making choices that are consistent with audience needs and the rhetorical situation.

H. Conduct outside research and integrate it into one's writing to support student's ideas without plagiarism;

I. Compile and proofread bibliographies that comport with the style requested by the instructor, whether MLA, APA, or other.

J. Develop 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 and learning about brain research, personal time management, study skills, and best ways to access and integrate college supports, whether in the form of non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Course Content:

1. Course content will vary based on the needs of the student and may include activities related to reading, critical thinking, writing, and research.

2. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course; if the 115 course is being taken to support other writing goals, a small amount of instruction may take place but will be contextualized to the course being taken or skills needed for the workplace

3. Use active reading strategies for comprehension, critical thinking and recall

4. Understand metacognition through think alouds

5. Learn how to talk to the text and annotate

6. Practice reading as a recursive process, graduating from pre-reading to reading to post-reading and back again

7. Understand the difference between summary and analysis

8. Practice pre-writing strategies

    1. Brainstorm an essay topic
    2. Freewrite to discover ideas
    3. Use mind maps
    4. Organize body paragraphs using introductory ideas, including thesis arguments
    5. Experiment with graphic organizers for outlines, like flow charts and trees
    6. Practice full-sentence outlines

9. Practice essay structure

    1. Review and annotate a prompt, moving towards generating a thesis and outline that meets its demands
    2. Formulate an essay topic and generate a working thesis
    3. Practice building formatted body paragraphs, whether exploratory or point-driven
    4. Introduce, cite, and analyze textual evidence that supports paragraph topic/point
    5. Organize introductions and conclusion

10. Identify audience, purpose, and rhetorical situation

    1. Identify potential audience or audiences for a given essay and choose voice and style of English accordingly
    2. Appreciate one's own positionality and consider how to use it in writing, depending on the context
    3. Learn academic writing techniques, which include tone, syntax, and rhetorical devices

11. Develop more facility with the research and writing process
    1. Use library technology to locate sources
    2. Locate and use various library services (NoodleBib, reference desk, interlibrary loan, etc.)
    3. Practice notetaking
        1. Practice summarizing and evaluating research sources for an annotated bibliography
        2. Practice recording all source information and page numbers of quotes, paraphrases, and summaries
    4. Practice smooth and accurate integration and citation of sources
        1. Consider how MLA compares to other common citation methods (APA, Chicago, etc.) and recognize the different demands and styles of those systems.
12. Develop student awareness of language choices
    1. Choose a style of English appropriate to audience, purpose, and rhetorical situation
    2. Review/learn the expectations of Edited American English around comma use, run-ons, fragments, subject-verb agreement, and other syntactical and mechanical matters
    3. Make editing and proofreading choices that enable engaging, effective writing
13. Use the assignment, thesis, and outline to guide re-reading and writing
    1. Identify main ideas from a text
    2. Find evidence to support arguments
14. Review instructor feedback, make revision plans, implement plan
15. Learn about and practice various study skills, including time management, tailored to student's learning preferences and disability, if any;
16. Learn about growth mindset and brain research, including equity-focused critiques of growth mindset approaches;
17. Learn about and start to use various learning and wrap-around support services, including non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Methods of Instruction:

1. Individualized Instruction -
2. Critique -
3. Demonstration -
4. Research -
5. Audio-visual Activity -

Typical Assignments

A. Other:
    1. Bring a complete draft of a research paper to next meeting
    2. Annotate a reading assigned for an English class
    3. Revise an essay according to instructor specifications and individual choices regarding organization, content, and style
    4. Attend a Smart Shop and apply the lessons learned to the revision of an essay
    5. Attend a meeting with a RAW tutor and complete revisions according to the faculty tutor's recommendations

6. With tutor assistance, generate questions to ask the instructor during class time or office hours

Methods of Evaluating Student Progress

A. Class Participation
    1. every meeting
B. Class Work
    1. every meeting
C. Lab Activities
    1. once a week

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Identify and use a multi-step process for reading and writing assignments.
B. Identify and use strategies to improve self-efficacy, including campus supports.

Textbooks (Typical):

Textbook:

1. Carol Dweck *Carol Dweck, Mindset: The New Psychology of Success.* updated ed., Ballantine-Penguin/Random House, 2007.
2. Diana Hacker, Nancy Sommers *A Writer's Reference.* 10 ed., Bedford/St. Martin's, 2021.
3. John D. Ramage, John C. Bean, June Johnson *The Allyn & Bacon Guide to Writing.* 8 ed., Pearson, 2017.
4. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing.* 4th ed., W. W. Norton, 2018.

Course Outline for Journalism and Media Studies 1
Introduction to Mass Communications
Effective: Fall 2025

Catalog Description:

JAMS 1 - Introduction to Mass Communications
3.00 Units

Survey of mass communication and the interrelationships of media with society, including history, structure, and trends in a digital age. Discussion of theories and effects, economics, technology, law and ethics, global media, media literacy, and social issues, including gender and cultural diversity.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

   A. Identify and describe the major mass media
   B. Explain the influence and role of technology in affecting mass media content and the impact it has on society
   C. Analyze the media's influence on society and society's influence on the media
   D. Evaluate the role, power, and influence of the mass media
   E. Describe the history of mass media in the United States
   F. Identify and describe the five freedoms of the First Amendment
   G. Demonstrate a general understand of the legal responsibilities of the mass media, including areas of libel, privacy, pornography, copyright, and freedom of information

H. Describe global media trends

Course Content:

1. The nature of mass communications
    1. Overview of mass media in the process of communication
    2. Mass media purposes and structures
        1. Newspapers
        2. Magazines
        3. Books
        4. Movies
        5. Radio and sound recordings
        6. Television
        7. Internet and electronic media, including social media
2. Mass media and technology
    1. The impact of technology on mass media content
    2. The impact of mass media technology on society
3. Mass media as a societal, cultural, and economic force
    1. Mass media as an industry
    2. Mass media's role in global development
4. Mass media influence and power
    1. Mass media's impact on society
    2. Society's impact on mass media
    3. The evolving role of mass media in society
    4. Media literacy
5. History of individual media and current use
6. The five freedoms of the First Amendment
    1. Speech
    2. Press
    3. Religion
    4. Assembly
    5. Petition
7. Legal and ethical issues relating to media
    1. Libel
    2. Privacy
    3. Pornography
    4. Copyright
    5. Freedom of information
    6. Ethical standards
    7. Industry standards
    8. Regulation
8. Global media

Methods of Instruction:

1. Student Presentations -
2. Discussion -
3. Audio-visual Activity -
4. Written Exercises -
5. Projects -
6. Lecture -
7. Guest Lecturers -
8. Research -
9. Critique -
10. Field Trips -
11. Classroom Activity -

Typical Assignments

A. Other:
    1. Reading and Writing: Read Chapter 1 of *The Media of Mass Communication* and prepare a brief summary of the chapter and an analysis of the Case Study at the end of the chapter. DE Component: Post your summary and analysis on the Discussion Board. Read and respond to at least five other posting by students, focusing on how the other students' analyses were similar to yours and how they were different.
    2. Writing: Complete a five-page paper discussing the internet's role in political change. DE Component: Post a draft to the Discussion Board. In groups, give feedback on how to improve the draft.
    3. Analysis: Go 24 hours without media--no phones, no computers, no radio, no television--and analyze your experience in 500 words or less, making reference to social and cultural norms. DE Component: Post this on the Discussion Board, and read and respond to at least five other posting by students, focusing on how the other students' experiences were similar to yours and how they were different.

Methods of Evaluating Student Progress

A. Quizzes
    1. monthly
B. Exams/Tests
    1. at least once per semester
C. Research Projects
    1. at least once per semester
D. Papers
    1. monthly
E. Oral Presentation
    1. monthly
F. Projects
    1. monthly
G. Group Projects
    1. monthly

H. Class Participation
    1. weekly
 I. Class Work
    1. weekly
 J. Home Work
    1. weekly
K. Class Performance
    1. monthly

Student Learning Outcomes

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

A. Create a comparative analysis of how different media outlets cover a single news story.
B. Describe the history, social impact, economics, and regulation of Journalism and Media Studies.

Textbooks (Typical):

Textbook:

1. John Vivian *Media of Mass Communications.* 12th ed., Pearson, 2016.
2. Stanley Baran *Introduction to Mass Communication: Media Literacy and Culture.* 10th ed., McGraw Hill, 2018.
3. Richard Campbell, Christopher Martin, Bettina Fabos, Shawn Harmsen *Media Essentials: A Brief Introduction.* 5th ed., Bedford/St. Martin's, 2019.
4. Shirley Biagi *Media Impact: An Introduction to Mass Media.* 12th ed., Wadsworth, 2016.

LAS POSITAS
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Course Outline for Journalism and Media Studies 2
Introduction to Media
Effective: Fall 2025

Catalog Description:

JAMS 2 - Introduction to Media
3.00 Units

A survey of radio, television, film, and multimedia and their impact on culture and society; includes economics, technological development, programming, ratings, legal aspects, and social control of broadcasting in America, and cross-cultural, international comparisons.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
A. Explain and analyze radio as a means of mass communications through the study of radio history, current programming practices, regulation, and radio station management;
B. Explain and analyze television as a means of mass communications through the study of television history, current programming practices, regulation, and television station management;
C. Explain and analyze film as a means of mass communications through the study of film history and current practices of the film industry;
D. Explain and analyze multimedia as a means of mass communications through the study of the history and current practices of multimedia industries;

E. Explain and analyze the historical and current impact of the media on our society from the standpoint of business, education, and politics.

Course Content:

1. Radio
    1. Growth of radio
        1. Origin of networks
        2. Early programming
        3. Regulating principles
    2. Radio programming today
        1. Economics of music industry
        2. Online programming
        3. Culture
    3. Radio station operation
2. Television
    1. Growth of television
        1. Origins
        2. Early programming
        3. Regulating principles
    2. Television programming today
        1. Advertising
        2. Online programming
    3. Television station operation
    4. Educational television
    5. Networks today
    6. Cable broadcasting
    7. Subscription broadcasting
    8. Careers in broadcasting
    9. Social aspects of broadcasting
        1. Economics
        2. Culture
        3. Ethics
        4. Entertainment
3. Film
    1. Growth of film
        1. Origin of film
        2. Early film
        3. Regulating principles: ratings
    2. Film today
    3. Film production and industry
        1. Multimedia
4. Growth of multimedia
    1. Origin of multimedia
    2. Early multimedia

3. Regulating principles
4. Multimedia programming today
    1. User-generated content
    2. Social networking
    3. Collaborative filtering
    4. Cloud computing
5. Multimedia industry and converging media
    1. Online content
    2. Mobile devices
    3. Video game platforms

5. Media and society
    1. The Federal Communications Commission
        1. History and functions
        2. Composition
    2. The public interest
        1. The basic theory of broadcasting
        2. Radio, television, film, and multimedia as media of free speech
        3. FCC statements of policy
    3. Social inequality and media representation
        1. Race
        2. Gender
        3. Class
    4. Politics and broadcasting
    5. The law and political broadcasting
    6. Coverage of political events
    7. The economics of broadcasting
    8. Advertising and agencies
    9. Problems posed by advertising
    10. The audience
        1. Research and surveys
        2. Ratings--how they are attained and what they mean
    11. Comparative broadcast systems
        1. Types of systems
        2. Radio, television, film, and multimedia in other countries
    12. Growth of international broadcasting

Methods of Instruction:

1. Audio-visual Activity -
2. Critique -
3. Discussion -
4. Projects -
5. Research - project
6. Lecture -
7. Discussion

8. Student Presentations -
9. Written Exercises -

Typical Assignments

A. Research:
1. Primary and secondary research term paper:
1. Provide an oral report on the role that the ratings system has played in the development of American cinema.
B. Writing:
1. Written analysis of ethical issues presented in a video:
1. View "Broadcast News" and describe the ethical issues confronted by one of the three major character
C. Other:
1. Oral presentations of group research and discussion:
1. Compare television in the United States with television in Mexico (or another country) using comparative techniques discussed in class.
2. Define and explain the ethical issues involved in broadcasting campaign ads on television.
2. Essay examinations:
1. Typical questions:
1. Compare and contrast radio in Canada with radio in the United States.
2. How have new media impacted how Americans get the news?
3. Describe how the rating system is used in film.

Methods of Evaluating Student Progress

A. Quizzes
1. Weekly
B. Research Projects
1. At least one per semester
C. Papers
1. At least one per semester
D. Group Projects
1. At least one per semester
E. Class Participation
1. Weekly
F. Class Work
1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.
B. Critically analyze the negative and positive impacts of technology on society.

Textbooks (Typical):

Textbook:

1. David Croteau, William Hoynes *Media Society: Industries, Images, and Audiences.* 5th ed., Pine Forge Press, 2013.
2. CQ Researcher *Issues in Media: Selections from CQ Researcher.* 3rd ed., CQ Press, 2016.
3. Richard Campbell *Media & Culture: Mass Communications in a Digital Age.* 10th ed., Bedford/St. Martin's, 2015.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to radio, television, film, and the Internet.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 3
Introduction to Public Relations
Effective: Fall 2025

Catalog Description:

JAMS 3 - Introduction to Public Relations
3.00 Units

Introduction to the principles, history, development, and professional practice of modern public relations. Includes concepts of planning and executing effective communication strategies, including message design and distribution, for any organization.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Describe and apply the principles and current practices of public relations
   B. Define and differentiate the concepts of public relations, advertising, press agency, marketing, journalism, and public affairs
   C. Describe the evolution of the field of public relations from historical to current practices
   D. Describe a public relation practitioner's training, characteristics, work assignments, and employment prospects
   E. Plan and prepare publicity programs, press releases, memos, and online public relations for different types of organizations
   F. Apply theories of public relations to different types of organizations and audiences

G. Apply legal and ethical concepts of public relations to different types of organizations

H. Discuss and analyze the roles and techniques of research, strategic planning, action and communication, and evaluation in public relations practice

I. Define and differentiate among the publics and targets served by public relations practitioners

J. Discuss and analyze the future trends in public relations with emphasis on the role of technology in public relations

K. Discuss and analyze the use of public relations strategies in the mainstream and social media

Course Content:

1. Principles and current practices in public relations
   1. Definition of public relations
   2. Contrast of one-way and two-way communication systems
   3. Current use of public relations by different organizations
2. Public relations distinguished from related fields
   1. Advertising
   2. Press agency
   3. Marketing
   4. Journalism
   5. Public affairs
3. Evolution of public relations
   1. Pre-modern public relations
   2. Public relations as a new industry
   3. Public relations and war
   4. Pubic relations and social activism
   5. Public relations and advertising
   6. Public relations and new media
   7. Public relations and politics
4. The practice of modern public relations
   1. Areas of employment
      1. Corporations
      2. Non-profit organizations
      3. Trade associations
      4. Government
      5. Public relations agencies
      6. Public relations consultants
   2. Characteristics and training
   3. Activities and duties
   4. Working conditions and job prospects
5. Tools of public relations practitioners
   1. Publicity packages
   2. Press releases
   3. Memos
   4. Online public relations
6. Theories of public relations

1. Communication theories
2. Motivation
3. Persuasion
4. Social influence

7. Legal and ethical issues in public relations
    1. Code of ethics
    2. Cultural issues
    3. Trust and corporate social responsibility
    4. Legal issues
        1. The first amendment
        2. Government and business regulation
        3. The internet
        4. Crisis management
        5. Litigation

8. The Process of Public Relations
    1. Research
    2. Strategic planning
    3. Action and communication
    4. Evaluation of effectiveness

9. The Different Publics or Targets
    1. The media
    2. Employees
    3. Community
    4. Consumers
    5. Investors
    6. Governments
    7. Nontraditional publics

10. The future of public relations
    1. Online public relations
    2. Viral marketing
    3. Global public relations
    4. Evolving roles for public relations practitioners

11. The use of public relations strategies in the mainstream and social media

Methods of Instruction:

1. Guest Lecturers - Guest presentations by public relations specialists
2. Written Exercises
3. Lecture
4. Projects - Event planning and event planning simulations
5. Student Presentations
6. Critique - Individual/group evaluation of student and professional prose
7. Discussion - Small group and whole-class discussion
8. Research
9. Classroom Activity

10. Instructor conferences

Typical Assignments

A. Project:
   1. Public relations project:
      1. Prepare and execute a public relations event for an organization. For example, prepare and execute a magazine release party for the campus magazine.
B. Writing:
   1. Written analysis of ethical issues presented in a movie:
      1. View *Thank You for Smoking* and describe the application of Public Relations Society of America's Code of Professional Standards for the Practice of Public Relations to the actions of one of the public relations practitioners in the movie.
C. Other:
   1. Oral presentation of group research and discussion:
      1. Compare one-way communication to two-way communication using principles of public relations discussed in class.
      2. Define and explain the changing role of the public relations practitioner in the age of new media.
   2. Oral presentations on public relations project:
      1. Provide an oral report describing the public relations event you created and evaluate its effectiveness.
   3. Essay examinations – Typical questions:
      1. Explain the significance of public relations in the history of women's suffrage.
      2. Describe and differentiate two of the publics served by public relations specialists.
      3. What is viral marketing and how has it changed the practice of public relations?

Methods of Evaluating Student Progress

A. Exams/Tests
   1. Monthly
B. Quizzes
   1. Weekly
C. Research Projects
   1. 1 or more per semester
D. Papers
   1. Weekly
E. Oral Presentation
   1. Weekly
F. Group Projects
   1. Monthly
G. Class Participation
   1. Daily

Student Learning Outcomes

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

A. Create and pitch a professional public relations proposal that exhibits writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities, and grasp of modern PR techniques.

Textbooks (Typical):

Textbook:

1. Dennis L. Wilcox, Glen T. Cameron, Bryan H. Reber *Public Relations: Strategies and Tactics.* 11th ed., Pearson, 2015.
2. David W. Guth, Charles Marsh *Public Relations: A Values-Driven Approach.* 6th ed., Pearson, 2016.
3. Lattimore, D., et al. , *Public Relations: The Profession and the Practice.* 4th ed., McGraw-Hill, 2011.
4. Newsom, D., et al., *Cengage Advantage Books: This is PR: The Realities of Public Relations.* 11th ed., Wadsworth, 2013.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 11
Introduction to Reporting and Newswriting
Effective: Fall 2025

Catalog Description:

JAMS 11 - Introduction to Reporting and Newswriting
3.00 Units

An introduction to gathering, synthesizing/ organizing, and writing news in journalistic style across multiple platforms. Includes role of the journalist, analysis of exemplary journalistic models, and related legal and ethical issues. Students will report and write based on their original interviews and research to produce news content. Experiences may include covering speeches, meetings, and other events, writing under deadline and use of AP Style.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Write simple and complex news stories using appropriate journalistic format and style for different platforms
   B. Define and execute newsgathering strategies, including interviewing live sources, reporting on a meeting, and using online and investigative techniques.
   C. Write different types of news stories, including covering speeches, meeting, and events
   D. Write articles under deadline

E. Apply Associated Press style to articles and edit own and others' articles for proper spelling, grammar, AP Style, and journalistic style
F. Write an extended news feature of at least 1,200 words
G. Define and avoid libelous writing, invasion of privacy, and unethical reporting.

Course Content:

1. Information and news gathering, including live interviews
    1. Preparing for interviews
    2. Interviewing live sources
    3. Using different methods and strategies for research, including online research
2. Writing news stories
    1. Journalistic writing forms, including the inverted pyramid
    2. Writing for multiple platforms, including print, online, broadcast and social media
    3. Writing simple and complex/long form articles
    4. Editing and improving news stories
        1. Practice at writing/rewriting leads, nutgraphs, and kickers
        2. Practice reducing wordiness
        3. Practice rewriting for greater clarity
3. News gathering practice, including preparing for and covering speeches, meetings and other events
4. Writing under deadline
5. Introduction to Associated Press Style and practice using AP Style Guide and other editing techniques
6. Introduction to the news feature and practice preparing for, executing, and writing a news feature
7. Legal and ethical issues in reporting, including invasion of privacy, plagiarism, and libel

Methods of Instruction:

1. Guest Lecturers - Guest presentations by journalists
2. Audio-visual Activity - Films, videos, and recordings
3. Field Trips - Possible field trips to different media companies
4. Classroom Activity - Individual/group evaluation of student and professional prose
5. Simulations - Reporting simulations
6. Lecture
7. Projects - "Live" interview and note-taking situations
8. Written Exercises - Written work, including summaries, papers, and exams
9. Discussion - Small group and whole-class discussion
10. Projects - Deadline writing situations
11. Instructor conferences

Typical Assignments

A. Writing:
    1. Attend a student government meeting and complete a 600-word story about at least one topic covered at the meeting under a three-hour deadline, using appropriate style.
B. Reading:

1. Read Chapter 2 of The Associated Press Reporting Handbook, "What Is News?" and write a one-page paper describing your relationship to the media.
    1. Where do you get your news?
    2. What do you consider newsworthy?

Methods of Evaluating Student Progress

A. Exams/Tests
    1. Monthly
B. Quizzes
    1. Weekly
C. Research Projects
    1. Monthly
D. Portfolios
    1. Semester-long creation of one
E. Papers
    1. Weekly
F. Oral Presentation
    1. Weekly
G. Projects
    1. Weekly
H. Group Projects
    1. Weekly
I. Class Participation
    1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of JAMS 11, the student will be able to research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste.

Textbooks (Typical):

Textbook:
1. Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson *Working with Words: A Handbook for Media Writers and Editors*. 9th ed., Bedford/St. Martin's, 2016.
2. The Missouri Group (Brian S. Brooks, George Kennedy, Daryl R. Moen, and Don Ranly) *News Reporting and Writing*. 12th ed., Bedford/St. Martin's, 2017.
3. Harrower, Tim, *Inside Reporting*. 3rd ed., McGraw-Hill, 2012.
4. Associated Press *The Associated Press Stylebook 2017 and Briefing on Media Law*. 48th ed., Basic Books, 2017.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 21A Express College Newspaper A
Effective: Fall 2025

Catalog Description:

JAMS 21A - Express College Newspaper A
3.00 Units

An applied course in which students practice and refine beginning journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. The focus of study is on basic news, feature, and opinion stories. Students are introduced to concepts related to photojournalism, business management, graphic arts, design, social media, and leadership and editing skills. The course includes ethical, practical, and legal issues in journalism.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Explain and demonstrate skills related to producing different types of stories
   B. Explain the roles of writers, editors, the online and print production staff, and the business staff as outlined in course materials, take part in issue planning and in meeting all deadlines, and explain and demonstrate specific skills pertaining to role assumed

C. Participate in overall story development, beat coverage, application of newspaper policies, print and online production, and collaborative decision making

D. Develop and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development

E. Explain, practice, and demonstrate journalistic style

F. Explain the roles of photojournalism, social media, and multimedia in journalism

G. Work to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community

H. Practice journalistic standards of ethics and explain press law regarding matters of libel and privacy

Course Content:

Lab:

Lecture:

1. Preparing for, researching, and writing stories (news stories, feature stories, opinion stories, entertainment stories, sports stories, and column writing)
    1. Defining news worthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing your thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats
2. Overview of newspaper staff and the production process
    1. The roles of writers, editors, business staff, and the online and print production staff
    2. The elements of production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Preparing for print and online issues of the newspaper
    1. Story development
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team.
    5. Page design
    6. Web content management
4. Writing, layout, design, and online and print production
    1. Introduction to print and online writing, including headline and cutline writing
    2. Practice writing in print and online, including headline and cutline writing
    3. Introduction to layout and graphic design
    4. Practice using layout and graphic design
    5. Introduction to online production
    6. Practice using online production methods
5. Journalistic style, standards, and traditional news values

1. The Associated Press Style Guide
    1. Overview
    2. Use
2. The inverted pyramid and other styles
3. The importance of the lead and nut graph
4. Accuracy as the foundation of journalism
6. Beginning photojournalism and multimedia techniques
    1. Shooting and selecting photographs for print and online publication
    2. Planning for multimedia, including videos and slideshows
    3. Using social media to enhance newspaper coverage and outreach
7. The newspaper's evolving audience
    1. Outreach
    2. Advertising
    3. Online presence
        1. Website
        2. Social media
    4. Distribution
8. Ethical and legal issues in journalism and photojournalism
    1. Ethical issues
    2. Legal issues

Methods of Instruction:

1. Guest Lecturers - in media or related fields
2. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
3. Field Trips - to relevant locations such as newspapers or television stations
4. Individualized Instruction - individual conferences about work produced
5. Individualized Instruction - coached supervision in necessary activities such as copyediting, online and print production, and proofreading
6. Critique - "Hell Sheets" in which the class critiques issues and online work for strengths and weaknesses
7. Projects - assignments in writing, style, and standards
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. brainstorming/planning/discussing at staff meetings and in editorial board meetings
10. group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel

Typical Assignments

A. Other:
    1. Reading
        1. Read Chapter 5, "Newswriting" in *The Student Newspaper Survival Guide 2nd Edition* and complete a Reading Check in which the student demonstrates understanding of the elements of a news story and corrects some practice sentences for appropriate journalistic style.

    2. Writing:
       1. Prepare for, research, and write a story about recycling on campus.

Methods of Evaluating Student Progress

A. Class Participation

    1. students participate in staff meetings and critiques of the newspaper weekly

B. Class Work

    1. students work on stories and production of the newspaper during lab time weekly

C. Quizzes

    1. weekly reading checks related to how student newspapers function and appropriate use of journalistic style

D. Research Projects

    1. research, interview, and develop a story for publication weekly

E. Portfolios

    1. semester long

F. Projects

    1. students review a year's worth of newspapers and select entries for at least one journalism contest

G. Group Projects

    1. recognizing stories, acquiring stories, producing an online and print edition, and distributing the newspaper are weekly group projects

Student Learning Outcomes

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

A. Create The Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.

Textbooks (Typical):

Textbook:

1. Associated Press *The Associated Press Stylebook and Briefing on Media Law 2019.* 54th ed., Basic Books, 2019.
2. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw Hill, 2012.
3. Kanigel, Rachele, *The Student Newspaper Survival Guide.* 2nd ed., Wiley-Blackwell, 2012.
4. Brian Carroll *Writing and Editing for Digital Media.* 3rd ed., Routledge, 2017.

Course Outline for Journalism and Media Studies 21B
Express College Newspaper B
Effective: Fall 2025

Catalog Description:

JAMS 21B - Express College Newspaper B
3.00 Units

An applied course in which students practice and refine intermediate journalism skills, including recognizing, acquiring, producing, and distributing content for the print and online editions of the student newspaper, the Express. Focus is on in-depth news, feature and opinion stories. Students develop intermediate abilities in photojournalism, business management, graphic arts, design, social media, and leadership and editing skills. The course includes ethical, practical, and legal issues in journalism.

Prerequisite: JAMS 21A with a minimum grade of C, **Recommended Course Preparation:** Eligibility for ENGL C1000.

Course Grading: Optional

Lecture Hours	18
Lab Hours	108
Inside of Class Hours	126
Outside of Class Hours	36

Discipline:

Mass Communication, or Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Work as a productive team member of a newspaper staff with increased responsibility from JAMS 21A
  B. Explain the newspaper production process from story idea to completed product, including all steps related to recognizing, acquiring, producing, and distributing the print and online newspaper

C. Write typical genre stories in at least two of the following sections: news, feature, opinion, sport, or arts and entertainment

D. Create story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or other visual elements

E. Edit stories for publication in print and online

F. Use social media to effectively supplement the online and print editions of the newspaper

G. Use multimedia to tell a story for a specific section

H. Serve in a leadership role for the newspaper

I. Lead a critique of the newspaper after publication

J. Refine and apply skills in writing, editing, critical thinking, page design, photo planning, and online content development

K. Assume a leadership role in working to improve the print and online newspaper continuously to better meet the needs of the readership of the Las Positas College community

L. Practice, discuss, and model journalistic standards of ethics and explain and discuss press law regarding matters of libel and privacy

Course Content:

Lab:

Lecture:

1. Leadership relating to preparing for, researching, and writing stories in specific genres. Model and lead others in
    1. Defining newsworthiness and applying news judgment
    2. Finding and recognizing stories
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Reporting on meetings, speeches, special events, and specific beats
2. The newspaper staff and the production process
    1. Work with writers, editors, business staff, and the online and print production staff
    2. Participate in production, including issue planning, story assignments, deadlines, editing, revisions, online and print production, and post-production
3. Leadership relating to preparing for print and online issues of the newspaper. Model and lead others in
    1. Story development in at least two genres
    2. Beat coverage
    3. Newspaper policies
    4. Functioning as a member of a team.
    5. Page design
    6. Web content management
4. Create story packages with multiple elements and model or lead others in writing, layout, design, and online and print production

1. Intermediate print and online writing, including headline and cutline writing
2. Write in print and online, including headline and cutline writing
3. Intermediate layout and graphic design
4. Use layout and graphic design
5. intermediate online production
6. Use online production methods
5. Model and lead others in using journalistic style, standards, and traditional news values
   1. Intermediate use of the Associated Press Style Guide
   2. The inverted pyramid and other styles
   3. The importance of the lead and nut graph
   4. Accuracy as the foundation of journalism
6. Intermediate photojournalism and/or multimedia techniques
   1. Shooting and/or selecting photographs for print and online publication
   2. Planning for and executing multimedia, including videos and slideshows
   3. Using social media to enhance newspaper coverage and outreach
7. Leadership with respect to the newspaper's evolving audience
   1. Outreach
   2. Advertising
   3. Online presence
      1. Website
      2. Social media
   4. Distribution
8. Ethical and legal issues in journalism and photojournalism
   1. Ethical issues
   2. Legal issues

Methods of Instruction:

1. Field Trips - to relevant locations such as newspapers or television stations
2. Critique - "Hell Sheets" in which the class critiques issues for strengths and weaknesses
3. Guest Lecturers - in media or related fields
4. Individualized Instruction - coached supervision in necessary activities such as leadership, editing, writing, copyediting, online and print production, and proofreading
5. Projects - assignments in writing, style, and standards, including multimedia projects to be posted online
6. Lecture - covering all phases of newsgathering, writing, online and print production, and distribution
7. Individualized Instruction - individual conferences about work produced
8. Field Trips - to journalism conferences featuring workshops, competitions, and opportunities to network
9. Group decision-making in which students plan, delegate and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal considerations, with advisers providing appropriate advice and counsel
10. Brainstorming/planning/discussing at staff meetings and in editorial board meetings

Typical Assignments

A. Other:
　　1. Reading:
　　　　1. Read the chapter on page design in the Student Newspaper Survival Guide, and present the chapter to the class, highlighting how the lessons in the book can be applied to the Express.
　　2. Writing:
　　　　1. Prepare for, research, and write an in-depth feature story about a prominent person or group on campus for print publication.
　　3. Multimedia:
　　　　1. Prepare for, research, write, and produce an in-depth feature story about a prominent person or group on campus for online publication.

Methods of Evaluating Student Progress

A. Research Projects
　　1. Monthly
B. Portfolios
　　1. Once, at the end of the semester
C. Projects
　　1. Weekly
D. Group Projects
　　1. Weekly
E. Class Participation
　　1. Weekly
F. Class Work
　　1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

Textbooks (Typical):

Textbook:
1. Kanigel, Rachele, *The Student Newspaper Survival Guide.* 2nd ed., Wiley-Blackwell, 2012.
2. Tim Harrower, Julie Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw Hill, 2012.
3. Associated Press *The Associated Press Stylebook and Briefing on Media Law 2019.* 53rd ed., Basic Books, 2019.
4. Brian Carroll *Writing and Editing for Digital Media.* 3rd ed., Routledge, 2017.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 22 Express Editorial Board
Effective: Fall 2025

Catalog Description:

JAMS 22 - Express Editorial Board
1.00 Units

The roles and responsibilities of leaders on the college newspaper, The Express. Practical experience participating in editorial board meetings, setting policy for the newspaper, and leading in the decision-making process for planning, budgeting, and the development of the newspaper. Enrollment is limited to student leaders on the Express.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Journalism

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Perform as an editor or manager for the newspaper and demonstrate an understanding of the different leadership roles on the newspaper;
   B. Direct and guide newspaper staff members to fulfill specific jobs, including staff writers, photographers, graphic artists, multimedia staff, and production crew;
   C. Participate in and help guide the staff in issue planning, budgeting, assignments, meeting all deadlines, designing, and producing the online and print issues of the Express;
   D. Function as a member of a leadership team in editorial board meetings and staff meetings;
   E. Describe and participate in student media roles in the college community;

F. Edit assignments for grammar, style, clarity, and legal and ethical concerns.

Course Content:

1. Leadership of the college newspaper
    1. Editorial and management positions and responsibilities on the college newspaper
        1. Editor in chief
        2. Copy editors
        3. Section editors
        4. Production and design editors
        5. Online editors
        6. Business managers
    2. Editor selection
    3. Leadership styles
    4. Editorial budgets
2. Working with the newspaper staff
    1. The roles and responsibilities of staff members
    2. Coaching staff members to fulfill their roles and responsibilities
3. Leading in the production of the newspaper
    1. Issue and online planning
    2. Assignments with deadlines
        1. Story assignments
        2. Photo assignments
        3. Multimedia assignments
    3. The newspaper budget
    4. Issue and online design
    5. Production of the newspaper
    6. Post-production and distribution
4. Collaborative teamwork in the production of the newspaper
    1. A leader's responsibility at meetings
    2. The decision-making process
        1. Editorials
        2. Filling open editorial board positions
        3. The editorial board's role in setting policy
5. The leaders' responsibility to:
    1. the staff
    2. the readers
    3. the college and community
    4. ethics and standards of journalism
    5. design
6. Editing the work of others
    1. grammar
    2. style
    3. clarity
    4. legal concerns

     5. ethical concerns

Methods of Instruction:

1. Critique - Coaching student leaders to critique their work and the work of others.
2. Discussion - Discussing standards of journalism and legal and ethical issues with student leaders.
3. Individualized Instruction - Coaching students to develop their skills as a writer and a leader.
4. Brainstorming/planning/discussing at editorial board meetings.
5. Coaching student leaders to perform role of a leader, including leading and participating at meetings, filling staffing needs, and developing and refining editing skills.
6. Individual conferences with students.
7. Decision-making in which students plan, delegate, and assign jobs, choose editorial topics, govern issues regarding ethics, taste, and legal consideration with adviser providing appropriate advice and counsel.

Typical Assignments

A. Other:
  1. Perform role as a student leader.
     1. Prepare proposed assignments for The Express.
     2. Present the proposed assignments to the editorial board.
     3. Participate in editorial board discussion of the assignments.
     4. Assist in making assignments to staff.
     5. Edit the assignments.
     6. Participate in page and online design.
     7. Participate in production.
     8. Participate in distribution.
  2. Present a summary of your leadership duties and responsibilities to the staff.
  3. Participate in editorial board meetings.
  4. Participate in final exam, preparing for a journalism contest.

Methods of Evaluating Student Progress

A. Papers
   1. Weekly
B. Class Participation
   1. Weekly
C. Class Work
   1. Weekly
D. Research Projects
   1. Weekly
E. Critiques will occur on a weekly basis. Participation in staff meetings will occur on a weekly basis.

Student Learning Outcomes

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

   A. Serve as a leader for the weekly college newspaper, The Express, recognizing, acquiring, producing, and distributing content; student will lead others in increased understanding of standards of journalism and design and increased understanding of online distribution.

Textbooks (Typical):

Textbook:

1. Brian S. Brooks, James L. Pinson *Working with Words: A Handbook for Media Writers and Editors.* 10th ed., Bedford/St. Martin's, 2020.
2. Associated Press *The Associated Press Stylebook and Briefing on Media Law.* 55th ed., Basic Books, 2020.
3. Tim Harrower, Julie M. Elman *The Newspaper Designer's Handbook.* 7th ed., McGraw-Hill, 2012.
4. Rachele Kanigel *The Student Newspaper Survival Guide.* 2nd ed., Blackwell Publishing, 2012.
5. -, *Style Guide and Staff Manual of the Express.*, Las Positas College Express, 2020.
6. Robin Williams *The Non-Designer's Design Book.* 4th ed., Peachpit Press, 2014.

Other Materials Required of Students

Other Materials Required of Students:

1. Data storage device.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 24A
Naked Magazine: College Magazine A
Effective: Fall 2025

Catalog Description:

JAMS 24A - Naked Magazine: College Magazine A
3.00 Units

Creation of a journalistic-style student magazine. Emphasis is placed on developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business-side of the magazine, and exploring ethical issues.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
A. Take an active part in overall editorial and visual development, application of magazine policies, graphic style, business decisions, and editorial topics
B. Practice collaborative decision making and explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor

C. Explain and demonstrate specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values
D. Develop and apply skills in computer graphics, page design, photo planning, and web design;
E. Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community;
F. Practice professional journalistic standards of ethics and explain press law regarding matters of libel and privacy.

Course Content:

Lab:
1. Prepare for, research, and write content for the magazine.
2. Work with editors and advisors to improve written content.
3. Plan, acquire, and edit visuals for the magazine.
4. Plan, revise, layout, and edit magazine pages.
5. Seek sponsorships and advertising revenue for the magazine.

Lecture:
1. Preparing for, researching, and writing editorials on desktop publishing software
    1. Developing content based on audience
    2. Developing package plans
    3. Writing editorials for magazine publication
    4. Planning visuals for publication
    5. Conducting research and interviews
2. Attending scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
3. Applying magazine style, standards, and values
    1. Magazine style
        1. Overview
        2. Use
    2. Advertising and public relations
4. Using beginning magazine visuals
    1. Creating photographs, computer graphics, and artwork for use in a magazine
    2. Correlating visuals and editorials in a magazine
    3. Participating in digital layout and graphic design
    4. Transitioning the print magazine to the online version
        1. Print online: transitioning from print to web
        2. Visuals online: transitioning from print to web
        3. Interaction with online audience
5. Developing the magazine and its audience
    1. Defining audience
    2. Creating content based on audience
    3. Advertising sales based on audience
    4. Marketing to the audience
6. Applying magazine law and ethics

1. Ethics in magazine publication
2. Accuracy
3. The magazine and the law

Methods of Instruction:

1. Written Exercises - Assignments in writing, style, and standards
2. Guest Lecturers
3. Field Trips
4. Critique - Group critique sessions and analysis of publications
5. Discussion - Group decision-making in which students plan, delegate and assign jobs, choose content, govern issues regarding ethics, taste and legal considerations, with adviser and editors providing appropriate advice and counsel
6. Critique - Critiques of past issues of magazine for strengths and weaknesses
7. Classroom Activity - Brainstorming/planning/discussing at staff meetings
8. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
9. Individualized Instruction - Individual conferences about work produced
10. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content.Plan, acquire, and edit visuals for the magazine. Plan, revise, layout, and edit magazine pages. Seek sponsorships and advertising revenue for the magazine.

Typical Assignments

A. Other:
   1. Reading
      1. Read Chapter 9, "The Structure of Writing" in Feature and Magazine Writing: Action, Angle and Anecdotes and complete a reading check in which you analyze and discuss some methods to improve your own writing and correct some practice sentences.
   2. Writing
      1. Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

Methods of Evaluating Student Progress

A. Group Projects
   1. Working with a designer and a photographer, create a dummy of your story, including all visuals.
B. Class Work
   1. Write a lede and nutgraph for your story.
C. Research Projects
   1. Conduct research on a person for a magazine profile.
D. Portfolios
   1. The completed magazine serves as a portfolio for student editors.
E. Quizzes

1. Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz.

Student Learning Outcomes

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

   A. Contribute to the student magazine, Naked, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style.

   B. Design and edit stories and visuals in proper magazine style at a beginner level.

Textbooks (Typical):

Textbook:

1. Marcus Thompson, II *Golden.* 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press *Associated Press Stylebook and Briefing on Media Law.* Rev ed., Basic Books, 2018.
3. Brian S. Brooks, James L. Pinson, Jean Gaddy Wilson *Working with Words: A Handbook for Media Writers and Editors.* 8th ed., Bedford/St. Martin's, 2015.
4. The American Society of Magazine Editors *The Best American Magazine Writing 2017.* 2017 ed., Columbia University Press, 2017.
5. Sammye Johnson, Patricia Prijatel *The Magazine from Cover to Cover.* 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

Other Materials Required of Students:

1. Computer card, disk, reporter's notebook, and tape recorder.

LAS POSITAS
C O L L E G E

Course Outline for Journalism and Media Studies 24B
Naked Magazine: College Magazine B
Effective: Fall 2025

Catalog Description:

JAMS 24B - Naked Magazine: College Magazine B
3.00 Units

Leadership in the creation and promotion of a journalistic-style student magazine, including development of skills in areas of social media and multimedia. Emphasis is placed on practicing and refining intermediate-level journalism skills while developing content, writing in-depth magazine articles, producing photographs and other visual elements, correlating copy and visuals, laying out pages in the production process, copy editing, promoting advertising, managing the business-side of the magazine, and exploring ethical issues.

Prerequisite: JAMS 24A with a minimum grade of C, **Recommended Course Preparation:** Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Mass Communication

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Work as a productive team member of the magazine staff with increased responsibility from MSCM 34A
   B. Develop and apply skills in computer graphics, page design, photo planning, and web design with increased responsibility from MSCM 34A

C. Lead others in the overall editorial and visual development, application of magazine policies, graphic style, business decisions, and editorial topics

D. Create story packages and lead others in creating magazine story packages for print or online that may include the main article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video

E. Practice collaborative decision-making and lead, explain, demonstrate, and mentor specific skills pertaining to job description assumed, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor

F. Explain, demonstrate, and lead others in developing specific skills pertaining to magazine style, interviewing, researching, writing, editing, critical thinking, standards, and values

G. Work to improve the magazine continuously to better meet the needs of the readership and Las Positas College community

H. Lead others in professional journalistic standards of ethics, and explain press law regarding matters of libel and privacy

I. Use social media and lead others to use social media to effectively promote and supplement the magazine

J. Use multimedia and lead others in using multimedia to tell a story or promote an event for the magazine

K. Design and create at least one infographic for use in the magazine

L. Represent the magazine as a leader and journalist at events such as forums for hiring administrators, meetings, celebrations, and conferences

Course Content:

Lab:

Lecture:

1. Leadership and increased responsibility relating to preparing for, researching, and writing stories for the magazine. Model, guide, and lead others in
    1. Finding and recognizing stories for the magazine
    2. Creating visuals linked to written content
    3. Conducting research and interviews
    4. Organizing thinking
    5. Writing the story
    6. Revising the story
    7. Working with an editor on the story
    8. Developing secondary story ideas
    9. Attending and leading scheduled planning meetings, assuming specific roles, and collaborating with others on content and production of the magazine
2. Lead others in applying magazine style, standards, and values to computer graphics, page design, photo planning, and web design
3. Lead others in using beginning magazine visuals
    1. Creating photographs, computer graphics, and artwork for use in a magazine
    2. Correlating visuals and editorials in a magazine
    3. Participating in digital layout and graphic design.

4. Work with the leadership team and magazine staff to
   1. Brainstorm story ideas
   2. Create story packages to include: themain article, sidebars, photos, illustrations, photo illustrations, infographics, and/or video
5. Develop leadership style and skills through collaboration with staff and editors and through assuming at least one leadership fole, including editor in chief, managing editor, art director, writer, photographer, artist, production staff, and web editor
6. Lead others to develop specific journalistic skills, including interviewing, researching, writing, editing, critical thinking, and meeting journalist standards
7. Leadership with respect to the magazine and its evolving audience
   1. Defining audience
   2. Creating content based on audience
   3. Advertising sales based on audience
   4. Marketing to the audience
   5. Using social media to connect with the audience
8. Applying magazine law and ethics
   1. Ethics in magazine publication
   2. Accuracy
   3. The magazine and the law
9. Social media and the magazine
   1. Promotion of the magazine on social media
   2. Publication events
   3. Developing relationships with potential readers and advertisers
10. Transitioning the print magazine to the online version
    1. Website and online publication
    2. Visual online
    3. Multimedia online
    4. Interaction with the online audience
11. Infographic for print or online edition
    1. Recognize information suitable for presentation as an infographic
    2. Acquire, design, produce, and publish an infographic
12. Leadership in the college community

Methods of Instruction:

1. Individualized Instruction - Individual conferences about work produced
2. Discussion - Group decision-making in which students plan, delegate and assign jobs, choose content, govern issues regarding ethics, taste and legal considerations, with adviser and editors providing appropriate advice and counsel
3. Written Exercises - Assignments in writing, style, and standards
4. Guest Lecturers
5. Individualized Instruction - Coached supervision in necessary activities such as copyediting and proofreading
6. Critique - Group critique sessions and analysis of publications

7. Discussion - Lectures and discussions covering all phases of content development, writing, production, and print preparation
8. Critique - Critiques of past issues of magazine for strengths and weaknesses
9. Classroom Activity - Brainstorming/planning/discussing at staff meetings
10. Field Trips
11. Lab - Prepare for, research, and write content for the magazine. Work with editors and advisors to improve written content. Plan, acquire, and edit visuals for the magazine. Plan, revise, layout, and edit magazine pages. Seek sponsorships and advertising revenue for the magazine.

Typical Assignments

A. Other:
    1. Leading:
        1. Lead a group discussion in which the magazine staff explores, identifies, and assigns stories and visuals for the upcoming edition.
    2. Writing:
        1. Prepare for, research, and write a magazine-style feature of at least 1000 words on the topic of body piercing.

Methods of Evaluating Student Progress

A. Quizzes
    1. Read "Worlds Apart," an opinion piece published in "The Best American Magazine and Newspaper Writing," and complete a quiz. (This book changes every year, so students will not be quizzed on the same work for A and B.)
B. Research Projects
    1. Conduct research on a person for a magazine profile.
C. Portfolios
    1. The completed magazine serves as a portfolio for student editors.
D. Group Projects
    1. Working with a designer and a photographer, create a dummy of your story, including all visuals.
E. Class Work
    1. Work with other students to refine their a ledes and nutgraphs.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Design and edit stories and visuals in proper magazine style at an intermediate level.

Textbooks (Typical):

Textbook:
1. *Golden.* 1 ed., Touchstone: An Imprint of Simon & Schuster, 2017.
2. Associated Press, *Associated Press Stylebook and Briefing on Media Law.* Rev ed., Basic Books, 2017.
3. Brooks, Brian S., James L. Pinson, and Jean Gaddy Wilson, *Working with Words: A Handbook for Media Writers and Editors.* 8th ed., Bedford/St. Martin's, 2015.

4. Clark, Roy Peter and Don Fry, *The Best American Magazine Writing 2017*. 2017 ed., Columbia University Press, 2017.
5. Johnson, Sammye and Patricia Prijatel, *The Magazine from Cover to Cover*. 3rd ed., Oxford UP, 2012.

Other Materials Required of Students

Other Materials Required of Students:

1. Reporter's notebook and recording device.

Abridged Comparison

Course Modification: KIN 5 - Sports Management

Course Modification: KIN 5 - Sports Management (Launched - Implemented 09-30-2024)
compared with
KIN 5 - Sports Management (Active - Implemented 01-01-2020)

Cover

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

This course is part of an existing program(s) ~~No~~ Yes

1. **Program** _ Kinesiology - Associate in Arts Degree for Transfer (Active) - Fall 2024

Units/Hours

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

Course Content

Lecture Content

1. Basic principles and organization of sports

    1. Philosophy of physical education and sports

    2. Cardinal principles

    3. Leadership

    4. Leaders philosophy

    5. Flow chart

    6. Organization of high school, community college, and university program

2. Title IX

    1. History

    2. The law

    3. Results

    4. <u>Multicultural and female experts and writers provide perspectives</u>

3. Job opportunities

    1. Various sports

    2. Levels

    3. Related opportunities

4. Sport Management and Marketing Agencies

    1. Functions of Sport Management and Marketing Agencies

    2. Types of Sport Management and Marketing Agencies

    3. Sport Management and Marketing Careers and Challenges

5. Procedures, policies, and communication

    1. Sports policy handbook

6. Duties and responsibilities of sports personnel

    1. Principal

    2. Athletic Director

    3. Principal

    4. Head coach

     5. Assistant coach

7. Assignment and supervision of coaches

     1. Meetings

     2. Evaluations

8. Equipment and facilities

     1. Basic principles

     2. Safety

     3. Specific guidelines

     4. Buying procedures

     5. Cleaning and reconditioning

     6. Facilities construction

     7. Maintenance procedures

     8. Equipment personnel

     9. Game day procedures

9. Budget and finance

     1. General principles

     2. Booster club budget

     3. Board of Education

     4. Service clubs

5. Fund raising

6. Physical education department budget

7. Budgets

   1. Associated student body

   2. Athletic budget

   3. District funds

   4. Various sports

10. Financial report

    1. Monthly

    2. Annual

    3. Purchase order

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments
  Variance - Present the same information in different ways for visual, aural and verbal learners
  Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
- Classroom Activity
  Comments
  ~~class room~~ Classroom discussions related to sports and management, marketing and Title IX.
- ~~Guest Lecturers~~ Simulations
  Comments
  ~~Guest~~ For ~~Lecturers~~ presentations, ~~who~~ use ~~work~~ dyslexia-friendly ~~in~~ fonts.
  Use ~~sports~~ a ~~related~~ variety ~~careers~~ of media (e.g., audiobooks, movies)
  Include transcripts for multimedia materials
- Written Exercises

Comments
Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)

1. **Explain**

Equity Based Curriculum

- Course Content
  Address
  Expose students to a spectrum of multicultural and ~~industry~~ female experts, writers and artists. To more accurately represent the different contributors to your class subject, and potentially establish a cultural connection for your students .
- ~~Student~~ Methods ~~Presentations~~ of Instruction
  ~~Comments~~ **Address**
  ~~Students~~ Variance ~~could~~ - ~~present~~ Present ~~topics~~ the ~~on~~ same ~~sports~~ information ~~related~~ in ~~topics~~ different ways for visual, aural and verbal learners.
  Make technology accessible (e.g., give students the ability to increase text size or adjust brightness).
  For presentations, use dyslexia-friendly fonts.
  Use a variety of media (e.g., audiobooks, movies)
  Include transcripts for multimedia materials
- Methods of Evaluation
  Address
  To create equity in the classroom for everyone, here are methods that will be used:
  Variance - Present the same information in different ways for visual, aural and verbal learners
  Use a variety of media (e.g., audiobooks, movies)
  Include transcripts for multimedia materials
  Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)
  Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
  For presentations, use dyslexia-friendly fonts .

Distance Education

Effective Term Spring 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.)

- **Fully Online (FO):**   *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*

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

~~Explain~~ This ~~how the decision~~ course was ~~made~~ approved ~~to~~ for ~~offer~~ DE ~~this course~~ instruction in ~~a Distance Education mode~~ 2020 .

A primary target audience of this course will be sport managers, coaches, and students aspiring to a career in these fields. The ⁻
working commitments of this profession are unpredictable and sporadic. Thus, to meet the needs of this target audience, it is important ⁻
that an option for this course delivery is provided through Distance Education. ⁻

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

During the spring 2019 semester, four tenured faculty members were consulted and approved of this course moving to DE. On 20th February, 2019 a Division meeting was convened, and and the rationale for moving this course to DE was supported.

~~Emergency Delivery Methods~~ Accessibility

~~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.~~ 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)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.

~~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)~~

- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- ꓸ [Modifying assignment time limits for students with accommodations.](#)

Syllabus

ꓸ 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)

- ꓸ [Instructor response time.](#)
- ꓸ [Grade turnaround time.](#)
- ꓸ [Student participation.](#)
- ꓸ [Instructor participation.](#)
- ꓸ [Student rights and responsibilities.](#)
- ꓸ [Student behavior in a DE course.](#)
- ꓸ [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

Textbooks/Materials

Textbook

1. **Title** Sport Management Principles and Applications
   Edition ~~5th~~ 6th
   Year ~~2018~~ 2022
2. **Title** Principles and Practice of Sports Management
   Edition ~~5th~~ 6th
   Year ~~2017~~ 2021
3. **Title** Contemporary Sport Management
   Edition ~~6th~~ 7th
   Year ~~2019~~ 2021

Codes and Dates

Course Codes

Origination Date

~~02~~ 09 / ~~11~~ 19 / ~~2019~~ 2024

Parent Course

KIN 5 - Sports Management

No Previous Course

Entry of Special Dates

- Board of Trustees

   ~~06/18/2019~~

- State Approval

   ~~06/13/2019~~

- CC Approval

   ~~04/15/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date ~~-~~

~~01/01/2020~~

09/24/2024

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 Kinesiology 5
Sports Management
Effective: Fall 2025

Catalog Description:

KIN 5 - Sports Management
3.00 Units

Course content includes how to organize, manage, plan, staff, direct, and control a sports program. Furthermore, areas such as Title IX, budget, facilities management, sports law, scheduling, officials, sports marketing, transportation, public relations, parent and booster clubs, purchase and care of athletic equipment, fund raising. This course will provide an overview of the many careers available in the sports management industry.

Course Grading: Letter Grade Only

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

Discipline:

Kinesiology

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Recognize, explain and discuss the unique characteristics of sports and how they influence the management of sports
  B. Interpret Title IX and understand its ramifications
  C. Assess all aspects of an athletic equipment facility and review areas such as budget, purchasing, and maintenance
  D. Examine sports facilities and event management
  E. Compare, contrast and evaluate the different types of organizational structures employed by a sport organization to achieve their goals

F. Compare and contrast a high school, community college, or university sports program
G. Develop "game day" procedures and produce a checklist for games
H. Develop a budget for a sport
 I. Identify the potential career fields and the qualifications required in the sports management industry

Course Content:

1. Basic principles and organization of sports
    1. Philosophy of physical education and sports
    2. Cardinal principles
    3. Leadership
    4. Leaders philosophy
    5. Flow chart
    6. Organization of high school, community college, and university program
2. Title IX
    1. History
    2. The law
    3. Results
    4. Multicultural and female experts and writers provide perspectives
3. Job opportunities
    1. Various sports
    2. Levels
    3. Related opportunities
4. Sport Management and Marketing Agencies
    1. Functions of Sport Management and Marketing Agencies
    2. Types of Sport Management and Marketing Agencies
    3. Sport Management and Marketing Careers and Challenges
5. Procedures, policies, and communication
    1. Sports policy handbook
6. Duties and responsibilities of sports personnel
    1. Principal
    2. Athletic Director
    3. Principal
    4. Head coach
    5. Assistant coach
7. Assignment and supervision of coaches
    1. Meetings
    2. Evaluations
8. Equipment and facilities
    1. Basic principles
    2. Safety
    3. Specific guidelines
    4. Buying procedures
    5. Cleaning and reconditioning
    6. Facilities construction

7. Maintenance procedures
8. Equipment personnel
9. Game day procedures
9. Budget and finance
    1. General principles
    2. Booster club budget
    3. Board of Education
    4. Service clubs
    5. Fund raising
    6. Physical education department budget
    7. Budgets
        1. Associated student body
        2. Athletic budget
        3. District funds
        4. Various sports
10. Financial report
    1. Monthly
    2. Annual
    3. Purchase order

Methods of Instruction:

1. Classroom Activity - Classroom discussions related to sports and management, marketing and Title IX.
2. Lecture - Lecture pertaining to material presented in course content.
3. Projects - Students will do projects related to developing a handbook, sports management plan, or a sports marketing plan. Student will also do a research paper relevant to topic.
4. Audio-visual Activity - Variance - Present the same information in different ways for visual, aural and verbal learners Make technology accessible (e.g., give students the ability to increase text size or adjust brightness)
5. Written Exercises - Provide supplemental materials to the lesson plan (e.g., glossaries, illustrations)
6. Simulations - For presentations, use dyslexia-friendly fonts. Use a variety of media (e.g., audiobooks, movies) Include transcripts for multimedia materials

Typical Assignments

A. Other:
    A. Attendance/Class Participation
    B. Sports policy handbook
    C. Supplemental reading critiques
    D. Chapter Quizzes
    E. Written assignment analyzing the employment market for sports professionals
    F. Supervised out-of-class assignment at related institution or program (YMCA, Boys/Girls Club, fitness club, schools, etc.)
    G. Interview assignment with a member of the sports management field
    H. Comprehensive mid term and final exam

Methods of Evaluating Student Progress

   A. Exams/Tests
       1. Mid term test as well as comprehensive Final exam at the conclusion of the course
   B. Quizzes
       1. Quizzes on the topic being covered will occur 2 times per week.
   C. Research Projects
       1. One research project is assigned during the course pertaining to careers in Sport Management.
   D. Oral Presentation
       1. Pairs Power-Point presentations: 2 presentations are to be delivered with a partner over the course of the semester
   E. Projects
       1. 2 projects over the course of the semester that pertain to video analysis.
   F. Class Participation
       1. At every class
   G. Class Work
       1. At every class
   H. Home Work
       1. weekly home work assignments

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
   A. Upon completion of KIN 5, students should be able to evaluate the value of an athletic scholarship when compared to the revenue generated by collegiate athletic programs.
   B. Upon completion of KIN 5, students should be able to interpret performance data from a team/athlete and provide guidance to the coach based on your analysis.

Textbooks (Typical):

Textbook:
   1. Russell Hoye *Sport Management Principles and Applications.* 6th ed., Routledge, 2022.
   2. Lisa Masteralexis, Carol Barr, Mary Hums *Principles and Practice of Sports Management.* 6th ed., Jones & Bartlett Learning, 2021.
   3. Paul Pedersen, Lucie Thibault *Contemporary Sport Management.* 7th ed., Human Kinetics, 2021.

LAS POSITAS
C O L L E G E

Course Outline for Marketing 50
Introduction to Marketing
Effective: Fall 2025

Catalog Description:

MKTG 50 - Introduction to Marketing
3.00 Units

Marketing as a value exchange process involving all societal members; an overview of product development, pricing, placement, and promotion; Target markets including the demographic and behavioral dimensions of markets; analyses of marketing placement and pricing strategies and the social, cultural, economic, competitive and legal factors affecting marketing mix decisions.

Recommended Course Preparation: 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:

Business, or Management, or Marketing

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Identify marketing functions and how marketing institutions work in the exchange process
- B. Describe societal issues and cultural aspects, which influence marketing strategies
- C. Analyze how marketing systems and processes apply through society
- D. Identify efficient research methods to gain demographic information and behavioral characteristics of customers
- E. Explain levels, bases, and strategies to market segmentation, targeting, and positioning to develop the competitive advantage

F. Describe factors affecting the development of new products, the life cycle of products, branding and labeling, and the combining of product to service
G. Identify various strategies and consideration that are involved in pricing products and services
H. Specify the characteristics of various distribution channels and marketing systems
I. Describe the various types of retailers and give examples of each
J. Discuss the processes and advantages of integrated marketing communications in product and service marketing

Course Content:

1. Marketing's Roles in Society
    1. Historical
    2. Impact of Business Environments
    3. Global Transactions
2. The Exchange Process
    1. Value Creation
    2. Filling a Need
3. Marketing Concept
    1. Cultural, societal, national, and international impacts
    2. Four aspects - Product, Price, Place, Promotion
4. Systems and processes for varying constituents
    1. Business to Business vs. Business to Consumer
    2. Profit vs Non-Profit
    3. Governmental entities
    4. Consumer directed
    5. Manufacturers
5. Research
    1. Primary vs. Secondary data
    2. Behavioral
    3. Focus Groups, Surveys, Test Markets
    4. Governments' Role
6. Marketing-Decision Data
    1. Demographic and Life Style assessments
    2. Intra- and Inter-personal variables
    3. Lifestyle analysis
    4. Scientific method
    5. Cultural analysis
7. Determining the appropriate markets
    1. Segmenting
    2. Targeting
    3. Positioning
8. Value Creation: Tangible and Intangible Products
    1. Developing New Products
    2. Unique Service and Intangible Product Concerns
    3. Branding

      4. Packaging
9. Value Capture: Pricing
      1. Pricing Objectives
      2. Strategic Pricing Methods
      3. Pricing Options
10. Value Delivery: Placement
      1. Channel and Supply Chain Design
      2. Channel and Supply Chain Management
      3. Retailing
      4. Multi-channel marketing
11. Value Communication: Promotion
      1. Integrated Marketing communications
      2. Advertising
      3. Public Relations
      4. Promotions
      5. Personal Selling

Methods of Instruction:

1. Lecture -
2. Audio-visual Activity -
3. Written Exercises -
4. Projects -
5. Classroom Activity -

Typical Assignments

A. Other:
    1. After the lecture on Consumer Decision making processes within a group, identify the specifics of the process using the product assigned.
    2. Answer the Study Guide questions for this chapter
    3. View the video case study. Identify the three positioning decisions. Write a 1000 word analysis discussing the options, the decisions, and the outcome.
    4. Create a new product. Select the target market. Identify the distribution channel(s) and the pricing strategy. Develop the packaging. Create three promotional ideas.

Methods of Evaluating Student Progress

A. Exams/Tests
    1. 1 per semester
B. Papers
    1. 1 per semester
C. Oral Presentation
    1. 1 per semester
D. Group Projects
    1. 1 per semester

  E. Class Participation
    1. Daily
  F. Home Work
    1. Daily

Student Learning Outcomes

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

  A. Categorize the four Ps of marketing.
  B. Communicate the marketing concept and how it applies in both for-profit and nonprofit organizations.
  C. Model consumer behavior in the consumer decision making process.

Textbooks (Typical):

Textbook:

1. University of Minnesota *Principles of Marketing.* 1st ed., University of Minnesota, 2010.
2. Rogert Kerin, Steven Hartley *Marketing.* 14th ed., McGraw-Hill, 2020.
3. Michael R Solomon, Greg W. Marshall, Elnora W. Stuart *Marketing: Real People, Real Choices.* 10th ed., Pearson, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. computer and internet access.

Abridged Comparison

Course Modification: MUS 41 - Instrumental Chamber Music

> Course Modification: MUS 41 - Instrumental Chamber Music (Launched - Implemented 10-11-2024)
>
> compared with
>
> MUS 41 - Instrumental Chamber Music (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

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 Content

Lecture Content

Lab Content

1. Rehearsal technique and practices

    1. Professionalism, preparedness and etiquette

    2. Listening across a section and across the ensemble, especially across larger ensembles

    3. Responding to conductor's gestures and instructions

2. Rhythm

1. Accurate reading and performance of rhythm and articulation

2. Playing together as a section and as an ensemble

3. Following a conductor's gestures

4. Applying period performance practices

3. Pitch and intonation

1. Good tone production

2. Accurate reading and performance of pitch

3. Tuning pitches and harmonies to produce a good blend as a section and as an ensemble

4. Expression

1. Accurate reading and performance of expressive markings

2. Balancing dynamics to produce a good blend

3. Applying period performance practices

4. Rehearsal and performance of compositions from a wide variety of stylistic and historical periods.

5. Observation and discussion of audio and video recordings of professional musicians in large and small ensemble settings

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Demonstration
  Comments

  -

Equity Based Curriculum

- Other Materials Required of Students
  Address
  Students who don't own an instrument can borrow one for no cost from the college for the semester, availability pending.

Distance Education

Does (or will) this course have a DE component? ~~Yes~~ No
~~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.)~~

- ~~**Fully Online (FO):** *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by only materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contract hours are delivered through those online interactions. Any synchronous requirements are listed in the schedule of classes.*~~
- ~~**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.
~~In discussion and practice with my music colleagues, we felt that (though not ideal) MUS 41 is able to meet course outcomes fully online. It can also meet them partially online even under normal circumstances.~~
Explain how the decision was made to offer this course in a Distance Education mode.
~~The decision was made after consulting faculty and students.~~
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.~~

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)

- ~~Transcription for audio.~~
- ~~Alt-text/ tags for images.~~
- ~~Utilizing headers/styles for text formatting to make web pages accessible for screen readers.~~
- ~~Formatting and coding to make tables accessible for screen readers.~~
- ~~Exploratory links.~~
- ~~Proper color contrast.~~

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. ~~Yes~~ No

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

~~Yes~~ No

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

~~Yes~~ No

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

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

~~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
  At least 2-5 discussion boards per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Feedback on every assignment, recording, and performance.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  1-5 Announcements per month.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  2-5 web-conferencing sessions per month.
- **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
  Performances (at least 2 per semester) and rehearsals (at least 1 per month) would take place face-to-face if offered PO.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  During web-conference sessions, students will chat each other (2-5 times 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)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  At least 2-5 per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  At least 2-5 per semester.

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**~~
  ~~Pertaining to topics including repertoire and performance practice).~~
- ~~**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*~~
  ~~**Frequency**~~
  ~~Students will collaborate weekly on repertoire in groups.~~
- ~~**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*~~
  ~~**Frequency**~~
  ~~2-5 per month.~~
- ~~**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*~~
  ~~**Frequency**~~
  ~~1-3 per month.~~
- ~~**Field Trips:** *Students will attend live or virtual field trips.*~~
  ~~**Frequency**~~
  ~~At least one.~~
- ~~**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*~~
  ~~**Frequency**~~
  ~~One per semester.~~
- ~~**Other:**~~
  ~~**Frequency**~~
  ~~Daily practice.~~
  ~~Weekly rehearsals.~~
  ~~2-3 performances per semester. One final public performance (can be livestreamed digitally).~~
  ~~Critical listening (monthly).~~
  ~~Weekly sight-reading.~~

Textbooks/Materials

Textbook

1. **Author(s)** ~~Martin Bresnick~~ Modest Moussorgsky
   Title ~~String~~ Pictures ~~Quartet~~ of ~~#4~~ an Exhibition
   Publisher ~~Carl~~ Hal ~~Fischer LLC~~ Leonard
   Year ~~2019~~ 2012
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   This is standard 19th century orchestral repertoire of the Romantic Era. The piece is a programmatic composition that had immense influence on film music of the 20th and 21st century.

This particular arrangement from 2012 is a so-called flex arrangement, meaning the orchestration is flexible and appropriate for smaller ensembles.

2. **Author(s)** ~~Laura~~ Edvard ~~Kaminsky~~ Grieg
   Title ~~Whence~~ In ~~it~~ the ~~Comes~~ Hall of the Mountain King
   Publisher ~~Bill~~ Deterling ~~Holab~~ Music
   Year ~~2019~~ 2020

3. **Author(s)** ~~Amanda~~ Edward ~~Harberg~~ Elgar
   Title ~~Suite~~ Pomp ~~for~~ and ~~Wind Quintet~~ Circumstance
   Publisher ~~Theodore~~ Deterling ~~Presser~~ Music
   Year ~~2019~~ 2020

Other Materials Required of Students

v

1. **Enter Required Material**
   Students who don't own an instrument can borrow one for no cost from the college for the semester, availability pending.

General Education/Transfer Request

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

C-ID MUS 185
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Marschak, Daniel~~ Preponis, Andreas

Origination Date

~~07~~ 10 / ~~27~~ 04 / ~~2021~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

MUS 41 - Instrumental Chamber Music

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~11/04/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date ~~- 08/15/2020~~

10/11/2024

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 41
Instrumental Chamber Music
Effective: Fall 2025

Catalog Description:

MUS 41 - Instrumental Chamber Music
1.00 Units

This course is an instrumental music ensemble that performs selections from the standard classical repertoire, as well as modern compositions. Students develop all aspects of instrumental performance including technique, sight-reading, intonation, rhythmic interpretation, ensemble balance, and stylistic interpretation. Musical instruments may include members of the brass, woodwind, string, percussion, and keyboard families. Enrollment by audition only.

Course Grading: Optional

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. Demonstrate improvement of music reading skills
  B. Develop proper performance behavior and etiquette.
  C. Synthesize concepts learned in individual practice and rehearsal during public performances
  D. Examine stylistic features appropriate to particular periods and/or composers and apply such points of style to rehearsal and public performance
  E. Evaluate quality of performance based on specific aspects of music-making such as intonation, rhythmic accuracy, use of dynamics, overall blend of the ensemble, articulation, balance, tone, and style

Course Content:

1. Rehearsal technique and practices
    1. Professionalism, preparedness and etiquette
    2. Listening across a section and across the ensemble, especially across larger ensembles
    3. Responding to conductor's gestures and instructions
2. Rhythm
    1. Accurate reading and performance of rhythm and articulation
    2. Playing together as a section and as an ensemble
    3. Following a conductor's gestures
    4. Applying period performance practices
3. Pitch and intonation
    1. Good tone production
    2. Accurate reading and performance of pitch
    3. Tuning pitches and harmonies to produce a good blend as a section and as an ensemble
4. Expression
    1. Accurate reading and performance of expressive markings
    2. Balancing dynamics to produce a good blend
    3. Applying period performance practices
    4. Rehearsal and performance of compositions from a wide variety of stylistic and historical periods.
    5. Observation and discussion of audio and video recordings of professional musicians in large and small ensemble settings

Methods of Instruction:

1. Audio-visual Activity - Critical listening
2. Demonstration -
3. Rehearsal
4. Individual Practice
5. Sight-reading

Typical Assignments

A. Other:
    1. Practice Journal:
        1. Keep a practice journal throughout the term to evaluate your progress.
            1. After each class meeting, write goals for your improvement using each of the following criteria: accuracy of notes and rhythms, intonation, dynamics, articulation, tone.
            2. Write specific passages of pieces the ensemble rehearsed that need particular attention (for instance, "Debussy, measures 1-8").
    2. Concert report:
        1. Attend a performance given by professional musicians and write observations about that event.

1. The report should be double-spaced, no less than two pages, no more than three pages.
2. Your introduction should describe the ensemble, the instrumentation, and the setting.
3. In the body of the report, discuss three full-length pieces, or all movements of a major work.
4. Describe the musical work along with elements of its composition (rhythm, melody, harmony, timbre, texture, dynamics, form).
5. Record detailed observations about the technique and performance practice of the musicians.
6. The last section of the report should be a summary of your observations.
7. Make connections between this performance and others you have witnessed of the same or other works.
8. Make educated judgments about the performance (i.e. What particular aspects caused the performance to be impressive or disappointing? If you list negative aspects of the performance, how might the performers improve upon their performance?).
9. Please submit a program with your report, signed by one or more members of the performing ensemble.

Methods of Evaluating Student Progress

A. Projects
    1. One per semester
B. Field Trips
    1. Varies
C. Home Work
    1. Daily practice
D. Lab Activities
    1. Weekly rehearsals
E. Class Performance
    1. 2-3 times per semester
F. Final Public Performance
    1. Once

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of MUS 41, the student should be able to adhere to recognized standards of professionalism is a rehearsal setting.
B. Upon completion of MUS 41, the student should be able to play on pitch in a section and ensemble as directed by a conductor.
C. Upon completion of MUS 41, the student should be able to perform a variety of chamber or orchestral repertoire.

D. Upon completion of MUS 41, the student should be able to perform stylistically appropriately to the period/style of the composition.

Textbooks (Typical):

Textbook:

1. Modest Moussorgsky *Pictures of an Exhibition.* 1st ed., Hal Leonard, 2012.
2. Edvard Grieg *In the Hall of the Mountain King.* 1st ed., Deterling Music, 2020.
3. Edward Elgar *Pomp and Circumstance.* 1st ed., Deterling Music, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Students who don't own an instrument can borrow one for no cost from the college for the semester, availability pending..

LAS POSITAS
C O L L E G E

Course Outline for Noncredit English 210
Craft of the Sentence
Effective: Fall 2025

Catalog Description:

NENG 210 - Craft of the Sentence
36 Hours

Practice in sentence-level writing that focuses on possibilities rather than rules, as well as editing in any genre of writing, including—but not limited to—academic writing. Practice in writing and editing sentences that achieve desired stylistic effects based on the writing situation and audience. Develops strategies to communicate complex ideas at the sentence level. Discusses multifaceted and changing nature of language and writing. This course is open to students currently enrolled in English 1A or 1AEX, or students who have passed English 1A or 1AEX or the equivalent.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Pass/No Pass

Total Noncredit Hours	36

Discipline:

English

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Use coordination in sentences to express logical relationships of ideas
  B. Use subordination in sentences to express logical relationships of ideas
  C. Use transitions in and between sentences to express logical relationships of ideas
  D. Create parallel structures in sentences
  E. Use and place modifying words, phrases, and clauses with intent (including adjectives, adverbs, prepositional phrases, verbal phrases, appositives, and adjective clauses)
  F. Choose words that help achieve the writer's intention and show consideration of audience
  G. Describe what makes writers' voices, including their own, unique
  H. Describe how the writing situation and intended audience influence the writer's decision-making process
  I. Punctuate according to conventions of a given genre
  J. Use sentence variety to control emphasis

Course Content:

1. Sentence-combining and expression of logical relationships of ideas in and between sentences
2. Instruction in sentence-level editing including subjects, verbs, and modifiers; joining words; parallelism; word choice; sentence style; and voice
3. Reading and analysis of theories of language
4. Discussion of various genres' effects on reader expectations including grammar and structure

Methods of Instruction:

1. Lecture - Short lecture with classroom activities. Modeling of writing, editing, and word choice strategies.
2. Written Exercises - Practice in writing and editing sentences in a workbook and in the students' own writing.
3. Student Presentations - Group or oral presentations on the effect of audience and the writing situation in a writer's decision-making process.

Typical Assignments

A. Other:
   1. Complete writing workbook exercises on the use of subordinating conjunctions to express logical relationships of ideas and control emphasis.
   2. Apply knowledge of the effects of punctuation to something you're writing outside of this class.
   3. Read "Students' Right to Their Own Language" and write a reflection.
   4. Edit sentences to show consideration of the conventions of a chosen style guide or genre (e.g., MLA, fiction).
   5. Give a presentation on a published author's voice and stylistic use of sentences in their writing.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. At least two per semester
B. Oral Presentation
   1. One per semester
C. Class Work
   1. Weekly workbook exercises

Student Learning Outcomes

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

Textbooks (Typical):

Textbook:

1. Karen Elizabeth Gordon *The New Well-Tempered Sentence*. Illustrated ed., Collins Reference, 2003.

2. Pam, et al Altman *Sentence-Combining Workbook.* 5th ed., Cengage Learning, 2018.
3. Geraldine Woods *Twenty-Five Great Sentences and How They Got That Way.* Reprint ed., W. W. Norton & Company, 2022.
4. Stanley Fish *How to Write a Sentence: And How to Read One.* Reprint ed., Harper, 2012.
5. University of Chicago Press Editorial Staff *Chicago Manual of Style.* 17th ed., University of Chicago Press, 2017.
6. Associated Press *The Associated Press Stylebook: 2022-2024.* 56th ed., Basic Books, 2022.

LAS POSITAS
C O L L E G E

Course Outline for Noncredit English 215
Personalized Coaching for Academic Reading and Writing
Effective: Fall 2025

Catalog Description:

NENG 215 - Personalized Coaching for Academic Reading and Writing
27 - 54 Hours

This noncredit course provides whole group, small group, and individualized support with writing and reading assignments. Students meet regularly with an English 215 instructor during prescribed hours as well as with English tutors, on a customized learning plan. Student hours spent with Reading and Writing faculty tutors and in Smart Shops also count towards the variable hours of this course. Students can choose to focus on developing their skills in academic reading, composition, research, sentence-level writing skills, or some combination of these. Students may repeat this course until mastery of the skills is met. This course is intended to help students be successful in college-level credit coursework and must be taken concurrently with at least one credit course.

Prerequisite: ENGL C1000 , may be taken concurrently.

Course Grading: Pass/No Pass

Total Noncredit Hours 27 - 54

Discipline:

English

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Read in an engaged, active style
  B. Pre-read material in order to form questions that promote comprehension, recall and critical thinking;
  C. Recognize writing structures in order to improve focus and comprehension in reading and writing;
  D. Apply pre-writing methods to generate ideas;
  E. Write academic papers that are appropriate to audience and purpose;
  F. Respond accurately and thoroughly to the assignment;
  G. Proofread effectively, making choices that are consistent with audience needs and the rhetorical situation.
  H. Conduct outside research and integrate it into one's writing to support student's ideas without plagiarism;

I. Compile and proofread bibliographies that comport with the style requested by the instructor, whether MLA, APA, or other.

J. Develop 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 and learning about brain research, personal time management, study skills, and best ways to access and integrate college supports, whether in the form of non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Course Content:

1. Course content will vary based on the needs of the student and may include the following activities. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course.
2. Introduction of these skills will have already occurred or be occurring in the English 1A or 1AEX course; if the 215 course is being taken to support other writing goals, a small amount of instruction may take place but will be contextualized to the course being taken or skills needed for the workplace.
3. Use active reading strategies for comprehension, critical thinking and recall;
4. Understand metacognition through think alouds;
5. Learn how to talk to the text and annotate:
6. Practice reading as a recursive process, graduating from pre-reading to reading to post-reading and back again
7. Understand the difference between summary and analysis
8. Practice pre-writing strategies
    1. Brainstorm an essay topic
    2. Freewrite to discover ideas
    3. Use mind maps
    4. Organize body paragraphs using introductory ideas, including thesis arguments
    5. Experiment with graphic organizers for outlines, like flow charts and trees
    6. Practice full-sentence outlines
9. Practice essay structure
    1. Review and annotate a prompt, moving towards generating a thesis and outline that meets its demands
    2. Formulate an essay topic and generate a working thesis
    3. Practice building formatted body paragraphs, whether exploratory or point-driven
    4. Introduce, cite, and analyze textual evidence that supports paragraph topic/point
    5. Organize introductions and conclusion
10. Identify audience, purpose, and rhetorical situation
    1. Identify potential audience or audiences for a given essay and choose voice and style of English accordingly
    2. Appreciate one's own positionality and consider how to use it in writing, depending on the context
    3. Learn academic writing techniques, which include tone, syntax, and rhetorical devices
11. Develop more facility with the research and writing process
    1. Use library technology to locate sources
    2. Locate and use various library services (NoodleBib, reference desk, interlibrary loan, etc.)
    3. Practice notetaking

1. Practice summarizing and evaluating research sources for an annotated bibliography
2. Practice recording all source information and page numbers of quotes, paraphrases, and summaries
4. Practice smooth and accurate integration and citation of sources
5. Consider how MLA compares to other common citation methods (APA, Chicago, etc.) and recognize the different demands and styles of those systems.

12. Develop student awareness of language choices
    1. Choose a style of English appropriate to audience, purpose, and rhetorical situation
    2. Review/learn the expectations of Edited American English around comma use, run-ons, fragments, subject-verb agreement, and other syntactical and mechanical matters
    3. Make editing and proofreading choices that enable engaging, effective writing

13. Use the assignment, thesis, and outline to guide re-reading and writing
    1. Identify main ideas from a text
    2. Find evidence to support arguments

14. Review instructor feedback, make revision plans, implement plan;
15. Learn about and practice various study skills, including time management, tailored to student's learning preferences and disability, if any;
16. Learn about growth mindset and brain research, including equity-focused critiques of growth mindset approaches;
17. Learn about and start to use various learning and wrap-around support services, including non-credit and credit courses, faculty/student tutoring and workshops, counseling, DSPS accommodations, mental health support, financial aid, basic needs, etc.

Methods of Instruction:

1. Individualized Instruction -
2. Critique -
3. Demonstration -
4. Research -
5. Audio-visual Activity -

Typical Assignments

A. Other:
    1. Bring a complete draft of a research paper to next meeting
    2. Annotate a reading assigned for an English class
    3. Revise an essay according to instructor specifications and individual choices regarding organization, content, and style
    4. Attend a Smart Shop and apply the lessons learned to the revision of an essay
    5. Attend a meeting with a RAW tutor and complete revisions according to the faculty tutor's recommendations
    6. With tutor assistance, generate questions to ask the instructor during class time or office hours

Methods of Evaluating Student Progress

A. Class Participation

           1. every meeting

   B. Class Work

           1. every meeting

   C. Lab Activities

           1. once a week

Student Learning Outcomes

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

   A. Identify and use a multi-step process for reading and writing assignments.

   B. Identify and use strategies to improve self-efficacy, including campus supports.

Textbooks (Typical):

Textbook:

1. Carol Dweck *Mindset: The New Psychology of Success.* updated ed., Ballantine-Penguin/Random House, 2007.
2. Diana Hacker, Nancy Sommers *A Writer's Reference.* 10 ed., Bedford/St. Martin's, 2021.
3. John D. Ramage, John C. Bean, June Johnson *The Allyn & Bacon Guide to Writing.* 8 ed., Pearson, 2017.
4. Gerald Graff, Cathy Birkenstein *They Say, I Say: The Moves That Matter in Academic Writing.* 4th ed., W. W. Norton, 2018.

LAS POSITAS
C O L L E G E

Course Outline for Noncredit Nutrition 201
Introduction to Nutrition Science
Effective: Fall 2025

Catalog Description:

NNTR 201 - Introduction to Nutrition Science
54 Hours

This nutrition course provides an understanding of healthy diet patterns as it relates to human health, healthy aging, and development. We will cover topics such as healthy digestion, vitamin and mineral content of various foods, healthy meal planning, fad diets, supplements, how to fuel fitness, and healthy aging strategies. Practical skills will also be covered, such as reading food labels, deciphering whether nutrition advice/information on the internet is credible, and how to eat right when the money is tight (budgeting). At the end of this course, students will better understand how to promote optimal health and longevity with a healthy diet and lifestyle modifications.

Recommended Course Preparation: Eligibility for college-level composition as determined by college assessment or other appropriate method.

Course Grading: Pass/No Pass

| **Total Noncredit Hours** | 54 |

Discipline:

Nutritional Science/Dietetics

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
- B. Evaluate the reliability and credibility of nutrition information and dietary advice, services and products.
- C. Evaluate the efficacy and safety of nutrition trends and controversies based on established nutrition science.
- D. Apply established standards/tools/guidelines to make informed decisions regarding food choices/diet.
- E. Describe the roles of nutrients in the body and analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
- F. Describe the characteristics, functions, and sources of carbohydrates, fats and proteins.
- G. Describe the characteristics, functions and sources of vitamins, minerals, and water.

H. Describe the benefits of consuming a diet high in phytochemicals and antioxidants.
I. Describe the process of digestion of the food we consume.
J. Evaluate diet in terms of nutrients required and food sources.
K. Describe the relationship between food accessibility, and health status for individuals and populations.
L. Describe the role of energy balance and the effect on weight and body composition.
M. Explain the role of nutrition in the prevention of chronic diseases, such as cardiovascular disease, Type 2 diabetes, hypertension and cancer.
N. Identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence, and older adulthood.
O. Describe the connection between conventional vs. sustainable agricultural practices and the effects on environment.
P. Prevent food-borne illness through proper handling and preparation of food items.
Q. Define food insecurity and the populations at risk for malnutrition, chronic disease and public policy efforts to reduce hunger in the US and globally.

Course Content:

1. Food choices and human health
   1. The role of nutrition in the prevention of disease
   2. Chemical elements in foods
   3. The role of scientific research
   4. Basics of research design, including descriptions, advantages/disadvantages and contributions to the science of nutrition of:
      1. Case studies/ clinical research
      2. Intervention studies
      3. Epidemiological studies
      4. Experimental studies
   5. Foodways; cultural preferences and social connections that affect food choices
2. Nutrition standards and guidelines
   1. Nutrient recommendations
   2. Planning and assessing diets with current nutrition tools
      1. Adequacy, Balance, Calorie Control, Moderation, Variety
      2. Nutrient Density
      3. Dietary Guidelines for Americans, 2005
      4. USDA Food Guide
      5. Dietary Reference Intakes (DRI)
         1. Recommended Dietary Allowances (RDA)
         2. Adequate Intake (AI)
         3. Estimated Average Requirements (EAR)
         4. Tolerable Upper-Level Intakes (UL)
         5. Acceptable Macronutrient Distribution Ranges (AMDR)
         6. My Pyramid
      6. Food Labels
         1. Requirements of the Nutrition Education and Labeling Act
         2. The Nutrition Facts Panel

3. Nutrient claims permitted on labels
4. Health claims permitted on labels and degree of evidence required
7. Exchange system
8. Diet planning using a variety of standards and guidelines
3. Nutrient characteristics, functions, sources, deficiencies and excesses:
    1. Carbohydrates
    2. Fats
    3. Proteins
    4. Vitamins
    5. Minerals
    6. Water
4. Biology and physiology of the digestive system
    1. Structures and functions of the gastrointestinal tract
    2. Process of digestion including foods, substrates, location, and outcome
    3. Role of enzymes in digestion
    4. Absorption of nutrients
    5. Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.
5. Malnutrition
    1. Undernutrition
    2. Deficiencies
    3. Toxicity
    4. Obesity
6. Energy balance and body composition
7. Nutrients, physical activity, and metabolism
    1. Components of fitness
    2. Benefits of physical activity
    3. Fueling the body
    4. Fluids and temperature regulation
8. Role of physical activity and nutrition in health promotion and disease risk reduction
    1. Cardiovascular diseases
    2. Hypertension
    3. Cancer
    4. Type 2 Diabetes
    5. High Cholesterol
    6. Obesity
    7. Osteoporosis
9. Nutritional needs throughout the lifecycle
    1. Pregnancy
    2. Fetal needs
    3. Infancy
    4. Child
    5. Adolescent
    6. Adult
    7. Older Adult
10. Food safety

1. Microbes
2. Preventing food-borne illness
3. Natural toxins in foods
4. Contaminants
5. Bioaccumulation
11. Food Technologies
    1. Pasteurization
    2. Irradiation
    3. Genetically Modified Organisms
12. Hunger and the global environment
    1. Food insecurity, hunger, and overview of U.S. Food programs
    2. Conventional agriculture
    3. Environmental degradation
    4. Sustainable agriculture, and the "slow food" movement
    5. Organic foods
    6. Organic foods, the "slow food" revolution

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Read text and internet based materials
4. Media presentations
5. Research presentations
6. Diet analysis projects
7. Group projects and presentations

Typical Assignments

A. Reading:
   1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen, and Fiber
   2. Read the Controversy about artificial sweeteners
B. Other:
   1. Discussion
      1. Should a person avoid carbohydrates to lose weight?
      2. To what degree are sugar and artificial sweeteners "bad" for you?
   2. Understanding the Nutrition Facts Label- strategies and calculations
   3. Diet Analysis Project
      1. keep a food diary
      2. analyze nutrient intake using computer-based tools
      3. compare food intake to recommendations
      4. compare and contrast food intake to nutrient recommendations
      5. make recommendations for improving and/or maintaining a diet

Methods of Evaluating Student Progress

  A. Exams/Tests
      1. 2-3 per semester
  B. Quizzes
      1. 5-10 per semester
  C. Projects
      1. 1-2 per semester
  D. Class Participation
      1. Daily
  E. Class Work
      1. Daily
  F. Home Work
      1. Weekly

Student Learning Outcomes

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

  A. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
  B. Identify the key dietary risk factors influencing the development of chronic diseases in the United States.
  C. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
  D. Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.

Textbooks (Typical):

Textbook:

  1. Anne Smith, Angela Collene *Wardlaw's Contemporary Nutrition.*. 12th ed. ed., McGraw-Hill Education, 2022.
  2. Frances Sizer, Ellie Whitney *Nutrition Concepts and Controversies.* 16th ed., Engage Learning, 2022.
  3. Tammy Stephenson, Wendy Schiff *Human Nutrition Science for Healthy Living.* 3rd ed., McGraw-Hill Education, 2022.

Other Materials Required of Students

Other Materials Required of Students:

  1. Internet Access.

LAS POSITAS
C O L L E G E

Course Outline for Nutrition 1
Introduction to Nutrition Science
Effective: Fall 2025

Catalog Description:

NTRN 1 - Introduction to Nutrition Science
3.00 Units

Scientific concepts of nutrition related to the function of nutrients, sources and recommended intakes. Nutritional assessment and the role of nutrition in the maintenance of health.

Recommended Course Preparation: 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:

Nutritional Science/Dietetics

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Analyze and evaluate the credibility of nutrition information.
  B. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.
  C. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
  D. Evaluate the efficacy and safety of nutrition trends and controversies based on established nutrition science.
  E. Apply established standards/tools/guidelines to make informed decisions regarding food choices/diet.

F. Describe the roles of nutrients in the body and analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.

G. Describe the characteristics, functions and sources of the energy nutrients: carbohydrates, lipids and proteins.

H. Describe the characteristics, functions and sources of the non-energy nutrients: vitamins, minerals and water.

I. Describe the characteristics, functions and sources of non-nutrients, including phytochemicals and antioxidants.

J. Describe the process of digestion, absorption and metabolism, including substrates, location and outcome.

K. Evaluate diet in terms of nutrients required and food sources.

L. Describe the relationship between food systems, nutrient intake (macro and micronutrient) and health status for individuals and populations.

M. Describe the role of energy balance and its role in body weight and composition.

N. Explain the role of nutrition in the prevention of chronic diseases, such as cardiovascular disease, Type 2 diabetes, hypertension and cancer.

O. Identify the importance and content of good nutrition throughout the lifespan including: pregnancy, lactation, infancy, childhood, adolescence, and older adulthood.

P. Describe the connection between conventional vs. sustainable agricultural practices and the effects on environment.

Q. Prevent food-borne illness through proper handling and preparation of food items.

R. Define food insecurity and the populations at risk for malnutrition, chronic disease and public policy efforts to reduce hunger in the US and globally.

Course Content:

1. Food choices and human health
    1. The role of nutrition in the prevention of disease
    2. Chemical elements in foods
    3. The role of scientific research
    4. Basics of research design, including descriptions, advantages/disadvantages and contributions to science of nutrition of:
        1. Case studies/ clinical research
        2. Intervention studies
        3. Epidemiological studies
        4. Experimental studies
    5. Foodways; cultural preferences and social connections that effect food choices
2. Nutrition standards and guidelines
    1. Nutrient recommendations
    2. Planning and assessing diets with current nutrition tools
        1. Adequacy, Balance, Calorie Control, Moderation, Variety
        2. Nutrient Density
        3. Dietary Guidelines for Americans, 2005
        4. USDA Food Guide
        5. Dietary Reference Intakes (DRI)

1. Recommended Dietary Allowances (RDA)
2. Adequate Intakes (AI)
3. Estimated Average Requirements (EAR)
4. Tolerable Upper Level Intakes (UL)
5. Acceptable Macronutrient Distribution Ranges (AMDR)
6. My Pyramid

6. Food Labels
   1. Requirements of the Nutrition Education and Labeling Act
   2. The Nutrition Facts Panel
   3. Nutrient claims permitted on labels
   4. Health claims permitted on labels and degree of evidence required

7. Exchange system
8. Diet planning using a variety of standards and guidelines

3. Nutrient characteristics, functions, sources, deficiencies and excesses:
   1. Carbohydrates
   2. Fats
   3. Proteins
   4. Vitamins
   5. Minerals
   6. Water

4. Biology and physiology of the digestive system
   1. Structures and functions of gastrointestinal tract
   2. Process of digestion including foods, substrates, location, and outcome
   3. Role of enzymes in digestion
   4. Absorption of nutrients
   5. Overview of metabolism of carbohydrates, fats, (and minimally proteins) in energy production.

5. Malnutrition
   1. Undernutrition
   2. Deficiencies
   3. Toxicity
   4. Obesity

6. Energy balance and body composition

7. Nutrients, physical activity, and metabolism
   1. Components of fitness
   2. Benefits of physical activity
   3. Fueling the body
   4. Fluids and temperature regulation

8. Role of physical activity and nutrition in health promotion and disease risk reduction
   1. Cardiovascular diseases
   2. Hypertension
   3. Cancer
   4. Type 2 Diabetes
   5. High Cholesterol
   6. Obesity

     7. Osteoporosis
9. Nutritional needs throughout the lifecycle
    1. Pregnancy
    2. Fetal needs
    3. Infancy
    4. Child
    5. Adolescent
    6. Adult
    7. Older Adult
10. Food safety
    1. Microbes
    2. Preventing food borne illness
    3. Natural toxins in foods
    4. Contaminants
    5. Bioaccumulation
11. Food Technologies
    1. Pasteurization
    2. Irradiation
    3. Genetically Modified Organisms
12. Hunger and the global environment
    1. Food insecurity, hunger, and overview of U.S. Food programs
    2. Conventional agriculture
    3. Environmental degradation
    4. Sustainable agriculture, and the "slow food" movement
    5. Organic foods
    6. Organic foods, the "slow food" revolution

Methods of Instruction:

1. Discussion -
2. Lecture -
3. Read text and internet based materials
4. Media presentations
5. Research Projects
6. Diet analysis projects
7. Group projects and presentations

Typical Assignments

A. Reading:
    1. Read the chapter on Carbohydrates: Sugar, Starch, Glycogen and Fiber
    2. Read the Controversy about artificial sweeteners
B. Other:
    1. Discussion
        1. Should a person avoid carbohydrates to lose weight?

      2. To what degree are sugar and artificial sweeteners "bad" for you?
2. Understanding the Nutrition Facts Label- strategies and calculations
3. Diet Analysis Project
      1. keep a food diary
      2. analyze nutrient intake using computer-based tools
      3. compare food intake to recommendations
      4. compare and contrast food intake to nutrient recommendations
      5. make recommendations for improving and/or maintaining diet

Methods of Evaluating Student Progress

A. Class Work
    1. Daily
B. Home Work
    1. Weekly
C. Exams/Tests
    1. 2-3 per semester
D. Quizzes
    1. 5-10 per semester
E. Projects
    1. 1-2 per semester
F. Class Participation
    1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
B. Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
C. Identify the key dietary risk factors influencing the development of chronic diseases in the United States.
D. Utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.

Textbooks (Typical):

Textbook:
1. Anne M. Smith, Angela L. Collene *Wardlaw's Contemporary Nutrition.* 12th ed., McGraw-Hill Education, 2022.
2. Francis Sizer, Ellie Whitney *Nutrition Concepts and Controversies.* 16th ed., Wadsworth, Cengage Learning, 2022.
3. Tammy J. Stephenson, Wendy J. Schiff *Human Nutrition Science for Healthy Living.* 3rd ed., McGraw-Hill Education, 2022.

Other Materials Required of Students

Other Materials Required of Students:

1. Internet access..

LAS POSITAS
C O L L E G E

Course Outline for Psychology-Counseling 5
Introduction to Social Work and Human Services
Effective: Fall 2025

Catalog Description:

PCN 5 - Introduction to Social Work and Human Services
3.00 Units

An introductory overview of social welfare and societal institutions in the U.S. that structure the provision of social services. This course takes a historical perspective on the development of U.S. social work and human services through a social justice lens. Special attention is given to the evolution of social welfare programs and institutions, contemporary social problems, current service delivery systems, policies, procedures, and the essential tasks of culturally responsive social workers in those settings.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Discuss the historical evolution of social welfare and human services in the United States, highlighting the role of social justice
  B. 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
  C. Demonstrate critical thinking in envisioning ways of collaborating, negotiating, and advocating in working with and within social welfare and human service agencies and institutions, with an emphasis on addressing inequalities

D. 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

E. Explain the services provided by a local social welfare agency, current social welfare policies and programs in the U.S., and the ideals which shaped existing public welfare structures

Course Content:

1. Historical overview of social work, human services, and social welfare in the United States, such as:
    1. Distinct eras (1600's to present)
    2. Prominent figures in the development of social welfare history
    3. Emergence of distinct methods of practice in their historical context
    4. Social and political climates that have influenced the development of social work
2. The evolution of social welfare institutions and programs in the United States, such as:
    1. Social Insurance
    2. Public Assistance
3. Discussion of social policy analysis perspectives addressing social work and human services, and 'filter' this discussion through a lens that considers race, ethnicity, culture, class, age, nationality, religion, physical or cognitive abilities, gender identity, sexual orientation, and other potential targets of oppression. Perspectives may include:
    1. Social Justice
    2. Strengths-Based
    3. Intersectional
    4. Person-in-Environment
4. Critical examination of legal system and major court decisions shaping social work and human services in the United States, such as:
    1. Social Security Act
    2. Civil Rights Act
    3. Personal Responsibility and Work Opportunity Reconciliation Act
5. Detailed profile of the current social welfare, human services, and service delivery system environment in the United States, such as:
    1. Federal, state & local administration
    2. Nonprofit & private sector participation
    3. Service provision
    4. Delivery models
    5. Access and barriers
6. Social work and human service practitioner roles and orientations, such as:
    1. Roles of practioners (e.g., direct service, advocacy, case manager)
    2. Theoretical frameworks (e.g., systems, ecological, and social learning)
    3. Interprofessional collaboration (e.g., education, health care, law enforcement)
7. Ethics, values and professional practice perspectives, such as:
    1. Core values (e.g., social justice, human rights, and cultural competence)
    2. NASW Code of Ethics and NOHS Code of Ethics
    3. Social Work as the "Fifth Force" - advancing social justice
8. Contemporary social problems, such as:

1. Poverty
2. Health
3. Crime
4. Immigration
5. Aging
6. Addiction

Methods of Instruction:

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

Typical Assignments

A. Other:
    1. Personal Reflection Paper:
        1. Examine your personal values and their alignment with the core values of social work and human services. Reflect on how your socio-cultural background has shaped your perspective, including any biases and assumptions you may hold. Evaluate your intentions to incorporate social justice and cultural humility into your future work. Utilize course concepts to explore your personal growth and development throughout the course.
    2. Policy Paper:
        1. Select a present-day social welfare policy. Assess the historical development, purpose, and impact of the selected program on marginalized communities. Employ a social justice perspective to examine how the policy either perpetuates or addresses systemic oppression. Evaluate opportunities for enhancing the program to better meet the needs of marginalized communities. Propose specific policy modifications that align with a social justice approach.
    3. Program Analysis:
        1. Select a social welfare program, such as: TANF, EITC, SNAP, Medicaid, WIC, or Veteran's Benefits. covering its historical background, eligibility criteria, benefits, sources of funding, objectives, target population, offered services, and administrative framework. Evaluate the program's efficacy, identify any challenges or constraints it faces, and apply a transcultural model to assess its cultural competence. Facilitate a class discussion on the topic, and recommend relevant readings for further exploration.

Methods of Evaluating Student Progress

A. Papers
    1. 4-5 per term
B. Oral Presentation
    1. 1 per term
C. Class Participation

        1. Weekly
   D. Home Work
        1. Weekly

Student Learning Outcomes

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

A. Analyze various case studies to determine the proper role of a social worker and the various factors influencing the situation.

B. Identify the legal, ethical, and professional practice responsibilities of working within social work and human service organizations.

C. Investigate social worker duties in dealing with a wide variety of difficult social issues such as discrimination, oppression, maltreatment, poverty and injustice.

Textbooks (Typical):

Textbook:

1. Marla Berg-Weger, Vithya Murugan *Social Work and Social Welfare*. 6th ed., Routledge, 2022.

2. Elizabeth A Segal, Karen E Gerdes, Sue *Empowerment Series: An Introduction to the Profession of Social Work*. 6th ed., Cengage Learning, 2019.

3. Charles Zastrow, Sarah L Hessenauer *Empowerment Series: Introduction to Social Work and Social Welfare: Empowering People*. 13 ed., Cengage, 2023.

4. Kristen Kirst-Ashman *Introduction to Social Work & Social Welfare*. 5th ed., Cengage, 2017.

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

Course Outline for Psychology-Counseling 35
Drugs, Health, and Society
Effective: Fall 2025

Catalog Description:

PCN 35 - Drugs, Health, and Society
3.00 Units

This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Optional

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

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
  B. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.

C. Describe the neurological and physiological responses to various types of drugs.

D. Describe the neurological and physiological short and long term consequences of substance use and abuse.

E. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.

F. Interpret reliable public data sources to find statistical and epidemiologic data on incidence, prevalence, and trends in drug, tobacco and alcohol use.

G. Analyze arguments on both sides of a selected controversial issue, such as drug testing in the work place or legalization of marijuana.

H. Distinguish the difference between drug use, misuse and abuse.

I. Describe the psychotherapeutic benefits (if any) and harmful effects of common substances of abuse, and identify the populations most at risk of using these substances.

Course Content:

1. Introduction to Drugs and Society
    1. History of drugs and drug use
    2. Prevalence and demographics
    3. Epidemiological and statistical data
2. Definitions of Drug Use, Misuse and Abuse
    1. Defining use, abuse, and dependence
    2. Origin and nature of addiction
    3. Cycle of drug addiction
3. Drug Use, Regulation, and the Law
    1. History of laws regulating drug use
    2. Current controversies and status of illicit drugs
4. Homeostatic Systems and Drugs
    1. Brief overview of the nervous system
    2. Methods of drug administration
    3. Tolerance and withdrawal
    4. Other physiological effects
5. How and Why Drugs Work
    1. Pharmacology of drugs
    2. Beneficial versus harmful effects
6. CNS Depressants
    a. Sedative-Hypnotics
    b. Alcohol: pharmacological effects and behavioral perspective
    c. Narcotics (opioids)
    d. Marijuana
7. Stimulants
    a. Tobacco etc...
8. Hallucinogens (Psychedelics)
9. Inhalants
10. Over the Counter (OTC), Prescriptions and Herbal Drugs
11. Drug Use Within Major Sub-Cultures

1. Definition of subculture
2. Athletes and drugs, Women and drugs, Adolescents and drugs

12. Social Issues Surrounding Drug Use, Abuse, Prevention and Laws
    1. Cultural attitudes
    2. Advertising
    3. Regulation
    4. Legalization
    5. Drug Testing

13. Drug Abuse Prevention
    1. Primary, secondary, and tertiary prevention
    2. Education as prevention

14. Treating Drug Dependence
    1. Psychological
    2. Self-help
    3. Biological

15. Federal Agencies Focused on Drug Abuse Prevention

Methods of Instruction:

1. Discussion - Small group and whole class discussion\audio-visual tapes, videos, DVDs, and interactive technologies
2. Classroom Activity - Biweekly classroom activities including discussions and/or written projects
3. Lecture
4. Attending academic and professional conferences, i.e. Alcoholics Anonymous, campus student health center, battered women's alternative, California Community College Counselors Association, as well as workshops, or seminars on and off campus sponsored by higher educational institutions and professional counseling organizations,

Typical Assignments

A. Other:
   1. Oral Presentation:
      1. Students will be required to research mood-altering substances/chemical and then orally present their findings to the class. Students must submit a written outline of their presentation & research including references.
      2. Students should include the following in their presentations:
         1. The pharmacology of the substance
         2. Physiological impact on the brain/body & addictive qualities
         3. Any Alternative Uses of Substance (historical or current)
         4. Current trends related to the substance
   2. Beautiful Boy: Themes of Addiction Paper
      1. Read the text and submit a 5-6 page paper. Themes will be introduced, defined and discussed during class time allowing the student the opportunity to interpret the text, as they see it, while applying acquired knowledge of the disease of addiction.
      2. The following themes must be discussed:

1. Love
2. Betrayal/trust
3. Guilt/Shame
4. Isolation/loss
5. Forgiveness/Letting Go

3. Case Study Analysis
    1. There will be 2 Case Study Analysis during the course. The student is required to analyze and thoroughly present moral, factual, and conceptual issues surrounding the topic in each case analysis.

Methods of Evaluating Student Progress

A. Research Projects
    1. Research paper and presentation
B. Exams/Tests
    1. Midterm and Final exams
C. Quizzes
    1. Bimonthly quizzes
D. Projects
    1. Group research project
E. Class Participation
    1. Weekly
F. Class Work
    1. Weekly
G. Home Work
    1. Weekly
H. Papers
    1. Monthly, assigned topics
I. Oral Presentation
    1. Term research project

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Describe the neurological and physiological responses to various types of drugs.
B. Identify the factors associated with the use of specific substances of abuse.
C. Use drug laws to evaluate historical legal cases and situations related to substance abuse.

Textbooks (Typical):

Textbook:
1. Carl Hart, Charles Ksir *Drugs, Society, and Human Behavior*. 18 ed., McGraw-Hill Education, 2018.
2. Glen Hanson, Peter Venturelli, Annette Fleckenstein *Drugs and Society*. 13 ed., Jones & Bartlett Learning, 2018.
3. Raymond Goldberg, Pardess Mitchell *Drugs Across the Spectrum*. 8 ed., Cengage Learning , 2017.
4. Howard Abadinsky *Drug Use and Abuse: A Comprehensive Introduction*. 9 ed., Wadsworth, 2018.

5. Dennis Miller *Taking Sides: Clashing Views in Drugs and Society.* 12 ed., McGraw-Hill Education, 2017.

Abridged Comparison

Course Modification: PHTO 64A - Artificial Light Photography

Course Modification: PHTO 64A - Artificial Light Photography (Launched - Implemented 10-28-2024)

compared with

PHTO 64A - Artificial Light Photography (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Course Equivalency

Is there an equivalent course at Chabot? ~~No~~ Yes

1. **Course** ~~0~~ PHOT ~~0~~ 3A
2. **Course** PHOT 64A

Units/Hours

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

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Photography
   Condition or
2. **Minimum Qualification** Photographic Technology/Commercial Photography
   Interdisciplinary
   Condition

Course Content

Lab Content

1. Lighting products and people for photography.

2. Lighting for particulator effects.

3. Measure lighting for successful exposures.

4. Use of small portable strobes for camers.

Methods of Instruction

Check all that apply:

- Audio-visual Activity
  Comments

- Critique
  Comments

- Field Trips
  Comments

- Guest Lecturers
  Comments
  and laboratory demonstration

- Lab
  Comments

- Lecture
  Comments
  work from artists with diverse backgrounds is presented and discussed

- Observation
  Comments

- Projects
  Comments

Other ~~Yes~~ No

1. ~~Explain~~ -
   ~~Utilization of audio/visual materials~~

2. ~~Explain~~ -
   ~~In-class critique~~

3. **Explain**
   Selected readings

Equity Based Curriculum

- Methods of Instruction
  Address
  In lecture, work from artists with diverse backgrounds is presented and discussed

Typical Assignments

Typical Assignments

1. **Assignment Type** Reading
   Add Assignment

   1. Readings from textbooks and other materials.

2. **Assignment Type**   Laboratory
   Add Assignment
   1. Use both studio strobe, studio tungsten and natural lighting; shoot the same model using the same approach and make your best resulting prints for comparison and class critique.
   2. Shoot a portrait of a couple (two people or a person with a pet) using one, two, three and four light set ups. Print one of each for class critique.
   3. Shoot a table top still life of three fruits or other foods which tells something about the use of these objects. For example: lemons, grapefruits or oranges – one cut up – possibly coupling them with a knife or glass filled with juice.

Student Learning Outcomes

 Learning Outcomes

1. **Outcome Text**
   Produce portraits using various poses, light patterns and light ratios.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     - Determine which technology will effectively and efficiently produce the desired results

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use critical thinking skills to identify and apply appropriate technology to achieve objectives

Requisites/Requisite Validation

Requisites

1. **Group Title**

   1. **Requisite Type** Recommended Course Preparation
      Requisite Course PHTO 50 - Introduction to Photography(~~Historical~~ Active)
      Requisite Validation ~~Skills Analysis~~ Advisory
      ~~Skills Analysis~~
      ~~Requisite Course Objective(s)~~

      - ~~- Discuss the history of photography and its various vocational and avocational applications~~
        ~~Degree of Importance - Recommended~~
      - ~~- Apply the basic principles of the photographic process from the forming of the image and the exposure of the firm, to the reproduction of a photograph by means of contact printing and enlarging~~
        ~~Degree of Importance - Required~~
      - ~~- Demonstrate the essential mechanisms of the camera and the functional relationships of those mechanism~~
        ~~Degree of Importance - Required~~
      - ~~- Use various photographic materials, including film printing paper and photo chemistry~~
        ~~Degree of Importance - Required~~
      - ~~- Develop black and white film, and make contact prints and enlargements from negatives~~
        ~~Degree of Importance - Required~~
      - ~~- Apply the skills and discipline necessary for reasonable success in photography through proper handling of equipment, facilities, and materials~~
        ~~Degree of Importance - Required~~
      - ~~- Practice spotting and dry mounting black and white photographs~~
        ~~Degree of Importance - Recommended~~

   2. **Requisite Type** Recommended Course Preparation
      Requisite Course PHTO 56 - Introduction to Digital Photography(~~Historical~~ Active)
      Requisite Validation ~~Skills Analysis~~ Advisory
      ~~Skills Analysis~~
      ~~Requisite Course Objective(s)~~

      - ~~- Capture digital photographic image and make simple imaging corrections using imaging software~~
        ~~Degree of Importance - Required~~
      - ~~- Use the vocabulary and terminology of digital imaging and photography~~

~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Utilize techniques used in photography to control digital image levels, contrast, hue and saturation, composition, lens flare, light, motion, gray scale and color balance~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Employ digital imaging tools~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Demonstrate selection techniques for minor adjustments and alterations of photographic images~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Describe different methods for digital capture including how and when use of digital camera is best, its advantages and limitations~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Demonstrate digital printing and image uploading for the web~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Use service bureaus, photography store and custom services, and photo web processing sites~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Transfer large digital photographic files within a local area network and among various removable storage media~~
  ~~Degree of Importance~~ ‑ ~~Recommended~~
- ‑ ~~Analyze the effect of digitally manipulated images on selected segments of society with emphasis on student understanding of media ethics~~
  ~~Degree of Importance~~ ‑ ~~Not Necessary~~

Catalog View **Recommended Course Preparation:** PHTO 50 with a minimum grade of C, or PHTO 56 with a minimum grade of C

Methods of Evaluation

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

- Exams/Tests
  Frequency
  At least two.
- Quizzes
  Frequency
  At least four.
- Research Projects
  Frequency
  At least one.
- Portfolios
  Frequency
  One major final porfolio.
- Papers

Frequency

At least one.

- Projects

Frequency

At least five.

- Field Trips

Frequency

At least one.

- Class Participation

Frequency

Daily.

- Home Work

Frequency

Weekly.

- Lab Activities

Frequency

Daily.

Please Explain

Classroom critiques after each assignment in which students work with instructor to determine specific lighting and printing criteria appropriate to the assignment and to apply them to the critique.

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

~~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.~~ 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.)

- ~~Fully~~ **Online** **with the Flexible In-Person Component** (~~FO~~ **OFI**): *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by* ~~*only*~~ *online materials and activities delivered through the college's learning management system, and through the use of other required materials.* ~~*All approved*~~ *Approved instructional* ~~*contract*~~ *contact hours are delivered through* ~~*those*~~ *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* ~~*interactions*~~ *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 ~~synchronous~~ *portion* ~~requirements~~ *of* ~~are~~ *a* ~~listed~~ *class* ~~in~~ *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* .

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)

- 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 .

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 .

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)

- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  ~~Weekly~~ Twice monthly.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  ~~Weekly~~ As needed.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Weekly~~ Twice monthly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  ~~Weekly~~ Twice monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  Working on projects, receiving critiques of work, attending office hours.

Student-Student Interaction

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)

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
  Frequency
  ~~Twice monthly~~ 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)

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  ~~Twice monthly~~ Monthly.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  ~~Six~~ Four quizzes, one midterm exam, and final during the semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Twice weekly ~~(synchronous)~~
- **Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*
  Frequency
  ~~Once a month~~ Weekly.
- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*
  Frequency
  ~~Once~~ Twice ~~a week~~ monthly.
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency
  ~~Once~~ At ~~a~~ least ~~month~~ once
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  ~~Once a month~~
- ~~Other:~~
  ~~Frequency~~
  ~~One per semester~~ Monthly.
- **Other:**
  Frequency
  One Portfolio

Textbooks/Materials

Textbook

1. **Author(s)** Joy McKenzie, Daniel Overturf, Josh D. Sanseri
   Title Artificial Lighting for Photography
   Edition 2nd
   Publisher Cognella
   Year 2024
2. **Author(s)** Scott Kelby
   Title ~~The~~ Light ~~Flash~~ It, ~~Book~~ Shoot It, Retouch It: Learn it all, from lighting with flash, to the camera settings and gear, to retouching in Lightroom and Photoshop
   Edition ~~1~~ 2nd
   Publisher Rocky Nook, Inc.
   Year ~~2017~~ 2023
3. **Author(s)** Peter Hurley
   Title Headshots
   ~~Edition~~ ~~1~~
   Publisher New Riders-Peachpit
   Year 2016

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Classic

4. **Author(s)** Nick Fancher

    Title Studio Anywhere 2: Hard Light

    ~~**Publisher**~~ - ~~Rocky Nook, Inc.~~

    Year 2017

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Classic

5. **Author(s)** Roberto Valenzuela

    Title Picture Perfect Lighting

    Edition 1

    Publisher Rocky Nook, Inc.

    ISBN-13

    Year 2016

    Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

    Or Equivalent No

Other Materials Required of Students

v

1. **Enter Required Material**

    DSLR , mirrorless camera , or 35mm camera or medium format camera - one that accepts interchangeable lenses

General Education/Transfer Request

- Transfers to CSU

  Already Approved ~~No~~ Yes

- Transfers to CSU

  Already approved unsubstantial change ~~No~~ Yes

- Transfers to CSU

  Already approved unsubstantial change ~~No~~ Yes

- Transfers to CSU

  Already approved unsubstantial change ~~No~~ Yes

- Transfers to CSU

  Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~11~~ 10 / ~~30~~ 25 / ~~2020~~ 2024

Parent Course

No Previous Course

PHTO 64A - Artificial Light Photography

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~

- State Approval

  ~~01/18/2018~~

- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08~~ 10 / ~~15~~ 28 / ~~2018~~ 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 Photography 64A
Artificial Light Photography
Effective: Fall 2025

Catalog Description:

PHTO 64A - Artificial Light Photography
3.00 Units

Photography using light sources selected and manipulated by the photographer, use of light sources in a controlled situation to achieve technically accurate renditions of subject matter and to make successful visual statements, and lighting techniques for product, still life, and portrait photography.

Recommended Course Preparation: PHTO 50 with a minimum grade of C, or PHTO 56 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Explain how various light sources affect black and white and color photographic materials
   B. Explain practical and theoretical differences between various light sources
   C. Employ artificial light sources to produce well crafted and visually successful photographic images
   D. Produce studio photographs of products and objects faithfully rendering them in the photographic image in both color and black and white
   E. Operate electronic flash equipment in the studio and in field situations

F. Produce portraits using various light patterns and posing.

Course Content:

Lab:
1. Lighting products and people for photography.
2. Lighting for particulator effects.
3. Measure lighting for successful exposures.
4. Use of small portable strobes for camers.

Lecture:
1. Color temperature
    1. Artifical light source
    2. Use of filters
    3. Daylight and tungsten films
2. Calculating exposure
    1. Light meter techniques
    2. Use of gray card
    3. Lighting ratios
3. Electronic flash
    1. Studio units
    2. Portable flash units
    3. Use of flash meter
    4. Flash accessories
4. Basic studio lighting for products
    1. Light sources
    2. Reflector cards
    3. Modifying light sources
    4. Composition
5. Basic portrait lighting
    1. Rembrandt
    2. Butterfly
    3. Loop
    4. Split
6. Posing
    1. Classical formal posing
    2. Informal posing
    3. Candid posing
7. Outdoor portraits
    1. Exposure techniques
    2. Fill flash
    3. Use of reflectors
    4. Background selection
8. Creative application of artificial lighting
    1. Mood

2. Form
3. Texture

Methods of Instruction:

1. Guest Lecturers - and laboratory demonstration
2. Field Trips -
3. Lecture - work from artists with diverse backgrounds is presented and discussed
4. Observation -
5. Projects -
6. Lab -
7. Audio-visual Activity -
8. Critique -

Typical Assignments

A. Reading:
    1. Readings from textbooks and other materials.
B. Laboratory:
    1. Use both studio strobe, studio tungsten and natural lighting; shoot the same model using the same approach and make your best resulting prints for comparison and class critique.
    2. Shoot a portrait of a couple (two people or a person with a pet) using one, two, three and four light set ups. Print one of each for class critique.
    3. Shoot a table top still life of three fruits or other foods which tells something about the use of these objects. For example: lemons, grapefruits or oranges – one cut up – possibly coupling them with a knife or glass filled with juice.

Methods of Evaluating Student Progress

A. Field Trips
    1. At least one.
B. Class Participation
    1. Daily.
C. Home Work
    1. Weekly.
D. Lab Activities
    1. Daily.
E. Exams/Tests
    1. At least two.
F. Projects
    1. At least five.
G. Quizzes
    1. At least four.
H. Research Projects
    1. At least one.
I. Portfolios

      1. One major final porfolio.
  J. Papers
      1. At least one.
  K. Classroom critiques after each assignment in which students work with instructor to determine specific lighting and printing criteria appropriate to the assignment and to apply them to the critique.

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
  A. Produce portraits using various poses, light patterns and light ratios.

Textbooks (Typical):

Textbook:
1. Joy McKenzie, Daniel Overturf, Josh D. Sanseri *Artificial Lighting for Photography*. 2nd ed., Cognella, 2024.
2. Scott Kelby *Light It, Shoot It, Retouch It: Learn it all, from lighting with flash, to the camera settings and gear, to retouching in Lightroom and Photoshop*. 2nd ed., Rocky Nook, Inc., 2023.
3. Peter Hurley *Headshots*. 1 ed., New Riders-Peachpit, 2016.
4. Nick Fancher *Studio Anywhere 2: Hard Light*. 1 ed., Rocky Nook, Inc., 2017.
5. Roberto Valenzuela *Picture Perfect Lighting*. 1 ed., Rocky Nook, Inc., 2016.

Other Materials Required of Students

Other Materials Required of Students:
1. Digital media cards, color negative/slide or black and white film.
2. Printing paper .
3. DSLR, mirrorless camera, or 35mm camera or medium format camera - one that accepts interchangeable lenses .
4. USB drive/storage for images.

Abridged Comparison

LAS POSITAS
C O L L E G E

Course Modification: PHTO 66 - Digital Imaging

Course Modification: PHTO 66 - Digital Imaging (Launched - Implemented 10-28-2024)
compared with
PHTO 66 - Digital Imaging (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

1.   **Program**

Units/Hours

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

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

Discipline Placement

Minimum Qualification

1.   **Minimum Qualification** Photography
     Condition or
2.   **Minimum Qualification**   Photographic Technology/Commercial Photography
     Interdisciplinary
     Condition

Course Content

Lab Content

1.   Inputing work from a digital or mirrorless camera.

2.   Digital editing.

3. <u>Printing digital images.</u>

Methods of Instruction

Check all that apply:

- Demonstration
  Comments

- Field Trips
  Comments

- Guest Lecturers
  Comments

- Lab
  Comments

- Lecture
  Comments
  <u>work from artists with diverse backgrounds is presented and discussed</u>
- Observation
  Comments

- Projects
  Comments

<u>Equity Based Curriculum</u>

- <u>Methods of Instruction</u>
  <u>Address</u>
  <u>In lecture, work from artists with diverse backgrounds is presented and discussed</u>
- <u>Assignments</u>
  <u>Address</u>
  <u>For projects, students are encouraged to pick subjects that speak to their lived experiences.</u>

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment

   1. Students are encouraged to pick subjects that speak to their lived experiences.

      1. Create a photograph including incongruities and/or humorous elements.

      2. Create an image which combines natural and artificial lighting.

      3. Convincingly alter a classic or historic photographic image.

      4. Create a series of images that tell a narrative.

      5. Create a digital negative.

2. **Assignment Type** Laboratory
   Add Assignment

   1. Make all necessary corrections in digital editing software to create a set of 11" x 14" prints.

   2. Digitize multiple unaltered film images and blend into collaged single image.
   3. ~~Create a photograph including incongruities and/or humorous elements.~~

   1. ~~Create an image which combines natural and artificial lighting.~~

   2. ~~Convincingly alter a classic or historic photographic image.~~

   3. ~~Create a series of images that tell a narrative.~~

   4. ~~Create a digital negative.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Apply intermediate level functions found in image editing and image processing software

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Determine which technology will effectively and efficiently produce the desired results
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  Use appropriate technology to acquire, organize, analyze, and communicate

Methods of Evaluation

Methods

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

- Exams/Tests
  Frequency
  Two per semester.
- Quizzes
  Frequency
  At least two per semester
- Portfolios
  Frequency
  One final portfolio
- Projects
  Frequency
  Seven per semester
- Field Trips
  Frequency
  At least one per semester
- Class Participation
  Frequency
- ~~Class Work~~
  ~~Frequency~~
  Daily
- Home Work
  Frequency

Weekly
- Lab Activities
Frequency
Weekly
Please Explain

Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted.
Print generation

Distance Education

Does (or will) this course have a DE component? Yes
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.
To allow for student accessibility.
Explain how the decision was made to offer this course in a Distance Education mode.
Thought about it and discussed with colleagues and Dean.
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.

Hands on lab work is essential and is a best practice.

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
  Twice monthly.
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
  Frequency
  At the discretion of the instructor
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  As needed.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  Weekly.
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  At least monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency

Weekly labs.

- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Monthly.

Student-Student Interaction

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
  Twice-monthly.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  Once a month
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency
  One per semester
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency
  Weekly
- **Social networking:** *A social network tool will be used so students can communicate on course topics.*
  Frequency
  Monthly.
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency
  Monthly.

Student-Content Interaction

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
  Twice monthly.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency
  Once per semester.
- **Written papers:** *Papers will be written on various topics.*
  Frequency
  One per semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  One per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  At least 2 quizzes and 2 exams
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  Weekly
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  As needed
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency
  At least one per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency
  Seven per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency
  At least seven per semester

Textbooks/Materials

Textbook

1. **Author(s)** Tom Ang
   Title Digital Photographer's Handbook: 7th Edition of the Best-Selling Photography Manual
   Edition 7th
   Publisher DK
   Year 2020
2. **Author(s)** DK

Title The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most From Your Digital Camera

Edition Updated

Publisher DK

Year 2024

3. **Author(s)** Michael Freeman

   Title The Photographer's Eye Digitally Remastered

   Edition 10th

   Publisher Focal-Press-Rutledge

   ISBN-13

   Year 2018

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

4. **Author(s)** ~~Andrew Faulkner,~~ Conrad ~~Conrad~~ Chavez

   Title Adobe Photoshop ~~CC~~ Classroom in a Book

   Edition ~~1~~ 1st

   Publisher Adobe Press

   ISBN-13

   Year ~~2018~~ 2023

   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

   Or Equivalent No

Codes and Dates

Course Codes

Origination Date

~~09~~ 10 / ~~29~~ 23 / ~~2017~~ 2024

Parent Course

No Previous Course

PHTO 66 - Digital Imaging

Entry of Special Dates

- Board of Trustees

   ~~01/16/2018~~

- State Approval

   ~~01/18/2018~~

- CC Approval

   ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08~~ 10 / ~~15~~ 28 / ~~2018~~ 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 Photography 66
Digital Imaging
Effective: Fall 2025

Catalog Description:

PHTO 66 - Digital Imaging
3.00 Units

The course covers desktop digital imaging systems including editing software, scanning, camera use, and digital printing. Students will learn to use devices for image capture, storage, output, how to apply traditional photographic controls to enhance image quality in the digital medium, and to digitally manipulate images using digital editing software.

Course Grading: Optional

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

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Use the basic Macintosh operating system
   B. Apply intermediate level functions found in image editing and image processing software
   C. Operate film scanners, color and black-and-white printers, film recorders, and other peripheral devices
   D. Visualize and process photographic images suitable for efficient manipulation on a computer system
   E. Explain the role of service bureaus in the digital imaging industry
   F. Operate on a local area network
   G. Produce a digital negative using an inkjet printer to make a contact print in a chemical dark room

Course Content:

Lab:

1. Inputing work from a digital or mirrorless camera.
2. Digital editing.
3. Printing digital images.

Lecture:

1. Macintosh operating system (or system with equivalent functionality)
2. Image processing/editing software
3. Peripheral devices for image import, storage, and output
4. File management and translation
5. Visualization and image design
6. Exposure and development of photographic film to enhance image quality in the digital medium
7. Service bureaus
8. Local area networks
9. Digital negatives, traditional prints, and contact prints

Methods of Instruction:

1. Projects -
2. Lecture - work from artists with diverse backgrounds is presented and discussed
3. Demonstration -
4. Guest Lecturers -
5. Lab -
6. Observation -
7. Field Trips -
8. Use of computer system and software

Typical Assignments

A. Project:
    1. Students are encouraged to pick subjects that speak to their lived experiences.
        1. Create a photograph including incongruities and/or humorous elements.
        2. Create an image which combines natural and artificial lighting.
        3. Convincingly alter a classic or historic photographic image.
        4. Create a series of images that tell a narrative.
        5. Create a digital negative.
B. Laboratory:
    1. Make all necessary corrections in digital editing software to create a set of 11" x 14" prints.
    2. Digitize multiple unaltered film images and blend into collaged single image.

Methods of Evaluating Student Progress

A. Portfolios
    1. One final portfolio

B. Projects
 1. Seven per semester
C. Field Trips
 1. At least one per semester
D. Class Participation
 1. Daily
E. Home Work
 1. Weekly
F. Lab Activities
 1. Weekly
G. Exams/Tests
 1. Two per semester.
H. Quizzes
 1. At least two per semester
I. Classroom critiques after each assignment in which students work with instructor to determine at least five criteria appropriate to the given assignment and apply them to oral critique of photographs submitted. Print generation

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
 A. Apply intermediate level functions found in image editing and image processing software

Textbooks (Typical):

Textbook:
1. Tom Ang *Digital Photographer's Handbook: 7th Edition of the Best-Selling Photography Manual.* 7th ed., DK, 2020.
2. DK *The Beginner's Photography Guide: The Ultimate Step-by-Step Manual for Getting the Most From Your Digital Camera.* Updated ed., DK, 2024.
3. Michael Freeman *The Photographer's Eye Digitally Remastered.* 10th ed., Focal-Press-Rutledge, 2018.
4. Conrad Chavez *Adobe Photoshop Classroom in a Book.* 1st ed., Adobe Press, 2023.

Other Materials Required of Students

Other Materials Required of Students:
1. 35 mm camera.
2. DSLR camera.
3. Digital media SD card.
4. Thumb drive or external hard drive.

Abridged Comparison

LAS POSITAS
C O L L E G E

Course Modification: PHTO 67 - History of Photography

Course Modification: PHTO 67 - History of Photography (Launched - Implemented 10-28-2024)

compared with

PHTO 67 - History of Photography (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Course Equivalency

Is there an equivalent course at Chabot? ~~No~~ Yes

1. **Course** ~~0~~ PHOT ~~0~~ 20

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

Discipline Placement

Minimum Qualification

1. **Minimum Qualification** Photography
   Condition _ or
2. **Minimum Qualification** _ Photographic Technology/Commercial Photography
   Interdisciplinary _
   Condition

Methods of Instruction

Check all that apply:

- Audio-visual Activity

  Comments

- Discussion

  Comments

  Large and small group discussion

- Field Trips

  Comments

  Viewing of exhibits of originals photographs

- Lecture

  Comments

  Illustrated lectures utilizing slides, reproductions and original photographic prints; work from artists with diverse backgrounds is presented and discussed.

- Projects

  Comments

- Research

  Comments

- Student Presentations

  Comments

Other ~~Yes~~ No

Equity Based Curriculum

- Methods of Instruction

  ~~Explain~~ Address

  ~~Large~~ In lecture, work from artists with diverse backgrounds is presented and ~~small group discussion~~

- ~~Explain~~ -

  ~~Illustrated lectures utilizing slides, reproductions and original photographic prints~~

- ~~Explain~~ -

  ~~Viewing of exhibits of originals photographs~~

  discussed

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing

   Add Assignment

1. One-page descriptive essay on a 19th century photographic technology or photographer
2. Three-page interpretive essays on designated photograph(s)
3. Five-to-seven page critical evaluation of photo exhibition or recently published photography book

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
   Identify photographs by the technical process used for their creation.
   This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Understand Artistic Expression : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
   - **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
     Identify Contributions : Identify the ways that creativity and aesthetics contribute to various academic disciplines and enrich life.

Methods of Evaluation

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

- Exams/Tests
  Frequency
  At least one midterm and final exam.
- Quizzes
  Frequency
  At least five.
- Research Projects
  Frequency
  At least one.
- Papers
  Frequency
  At least one.
- Oral Presentation

Frequency

At the discretion of the instructor.

- Field Trips

  Frequency

  At least one.

- Class Participation

  Frequency

  Daily

- Class Work

  Frequency

  At the discretion of the instructor.

- Home Work

  Frequency

  Weekly.

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

~~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.~~ 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.)

- ~~Fully~~ **Online** **with the Flexible In-Person Component** (~~FO~~ OFI): *Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by* ~~only~~ *online* *materials and activities delivered through the college's learning management system, and through the use of other required materials.* ~~All approved~~ *Approved* *instructional* ~~contract~~ *contact* *hours are delivered through* ~~those~~ *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 ~~interactions~~ *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* ~~synchronous~~ *portion* ~~requirements~~ *of* ~~are a~~ ~~listed~~ *class* ~~in~~ *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* .

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)

- 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 .

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 .

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

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

~~Weekly~~ Twice monthly .

- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
  Frequency
  Twice ~~Monthly~~ monthly .
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency
  ~~Weekly~~ At instructors discretion .
- **Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*
  Frequency
  ~~Weekly~~ Once monthly.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency
  for feedback on reports or research .
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency
  Weekly.

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)

- **Written papers:** *Papers will be written on various topics.*
  Frequency
  ~~Twice~~ At ~~per~~ least ~~semester~~ one .
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency
  ~~Twice~~ At ~~per~~ least ~~semester~~ one .
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency
  Five quizzes, ~~2~~ plus ~~Tests/Exams~~ one midterm and final exam .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Once~~ Weekly ~~.~~
- ~~**Simulations:**~~ ~~*Simulations will be used by students so they can participate in and learn from processes.*~~

~~Frequency~~ -
~~Once per semester~~ .
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency
  Weekly.
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency _
  Once per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  ~~Frequency~~ -
  ~~Twice per semester.~~
- - ~~**Other:**~~ -
  ~~Frequency~~ -
  ~~Once per semester.~~

Textbooks/Materials

Textbook

1. **Title** Photography: A ~~cultural~~ Cultural History
   Edition ~~4th~~ 5th
   Publisher ~~Pearson~~ Laurence King Publishing
   Year ~~2014~~ 2021
2. **Title** A History of Photography in 50 Cameras
   Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
   Classic
3. **Title** Photography: The Definitive Visual History
   Edition ~~1st~~ New Edition
   Publisher DK Publishing ~~/ Random House~~
   Year ~~2014~~ 2022
4. **Title** Seizing the Light: A Social and Aesthetic History of Photography
   Edition ~~3rd~~ 4th
   Publisher ~~Focal Press~~ Routledge
   Year ~~2017~~ 2024

General Education/Transfer Request

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

Cal-GETC Yes

- _ 3A - Arts
  Comments _
  New Request _ No
  Already approved substantial change _ No
  Already approved unsubstantial change _ Yes

-   Transfers to UC

  Comments

  New Request   No

  Already approved substantial change   No

  Already approved unsubstantial change   Yes

-   3 - Arts and Humanities

  Comments

  New Request   No

  Already approved substantial change   No

  Already approved unsubstantial change   Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 10 / ~~03~~ 25 / ~~2021~~ 2024

Parent Course

No Previous Course

PHTO 67 - History of Photography

Entry of Special Dates

- Board of Trustees

  ~~01/16/2018~~

- State Approval

  ~~02/20/2018~~

- CC Approval

  ~~12/04/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date ~~-~~

~~08/15/2018~~

10/28/2024

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 Photography 67
History of Photography
Effective: Fall 2025

Catalog Description:

PHTO 67 - History of Photography
3.00 Units

A broad chronological survey of photography from its invention to the present. Considers the medium's dual role as technology and art, addresses a multiplicity of photographic themes and purposes, and considers the intersections of photography and technology, history, art, and everyday life.

Course Grading: Optional

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

Discipline:

Photography, or Photographic Technology/Commercial Photography

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Summarize 19th century photography as it relates to technological, historical, and artistic issues
   B. Identify photographs by their technical process
   C. Explain 20th century photography as it relates to technological, historical and artistic issues
   D. Identify the major themes and purposes of photography and articulate how these relate to photography's dual role as information technology and art
   E. Assess photography's influence on the development of other arts
   F. Assess the role of photography in their own lives
   G. Interpret the various ways in which photographs have been used as vehicles of expression
   H. Identify photography's most current manifestations
   I. Discuss non-western European photographic practices

Course Content:

1. 19th century
   1. Technology
      1. Invention
      2. Light sensitivity
      3. Camera obscura
      4. Collodion
   2. History
      1. Colonialism
      2. Modernization
      3. War
   3. Art
      1. Pictorialism
      2. Straight photography
      3. The Photo Secession
      4. Photography's influence on modern painting
2. Photography and 19th century everyday life
   1. Cartes des visites
   2. Photo albums
   3. Police records
3. Photography and 20th century technology
   1. Gelatin silver
   2. Color
   3. Digitization
4. Photography and 20th century history
   1. World Wars
   2. The Depression
   3. Photojournalism
   4. Social reform
5. Photography and 20th century art
   1. Avant garde
   2. Landscape tradition
   3. "Street" photography
   4. Composite photography
6. Photography and 20th century everyday life
   1. Kodak
   2. Mug shots
   3. Wedding photography
   4. Family album
7. Non-western European photographic traditions
   1. Photo escultura in Mexico
   2. Photo grave markers in Israel
   3. Photographers of the Harlem Renaissance
8. Present and future trends

1. Postmodern photography
2. Digitization
3. Copyright

Methods of Instruction:

1. Student Presentations -
2. Audio-visual Activity -
3. Field Trips - Viewing of exhibits of originals photographs
4. Research -
5. Projects -
6. Lecture - Illustrated lectures utilizing slides, reproductions and original photographic prints; work from artists with diverse backgrounds is presented and discussed.
7. Discussion - Large and small group discussion

Typical Assignments

A. Writing:
   1. One-page descriptive essay on a 19th century photographic technology or photographer
   2. Three-page interpretive essays on designated photograph(s)
   3. Five-to-seven page critical evaluation of photo exhibition or recently published photography book

Methods of Evaluating Student Progress

A. Exams/Tests
   1. At least one midterm and final exam.
B. Quizzes
   1. At least five.
C. Research Projects
   1. At least one.
D. Papers
   1. At least one.
E. Oral Presentation
   1. At the discretion of the instructor.
F. Field Trips
   1. At least one.
G. Class Participation
   1. Daily
H. Class Work
   1. At the discretion of the instructor.
I. Home Work
   1. Weekly.

Student Learning Outcomes

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

A. Identify photographs by the technical process used for their creation.

Textbooks (Typical):

Textbook:

1. Mary Warner Marien *Photography: A Cultural History.* 5th ed., Laurence King Publishing, 2021.
2. Michael Pritchard *A History of Photography in 50 Cameras.* 1st ed., Firefly Books, 2015.
3. Tom Ang *Photography: The Definitive Visual History.* New Edition ed., DK Publishing, 2022.
4. Robert Hirsch *Seizing the Light: A Social and Aesthetic History of Photography.* 4th ed., Routledge, 2024.

LAS POSITAS
C O L L E G E

Course Outline for Theater Arts 1A
Theory/Practice of Acting I
Effective: Fall 2025

Catalog Description:

THEA 1A - Theory/Practice of Acting I
3.00 Units

This course prepares a student to apply basic acting theory to performance and develops the skills of interpretation of drama through acting. Special attention is paid to skills for performance: memorization, stage movement, vocal production, and interpretation of text. An introduction to the techniques and theories of acting, explored through improvisation, exercises and scene study. Students should be able to demonstrate the following skills: development of the physical and psychological resources for acting including relaxation, concentration, creativity, believability, and commitment.

Recommended Course Preparation: ENGL C1000 with a minimum grade of C

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
   A. Discuss the basic techniques and principles of acting
   B. Read and analyze works of theater by 20th century playwrights for cultural connection to 20th century realism and social/cultural issues
   C. Recognize theater performance as an aesthetic and creative process, analyzing live performance for theatrical style and cultural narrative

D. Use written analysis and/or group discussion to explore personal reflection to prominent works for culturally responsive contemporary theater

E. Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements

F. Participate in acting improvisations, warm-ups, technique work and scene study

G. Work individually and with a partner in the process of rehearsing and performing an acting scene

H. Use and apply a basic craft of acting in performance

I. Perform in both scripted and improvisational scenes in front of an audience

J. Analyze a character, scene, and play as part of the actor's preparation

    1. Compose a character analysis

    2. Analyze dramatic textual components as they pertain to performance

    3. Utilize appropriate theatrical terminology and jargon

K. Critically evaluate the acting performances of other students and other actors

    1. Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation

Course Content:

1. Application of acting methods; theoretical approaches to acting.
    1. Concentration and focus
    2. Basic vocal and physical technique
    3. Principals of stage movement and blocking
    4. Opportunities to apply basic craft approaches for acting.
    5. Introduction to script analysis
    6. Improvisation
    7. Basic acting and theatre terminology and vocabulary
    8. Performance, evaluation processes and techniques
2. Theater Performance Social and Cultural Connections
    1. Introduction to 20th century playwrights of Realism as an exploration of social and cultural connectivity to theater, which may include:
        1. August Wilson
        2. Tony Kushner
        3. Anna Deveare Smith
        4. Luis Valdez
    2. Play reading and analysis
    3. Critical response essays, discussions, and group projects
3. Aesthetic Evaluation of Theater Arts
    1. Introduction to the process of theater performance as a creative endeavor
    2. Terminology and styles
    3. Live viewing of performance for aesthetic evaluation and analysis
    4. Critical response essays, discussions, and group projects
4. Acting Theory and Technique
    1. Subtext and inner monologue
    2. Beats of Action
    3. Objectives, tactics, obstacles

    4. Believability and truthfulness

    5. "In the moment" presence

    6. Listening and reacting

    7. Relationships

    8. Concentration and focus

    9. Commitment and energy

    10. Physical life and stage movement

    11. Personalization

    12. Characterization

5. Exercises

    1. Relaxation

    2. Body awareness and movement

    3. Vocal freedom and technique

    4. Development of individual creativity and imagination

    5. Development of group/partner awareness and creativity

6. Scene Preparation

    1. Character, scene and play analysis

    2. Memorization

    3. Rehearsals with partner, in and out of class

    4. Blocking

7. Scene Presentation

    1. Performing scene before the class and instructor

    2. Feedback and coaching from instructor

    3. Second presentation of scene after feedback

Methods of Instruction:

1. Research - research historical/cultural events of assigned plays, relating events to play analysis, character development, and acting and behavior choices.
2. Written Exercises - Read and provide written analysis of female, disabled, and BIPOC playwrights in the Western canon
3. Discussion - Discuss with classmates social issues as presented in specific works of 20th century theater and their impact on performance theory and production staging.
4. Student participation in warm up exercises, improvisations and acting technique work
5. Lectures, demonstrations and discussions on acting theories and techniques
6. Reading from textbooks or handouts
7. Prepared performances of scenes and monologues. Evaluation and critique of this performance work by instructor
8. Reading and analyzing the plays from which scenes are taken
9. In-class and outside-of-class rehearsal of scenes and monologues, with as much coaching and guidance by the instructor as possible

Typical Assignments

A. Other:

1. Read the entire play from which an individual's acting scene in taken, for the purpose of understanding characterization, theme, plot, style, etc.
2. Write a play and character analysis based on an outline provided by the instructor.
3. Present a rehearsed scene in class, with lines memorized and blocking created, using acting techniques and principles learned in class
4. Write a review of a live theatrical performance, with particular attention given to a critique of the acting.
5. Read and provide written analysis of female, disabled, and BIPOC playwrights in the Western canon
6. Research historical/cultural events of assigned plays, relating events to play analysis, character development, and acting and behavior choices.
7. Discuss with classmates social issues as presented in specific works of 20th century theater and their impact on performance theory and production staging.

Methods of Evaluating Student Progress

A. Exams/Tests
   1. 1 time per semester
B. Quizzes
   1. 1-2 times per semester
C. Research Projects
   1. 1 per semester
D. Papers
   1. 1 per semester
E. Class Participation
   1. daily
F. Grading of prepared scenes and monologues, based on the objective quality of the work and the amount of improvement and growth shown by student - at least 3 times per semester Grading of written play and character analyses - at least 3 times per semester Grading of tests or quizzes -1 final exam Judgment of participation in class improvisations, discussions and technique work - at least 3 times per semester Grades should be assigned and communicated as soon as possible after prepared work is done. Participation grade should be made known to student at least once in the middle of the semester, via Blackboard or some other means of communication

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Participate with creativity and confidence in group theater exercises and improvisations.
B. Perform a scripted scene with a partner before a live audience.
C. Perform a short monologue at an audition.
D. Speak and write constructive criticism of acting in live performance.
E. Write a character and play analysis based on the play from which an acting scene has been assigned.

Textbooks (Typical):

Textbook:

1. Playwrights Canada Press, Jill Lloyd-Jones *Truth in Play: Drama Strategies for Building Meaningful Performances*. 1st ed., Playwrights Canada Press, 2015.
2. Barton, Robert, Robert Barton *Acting: On Stage and Off.*, Hartcourt Brace Jovanovich, 2011.
3. Niki Flacks *Acting With Passion: A Performer's Guide to Emotions on Cue (Performance Books)*. 1st ed., Bloomsbury Methuen Drama, 2015.
4. David Carey, Clark Carey *The Dramatic Text Workbook and Video*. 2nd ed., Methuen Drama, 2019.
5. Sinéad Rushe *Michael Chekhov's Acting Technique: A Practitioner's Guide*. 2nd ed., Methuen Drama, 2019.
6. Uta Hagen *A Challenge for the Actor*. "Later Printing" ed., Charles Scribner's Sons, 1991.

Other Materials Required of Students

Other Materials Required of Students:

1. Handouts provided by instructor.

LAS POSITAS
C O L L E G E

Course Outline for Theater Arts 10
Introduction to Dramatic Arts
Effective: Fall 2025

Catalog Description:

THEA 10 - Introduction to Dramatic Arts
3.00 Units
A survey of the elements of Theater and its contribution to cultures and societies throughout history.

Recommended Course Preparation: Eligibility for ENGL C1000.

Course Grading: Letter Grade Only

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
  A. Analyze and evaluate the nature of theatre and its role in society;
  B. Assess the historical, artistic, social, and philosophical in which theatre exists. Describe various important eras of theater history in terms of their theater architecture, plays, writers, styles and importance;
  C. Critically analyze dramatic literature and performances. Describe the contributions of the various people who create dramatic art through essays and in class presentations;
  D. List and explain the various dimensions of Aristotle's six elements of drama;
  E. Differentiate between the various styles and forms of live theater;
  F. Identify and examine theatrical components in production:
      1. Effectively critique a theatrical production, making reference to all the various elements of dramatic art and distinguishing between the play/musical as written and as

presented/performed;

2. Propose alternative solutions to theatrical production situations.

G. Appreciate viewing theatre as an art form;

H. Discuss ethical and social questions related to theater.

Course Content:

1. Backgrounds and history of Theater
    1. Drama as ritual and expression of community
    2. Greek and Roman Theater
    3. Medieval Theater
    4. Asian Theater
        1. India
        2. China
        3. Japan
    5. Renaissance Theater
    6. Restoration Theater
    7. Romanticism and Melodrama
    8. Realism
    9. Departures from Realism
        1. Expressionism
        2. Absurdism
        3. Epic Theater
        4. Other styles
2. Creators of Dramatic Art: Study of the process and contribution of the following people in the creation of live theater:
    1. Writers and composers
    2. Actors
    3. Directors and producers
    4. Designers
        1. Set and lighting
        2. Properties and furniture
        3. Costumes and make up
        4. Publicity people
3. Elements of Dramatic Art: As reference point, Aristotle's six elements of drama:
    1. Plot/Action
    2. Character
    3. Language
    4. Diction
    5. Thought
    6. Theme
    7. Spectacle
    8. Music
4. Styles of Dramatic Art
    1. Live theater in contrast to film

2. Styles of live theater
    1. Realism
    2. Naturalism
    3. Expressionism
    4. Ritualistic Theater
    5. Theater of the Absurd
    6. Epic Theater
    7. Musical Theater
3. Forms of drama
    1. Tragedy
    2. Comedy
    3. Melodrama
    4. Farce
    5. Tragi-Comedy
    6. Other forms

5. Structure of Dramatic Writing
    1. Climactic plot structure
    2. Episodic plot structure
    3. Combinations of climactic and episodic

6. Types of Theatrical Presentation
    1. Proscenium stages
    2. Thrust stages
    3. Arena stages
    4. Other variations of stages

7. Theater Criticism
    1. Developing evaluative judgments for theatrical works.
    2. Writing reviews of theatrical productions.

8. Theater and Issues: Theater and its relation to and role in a culture:
    1. Social and political concerns
    2. Ethical issues
    3. Aesthetic questions

Methods of Instruction:

1. Demonstration -
2. Lecture -
3. Seeing/hearing live theater 1. Group field trips 2. Individual attendance a. Las Positas and Chabot College shows b. Shows in the community
4. Assigned text book readings
5. Reading of plays
6. In class "concert" readings of scenes from plays
7. Group discussions – entire group together and small groups
8. Viewing/hearing of films, tapes and CDs
9. Student participation in creative projects

Typical Assignments

A. Other:
1. Take a play of your choosing. In a ten minute oral presentation to the class, describe what choices you would make in designing the following dimensions for a production of it:
   1. Set and properties
   2. Lighting
   3. Costumes
   4. Poster
2. Write a five to eight page paper in response to the Las Positas College Theater Department's production. Make particular reference to all of Aristotle's six elements of drama as found in his Poetics.
3. Exploring the physical expression of Italian Comedy (Commedia dell'arte) and the historical record of common lazzi and Italian Renaissance politics, adapt a story into the style of Commedia for performance in class
4. Read and participate during class discussion of a classical text, such as *the Bacchae*, *Everyman*, *Macbeth, The Country Wife, The Imaginary Invalid*, and *A Doll's House*
5. Weekly assigned text and script reading
6. Daily note taking
7. 2-4 Exams per semester

Methods of Evaluating Student Progress

A. Exams/Tests
   1. 2x per semester
B. Quizzes
   1. weekly
C. Papers
   1. 2x per semester
D. Oral Presentation
   1. 2x per semester
E. Projects
   1. 1x per semester
F. Group Projects
   1. 1x per semester
G. Class Participation
   1. weekly
H. Class Performance
   1. 1x per semester
I. Attendance

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Analyze and evaluate the nature of theatre and its role in society.

B. Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.
C. Critically analyze dramatic literature
D. Serve as a member of a creative design process, simulating the complexities of creating liveperformance

Textbooks (Typical):

Textbook:

1. Hartnoll, Phyllis, *The Theater: A Concise History.* 4th ed., Thames and Hudson, 2012.
2. Robert Cohen *Theatre, Brief Version.* 12th ed., Mayfield Publishing Company, 2019.
3. Bruce McConachie, Tobin Nellhaus , Carol Fisher Sorgenfrei, Tamara Underiner *Theatre Histories: An Introduction.* 3rd ed., Routledge, 2016.
4. Edwin Wilson, Alvin Goldfarb *Theatre: The Lively Art.* 10th ed., McGraw Hill, 2018.

LAS POSITAS
C O L L E G E

Course Outline for Theater Arts 53
Script Analysis
Effective: Fall 2025

Catalog Description:

THEA 53 - Script Analysis
3.00 Units

Develops critical thinking , analysis, and writing skills as they apply to the exploration of the principles, theories and techniques of play script analysis for theatrical production. Class content includes the historical and cultural importance of various kinds of script; genre and form; narrative and plot analysis; linguistic analysis; interpreting stage directions; and identification of main themes. Emphasis on effective written communication in literature. Research required.

Prerequisite: ENGL C1000 with a minimum grade of C.

Course Grading: Optional

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

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:
- A. Analyze a play script:
    1. Recognize the elements of the "well made" play by studying play scripts.
    2. Identify cause and effect relationship of actions on the stage.
    3. Discuss how to recognize the theme of a play.
    4. Recognize how the analysis differs for a director, actor, and designer.
    5. Determine background information, subtext, and the unique factor of a play.
- B. Obtain a greater comprehension and satisfaction when reading a play.

C. Discover the patterns common to most, if not all, dramatic storytelling.

D. Practice applying an analytical framework to several model plays.

E. Write critically, both personally and academically, about drama and script analysis in a sequence of essays throughout the semester, as a response to each play read. Essays should approximate between 1000-2000 words in length, for not less than 6000 words per semester.

F. Undertake individually both a creative and analytical response to a chosen play.

G. Communicate an understanding on the relationship between language, theatrical literature, and performance of works of theater.

H. Analyze various works of theatrical importance, as they relate to the exploration of cultural philosophies and human behaviors and histories

I. Evaluate the relationship between a scripts meaning, author intent, cultural reflection and connection, and the presentation intent for stage.

J. Explain, analyze, and apply a literary argument and related critical evaluation using logical patterns of reasoning, such as induction and deduction.

K. Identify logical and literary fallacies in scripts--in themes, plots, or the perspectives of characters-- and/or in student and published literary analysis, such as hasty generalization, and appeals to fear, pity, aesthetics, or pathos.

L. Demonstrate composition skills:

    1. Explore a line of inquiry and limit the topic appropriately.

    2. Establish and state clearly a unifying thesis or proposition select examples, details, and other evidence to support or validate the thesis and other generalizations and elaborate upon subtopics.

    3. Use principles of inductive and deductive logic to support and develop ideas.

    4. Create coherence in paragraphs and in the overall focus of the essay.

    5. Format all major essays according to MLA guidelines.

    6. Use appropriate diction, logic, variety of sentence structure, coherence, citation, and sophistication of ideas, including originality of thought and an avoidance of cliche and repetition.

Course Content:

1. Develop critical thinking, analysis, and writing skills as they apply to script analysis for theatrical production.

2. Using critical analysis, explain, analyze, and apply literary argument and related critical evaluation using logical patterns of reasoning.

3. Identify logical and literary fallacies in scripts, critically evaluating theme, character perspective, and plot.

4. Fully explore an in-depth methodology of reading, analyzing and understanding play scripts in a variety of genres and styles intended for production.

5. Investigate techniques used to determine how to read a play for its' structure.

6. Scrutinize the playwright's methods of creating theatre through plot, character and imagery.

7. Using critical analysis, understand what scripts "mean" to the professional theatre artist and theatre-goer as distinct from other forms of literature.

8. Complete research as a means of understanding historical and cultural importance of theatrical plays as a means of communication, understanding the human condition, and/or cultural experiences.

9. Compose critical analysis in the form of essay for communication of said analysis.
10. Evaluate multiple scripts from various cultures, periods and sources, such as (but not limited to):
    1. Caryl Churchill. *Cloud Nine.*
    2. August Wilson. *The Piano Lesson*
    3. Zeami. *Hagaromo*
    4. Sophocles. *Antigone*
    5. Suzan-Lori Parks. *Topdog/Underdog*
    6. Molière. *The Imaginary Invalid*
    7. Tennessee Williams. *A Streetcar Named Desire*
    8. Calderon de la Barca. *Life Is a Dream*
    9. Georg Büchner. *Woyzeck*
    10. Dion Boucicault. *The Poor of New York*
    11. Arthur Miller. *Death of a Salesman*
    12. Bertolt Brecht. *Mother Courage and Her Children*
    13. William Shakespeare. *Henry IV pt. 1*

Methods of Instruction:

1. Guest Lecturers - Once
2. Lecture - Daily
3. Research - 1-2x per semester
4. Written Exercises - Weekly - includes in-class writing; informal writing, including essay drafts; summary/response writing; multiple essays (essays must total at least 6,000 words of "final draft" writing).
5. Critique - 1-2x per semester for live theater 3-5x per semester for script analysis
6. Group work when reading and evaluating at least one (1) work of theater

Typical Assignments

A. Other:
   1. In essay format, describe Aristotle's most important arguments in his critical work The Poetics.
   2. Compare the turning point to the climax using one play in a short essay/written assignment.
   3. Illustrate the main points an assigned play using visuals. Visuals might include drawings, photos, performance, models, etc.
   4. Identify and analyze three images in one play, and describe your process for selection and critical analysis.
   5. Identify theme in a selected work. Argue its use throughout the play as a writing device, citing references from the play. 1 research source required.
   6. In written analysis, discuss the components of language using one scene from an assigned work as an example.
   7. Participate in a panel discussion on a topic, case study, play, or production concept.
   8. Select a specific work of culturally important theater. Analyze work as it relates to the exploration of cultural philosophies and human behaviors and histories. Use specific examples from within the text, coupled with appropriate academic research for supporting evidence.

Methods of Evaluating Student Progress

    A. Exams/Tests
        1. 2-4 per semester
    B. Quizzes
        1. 2-4 per semester
    C. Research Projects
        1. 1 per semester
    D. Papers
        1. 2-4 per semester
    E. Class Participation
        1. weekly
    F. Class Work
        1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
    A. Compare a live theatre production to it's original script, identifying artistic choices that support or distract from the original script.
    B. Evaluate scripts using a variety of different critical analysis methods: Formalistic, Historical, Genre, Socio-Political, Mythic-Psychological.
    C. Identify production aspects within a script that might influence performance, costume, scenic, sound, lighting, or props.

Textbooks (Typical):

Textbook:
1. James Thomas *Script Analysis for Actors, Directors, and Designer.* 6 ed., Focal press, 2019.
2. Kim Whiltshire *Writing for Theatre: Creative and Critical Approaches (Approaches to Writing)* . 1 ed., Palgrave Macmillan, 2015.
3. Lee Jacobus *The Bedford Introduction to Drama.* 8 ed., Bedford/St. Martin's, 2018.
4. David Ball *Backwards & Forwards: A Technical Manual for Reading Plays.* 1 ed., Southern Illinois University Press, 1983.

Other Materials Required of Students

Other Materials Required of Students:
1. Assigned scripts selected by instructor, reflective of contemporary culture. Selected scripts may change from semester to semester of course offering, dependent on trends and new relevant works of theater.

Abridged Comparison

Course Modification: WRKX 94 - Occupational Work Experience/Internship

Course Modification: WRKX 94 - Occupational Work Experience/Internship (Launched - Implemented 10-07-2024)

compared with

WRKX 94 - Occupational Work Experience/Internship (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

Work Experience Education supports career success by combining workplace experience with classroom instruction in professional work skills and career planning. This course ~~of is supervised~~ designed ~~employment provides~~ for students ~~with who the work~~ opportunity in positions related to ~~earn college credit for developing marketable skills while working in~~ their major field of study. Students ~~working~~ must secure a work experience position to enroll in ~~a~~ the ~~part-time~~ course; ~~or~~ positions ~~full-time,~~ can be paid or unpaid , internship part time or ~~position~~ full ~~related~~ time. ~~to~~ In ~~their~~ this ~~major~~ variable-unit ~~field~~ course, students earn units based on the number of ~~study~~ hours ~~will~~ worked ~~contract, in collaboration with their work supervisor and instructor, to set measurable, achievable goals; accomplish new or expanded learning objectives; and broaden work skills and experiences. Students will apply discipline-specific knowledge, skills, and abilities gained in~~ during the ~~classroom~~ term; 54 hours equals 1.00 academic unit . Students can earn 1 to ~~8~~ 10 units per ~~semester for a maximum of 16 units of Cooperative Work Experience, which includes General Work Experience and Occupational Work Experience/Internship~~ term . Students ~~must~~ can ~~work~~ enroll ~~75~~ in ~~paid~~ only ~~hours~~ one WRKX course per term, either WRKX 94 or ~~60~~ WRKX ~~unpaid hours per unit earned during the semester~~ 95 . _

Material fees apply to this course? No

Units/Hours

Instructional Categories (check all that apply)

Max Units ~~8~~ 10 .000

TOTALS

Calculations

Work Experience Hours 54 - ~~432~~ 540

Course Objectives

Objectives

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

1. ~~Group~~ Objective ~~Title~~ Text

   Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are ~~related to job/internship responsibilities and which are~~ specific, measurable, achievable, relevant, and time-based (SMART).

2. ~~Group~~ Objective ~~Title~~ Text

   Apply classroom education toward a discipline-specific job and identify ~~those~~ areas where ~~changes~~ change may be ~~required~~ needed .

3. ~~Group~~ Objective ~~Title~~ Text

   Identify career opportunities, job requirements, employer expectations, and promotional requirements in a discipline-specific job setting , while developing professional networks .

4. ~~Group~~ Objective ~~Title~~ Text ~~Analyze~~

   Evaluate workplace performance and assess ~~newly developed~~ work skills in preparation for employment ~~in one's major field of study~~ or advancement in a career.

5. Objective Text

   Assess academic and career pathway and plan changes if needed.

Course Content

Work Experience Content

1. ~~Today's working environment~~

2. ~~Goal setting~~ Career preparation and planning
   1. ~~Objectives~~ Academic and career pathway assessment
   2. ~~SMART process~~ Action plans

   3. Job search resources

      1. Résumé writing

      2. Job interviewing

3. ~~Skills to support job success~~

4. ~~Observing work behaviors~~

5. ~~Recognizing employer and supervisory goals~~ Workplace performance
   1. ~~Alignment~~ Workplace learning objective development, performance, and evaluation

      1. SMART learning objective process: s pecific , measurable, attainable , relevant , time-based

   2. ~~Conflicts~~ Achievements and areas for improvement
6. ~~Evaluating SMART goals~~ Professional work skills
   1. ~~Achievement points~~ Skill development and application to support career success
   2. ~~Improvement areas~~ Transferable work skills learned on the job and in the classroom

      3.   Industry skills learned on the job and their connection to courses in major field of study

7. ~~Reflecting and analyzing~~ Workplace record keeping

    1. ~~Personal awareness~~ Workplace records

    2. ~~Observations~~

    3. ~~Action plans for the future~~ Hours worked during the course

Methods of Instruction

Check all that apply:

-   On-the-job, supervised work experience

  Comments

  Consultation with student and supervisor

-   Audio-visual Activity

  Comments

  Course orientation

-   Discussion

  Comments

  Professional work skills and career planning

-   Individualized Instruction

  Comments

  Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor

-   Lecture

  Comments

  Professional work skills and career planning

-   Work Experience

  Comments

  On-the-job, supervised work experience

-   Written Exercises

  Comments

  Professional résumé and journal entries for reflection

Other ~~Yes~~ No

Equity Based Curriculum

- ⸱ Typical Texts
  Address ⸱
  This is a zero textbook cost course. A handbook is provided in the course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Project
   Add Assignment
   Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

   ⸱

   1. ~~Assignments~~

2. **Assignment** ~~are~~ **Type** ~~individualized~~ Other
   Add ~~according~~ **Assignment** ~~to~~
   Submit workplace records.

3. **Assignment** ~~the~~ **Type** ~~mutually~~ Other
   Add ~~set~~ **Assignment** ~~SMART~~
   Keep an accurate record of hours worked during the class.

4. **Assignment** ~~objectives~~ **Type** ~~prepared~~ Writing
   Add ~~by~~ **Assignment** ~~the~~
   Keep a weekly journal for reflection.

5. **Assignment** ~~student~~ **Type** ~~and~~ Writing
   Add ~~approved~~ **Assignment** ~~by~~
   Write a professional résumé including the workplace experience.

6. **Assignment** ~~both~~ **Type** ~~the~~ Other
   Add ~~workplace~~ **Assignment** ~~supervisor and college instructor.~~
   Participate in class discussions.

   1. ~~Individualized assignments may include:~~

      1. ~~Create a marketing plan to increase college student bus ridership by 30 percent.~~

2. ~~Design a drought-tolerant landscape plan for a client's backyard.~~

3. ~~Create an interior design for a client's kitchen using sustainable materials.~~

2. ~~Keep a weekly journal for reflection.~~

3. ~~Write a revised resume, including the workplace experience.~~

4. ~~Keep an accurate record of hours worked per week.~~

5. ~~Submit required course forms and documents.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
    Upon completion of WRKX 94, the student should be able to ~~achieve~~ demonstrate ~~workplace~~ development ~~learning~~ of ~~objectives~~ professional ~~established~~ work ~~by~~ skills at the ~~student~~ workplace.
    This SLO maps to the following Institutional Learning Outcomes (ILOs) , ~~supervisor~~ please check all that apply:

    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility , and ~~instructor~~ usefulness .
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Make Decisions** : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Identify Values** : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Respond appropriately** : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Ethics** : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Conflict Resolution** : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Balance** : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Community Applications** : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Impact of Human Activity** : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - Use appropriate technology to acquire, organize, analyze, and communicate

2. **Outcome Text**

Upon completion of WRKX 94, the student should be able to ~~describe~~ create a professional ~~work~~ résumé.

This ~~skills~~ SLO ~~in~~ maps to the ~~workplace~~ following Institutional Learning Outcomes (ILOs), please check all that apply:

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)**
  - **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing .

~~Outcome~~ CLO(ILO) ~~Text~~ to SLO Map Top ILO Grouping(Delta)
~~Upon completion of~~ **Recognize** ~~WRKX~~ **and** ~~94~~ **Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be

made.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Solve Problems : Use mathematical thinking, processes, and skills; scientific principles , the ~~student~~ scientific ~~should~~ method, ~~be~~ and ~~able~~ the synthesis of ideas to ~~write~~ apply ~~a~~ data ~~professional~~ to ~~résumé~~ problem ~~including~~ solving ~~work~~ and ~~experience~~ decision ~~completed~~ making; ~~during~~ then, identify the ~~course~~ criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness .

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Use appropriate technology to acquire, organize, analyze, and communicate

Methods of Evaluation

Methods

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

- Individual consultation with students

  Frequency

  At least twice per semester

- Individual consultation with employer

  Frequency

  Once per semester

- Class Participation

  Frequency

  Semester long

- Class Performance

  Frequency

  ~~semester~~ Semester long

- Final Performance

  Frequency

  Once per semester

Other ~~Yes~~ No

Please Explain

~~Time frames for all evaluation methods will be set in collaboration with the student, supervisor, and instructor.~~

~~Success on achieving each SMART goal~~
~~Supervisor's performance appraisal/overall work performance~~
~~Discussions with the student's supervisor~~
~~Instructor's appraisal of student progress and learning~~
~~Student's self-appraisal~~

~~Due dates for state-required forms from the student and supervisor will be provided each semester.~~

~~Time cards~~
~~SMART goal agreements~~
~~Performance appraisal from supervisor~~
~~Student's self-appraisal~~

~~At least one site visit will occur.~~
~~Discussions between the supervisor and the instructor will occur as needed. One of the discussions may occur during the on-site visit.~~

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
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)

- 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)

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

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~~ Course messaging is used as needed
- ˍ **Discussion board:** ˍ *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
- **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 ˍ
  Minimum of five per semester
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency
  Weekly
- ˍ ~~**Face-to-face meetings (partially online courses only):**~~ ˍ ~~*Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~
  ~~**Frequency**~~ ˍ
  ~~Once per semester (required meeting with student)~~

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)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Once~~ <u>Minimum of twice</u> per semester
- ~~**Web conferencing:**~~ ~~*Students will interact in real time with each other to discuss coursework and assignments.*~~
  ~~**Frequency**~~
  ~~Once per semester (orientation)~~

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
  ~~Once~~ <u>Minimum of twice</u> per semester
- ~~**Quizzes,**~~ **<u>Written</u>** ~~**tests/exams**~~ **papers** : ~~*Quizzes*~~ <u>*Papers*</u> will be ~~used~~ <u>written</u> ~~to~~ <u>on</u> ~~make~~ <u>various</u>   ~~sure students completed assigned material and understood it~~ <u>topics</u> .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Once~~ <u>Semester</u>   ~~per semester~~ <u>long</u>

Textbooks/Materials

Publisher Textbooks ~~Yes~~ <u>No</u>
Other ~~No~~ <u>Yes</u>
<u>Other Learning Materials</u>

1. **<u>Other</u>**
   <u>This is a zero textbook cost course. A handbook is provided in the course.</u>

General Education/Transfer Request

- Transfers to CSU
  New Request ~~Yes~~ <u>No</u>
  Already Approved ~~No~~ <u>Yes</u>

- 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

Origination Date

06/ 11/ ~~16/2020~~ 2024

Parent Course

No Previous Course

WRKX 94 - Occupational Work Experience/Internship

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/22/2020~~

- CC Approval

  ~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/07/2024

LAS POSITAS
C O L L E G E

Course Outline for Work Experience 94
Occupational Work Experience/Internship
Effective: Fall 2025

Catalog Description:

WRKX 94 - Occupational Work Experience/Internship
1.00 - 10.00 Units

May be repeated time(s)

Work Experience Education supports career success by combining workplace experience with classroom instruction in professional work skills and career planning. This course is designed for students who work in positions related to their major field of study. Students must secure a work experience position to enroll in the course; positions can be paid or unpaid, part time or full time. In this variable-unit course, students earn units based on the number of hours worked during the term; 54 hours equals 1.00 academic unit. Students can earn 1 to 10 units per term. Students can enroll in only one WRKX course per term, either WRKX 94 or WRKX 95.

Course Grading: Optional

Work Experience Hours 54 - 540

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

No limitation on repeatability

Course Objectives:

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

A. Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are specific, measurable, achievable, relevant, and time-based (SMART).
B. Apply classroom education toward a discipline-specific job and identify areas where change may be needed.
C. Identify career opportunities, job requirements, employer expectations, and promotional requirements in a discipline-specific job setting, while developing professional networks.

D. Evaluate workplace performance and assess work skills in preparation for employment or advancement in a career.

E. Assess academic and career pathway and plan changes if needed.

Course Content:

1. Career preparation and planning
   1. Academic and career pathway assessment
   2. Action plans
   3. Job search resources
      1. Résumé writing
      2. Job interviewing
2. Workplace performance
   1. Workplace learning objective development, performance, and evaluation
      1. SMART learning objective process: specific, measurable, attainable, relevant, time-based
   2. Achievements and areas for improvement
3. Professional work skills
   1. Skill development and application to support career success
   2. Transferable work skills learned on the job and in the classroom
   3. Industry skills learned on the job and their connection to courses in major field of study
4. Workplace record keeping
   1. Workplace records
   2. Hours worked during the course

Methods of Instruction:

1. On-the-job, supervised work experience - Consultation with student and supervisor
2. Individualized Instruction - Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor
3. Audio-visual Activity - Course orientation
4. Discussion - Professional work skills and career planning
5. Lecture - Professional work skills and career planning
6. Written Exercises - Professional résumé and journal entries for reflection
7. Work Experience - On-the-job, supervised work experience

Typical Assignments

A. Project:
   Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

B. Other:

Submit workplace records.

C. Other:

Keep an accurate record of hours worked during the class.

D. Writing:

Keep a weekly journal for reflection.

E. Writing:

Write a professional résumé including the workplace experience.

F. Other:

Participate in class discussions.

Methods of Evaluating Student Progress

A. Class Performance
   1. Semester long
B. Individual consultation with students
   1. At least twice per semester
C. Individual consultation with employer
   1. Once per semester
D. Class Participation
   1. Semester long
E. Final Performance
   1. Once per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of WRKX 94, the student should be able to demonstrate development of professional work skills at the workplace.
B. Upon completion of WRKX 94, the student should be able to create a professional résumé.

Textbooks (Typical):

Other Learning Materials:
   1. This is a zero textbook cost course. A handbook is provided in the course..

Other Materials Required of Students

Other Materials Required of Students:
   1. Access to a computer and internet connection..

Abridged Comparison

LAS POSITAS
C O L L E G E

Course Modification: WRKX 95 - General Work Experience

> Course Modification: WRKX 95 - General Work Experience (Launched - Implemented 10-07-2024)
>
> compared with
>
> WRKX 95 - General Work Experience (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

SAM Priority Code ~~D~~ C - ~~Possibly~~ Clearly Occupational

Catalog Description

~~This~~ Work ~~course~~ Experience ~~of~~ Education ~~supervised~~ supports ~~employment~~ career ~~provides~~ success ~~students~~ by combining workplace experience with ~~the~~ classroom ~~opportunity to earn college credit while working and developing desirable work habits, attitudes, and skills. Students working~~ instruction in ~~any part-time or full-time, paid or unpaid position will contract, in collaboration with their work supervisor and instructor, to set measurable, achievable goals; accomplish new or expanded learning objectives; and broaden~~ professional work skills and ~~experiences~~ career planning . ~~The~~ This course is designed for students who work in positions unrelated to their major field of study. Students must secure a work experience ~~need~~ position ~~not~~ to enroll in the course; positions can be ~~related~~ paid ~~to~~ or unpaid, part time or full time. In this variable-unit course, students earn units based on the ~~students'~~ number ~~educational~~ of ~~goals~~ hours worked during the term; 54 hours equals 1.00 academic unit . Students can earn 1 to ~~6~~ 10 units per ~~semester for a maximum of 16 units of Cooperative Work Experience, which includes General Work Experience and Occupational Work Experience/Internship~~ term . Students ~~must~~ can ~~work~~ enroll ~~75~~ in ~~paid~~ only ~~hours~~ one WRKX course per term, either WRKX 94 or ~~60~~ WRKX ~~unpaid hours per unit earned during the semester~~ 95 . _

Material fees apply to this course? No

Course Equivalency

Is there an equivalent course at Chabot? ~~Yes~~ No

Units/Hours

Instructional Categories (check all that apply)

Max Units ~~6~~ 10 .000

TOTALS

Calculations

> **Work Experience Hours** 54 - ~~324~~ 540

Course Objectives

Objectives

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

1. ~~Group~~ Objective ~~Title~~ Text
    Develop college-level, on-the-job learning objectives, in collaboration with the ~~work supervisor~~ instructor and ~~instructor~~ workplace supervisor , which are specific, measurable, achievable, relevant, and time-based (SMART).
2. ~~Group~~ Objective ~~Title~~ Text ~~Evaluate~~
    Apply ~~one's~~ professional ~~performance~~ work ~~on~~ skills at the ~~learning objectives and explain skills that are critical to success~~ workplace .
3. ~~Group~~ Objective ~~Title~~ Text ~~Examine one's abilities, behavior, and beliefs about working.~~
    ~~Group Title~~ - Analyze job requirements, employer expectations, and skills required for promotional opportunities.

~~Group~~ Objective ~~Title~~ Text ~~Assess~~

Evaluate workplace performance to identify strengths ~~as well as~~ and areas for improvement that will increase employability .

Objective Text

Complete academic and ~~assist~~ career ~~in~~ pathway ~~awareness~~ activities ~~of~~ to assess interests, develop career ~~options~~ awareness, and plan for a career .

Course Content

Work Experience Content

1. ~~Today's working environment~~

2. ~~Goal setting~~ Career preparation and planning
    1. ~~Objectives~~ Academic and career pathway exploration and planning
    2. ~~SMART process~~ Action plans

    3. Job search resources

        1. Résumé writing

        2. Job interviewing

3. ~~Skills to support job success~~

4. ~~Observing work behaviors~~

5. ~~Recognizing employer and supervisory goals~~ Workplace performance
    1. ~~Alignment~~ Workplace learning objective development, performance, and evaluation

        1. SMART learning objective process: specific, measurable, attainable, relevant, time-based

2. ~~Conflicts~~ Achievements and areas for improvement
6. ~~Evaluating SMART goals~~ Professional work skills
   1. ~~Achievement points~~ Skill development and application to support career readiness and career success
   2. ~~Improvement areas~~ Transferable work skills learned on the job and in the classroom
7. ~~Reflecting and analyzing~~ Workplace record keeping
   1. ~~Personal awareness~~ Workplace records
   2. ~~Observations~~

   3. ~~Action plans for the future~~ Hours worked during the course

Methods of Instruction

Check all that apply:

- On-the-job, supervised work experience
  Comments
  Consultation with student and supervisor
- Audio-visual Activity
  Comments
  Course orientation
- Discussion
  Comments
  Professional work skills and career planning
- Individualized Instruction
  Comments
  Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor
- Lecture
  Comments
  Professional work skills and career planning
- Work Experience
  Comments
  On-the-job, supervised work experience
- Written Exercises
  Comments
  Self-reflection essay

Other ~~Yes~~ No

Equity Based Curriculum

- Typical Texts
  Address
  This is a zero textbook cost course. A handbook is provided in the course.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
   Add Assignment

   Participate in class discussions.

   1. ~~Assignments~~

2. **Assignment** ~~are~~ **Type** ~~individualized~~ Other
   Add ~~according~~ **Assignment** ~~to~~

   Submit workplace records.

3. **Assignment** ~~the~~ **Type** ~~mutually~~ Other
   Add ~~set~~ **Assignment** ~~SMART~~

   Keep an accurate record of hours worked during the class.

4. **Assignment** ~~objectives~~ **Type** ~~prepared~~ Writing
   Add ~~by~~ **Assignment** ~~the~~
   Write a self-reflection essay about your learning objectives, workplace experience, and goals for future career success.

5. **Assignment** ~~student~~ **Type** ~~and~~ Project
   Add ~~approved~~ **Assignment** ~~by both the workplace supervisor and college instructor.~~

   Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

   1. ~~Individualized assignments may include:~~

      1. ~~Collect information about a social media strategy and prepare a written summary for the supervisor.~~

      2. ~~Identify three actions which will enhance the customer's experience and demonstrate them for the supervisor and work group.~~

3.   ~~Research where competitors are advertising and create a comparison chart on cost, complexity, and effectiveness.~~

2. ~~Write a three-page self-assessment.~~

3. ~~Keep an accurate record of hours worked per week.~~

4. ~~Submit required course forms and documents.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
    Upon completion of WRKX 95, the student should be able to ~~achieve~~ demonstrate ~~workplace~~ development ~~learning~~ of ~~objectives~~ professional ~~established~~ work ~~by~~ skills at the ~~student~~ workplace.
    This SLO maps to the following Institutional Learning Outcomes (ILOs) , ~~supervisor~~ please check all that apply:

    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Communicate Orally : Communicate oral, symbolic and/or artistic messages through discussions, presentations and performances appropriate to the context and audience.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Recognize and Define : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility , and ~~instructor~~ usefulness .
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)
        Solve Problems : Use mathematical thinking, processes, and skills; scientific principles, the scientific method, and the synthesis of ideas to apply data to problem solving and decision making; then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness.
    *   CLO(ILO) to SLO Map Top ILO Grouping(Delta)

- - **Make Decisions** : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Develop Ideas** : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Identify Values** : Identify and evaluate aesthetic and cultural values from diverse disciplines;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Respond appropriately** : Respond appropriately to challenging situations, developing their capacity for self-assessment, improvement, and resilience.
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Ethics** : Recognize the ethical dimensions of their decisions and accept responsibility for the consequences of their actions
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Conflict Resolution** : Identify conflict and work towards mutual agreement, respecting the rights, work, and contributions of others
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Balance** : Balance self-advocacy with the need to take direction and use constructive criticism effectively
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Community Applications** : Recognize the importance of applying creativity and diverse sources of knowledge to problems in local, national, and global communities
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Impact of Human Activity** : Recognize the impact of human activity (political, economic, social, technological) on local and global environments
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - - **Intercultural Values** : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race, ethnicity, gender, religion, class, sexual orientation, legal status, or ability, and interact positively with others across cultural and communal divides?
- CLO(ILO) to SLO Map Top ILO Grouping(Delta)
  - Use appropriate technology to acquire, organize, analyze, and communicate

2. **Outcome Text**

   Upon completion of WRKX 95, the student should be able to ~~describe~~ evaluate ~~professional~~ workplace ~~work skills~~ performance in a reflective essay.
   This SLO maps to the ~~workplace~~ following Institutional Learning Outcomes (ILOs), please check all that apply:

   - CLO(ILO) to SLO Map Top ILO Grouping(Delta)
     - - **Write Effectively** : Communicate thoughts, ideas and information through effective and contextually appropriate writing .

   ~~Outcome~~ CLO(ILO) ~~Text~~ to SLO Map Top ILO Grouping(Delta)
   ~~Upon completion of~~ **Recognize** ~~**WRKX**~~ **and** ~~**95**~~ **Define** : Demonstrate observation skills when they identify and clearly define a problem to be solved, task to be performed, or decision to be made.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Gather and Evaluate Information : Gather information from multiple sources (verbal, written, graphic, symbolic and numerical)and evaluate information for accuracy, credibility, and usefulness.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Reason : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as well as quantitative and qualitative data, to make inferences.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Solve Problems : Use mathematical thinking, processes, and skills; scientific principles , the ~~student~~ scientific ~~should~~ method, ~~be~~ and ~~able~~ the synthesis of ideas to ~~write~~ apply ~~a~~ data ~~self-analysis~~ to ~~essay~~ problem ~~about development of work skills~~ solving and ~~achievement~~ decision ~~of~~ making; ~~learning objectives~~ then, identify the criteria used to evaluate the solution or decision and communicate the procedures used to show their appropriateness .

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Make Decisions : Formulate alternative solutions, processes, or decisions and identify potential consequences in selecting the appropriate solution, process, or decision.

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Develop Ideas : Develop and implement original ideas or perspectives using curiosity, imagination, and reflection;

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Identify Values : Identify and evaluate aesthetic and cultural values from diverse disciplines;

CLO(ILO) to SLO Map Top ILO Grouping(Delta)

Use appropriate technology to acquire, organize, analyze, and communicate

Methods of Evaluation

Methods

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

- Individual consultation with students
  Frequency
  At least twice per semester
- Individual consultation with employer
  Frequency
  Once per semester
- Class Participation
  Frequency
  Semester long
- Class Performance
  Frequency
  ~~semester~~ Semester long
- Final Performance
  Frequency
  Once per semester

Other ~~Yes~~ No

Please Explain

~~Time frames for all evaluation methods will be set in collaboration with the student, supervisor, and instructor.~~

~~Success on achieving each SMART goal~~
~~Supervisor's performance appraisal/overall work performance~~
~~Discussions with the student's supervisor~~
~~Instructor's appraisal of student progress and learning~~
~~Student's self-appraisal~~

~~Due dates for state-required forms from the student and supervisor will be provided each semester.~~

~~Time cards~~
~~SMART goal agreements~~
~~Performance appraisal from supervisor~~
~~Student's self-appraisal~~

~~At least one site visit will occur.~~
~~Discussions between the supervisor and the instructor will occur as needed. One of the discussions may occur during the on-site visit.~~

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

One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. All students taking this course combine college classes with a job, sometimes more than one job. Offering this this as a DE course provides access to these busy students and enables them to complete their educational goals. Many students have said they would be unable to take this course if they had to travel to campus on a regular basis. Most other community colleges offers this course as DE. Additionally, most of the actual course work occurs at the student's place of employment as work experience.
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)

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- ˍ Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- ˍ 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)

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

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)

- ˍ **Face-to-face meetings (partially online courses only):** ˍ *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
  Frequency ˍ
  Once per semester (required meeting with student)

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)

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency
  ~~Once~~ Minimum of twice per semester
- ~~**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*~~
  ~~**Frequency**~~
  ~~Once per semester (orientation)~~

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
  ~~Once~~ Minimum of twice per semester
- **~~Quizzes,~~ Written ~~tests/exams~~ papers** : ~~*Quizzes*~~ *Papers* will be ~~*used*~~ *written* ~~*to*~~ *on make various* ~~*sure students completed assigned material and understood it*~~ *topics* .
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency
  ~~Once~~ Semester ~~per semester~~ long

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No
Other ~~No~~ Yes
 Other Learning Materials

  1. **Other**
      This is a zero textbook cost course. A handbook is provided in the course.

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

Origination Date

~~11~~ 10 / ~~16~~ 04 / ~~2020~~ 2024

Parent Course

No Previous Course

WRKX 95 - General Work Experience

Entry of Special Dates

- Board of Trustees

  ~~01/21/2020~~

- State Approval

  ~~01/22/2020~~

- CC Approval

  ~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/07/2024

Course CB Codes

CB09: SAM Code

~~D - Possibly Occupational~~

C - Clearly Occupational

LAS POSITAS
C O L L E G E

Course Outline for Work Experience 95
General Work Experience
Effective: Fall 2025

Catalog Description:

WRKX 95 - General Work Experience
1.00 - 10.00 Units

May be repeated time(s)

Work Experience Education supports career success by combining workplace experience with classroom instruction in professional work skills and career planning. This course is designed for students who work in positions unrelated to their major field of study. Students must secure a work experience position to enroll in the course; positions can be paid or unpaid, part time or full time. In this variable-unit course, students earn units based on the number of hours worked during the term; 54 hours equals 1.00 academic unit. Students can earn 1 to 10 units per term. Students can enroll in only one WRKX course per term, either WRKX 94 or WRKX 95.

Course Grading: Optional

Work Experience Hours 54 - 540

Discipline:

Work Experience Instructors or Coordinators

Number of Times Course May Be Taken for Credit:

No limitation on repeatability

Course Objectives:

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

   A. Develop college-level, on-the-job learning objectives, in collaboration with the instructor and workplace supervisor, which are specific, measurable, achievable, relevant, and time-based (SMART).

   B. Apply professional work skills at the workplace.

   C. Analyze job requirements, employer expectations, and skills required for promotional opportunities.

   D. Evaluate workplace performance to identify strengths and areas for improvement that will increase employability.

E. Complete academic and career pathway activities to assess interests, develop career awareness, and plan for a career.

Course Content:

1. Career preparation and planning
    1. Academic and career pathway exploration and planning
    2. Action plans
    3. Job search resources
        1. Résumé writing
        2. Job interviewing
2. Workplace performance
    1. Workplace learning objective development, performance, and evaluation
        1. SMART learning objective process: specific, measurable, attainable, relevant, time-based
    2. Achievements and areas for improvement
3. Professional work skills
    1. Skill development and application to support career readiness and career success
    2. Transferable work skills learned on the job and in the classroom
4. Workplace record keeping
    1. Workplace records
    2. Hours worked during the course

Methods of Instruction:

1. On-the-job, supervised work experience - Consultation with student and supervisor
2. Audio-visual Activity - Course orientation
3. Discussion - Professional work skills and career planning
4. Individualized Instruction - Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor
5. Lecture - Professional work skills and career planning
6. Work Experience - On-the-job, supervised work experience
7. Written Exercises - Self-reflection essay

Typical Assignments

A. Other:
   Participate in class discussions.

B. Other:
   Submit workplace records.

C. Other:
   Keep an accurate record of hours worked during the class.

D. Writing:
   Write a self-reflection essay about your learning objectives, workplace experience, and goals for future career success.

E. Project:
Develop job-specific, customized SMART learning objectives in collaboration with instructor and supervisor.

Methods of Evaluating Student Progress

A. Class Performance
1. Semester long
B. Individual consultation with students
1. At least twice per semester
C. Individual consultation with employer
1. Once per semester
D. Class Participation
1. Semester long
E. Final Performance
1. Once per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:
A. Upon completion of WRKX 95, the student should be able to demonstrate development of professional work skills at the workplace.
B. Upon completion of WRKX 95, the student should be able to evaluate workplace performance in a reflective essay.

Textbooks (Typical):

Other Learning Materials:
1. This is a zero textbook cost course. A handbook is provided in the course..

Other Materials Required of Students

Other Materials Required of Students:
1. Access to a computer and internet connection..

5.3 Course Deactivations

Justification: Course hasn't been offered in over 3 years with no plans to offer it in the future.

- CIS 65 Introduction to Desktop Operating Systems

Justification: This was a pseudo course used for students to test into 71A, B, and C and is no longer necessary.

- CIS 71 Computer Typing

Justification: No longer offered

- CIS 8 Essential Computing Skills
- CIS 84 Windows

5.4 Course Modifica ions

- New Program: Cal-GETC, CA

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C O L L E G E

New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

Cover

Degree/Certificate Name Cal-GETC

Division Academic Services

Department Articulation

Subject UT

Program Goal Transfer (ADTs and Cal-GETC certificates only)

Award Type Certificate of Achievement (30 to fewer than 60 units)

Apprenticeship No

Rationale

Program is available for students that intend to transfer to a university but don't complete an Associate Degree, so that they can walk during graduation.

Program Information

TOP Code 4901.10 - Transfer Studies

CIP Code 24.0101 - Liberal Arts and Sciences/Liberal Studies.

Does program also prepare students for transfer? Yes

Proposal Information

Effective Term Fall 2025

What percentage of the program is approved to offer through Distance Education? 50-99%

Next Program Review (Month/Year) October 2027

Origination Date 10/28/2024

The Curriculum Committee has permission to correct any misspelling or punctuation issues. Yes

Narrative

Statement of Program Goals and Objectives

The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College and prepare them to transfer to a CSU or UC with all lower division General Education requirements completed.

Catalog Description

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

Career Opportunities

Master Planning

Enrollment and Completer Projections

Place of Program in Curriculum/Similar Programs

Similar Programs at Other Colleges in Service Area

This program has been recommended by the BACCC

Explain

Program Requirements

Program Requirements

1. **Min** 9.000
   Max 10.000
   Group Title Area 1: (9-10 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Group Title Area 1A: (3 Units)
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Term

      1. **Min** 3.000
         Max 3.000
         Discipline ENGL - English
         Course ENGL C1000 - Academic Reading and Writing (Launched)
         Course Detail <u>Units and Hours:</u>

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72
Outside of Class Hours	108

         <u>Requisites:</u>
         Enrollment Limitation: Eligibility for college-level composition as determined by college assessment or other appropriate method.
         Other
         Header
         Footer

Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 3.000
   Max 4.000
   Group Title Area 1B: Select One (3-4 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 3.000
      Max 3.000
      Discipline ENG - English
      Course ENG 4 - Critical Thinking and Writing about Literature
      Course Detail
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   2. **Min** 3.000
      Max 3.000
      Discipline ENGL - English
      Course ENGL C1001 - Critical Thinking and Writing (Launched)
      Course Detail Units and Hours:

      Requisites:
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term
   3. **Min** 4.000
      Max 4.000
      Discipline PHIL - Philosophy
      Course PHIL 8 - Logic and Argumentation
      Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

4. **Min** 3.000

    Max 3.000

    Discipline THEA - Theater Arts

    Course THEA 53 - Script Analysis

    Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Prerequisite: ENG 1A with a minimum grade of C, or ENG 1AEX with a minimum grade of C

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

3. **Min** 3.000

    Max 3.000

    Group Title Area 1C: (3 Units)

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Term

1. **Min** 3.000

    Max 3.000

    Discipline COMM - Communication Studies

    Course COMM C1000 - Introduction to Public Speaking (Launched)

    Course Detail <u>Units and Hours:</u>

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

Requisites:
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

2. **Min** 3.000
   Max 5.000
   Group Title Area 2: Select One (3-5 Units)
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Term

   1. **Min** 4.000
      Max 4.000
      Discipline CS - Computer Science
      Course CS 17 - Discrete Mathematical Structures (Launched)
      Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

      Requisites:
      Prerequisite: MATH 1 with a minimum grade of C, CS 1 with a minimum grade of C
      Other
      Header
      Footer
      Exception Identifier
      Exception
      Include in PLO Mapping No
      Term

   2. **Min** 5.000
      Max 5.000
      Discipline MATH - Mathematics
      Course MATH 1 - Calculus I
      Course Detail Units and Hours:

Lecture Hours	90

Inside of Class Hours	90
Outside of Class Hours	180

Requisites:

Prerequisite: MATH 30 with a minimum grade of C and MATH 39 with a minimum grade of C, or MATH 21 with a minimum grade of C, or MATH 22 with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

3. **Min** 5.000

   Max 5.000

   Discipline MATH - Mathematics

   Course MATH 2 - Calculus II

   Course Detail

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term

4. **Min** 5.000

   Max 5.000

   Discipline MATH - Mathematics

   Course MATH 3 - Multivariable Calculus

   Course Detail

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term

5. **Min** 3.500

   Max 3.500

   Discipline MATH - Mathematics

   Course MATH 5 - Ordinary Differential Equations

   Course Detail

   Other

   Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.500

Max 3.500

Discipline MATH - Mathematics

Course MATH 7 - Elementary Linear Algebra

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

7. **Min** 4.000

Max 4.000

Discipline MATH - Mathematics

Course MATH 10 - Discrete Mathematical Structures (Approved)

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Prerequisite: CS 1 with a minimum grade of C, MATH 1 with a minimum grade of C

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

8. **Min** 4.000

Max 4.000

Discipline MATH - Mathematics

Course MATH 30 - College Algebra for STEM

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18

| Inside of Class Hours | 90 |
| Outside of Class Hours | 144 |

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

9. **Min** 4.000

   Max 4.000

   Discipline MATH - Mathematics

   Course MATH 33 - Finite Mathematics

   Course Detail

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Include in PLO Mapping No

   Term

10. **Min** 4.000

    Max 4.000

    Discipline MATH - Mathematics

    Course MATH 34 - Business Calculus

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

11. **Min** 3.000

    Max 3.000

    Discipline MATH - Mathematics

    Course MATH 47 - Mathematics for Liberal Arts

    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	18
Inside of Class Hours	72

Outside of Class Hours	108

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

12. **Min** 4.000

Max 4.000

Discipline STAT - Statistics

Course STAT C1000 - Introduction to Statistics (Launched)

Course Detail Units and Hours:

Lecture Hours	72
Lab Hours	18
Inside of Class Hours	90
Outside of Class Hours	144

Requisites:

Enrollment Limitation: Intermediate Algebra or a higher level of mathematics..

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

3. **Min** 6.000

Max 9.000

Group Title Area 3: (6-9 Units)

Other

Header

Footer

Exception Identifier

Exception

Term

1. **Min** 3.000

Max 4.000

Group Title Area 3A: Select One (3-4 Units)

Other

Header
Footer
Exception Identifier
Exception
Term

1. **Min** 3.000
   Max 3.000
   Discipline ARHS - Art History
   Course ARHS 1 - Introduction to Art History
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

2. **Min** 3.000
   Max 3.000
   Discipline ARHS - Art History
   Course ARHS 2 - Art of the Ancient Americas
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

3. **Min** 3.000
   Max 3.000
   Discipline ARHS - Art History
   Course ARHS 3 - Arts of Africa, Oceania, and Indigenous North Americas
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

4. **Min** 3.000
   Max 3.000
   Discipline ARHS - Art History

Course ARHS 4 - Western Art History - Ancient to Medieval

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

5. **Min** 3.000

Max 3.000

Discipline ARHS - Art History

Course ARHS 5 - Western Art History - Renaissance to Contemporary

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.000

Max 3.000

Discipline ARHS - Art History

Course ARHS 7 - Modern Art History

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

7. **Min** 3.000

Max 3.000

Discipline ARHS - Art History

Course ARHS 8 - Asian Art History

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

8. **Min** 3.000

    Max 3.000

    Discipline GDDM - Graphic Design & Digital Media

    Course GDDM 3 - History of Graphic Design

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

9. **Min** 3.000

    Max 3.000

    Discipline HUMN - Humanities

    Course HUMN 2 - Introduction to Film Studies

    Course Detail Units and Hours:

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

    Requisites:

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

10. **Min** 3.000

    Max 3.000

    Discipline HUMN - Humanities

    Course HUMN 3 - Introduction to Humanities

    Course Detail Units and Hours:

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

    Requisites:

    Other

    Header

    Footer

    Exception Identifier

Exception

Include in PLO Mapping No

Term

11. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 4 - Global Cinemas

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

12. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

13. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 12 - Culture and the Arts II: The Modern World

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

14.   **Min** 3.000

      Max 3.000

      Discipline MUS - Music

      Course MUS 1 - Introduction to Music

      Course Detail

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

15.   **Min** 3.000

      Max 3.000

      Discipline MUS - Music

      Course MUS 3 - World Music

      Course Detail

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

16.   **Min** 3.000

      Max 3.000

      Discipline MUS - Music

      Course MUS 4 - Jazz in American Culture

      Course Detail

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

17.   **Min** 3.000

      Max 3.000

      Discipline MUS - Music

      Course MUS 5 - American Cultures in Music

      Course Detail

      Other

      Header

      Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

18. **Min** 4.000

Max 4.000

Discipline MUS - Music

Course MUS 8A - Music Theory and Musicianship 1 (Launched)

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: MUS 6 with a minimum grade of C.

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

19. **Min** 4.000

Max 4.000

Discipline MUS - Music

Course MUS 8B - Music Theory and Musicianship 2

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

20. **Min** 3.000

Max 3.000

Discipline MUS - Music

Course MUS 13 - History of Rock & Roll

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

21. **Min** 3.000

Max 3.000

Discipline MUS - Music

Course MUS 34 - Music in Film

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

22. **Min** 3.000

Max 3.000

Discipline PHTO - Photography

Course PHTO 67 - History of Photography

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

23. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 4 - Modern American Theater

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

24. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 10 - Introduction to Dramatic Arts

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

25. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 11 - Stage to Screen

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

26. **Min** 3.000

Max 3.000

Discipline THEA - Theater Arts

Course THEA 53 - Script Analysis

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

2. **Min** 3.000

Max 5.000

Group Title Area 3B: Select One (3-5 Units)

Other

Header

Footer

Exception Identifier

Exception

Term

1. **Min** 3.000

Max 3.000

Discipline ASL - America Sign Language

Course ASL 2A - American Sign Language III

Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

2.   **Min** 3.000

    Max 3.000

    Discipline ASL - America Sign Language

    Course ASL 2B - American Sign Language IV

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

3.   **Min** 3.000

    Max 3.000

    Discipline ENG - English

    Course ENG 4 - Critical Thinking and Writing about Literature

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

4.   **Min** 3.000

    Max 3.000

    Discipline ENG - English

    Course ENG 7 - Critical Thinking and Writing Across Disciplines

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

5.   **Min** 3.000

    Max 3.000

Discipline ENG - English

Course ENG 20 - Studies in Shakespeare

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.000

  Max 3.000

  Discipline ENG - English

  Course ENG 32 - U.S. Women's Literature

  Course Detail

  Other

  Header

  Footer

  Exception Identifier

  Exception

  Include in PLO Mapping No

  Term

7. **Min** 3.000

  Max 3.000

  Discipline ENG - English

  Course ENG 35 - Modern American Literature

  Course Detail

  Other

  Header

  Footer

  Exception Identifier

  Exception

  Include in PLO Mapping No

  Term

8. **Min** 3.000

  Max 3.000

  Discipline ENG - English

  Course ENG 41 - Modern World Literature

  Course Detail

  Other

  Header

  Footer

  Exception Identifier

  Exception

  Include in PLO Mapping No

Term

9. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 42 - Literature of the African Diaspora in America

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

10. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 44 - Literature of the American West

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

11. **Min** 3.000

Max 3.000

Discipline ENG - English

Course ENG 45 - Studies in Fiction

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

12. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 1 - Western Civilization to 1600

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

13. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 2 - Western Civilization since 1600

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

14. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 3 - World History to 1500

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

15. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 4 - World History since 1500

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

16. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 7 - US History Through Reconstruction

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

17. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 8 - US History Post-Reconstruction

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

18. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 14 - History and American Cultures of California

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

19. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 25 - American Indian History

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

20. **Min** 3.000

Max 3.000

Discipline HIST - History

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

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

21. **Min** 3.000

    Max 3.000

    Discipline HUMN - Humanities

    Course HUMN 2 - Introduction to Film Studies

    Course Detail <u>Units and Hours:</u>

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

    <u>Requisites:</u>

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

22. **Min** 3.000

    Max 3.000

    Discipline HUMN - Humanities

    Course HUMN 3 - Introduction to Humanities

    Course Detail <u>Units and Hours:</u>

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

    <u>Requisites:</u>

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

Term

23.   **Min** 3.000

      Max 3.000

      Discipline HUMN - Humanities

      Course HUMN 4 - Global Cinemas

      Course Detail <u>Units and Hours:</u>

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

      <u>Requisites:</u>

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

24.   **Min** 3.000

      Max 3.000

      Discipline HUMN - Humanities

      Course HUMN 6 - Nature and Culture

      Course Detail <u>Units and Hours:</u>

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

      <u>Requisites:</u>

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

25.   **Min** 3.000

      Max 3.000

      Discipline HUMN - Humanities

      Course HUMN 10 - American Arts and Ideas

      Course Detail

      Other

      Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

26. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 11 - Culture and the Arts I: Ancient World to the Renaissance

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

27. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 12 - Culture and the Arts II: The Modern World

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

28. **Min** 3.000

Max 3.000

Discipline HUMN - Humanities

Course HUMN 28 - World Mythology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

29. **Min** 3.000

Max 3.000

Discipline MUS - Music

Course MUS 34 - Music in Film

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

30. **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 1 - God, Nature, Human Nature

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

31. **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 2 - Ethics

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

32. **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 3 - Aesthetics

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

33. **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 4 - Intro to Philosophy: Knowledge

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

34.   **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 5 - Feminist Philosophy

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

35.   **Min** 3.000

Max 3.000

Discipline PHIL - Philosophy

Course PHIL 6 - Introduction to Logic

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

36.   **Min** 4.000

Max 4.000

Discipline PHIL - Philosophy

Course PHIL 8 - Logic and Argumentation

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

37.   **Min** 3.000

Max 3.000

Discipline RELS - Religious Studies

Course RELS 1 - Religions of the World

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

38.   **Min** 3.000

Max 3.000

Discipline RELS - Religious Studies

Course RELS 3 - Introduction to Women's Spirituality

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

39.   **Min** 4.000

Max 4.000

Discipline SPAN - Spanish

Course SPAN 2A - Intermediate Spanish I

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

40.   **Min** 4.000

Max 4.000

Discipline SPAN - Spanish

Course SPAN 2B - Intermediate Spanish II

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

41. **Min** 5.000

    Max 5.000

    Discipline SPAN - Spanish

    Course SPAN 21 - Spanish for Spanish Speakers I

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

42. **Min** 5.000

    Max 5.000

    Discipline SPAN - Spanish

    Course SPAN 22 - Spanish for Spanish Speakers II

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

43. **Min** 3.000

    Max 3.000

    Discipline SPAN - Spanish

    Course SPAN 23 - Introduction to Hispanic Literature

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

4. **Min** 6.000

   Max 8.000

   Group Title Area 4: Select Two from at least Two Different Disciplines (6-8 Units)

   Other

Header
Footer
Exception Identifier
Exception
Term

1. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 50 - Introduction to Administration of Justice
   Course Detail Units and Hours:

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

   Requisites:
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

2. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 60 - Criminal Law
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

3. **Min** 3.000
   Max 3.000
   Discipline AJ - Administration of Justice
   Course AJ 66 - Juvenile Procedures
   Course Detail Units and Hours:

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

Requisites:

Enrollment Limitation: Eligibility for college-level composition as determined by college assessment or other appropriate method. .

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

4. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 1 - Biological Anthropology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

5. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 2 - Introduction to Archaeology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 3 - Cultural Anthropology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

7. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 4 - Language and Culture

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

8. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 7 - Native American Cultures of North America

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

9. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 8 - World Prehistory in an Archaeological Perspective

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

10. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 12 - Magic/Religion/Witchcraft/Healing

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

11. **Min** 3.000

Max 3.000

Discipline CMST - Communication Studies

Course CMST 4 - Introduction to Communication Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

12. **Min** 3.000

Max 3.000

Discipline CMST - Communication Studies

Course CMST 10 - Interpersonal Communication

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

13. **Min** 3.000

Max 3.000

Discipline CMST - Communication Studies

Course CMST 11 - Intercultural Communication

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

14. **Min** 3.000

Max 3.000

Discipline ECE - Early Care and Education

Course ECE 10 - Introduction to Education

Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

15. **Min** 3.000

    Max 3.000

    Discipline ECE - Early Care and Education

    Course ECE 56 - Child Growth and Development

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

16. **Min** 3.000

    Max 3.000

    Discipline ECON - Economics

    Course ECON 1 - Principles of Microeconomics

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

17. **Min** 3.000

    Max 3.000

    Discipline ECON - Economics

    Course ECON 2 - Principles of Macroeconomics

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

18. **Min** 3.000

    Max 3.000

Discipline ECON - Economics

Course ECON 10 - General Economics

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

19. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 1 - Introduction to Ethnic Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

20. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 5 - Psychology of Race and Identity

Course Detail Units and Hours:

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

Requisites:

Recommended Course Preparation: PSYC 1 with a minimum grade of C

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

21. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 6 - Introduction to Race and Ethnicity

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: SOC 1

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

22. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 10 - Introduction to African American and Black Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

23. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 20 - Introduction to Asian and Pacific Islander American Studies

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

24. **Min** 3.000

    Max 3.000

    Discipline ETHS - Ethnic Studies

    Course ETHS 30 - Introduction to Chicanx and Latinx Studies

    Course Detail Units and Hours:

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

    Requisites:

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

25. **Min** 3.000

    Max 3.000

    Discipline ETHS - Ethnic Studies

    Course ETHS 40 - Introduction to Native American and Indigenous Studies

    Course Detail Units and Hours:

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

    Requisites:

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

26. **Min** 3.000

    Max 3.000

    Discipline GEOG - Geography

    Course GEOG 2 - Cultural Geography

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

Exception

Include in PLO Mapping No

Term

27. **Min** 3.000

Max 3.000

Discipline GEOG - Geography

Course GEOG 5 - World Regional Geography

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

28. **Min** 3.000

Max 3.000

Discipline GEOG - Geography

Course GEOG 12 - Geography of California

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

29. **Min** 3.000

Max 3.000

Discipline GS - Global Studies

Course GS 1 - Introduction to Global Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

30. **Min** 3.000

Max 3.000

Discipline GS - Global Studies

Course GS 2 - Political, Economic, and Cultural Globalization

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

31. **Min** 3.000

Max 3.000

Discipline HEA - Health

Course HEA 3 - Women's Health

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

32. **Min** 3.000

Max 3.000

Discipline HEA - Health

Course HEA 7 - Introduction to Public Health

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

33. **Min** 3.000

Max 3.000

Discipline HEA - Health

Course HEA 11 - Health and Social Justice

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

34. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 1 - Western Civilization to 1600

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

35. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 2 - Western Civilization since 1600

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

36. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 3 - World History to 1500

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

37. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 4 - World History since 1500

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

38. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 7 - US History Through Reconstruction

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

39. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 8 - US History Post-Reconstruction

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

40. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 14 - History and American Cultures of California

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

41. **Min** 3.000

Max 3.000

Discipline HIST - History

Course HIST 25 - American Indian History
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

42. **Min** 3.000
Max 3.000
Discipline HIST - History
Course HIST 28 - History of American West
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

43. **Min** 3.000
Max 3.000
Discipline HIST - History
Course HIST 32 - U.S. Women's History
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

44. **Min** 3.000
Max 3.000
Discipline JAMS - Journalism and Media Studies
Course JAMS 1 - Introduction to Mass Communications
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

45. **Min** 3.000

Max 3.000

Discipline JAMS - Journalism and Media Studies

Course JAMS 2 - Introduction to Media

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

46. **Min** 3.000

Max 3.000

Discipline LGBT - Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Course LGBT 1 - Introduction to LGBTQ Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

47. **Min** 3.000

Max 3.000

Discipline LGBT - Lesbian, Gay, Bisexual, Transgender, and Queer Studies

Course LGBT 2 - Lesbian, Gay, Bisexual, Transgender, and Queer Psychology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

48. **Min** 3.000

Max 3.000

Discipline PCN - Psychology-Counseling

Course PCN 13 - Multicultural Issues in Contemporary America

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

49. **Min** 3.000

Max 3.000

Discipline POLI - Political Science

Course POLI 12 - Introduction to California State and Local Government

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

50. **Min** 3.000

Max 3.000

Discipline POLI - Political Science

Course POLI 20 - Comparative Government

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

51. **Min** 3.000

Max 3.000

Discipline POLI - Political Science

Course POLI 25 - Introduction to Political Theory

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

52. **Min** 3.000

Max 3.000

Discipline POLI - Political Science

Course POLI 30 - International Relations

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

53. **Min** 3.000

Max 3.000

Discipline POLS - Political Science

Course POLS C1000 - American Government and Politics (Launched)

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

54. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 3 - Introduction to Social Psychology

Course Detail Units and Hours:

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

Requisites:

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

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

55. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 4 - Brain, Mind, and Behavior

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

56. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 6 - Abnormal Psychology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

57. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 10 - Psychology of Human Sexuality

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

58. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 12 - Life-Span Psychology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

59. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 13 - Psychology of Women

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

60. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 15 - Abnormal Child Psychology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

61. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 21 - Psychology of Race and Identity

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

62. **Min** 4.000

Max 4.000

Discipline PSYC - Psychology

Course PSYC 25 - Research Methods

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

63. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 27 - Introduction to Cognitive Science

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

64. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC C1000 - Introduction to Psychology (Launched)

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: ENGL C1000.

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

65. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 1 - Principles of Sociology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

66. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 3 - Introduction to Race and Ethnicity

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

67. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 4 - Marriage and Family Relations

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

68. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 5 - Introduction to Global Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

69. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 6 - Social Problems

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

70.   **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 7 - Sociology of Sexuality

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

71.   **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 11 - Sociology of Gender

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

72.   **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 12 - Popular Culture

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

73.   **Min** 4.000

Max 4.000

Discipline SOC - Sociology

Course SOC 13 - Research Methods

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

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

Other

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Exception Identifier

Exception

Include in PLO Mapping No

Term

74. **Min** 3.000

Max 3.000

Discipline WMST - Women's Studies

Course WMST 1 - Introduction to Women's Studies

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

75. **Min** 3.000

Max 3.000

Discipline WMST - Women's Studies

Course WMST 2 - Global Perspective of Women

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

5. **Min** 7.000

Max 10.000

Group Title Area 5: (7-10 Units)

Other

Header

Footer

Exception Identifier

Exception

Term

1. **Min** 3.000

   Max 5.000

   Group Title Area 5A: Select One (3-5 Units)

   Other

   Header

   Footer

   Exception Identifier

   Exception

   Term

   1. **Min** 3.000

      Max 3.000

      Discipline ASTR - Astronomy

      Course ASTR 31 - Introduction to Astronomy: The Solar System

      Course Detail

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

   2. **Min** 3.000

      Max 3.000

      Discipline ASTR - Astronomy

      Course ASTR 32 - Introduction to Astronomy: Stars and the Universe

      Course Detail

      Other

      Header

      Footer

      Exception Identifier

      Exception

      Include in PLO Mapping No

      Term

   3. **Min** 5.000

      Max 5.000

      Discipline CHEM - Chemistry

      Course CHEM 1A - General College Chemistry I

Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Requisites:

Prerequisite: CHEM 31 with a minimum grade of C The CHEM 31 prerequisite can be fulfilled by demonstrating the appropriate skill level in the Chemistry Placement Process. , **Enrollment Limitation:** Intermediate Algebra or a higher level of mathematics..

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

4. **Min** 5.000

    Max 5.000

    Discipline CHEM - Chemistry

    Course CHEM 1B - General College Chemistry II

    Course Detail Units and Hours:

Lecture Hours	54
Lab Hours	108
Inside of Class Hours	162
Outside of Class Hours	108

Requisites:

Prerequisite: CHEM 1A with a minimum grade of C

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

5. **Min** 4.000

    Max 4.000

    Discipline CHEM - Chemistry

    Course CHEM 6 - Environmental Chemistry

    Course Detail

    Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

6. **Min** 5.000

   Max 5.000

   Discipline CHEM - Chemistry

   Course CHEM 12A - Organic Chemistry I

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

7. **Min** 5.000

   Max 5.000

   Discipline CHEM - Chemistry

   Course CHEM 12B - Organic Chemistry II

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

8. **Min** 4.000

   Max 4.000

   Discipline CHEM - Chemistry

   Course CHEM 30A - Introductory and Applied Chemistry I

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

9. **Min** 4.000

   Max 4.000

   Discipline CHEM - Chemistry

Course CHEM 30B - Introductory and Applied Chemistry II

Course Detail

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

10. **Min** 4.000

Max 4.000

Discipline CHEM - Chemistry

Course CHEM 31 - Introduction to College Chemistry

Course Detail

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

11. **Min** 3.000

Max 3.000

Discipline EVST - Environmental Studies

Course EVST 5 - Energy and Sustainability

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

12. **Min** 3.000

Max 3.000

Discipline GEOG - Geography

Course GEOG 1 - Introduction to Physical Geography

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

13. **Min** 3.000
    Max 3.000
    Discipline GEOG - Geography
    Course GEOG 8 - Introduction to Atmospheric Science
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

14. **Min** 3.000
    Max 3.000
    Discipline GEOG - Geography
    Course GEOG 12 - Geography of California
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

15. **Min** 3.000
    Max 3.000
    Discipline GEOL - Geology
    Course GEOL 1 - Physical Geology
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

16. **Min** 4.000
    Max 4.000
    Discipline GEOL - Geology
    Course GEOL 2 - Historical Geology
    Course Detail
    Other
    Header
    Footer
    Exception Identifier *

Exception
Include in PLO Mapping No
Term

17. **Min** 3.000
    Max 3.000
    Discipline GEOL - Geology
    Course GEOL 5 - Environmental Geology: Hazards & Disasters
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

18. **Min** 3.000
    Max 3.000
    Discipline GEOL - Geology
    Course GEOL 7 - Environmental Geology: Resources, Use Impact & Pollution
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

19. **Min** 3.000
    Max 3.000
    Discipline GEOL - Geology
    Course GEOL 12 - Introduction to Oceanography
    Course Detail
    Other
    Header
    Footer
    Exception Identifier
    Exception
    Include in PLO Mapping No
    Term

20. **Min** 4.000
    Max 4.000
    Discipline GEOL - Geology
    Course GEOL 20 - Earth Science for Educators
    Course Detail
    Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

21. **Min** 5.000

    Max 5.000

    Discipline PHYS - Physics

    Course PHYS 1A - General Physics I

    Course Detail

    Other

    Header

    Footer

    Exception Identifier *

    Exception

    Include in PLO Mapping No

    Term

22. **Min** 5.000

    Max 5.000

    Discipline PHYS - Physics

    Course PHYS 1B - General Physics II

    Course Detail

    Other

    Header

    Footer

    Exception Identifier *

    Exception

    Include in PLO Mapping No

    Term

23. **Min** 5.000

    Max 5.000

    Discipline PHYS - Physics

    Course PHYS 1C - General Physics III

    Course Detail

    Other

    Header

    Footer

    Exception Identifier *

    Exception

    Include in PLO Mapping No

    Term

24. **Min** 3.000

    Max 3.000

    Discipline PHYS - Physics

Course PHYS 1D - General Physics IV

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Prerequisite: PHYS 1B with a minimum grade of C and PHYS 1C with a minimum grade of C MATH 5 with a minimum grade of C

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

25. **Min** 4.000

Max 4.000

Discipline PHYS - Physics

Course PHYS 2A - Introduction to Physics I

Course Detail

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

26. **Min** 4.000

Max 4.000

Discipline PHYS - Physics

Course PHYS 2B - Introduction to Physics II

Course Detail

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

27. **Min** 3.000

Max 3.000

Discipline PHYS - Physics

Course PHYS 10 - Descriptive Physics

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

2. **Min** 3.000

Max 5.000

Group Title Area 5B: Select One (3-5 Units)

Other

Header

Footer

Exception Identifier

Exception

Term

　1. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 1 - Biological Anthropology

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: - Eligib

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

　2. **Min** 3.000

Max 3.000

Discipline ANTR - Anthropology

Course ANTR 13 - Introduction to Forensic Anthropology

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

3. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 1A - General Botany

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

4. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 1B - General Zoology

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

5. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 1C - Cell and Molecular Biology

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

6. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 7A - Human Anatomy

   Course Detail

Other

Header

Footer

Exception Identifier *

Exception

Include in PLO Mapping No

Term

7. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 7B - Human Physiology

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

8. **Min** 5.000

   Max 5.000

   Discipline BIO - Biological Sciences

   Course BIO 7C - Microbiology

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

9. **Min** 4.000

   Max 4.000

   Discipline BIO - Biological Sciences

   Course BIO 10 - Introduction to the Science of Biology

   Course Detail

   Other

   Header

   Footer

   Exception Identifier *

   Exception

   Include in PLO Mapping No

   Term

10. **Min** 3.000

    Max 3.000

Discipline BIO - Biological Sciences
Course BIO 20 - Contemporary Human Biology
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

11. **Min** 4.000
Max 4.000
Discipline BIO - Biological Sciences
Course BIO 30 - Introduction to College Biology
Course Detail
Other
Header
Footer
Exception Identifier *
Exception
Include in PLO Mapping No
Term

12. **Min** 3.000
Max 3.000
Discipline BIO - Biological Sciences
Course BIO 40 - Humans and the Environment
Course Detail
Other
Header
Footer
Exception Identifier
Exception
Include in PLO Mapping No
Term

13. **Min** 4.000
Max 4.000
Discipline BIO - Biological Sciences
Course BIO 50 - Anatomy and Physiology
Course Detail
Other
Header
Footer
Exception Identifier *
Exception
Include in PLO Mapping No

        Term

14. **Min** 4.000

    Max 4.000

    Discipline BIO - Biological Sciences

    Course BIO 60 - Marine Biology

    Course Detail

    Other

    Header

    Footer

    Exception Identifier *

    Exception

    Include in PLO Mapping No

    Term

15. **Min** 3.000

    Max 3.000

    Discipline PSYC - Psychology

    Course PSYC 4 - Brain, Mind, and Behavior

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

3. **Min** 1.000

  Max 0.000

  Group Title Area 5C: Select One Unless Course Taken in 5A or 5B is Marked with * (0-1 Unit)

  Other

  Header

  Footer

  Exception Identifier

  Exception

  Term

1. **Min** 1.000

    Max 1.000

    Discipline ANTR - Anthropology

    Course ANTR 1L - Biological Anthropology Laboratory (Launched)

    Course Detail <u>Units and Hours:</u>

Lab Hours	54
Inside of Class Hours	54

    <u>Requisites:</u>

Recommended Course Preparation: Eligibility for ENGL C1000, **Prerequisite:** ANTR 1 with a minimum grade of C , may be taken concurrently

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

2. **Min** 1.000

    Max 1.000

    Discipline ANTR - Anthropology

    Course ANTR 2L - Archaeology Field Laboratory

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

3. **Min** 1.000

    Max 1.000

    Discipline ASTR - Astronomy

    Course ASTR 30L - Introduction to Astronomy Laboratory

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

4. **Min** 1.000

    Max 1.000

    Discipline EVST - Environmental Studies

    Course EVST 5L - Energy and Sustainability Laboratory

    Course Detail

    Other

    Header

    Footer

    Exception Identifier

    Exception

    Include in PLO Mapping No

    Term

5. **Min** 1.000
   Max 1.000
   Discipline GEOG - Geography
   Course GEOG 1L - Introduction to Physical Geography Laboratory
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

6. **Min** 1.000
   Max 1.000
   Discipline GEOL - Geology
   Course GEOL 1L - Physical Geology Laboratory
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

7. **Min** 1.000
   Max 1.000
   Discipline GEOL - Geology
   Course GEOL 12L - Introduction to Oceanography Laboratory
   Course Detail
   Other
   Header
   Footer
   Exception Identifier
   Exception
   Include in PLO Mapping No
   Term

8. **Min** 1.000
   Max 1.000
   Discipline PHYS - Physics
   Course PHYS 10L - Descriptive Physics Laboratory
   Course Detail
   Other
   Header
   Footer
   Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.000

Max 3.000

Group Title Area 6: Select One (3 Units)

Other

Header

Footer * Satisfies 5C

Exception Identifier

Exception

Term

1. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 5 - Psychology of Race and Identity

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: PSYC 1

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

2. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 6 - Introduction to Race and Ethnicity

Course Detail <u>Units and Hours:</u>

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

<u>Requisites:</u>

Recommended Course Preparation: SOC 1

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

3. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 10 - Introduction to African American and Black Studies

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

4. **Min** 3.000

Max 3.000

Discipline ETHS - Ethnic Studies

Course ETHS 30 - Introduction to Chicanx and Latinx Studies

Course Detail Units and Hours:

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

Requisites:

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

5. **Min** 3.000

Max 3.000

Discipline PSYC - Psychology

Course PSYC 21 - Psychology of Race and Identity

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

6. **Min** 3.000

Max 3.000

Discipline SOC - Sociology

Course SOC 3 - Introduction to Race and Ethnicity

Course Detail

Other

Header

Footer

Exception Identifier

Exception

Include in PLO Mapping No

Term

Program Mapper

Map Header

Map Footer

Curriculum Committee Approval Date

Effective Term Fall 2025

Program Mapper

1. **Min** 9.000

Max 12.000

Term - Semester Term 1 - Fall Semester

Header

Footer

Program Courses

1. **Min** 3.000

Max 3.000

Non-Course Requirement

English Composition (Area 1A)

Course Block Reference

Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

           Spring No

           Summer No

           Fall No

           Rotating No

2. **Min** 3.000

   Max 5.000

   Non-Course Requirement

   Mathematical Concepts and Quantitative Reasoning (Area 2)

   Course Block Reference

   Exception Identifier

   Exception

   Footer

   Category Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

3. **Min** 3.000

   Max 4.000

   Non-Course Requirement

   Arts (Area 3A)

   Course Block Reference

   Exception Identifier

   Exception

   Footer

   Category Major/Required

   Semester(s) Offered

   Spring No

   Summer No

   Fall No

   Rotating No

2. **Min** 9.000

 Max 13.000

 Term - Semester Term 2 - Spring Semester

 Header

 Footer

 Program Courses

1. **Min** 3.000

   Max 4.000

   Non-Course Requirement

   Critical Thinking and Writing (Area 1B)

   Course Block Reference

   Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

2. **Min** 3.000

Max 4.000

Non-Course Requirement

Social and Behavioral Sciences (Area 4)

Course Block Reference

Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

3. **Min** 3.000

Max 5.000

Non-Course Requirement

Physical Sciences (Area 5A)

Course Block Reference

Exception Identifier

Exception

Footer

Category Major/Required

Semester(s) Offered

Spring No

Summer No

Fall No

Rotating No

3. **Min** 9.000

Max 11.000

Term - Semester Term 3 - Fall Semester

Header

Footer

Program Courses

1. **Min** 3.000

Max 3.000

Non-Course Requirement
Oral Communication (Area 1C)
Course Block Reference
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

2. **Min** 3.000
Max 5.000
Non-Course Requirement
Humanities (Are 3B)
Course Block Reference
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

3. **Min** 3.000
Max 3.000
Non-Course Requirement
Ethnic Studies (Area 6)
Course Block Reference
Exception Identifier
Exception
Footer
Category Major/Required
Semester(s) Offered
Spring No
Summer No
Fall No
Rotating No

4. **Min** 7.000
Max 9.000
Term - Semester Term 4 - Spring Semester
Header
Footer

Program Courses

1. **Min** 3.000
   Max 5.000
   Non-Course Requirement
   Biological Sciences (Area 5B)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

2. **Min** 3.000
   Max 3.000
   Non-Course Requirement
   Social and Behavioral Sciences (Area 4)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

3. **Min** 1.000
   Max 1.000
   Non-Course Requirement
   Laboratory (Area 5C)
   Course Block Reference
   Exception Identifier
   Exception
   Footer
   If 5A and 5B do not include a laboratory
   Category Major/Required
   Semester(s) Offered
   Spring No
   Summer No
   Fall No
   Rotating No

Program Learning Outcomes

Outcomes

1. **Outcome**
   Upon completion of this certificate, students are able to use and criticize quantitative arguments.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

2. **Outcome**
   Upon completion of this certificate, students are able to recognize ethical principles and behave responsibly.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

3. **Outcome**
   Upon completion of this certificate, students are able to analyze and appreciate works of philosophical, historical, literary, and cultural importance.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

4. **Outcome**
   Upon completion of this certificate, students are able to critically apply ethical standards to identify problems and create solutions.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

5. **Outcome**
   Upon completion of this certificate, students are able to read, write, speak, and listen to communicate effectively.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

6. **Outcome**
   Upon completion of this certificate, students are able to understand and appreciate the diversity of the human experience.
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

7. **Outcome**
   Upon completion of this certificate, students are able to understand experimental methodology, the testing of hypotheses, and the power of systematic questioning
   This program aligns to the following Institutional Outcomes (check all that apply):

   Course Student Learning Outcome Mappings

CTE Documentation

Gainful Employment No
CTE Regional Consortium Approved No
Advisory Board is attached No
Center of Excellence (COE) **LMI Report is attached** No
Bay Area Community College Consortium (BACCC) **is attached** No
Attached File
Please upload required documents for CTE programs; LMI Data, Advisory, Board Recommendation, BACCC Approved, Apprenticeship Information.
IGETC Program Map Fall 2024.pdf
I have reviewed this tab and have completed the requirements for this proposal.

Transfer Documentation

CCCCO TMC Submission form **is completed and attached** No
CSU/UC Baccalaureate Level Course List by Deparement is attached No
Articulation Agreement by Major (AAM) is attached No
Cal-GETC Certification Course List by Area (GECC) is attached No
Attached File
IGETC Program Map Fall 2024.pdf

Apprenticeship Documentation

Gainful Employment No
Sponsor Name
Sponsor Address
Sponsor Phone
Related/Supplemental Instruction (RSI) Year 1 hours
Related/Supplemental Instruction (RSI) Year 2 hours
Related/Supplemental Instruction (RSI) Year 3 hours
California Division of Apprenticeship Standards (DAS) letter No
Current LMI **Report** No
Attached File
IGETC Program Map Fall 2024.pdf

Attachments

Attached File

Codes and Dates

Approval Dates

- State Approval Date
  11/29/2023

- Board of Trustees

    11/14/2023

- CC Approval Date

    10/06/2023

Program Originator Kutil, Craig

Implementation Date 2024-10-28

Effective Term Fall 2025

TOP Code 4901.10 - Transfer Studies

CIP Code 24.0101 - Liberal Arts and Sciences/Liberal Studies.

Catalog Description

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

Next Program Review (Month/Year) October 2027

Program Control Number

Admin Use Only

New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Cal-GETC

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

Program Requirements

Course	Title	Units	Term

Area 1: (9-10 Units)

Area 1A: (3 Units)

ENGL C1000	Academic Reading and Writing	3.0

Area 1B: Select One (3-4 Units)

ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0
PHIL 8	Logic and Argumentation	4.0
THEA 53	Script Analysis	3.0

Area 1C: (3 Units)

COMM C1000	Introduction to Public Speaking	3.0

Area 2: Select One (3-5 Units)

CS 17	Discrete Mathematical Structures	4.0
MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0
MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5
MATH 10	Discrete Mathematical Structures	4.0
MATH 30	College Algebra for STEM	4.0
MATH 33	Finite Mathematics	4.0
MATH 34	Business Calculus	4.0
MATH 47	Mathematics for Liberal Arts	3.0
STAT C1000	Introduction to Statistics	4.0

Area 3: (6-9 Units)

Area 3A: Select One (3-4 Units)

ARHS 1	Introduction to Art History	3.0
ARHS 2	Art of the Ancient Americas	3.0
ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
ARHS 5	Western Art History - Renaissance to Contemporary	3.0
ARHS 7	Modern Art History	3.0
ARHS 8	Asian Art History	3.0
GDDM 3	History of Graphic Design	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
	Culture and the Arts I: Ancient World to the	

HUMN 11	Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
MUS 1	Introduction to Music	3.0
MUS 3	World Music	3.0
MUS 4	Jazz in American Culture	3.0
MUS 5	American Cultures in Music	3.0
MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 13	History of Rock & Roll	3.0
MUS 34	Music in Film	3.0
PHTO 67	History of Photography	3.0
THEA 4	Modern American Theater	3.0
THEA 10	Introduction to Dramatic Arts	3.0
THEA 11	Stage to Screen	3.0
THEA 53	Script Analysis	3.0

Area 3B: Select One (3-5 Units)

ASL 2A	American Sign Language III	3.0
ASL 2B	American Sign Language IV	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENG 7	Critical Thinking and Writing Across Disciplines	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 32	U.S. Women's History	3.0
HUMN 2	Introduction to Film Studies	3.0
HUMN 3	Introduction to Humanities	3.0
HUMN 4	Global Cinemas	3.0
HUMN 6	Nature and Culture	3.0
HUMN 10	American Arts and Ideas	3.0
	Culture and the Arts I: Ancient World to the	

HUMN 11	Renaissance	3.0
HUMN 12	Culture and the Arts II: The Modern World	3.0
HUMN 28	World Mythology	3.0
MUS 34	Music in Film	3.0
PHIL 1	God, Nature, Human Nature	3.0
PHIL 2	Ethics	3.0
PHIL 3	Aesthetics	3.0
PHIL 4	Intro to Philosophy: Knowledge	3.0
PHIL 5	Feminist Philosophy	3.0
PHIL 6	Introduction to Logic	3.0
PHIL 8	Logic and Argumentation	4.0
RELS 1	Religions of the World	3.0
RELS 3	Introduction to Women's Spirituality	3.0
SPAN 2A	Intermediate Spanish I	4.0
SPAN 2B	Intermediate Spanish II	4.0
SPAN 21	Spanish for Spanish Speakers I	5.0
SPAN 22	Spanish for Spanish Speakers II	5.0
SPAN 23	Introduction to Hispanic Literature	3.0

Area 4: Select Two from at least Two Different Disciplines (6-8 Units)

AJ 50	Introduction to Administration of Justice	3.0
AJ 60	Criminal Law	3.0
AJ 66	Juvenile Procedures	3.0
ANTR 1	Biological Anthropology	3.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0
ANTR 4	Language and Culture	3.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
CMST 4	Introduction to Communication Studies	3.0
CMST 10	Interpersonal Communication	3.0
CMST 11	Intercultural Communication	3.0
ECE 10	Introduction to Education	3.0
ECE 56	Child Growth and Development	3.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
ECON 10	General Economics	3.0
ETHS 1	Introduction to Ethnic Studies	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
	Introduction to African American and Black	

ETHS 10	Studies	3.0
ETHS 20	Introduction to Asian and Pacific Islander American Studies	3.0
ETHS 30	Introduction to Chicanx and Latinx Studies	3.0
ETHS 40	Introduction to Native American and Indigenous Studies	3.0
GEOG 2	Cultural Geography	3.0
GEOG 5	World Regional Geography	3.0
GEOG 12	Geography of California	3.0
GS 1	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
HEA 3	Women's Health	3.0
HEA 7	Introduction to Public Health	3.0
HEA 11	Health and Social Justice	3.0
HIST 1	Western Civilization to 1600	3.0
HIST 2	Western Civilization since 1600	3.0
HIST 3	World History to 1500	3.0
HIST 4	World History since 1500	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
HIST 28	History of American West	3.0
HIST 32	U.S. Women's History	3.0
JAMS 1	Introduction to Mass Communications	3.0
JAMS 2	Introduction to Media	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
POLI 12	Introduction to California State and Local Government	3.0
POLI 20	Comparative Government	3.0
POLI 25	Introduction to Political Theory	3.0
POLI 30	International Relations	3.0
POLS C1000	American Government and Politics	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 4	Brain, Mind, and Behavior	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 21	Psychology of Race and Identity	3.0

PSYC 25	Research Methods	4.0
PSYC 27	Introduction to Cognitive Science	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
SOC 4	Marriage and Family Relations	3.0
SOC 5	Introduction to Global Studies	3.0
SOC 6	Social Problems	3.0
SOC 7	Sociology of Sexuality	3.0
SOC 11	Sociology of Gender	3.0
SOC 12	Popular Culture	3.0
SOC 13	Research Methods	4.0
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

Area 5: (7-10 Units)

Area 5A: Select One (3-5 Units)

ASTR 31	Introduction to Astronomy: The Solar System	3.0
ASTR 32	Introduction to Astronomy: Stars and the Universe	3.0
CHEM 1A	General College Chemistry I*	5.0
CHEM 1B	General College Chemistry II*	5.0
CHEM 6	Environmental Chemistry*	4.0
CHEM 12A	Organic Chemistry I*	5.0
CHEM 12B	Organic Chemistry II*	5.0
CHEM 30A	Introductory and Applied Chemistry I*	4.0
CHEM 30B	Introductory and Applied Chemistry II*	4.0
CHEM 31	Introduction to College Chemistry*	4.0
EVST 5	Energy and Sustainability	3.0
GEOG 1	Introduction to Physical Geography	3.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOL 1	Physical Geology	3.0
GEOL 2	Historical Geology*	4.0
GEOL 5	Environmental Geology: Hazards & Disasters	3.0
GEOL 7	Environmental Geology: Resources, Use Impact & Pollution	3.0
GEOL 12	Introduction to Oceanography	3.0
GEOL 20	Earth Science for Educators*	4.0
PHYS 1A	General Physics I*	5.0
PHYS 1B	General Physics II*	5.0
PHYS 1C	General Physics III*	5.0
PHYS 1D	General Physics IV*	3.0
PHYS 2A	Introduction to Physics I*	4.0

PHYS 2B	Introduction to Physics II*	4.0
PHYS 10	Descriptive Physics	3.0

Area 5B: Select One (3-5 Units)

ANTR 1	Biological Anthropology	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
BIO 1A	General Botany*	5.0
BIO 1B	General Zoology*	5.0
BIO 1C	Cell and Molecular Biology*	5.0
BIO 7A	Human Anatomy*	5.0
BIO 7B	Human Physiology*	5.0
BIO 7C	Microbiology*	5.0
BIO 10	Introduction to the Science of Biology*	4.0
BIO 20	Contemporary Human Biology	3.0
BIO 30	Introduction to College Biology*	4.0
BIO 40	Humans and the Environment	3.0
BIO 50	Anatomy and Physiology*	4.0
BIO 60	Marine Biology*	4.0
PSYC 4	Brain, Mind, and Behavior	3.0

Area 5C: Select One Unless Course Taken in 5A or 5B is Marked with * (0-1 Unit)

ANTR 1L	Biological Anthropology Laboratory	1.0
ANTR 2L	Archaeology Field Laboratory	1.0
ASTR 30L	Introduction to Astronomy Laboratory	1.0
EVST 5L	Energy and Sustainability Laboratory	1.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOL 1L	Physical Geology Laboratory	1.0
GEOL 12L	Introduction to Oceanography Laboratory	1.0
PHYS 10L	Descriptive Physics Laboratory	1.0

Area 6: Select One (3 Units)

ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
ETHS 10	Introduction to African American and Black Studies	3.0
ETHS 30	Introduction to Chicanx and Latinx Studies	3.0
PSYC 21	Psychology of Race and Identity	3.0
SOC 3	Introduction to Race and Ethnicity	3.0

* Satisfies 5C

Total: 34.0-45.0

New Program: Cal-GETC - Certificate of Achievement (30 to fewer than 60 units)

Students transferring to University of California or California State University have the opportunity to complete their lower division general education requirements at Las Positas College. This pattern of general education requires a minimum of 34 semester units to be completed. The Cal-GETC, Certificate of Achievement will officially acknowledge a significant educational achievement the student has completed at Las Positas College. Counselor assistance is advised.

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:** 9.0-12.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	Major/Required	
Mathematical Concepts and Quantitative Reasoning (Area 2)	3.0 - 5.0	Major/Required	
Arts (Area 3A)	3.0 - 4.0	Major/Required	

Term 2 - Spring Semester   **Units:** 9.0-13.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Critical Thinking and Writing (Area 1B)	3.0 - 4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0 - 4.0	Major/Required	
Physical Sciences (Area 5A)	3.0 - 5.0	Major/Required	

Term 3 - Fall Semester   **Units:** 9.0-11.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Oral Communication (Area 1C)	3.0	Major/Required	
Humanities (Are 3B)	3.0 - 5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	Major/Required	

Term 4 - Spring Semester   **Units:** 7.0-9.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Sciences (Area 5B)	3.0 - 5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	Major/Required	
Laboratory (Area 5C)	1.0	Major/Required	
If 5A and 5B do not include a laboratory			

Total: 34.0-45.0

5.5 Program Modifications

- Administration of Justice, AS-T
- Anthropology, AA-T
- Business Administration, AA
- Business Workforce Proficiency, CA
- Child and Adolescent Development, AA-T
- Commercial Music: Music Technology Fundamentals, CA
- Communication Studies 2.0, AA-T
- Digital Illustration, CA
- Economics, AA-T
- Elementary Teacher Education, AA-T
- English, AA-T
- Geography, AA-T
- Journalism, AA-T
- Kinesiology, AA-T
- Marine Technology Yachting 101, CA
- Mathematics, AS-T
- Music, AA
- Norcal Laborers Construction, CA
- Norcal Laborers LiUNA! Laborers' Construction, CA
- Norcal Laborers Traffic Control, CA
- Nutrition and Dietetics, AS-T
- Psychology, AA-T
- Public Health, AS-T
- Social Justice Studies: Gender Studies, AA-T
- Social Justice Studies: LGBTQ Studies, AA-T
- Social Work and Human Services, AA-T
- Studio Arts, AA-T
- Web & Interaction Design, CA

Technical Program Revision: Administration of Justice - Associate in Science Degree for Transfer

Program Title
Administration of Justice

Award Type
Associate in Science Degree for Transfer

Effective Term
Fall 2025

Program Description
The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts in Administration of Justice for transfer degree. The Associates in Art in Administration of Justice for Transfer prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Administration of Justice or similar major. This new degree provides Administration of Justice students assurance that their undergraduate work will prepare them for junior status within the CSU system. Completing this degree will provide a stronger foundation for further educational endeavors. After completing the required courses in this program students will graduate with a broad-based understanding of the field of administration of justice, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
AJ 60	Criminal Law	3.0

List A: Select Two (6 Units)

AJ 55	Introduction to Correctional Science	3.0
AJ 61	Evidence	3.0
AJ 63	Criminal Investigation	3.0
AJ 66	Juvenile Procedures	3.0
AJ 70	Community Relations	3.0

List B: Select Two (6-7 Units)

Any List A course not already used		3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	18.0-19.0

Additional General Education and Elective Units

	41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Modification: Anthropology - Associate in Arts Degree for Transfer

Program Title
Anthropology

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
The Las Positas College Anthropology program offers courses that lead to an Associate in Arts in Anthropology for Transfer degree . The major requirements for the Associate in Arts in Anthropology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Anthropology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (9 Units)

ANTR 1	Biological Anthropology	3.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0

List A: Select One (3-4 Units)

ANTR 4	Language and Culture	3.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One to Two (3-8 Units)

Any List A course not already used		3.0-4.0
GEOL 1	Physical Geology* Must be taken together and count as one course.	3.0
AND		
GEOL 1L	Physical Geology Laboratory*	1.0
GEOG 15	Introduction to GIS** GEOG 15 cannot satisfy List B or C on its own.	3.0

List C: Select One (3-4 Units)

Any List A or B course not already used		3.0-4.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
ETHS 5	Psychology of Race and Identity	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
PSYC 21	Psychology of Race and Identity	3.0
SOC 3	Introduction to Race and Ethnicity	3.0

Total Units for the Major

	18.0-23.0

Additional General Education and Electives Units

	37.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

*Must be taken together and count as one course.
**GEOG 15 cannot satisfy List B or C on its own.

Total: 60.0-62.0

LAS POSITAS
C O L L E G E

Technical Program Revision: Business Administration - Associate of Arts Degree

Program Title
Business Administration

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
This Associate of Arts in Business Administration degree program is designed for students seeking careers in the field of business such as customer service/support representative, warehouse/distribution supervisor, sales consultant, human resources assistant, marketing coordinator, accounts receivable clerk, or executive assistant. This degree provides students with an understanding of basic business practices, including operations, methods and purpose, and an introduction to the major functional areas within business. This degree is not primarily intended for transfer students and does not include all courses required for transfer. Students who intend to transfer should consider the associate in science degree in business administration for transfer.

Program Requirements

Course	Title	Units	Term

Required Core: (22 Units)

			4.0
BUSN 1A	Financial Accounting	3rd	
			3.0
BUSN 18	Business Law	4th	
			3.0
BUSN 40	Introduction to Business	1st	
			3.0
BUSN 52	Business Communications	1st	
			3.0
BUSN 56	Introduction to Management	2nd	
			3.0
BUSN 87	Organizational Management and Leadership	3rd	
			3.0
MKTG 50	Introduction to Marketing	4th	

List A: Select One (3 Units)

			3.0
BUSN 30	Business Ethics and Society	1st	
			3.0
BUSN 48	Human Relations in Organizations	1st	
			3.0
BUSN 58	Small Business Management	1st	
			3.0
BUSN 88	Human Resources Management	1st	

List B: Select One (3-4 Units)

			3.0
CIS 10	Business Data Analytics	2nd	
			3.0
CIS 11	Data Visualization Tools	2nd	
			4.0
CIS 55	Integrating Office Applications	2nd	

List C: Select One (3-4 Units)

			4.0
BUSN 1B	Managerial Accounting	3rd	
			3.0
BUSN 20	International Business	3rd	
BUSN 33	The Fundamentals of Personal and Family Financial Planning	3rd	3.0

List D: Select One (3 Units)

			3.0
ECON 1	Principles of Microeconomics	4th	

			3.0
ECON 2	Principles of Macroeconomics	4th	

Total Units for the Major

34.0-36.0

Additional General Education and Elective Units

25.0-26.0

The Associate Degree is conferred upon those students who complete the required 60 or more semester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units must be earned at Las Positas College. In addition, students must complete a General Education pattern in order to earn a degree: see the Las Positas College Associate Degree General Education Pattern or the California General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0-61.0

LAS POSITAS

C O L L E G E

Technical Program Revision: Business Workforce Proficiency - Certificate of Achievement (8 to fewer than 16 units)

Program Title

Business Workforce Proficiency

Award Type

Certificate of Achievement (8 to fewer than 16 units)

Effective Term

Fall 2025

Program Description

The Business Workforce Proficiency Certificate of Achievement is designed to provide the training and skills necessary to operate effectively in a business environment. The certificate aims to help individuals proficient in administrative tasks across common software programs used in a business environment. The certificate also provides individuals with an overview of how business environments operate, which will strengthen his or her value within the business organization.

Program Requirements

Course	Title	Units	Term

Required Core: (11 Units)

			3.0
BUSN 40	Introduction to Business	1st	
			3.0
BUSN 48	Human Relations in Organizations	1st	
CIS 74	Administrative Office Professional		3.0
			2.0
PCN 15	College Study Skills	1st	

List A: Select One (1 Unit)

			1.0
CIS 72A	Data Management	1st	
			1.0
CIS 72B	Basic Office Integration	1st	
			1.0
CIS 73A	Ten-Key Skill Development	1st	
			1.0
CIS 75	Office Technology/Communications	1st	
			1.0
CIS 84	Windows	1st	
			1.0
CIS 89A	Desktop Presentation	1st	

List B: Select One (3 Units)

			3.0
CIS 43	Professional Communications	1st	
			3.0
CNT 43	Professional Communications	1st	
			3.0
CS 43	Professional Communications	1st	

Students must demonstrate keyboarding speed of 40 net words per minutes. Competency can be met by completing Computer Information Systems 71C with a "C" or better or by presenting a Las Positas College Verification of Proficiency certifying 40 net words per minutes in a five (5) minute timing.

Total: 15.0

Technical Program Revision: Child and Adolescent Development - Associate in Arts Degree for Transfer

Program Title

Child and Adolescent Development

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Child and Adolescent Development for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the fields of Child and Adolescent Development, Human Development and Early Childhood Education, to name a few. Completion of the Child and Adolescent Development Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Child and Adolescent Development or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core (10 units)

ECE 56	Child Growth and Development	3.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select Three (9-10 units)

ANTR 3	Cultural Anthropology	3.0
OR		
ECE 62	Child, Family and Community	3.0
OR		
SOC 1	Principles of Sociology	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 4	Marriage and Family Relations	3.0
BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECE 50	Early Childhood Principles and Practices	3.0
PSYC 12	Life-Span Psychology	3.0

Total Units for the Major

	19.0-20.0

Additional General Education and Electives

	40.0-41.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Requirements

Technical Program Revision: Commercial Music: Music Technology Fundamentals - Certificate of Achievement (12 to fewer than 16 units)

Program Title
Commercial Music: Music Technology Fundamentals

Award Type
Certificate of Achievement (8 to fewer than 16 units)

Effective Term
Fall 2025

Program Description
The Certificate of Achievement in Commercial Music: Music Technology Fundamentals is designed for students who wish to learn or enhance their skills in the music technology and become proficient in industry standard software and equipment such as Logic, ProTools, Sibelius, and a variety of microphones and plug-ins. Completion of the program will give students the fundamental knowledge and hands-on experience needed to pursue a career in the field.

Program Requirements

Course	Title	Units	Term

Required Core: (7 Units)

			1.0
MUS 21A	Beginning Piano	1st	
			3.0
MUS 35	Introduction to Music Technology	1st	
			3.0
MUS 36	Intermediate Music Technology	2nd	

List A: Select One (1-2 Units)

			1.0
MUS 11	Commercial Music Combo	2nd	
			1.0
MUS 14	Jazz Workshop	2nd	
			1.0
MUS 17A	Jazz Combo 1	2nd	
			1.0
MUS 17B	Jazz Combo 2	2nd	
			1.0
MUS 41	Instrumental Chamber Music	2nd	
			1.0
MUS 44	Concert Choir	2nd	
			2.0
MUS 45	Chamber Choir	2nd	
			2.0
MUS 46	Vocal Jazz Ensemble	2nd	
			1.0
MUS 48	Improvisation Lab	2nd	

List B: Select One (2-4 Units)

			2.0
MUS 6	Basic Music Skills	3rd	
			4.0
MUS 8A	Music Theory and Musicianship 1	3rd	

Total: 10.0-13.0

Technical Program Revision: Digital Illustration - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Digital Illustration

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Digital Illustration will prepare students to work on and create traditional illustrations for magazines, newspapers and children's book or storyboards, scenery, characters, and concept art for video games and multimedia.

Program Requirements

Course	Title	Units	Term

Required Core: (21 units)

ARTS 2A	Introduction to Drawing	3.0
GDDM 45A	Digital Painting I	3.0
GDDM 45B	Digital Painting II	3.0
GDDM 51	Color Theory	3.0
OR		
ARTS 26	Color Theory	3.0
GDDM 53	Adobe Photoshop I	3.0
GDDM 54	Adobe Illustrator I	3.0
GDDM 60	Creative Portfolio Development & Self Promotion	3.0

List A: Select Two (6 Units)

ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
GDDM 58	Adobe Photoshop II	3.0
GDDM 59	Adobe Illustrator II	3.0

List B: Select One (3 Units)

ARTS 23	2-D Design	3.0
GDDM 56	Introduction to Graphic Design	3.0

Total: 30.0

Technical Program Revision: Economics - Associate in Arts Degree for Transfer

Program Title
Economics

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
The Las Positas College Economics program offers courses that lead to an Associate in Science in Economics for Transfer degree. The major requirements for the Associate in Arts in Economics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Economics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (14-15 Units)

			3.0
ECON 1	Principles of Microeconomics	1st	
ECON 2	Principles of Macroeconomics	2nd	3.0
MATH 1	Calculus I	2nd	5.0
OR			
MATH 34	Business Calculus	2nd	4.0
STAT C1000	Introduction to Statistics	1st	4.0

List A: Select One (3-5 Units)

			4.0
BUSN 1A	Financial Accounting	3rd	
BUSN 1B	Managerial Accounting	3rd	4.0
CS 1	Computing Fundamentals I	3rd	4.0
CS 7	Introduction to Computer Programming Concepts	3rd	3.0
CIS 50	Introduction to Computing Information Technology	3rd	3.0
MATH 2	Calculus II	3rd	5.0
MATH 33	Finite Mathematics	3rd	4.0

List B: Select One (3-5 Units)

			3.0-5.0
Any List A course not already used.		4th	
MATH 3	Multivariable Calculus	4th	5.0
MATH 7	Elementary Linear Algebra	4th	3.5

Total Units for the Major

	20.0-25.0

Additional General Education and Elective Units

	35.0-40.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the

of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Elementary Teacher Education - Associate in Arts Degree for Transfer

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Program Title

Elementary Teacher Education

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts in Elementary Teacher Education for Transfer Degree. The major requirements for the Associate in Arts in Elementary Teacher Education for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (46 Units)

BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 30	Introduction to College Biology	4.0
CHEM 31	Introduction to College Chemistry	4.0
COMM C1000	Introduction to Public Speaking	3.0
ECE 10	Introduction to Education	3.0
ECE 56	Child Growth and Development	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0
GEOG 5	World Regional Geography	3.0
GEOL 20	Earth Science for Educators	4.0
HIST 3	World History to 1500	3.0
HIST 7	US History Through Reconstruction	3.0
MATH 27	Number Systems for Educators	3.0
PHYS 10	Descriptive Physics	3.0
PHYS 10L	Descriptive Physics Laboratory	1.0
POLS C1000	American Government and Politics	3.0

List A: Select One (3 Units)

ENGL C1001	Critical Thinking and Writing	3.0
THEA 53	Script Analysis	3.0

List B: Select One (3 Units)

ARHS 1	Introduction to Art History	3.0
MUS 1	Introduction to Music	3.0
THEA 10	Introduction to Dramatic Arts	3.0

Total Units for the Major

	52.0

Additional General Education and Elective Units

	8.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Highly recommended electives: ECE 62 Child, Family and Community ECE 79 Teaching in a Diverse Society

Total: 60.0

Technical Program Revision: English - Associate in Arts Degree for Transfer

Program Title

English

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in English for Transfer (AA-T) provides major preparation in English through an introduction to English composition, critical thinking, literature, and creative writing. Like the Associate in Arts in English (AA), the coursework will prepare students for the critical reading and writing necessary in a variety of fields. However, the intent of the Associate in Arts in English for Transfer (AA-T) is to assist students in transferring into the California State University System. Students completing the Associate in Arts in English for Transfer (AA-T) degree receive a guarantee of admission with junior status into the California State University System. CSU is required to grant priority admission for a student with this associate degree to their [CSU] campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the [CSU] campus to which the student is admitted." As such, the courses required for the Associate in Arts in English for Transfer (AA-T) are more narrowly focused on English courses and preparation for the English Baccalaureate degree whereas the courses allowed for the Associate in Arts in English (AA) cover a broader, interdisciplinary range and provide more general preparation in reading, writing, critical thinking, humanities, and creative expression.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0

List A: (6 Units)

ENG 35	Modern American Literature	3.0
ENG 41	Modern World Literature	3.0

List B: Select One (3 Units)

ENG 11	Introduction to Creative Writing	3.0
ENG 20	Studies in Shakespeare	3.0
ENG 32	U.S. Women's Literature	3.0
ENG 42	Literature of the African Diaspora in America	3.0
ENG 44	Literature of the American West	3.0
ENG 45	Studies in Fiction	3.0

List C: Select One (3 Units)

Any List B course not already used		3.0
ENG 12A	Craft of Writing Fiction	3.0
ENG 12B	Craft of Writing Fiction: Intermediate	3.0
ENG 12C	Craft of Writing Fiction: Advanced	3.0
ENG 13A	The Craft of Writing Poetry: Beginning	3.0
ENG 13B	The Craft of Writing Poetry: Intermediate	3.0
ENG 19A	Journal of Arts, Literature, and Academic Writing A	3.0
OR		
JAMS 19A	Journal of Arts, Literature, and Academic Writing A	3.0
ENG 19B	Journal of Arts, Literature, and Academic Writing B	3.0
OR		
JAMS 19B	Journal of Arts, Literature, and Academic Writing B	3.0

Total Units for the Major

	18.0

Additional General Education and Electives

	42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for alisting of areas and courses. Double counting courses in GE and the major is permissible. The numberof units that may be double counted will depend on the entry point to the degree program and theoptional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or

acounselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

LAS POSITAS
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Technical Program Revision: Geography - Associate in Arts Degree for Transfer

Program Title
Geography

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
The Greek derivation of the word geography is "earth description." Geography studies natural features such as mountain ranges, rivers, valleys, forests, deserts, and grasslands, as well as man-made features such as cities, roads, dams, and bridges. Geography is truly an integrated discipline. It helps us to understand our natural environment and its capacity to maintain life. Is this capacity of supporting human civilization unlimited? If not, how much more can we abuse our physical environment without diminishing its capacity to sustain life? Geography is central to an understanding of the international global arena and provides an exciting and challenging way to examine our planet. The Associate in Arts in Geography for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Geography. Completion of the Associate in Arts in Geography Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Geography or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term

Required Core: (7 units)

GEOG 1	Introduction to Physical Geography	3.0
GEOG 1L	Introduction to Physical Geography Laboratory	1.0
GEOG 2	Cultural Geography	3.0
OR		
GEOG 5	World Regional Geography	3.0

List A: Select Two (6 units)

Any Required Core course not already used		3.0
GEOG 8	Introduction to Atmospheric Science	3.0
GEOG 12	Geography of California	3.0
GEOG 15	Introduction to GIS	3.0

List B: Select Two (6-7 units)

Any List A course not already used		3.0
ANTR 3	Cultural Anthropology	3.0
GEOL 1	Physical Geology	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units in the Major

	19.0-20.0

Additional General Education and Electives

	40.0-41.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Journalism - Associate in Arts Degree for Transfer

Program Title

Journalism

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Journalism for Transfer is based on the Transfer Model Curriculum for Journalism. Upon successful completion of the program requirements, students will have guaranteed admission to some California State University (CSU) campuses. The Associate in Arts in Journalism for Transfer provides students with a broad understanding of the principles, roles, techniques, and effects of media in society as well as experience in the application of these principles to the student media. The broad-based focus of the program serves to hone and refine students' reading, writing, speaking, cultural literacy, and critical thinking skills, enabling them to succeed in an academic environment or in the workplace and providing specific hands-on skills.

Program Requirements

Course	Title	Units	Term

Required Core: (9 units)

JAMS 1	Introduction to Mass Communications	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
JAMS 21A	Express College Newspaper A	3.0

List A: Select One (3 Units)

JAMS 3	Introduction to Public Relations	3.0
JAMS 12	Introduction to Photojournalism	3.0
OR		
PHTO 72	Introduction to Photojournalism	3.0
JAMS 21B	Express College Newspaper B	3.0
JAMS 23	Multimedia Reporting	3.0

List B: Select Two (6-7 Units)

CMST 4	Introduction to Communication Studies	3.0
CMST 46	Argumentation and Debate	3.0
ECON 1	Principles of Microeconomics	3.0
OR		
ECON 2	Principles of Macroeconomics	3.0
ENGL C1001	Critical Thinking and Writing	3.0
HIST 7	US History Through Reconstruction	3.0
HIST 8	US History Post-Reconstruction	3.0
PHIL 6	Introduction to Logic	3.0
OR		
PHIL 8	Logic and Argumentation	4.0
POLI 20	Comparative Government	3.0
POLS C1000	American Government and Politics	3.0
ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	18.0-19.0

Additional General Education and Elective Units

	41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Kinesiology - Associate in Arts Degree for Transfer

Program Title
Kinesiology

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
The Associate in Arts in Kinesiology for Transfer degree prepares students for transfer to bachelor's degree programs at a CSU in Kinesiology and similar degrees including Exercise Science, Physical Education, Pre-Physical Therapy/Therapeutic Studies, Athletic Training, Coaching and Fitness Management. Advanced degrees in Kinesiology lead to employment opportunities in athletic training, sports management, physical therapy, occupational therapy, teaching physical education, cardiac rehabilitation, coaching, and further study in health/medical fields. Entry-level employment opportunities in the field include: coaching, personal or group training, fitness instruction, fitness specialists, physical therapy assistants, recreation, as well as managerial positions in athletics and recreation centers.

Program Requirements

Course	Title	Units	Term

Required Core: (13 Units)

BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
KIN 30	Introduction to Kinesiology	3.0

Movement-Based Courses: Select One Course Maximum from Any Three of the Following Areas (3-5 Units)

Area 1: Aquatics		-
KIN DV1	Springboard Diving	1.0
KIN SW1	Swimming 1	1.0
KIN SW2	Swimming 2	1.0
KIN SWF1	Swimming for Fitness 1	1.0
KIN SWF2	Swimming for Fitness 2	1.0
		-
Area 2: Combatives		-
KIN ETD1	Eskrima - Tenio DeCuerdas 1	1.0
KIN JDR1	Jujutsu - Danzan Ryu 1	1.0
		-
Area 3: Dance		-
KIN DA1	Dance Aerobics 1	1.0
KIN ZUM1	Zumba Fitness Workout 1	1.0
		-
Area 4: Fitness		-
KIN AF1	Aerobic Fitness 1	1.0
KIN CRT	Cross Training	1.0
KIN FJW1	Fitness Jog Walk 1	1.0
KIN FJW2	Fitness Jog Walk 2	1.0
KIN GBW1	Guts and Butts Workout 1	1.0
KIN PF	Personal Fitness	1.0
KIN PL1	Pilates 1	1.0
KIN WT1	Weight Training 1	1.0
KIN WTW1	Women's Weight Training 1	1.0
KIN YIN1	Yin Yoga 1	1.0
KIN YO1	Yoga 1	1.0
		-
Area 5: Individual Sports		-
KIN AR1	Archery 1 - Beginning Archery	1.0
KIN BL1	Bowling 1	1.0
KIN BL2	Bowling 2	1.0
KIN FG1	Footgolf 1	1.0
KIN GF1	Golf 1	1.0
KIN GF2	Golf 2	1.0
		-

Area 6: Team Sports		-
KIN BD1	Badminton 1	1.0
KIN BD2	Badminton 2	1.0
KIN BK1	Basketball 1	1.0
KIN BK2	Basketball 2	1.0
KIN SI1	Soccer - Indoor 1	1.0
KIN SO1	Soccer - Outdoor 1	1.0
KIN VB1	Volleyball Beginning	1.0
KIN 32A	Fall Intercollegiate Men's Basketball	3.0
KIN 38B	Intercollegiate Men's Soccer	3.0
KIN 40B	In Season Intercollegiate Women's Volleyball	1.0-0.0
KIN 41B	Fall Intercollegiate Basketball - Women	1.5
KIN 48B	Intercollegiate Athletics: Women's Soccer	3.0
KIN 50B	Intercollegiate Swimming & Diving	3.0

List A: Select Two (6-10 Units)

CHEM 1A	General College Chemistry I	5.0
HEA 1	Introduction to Personal Health	3.0
KIN 14	Responding to Emergencies: Comprehensive First Aid/CPR/AED	3.0
PHYS 1A	General Physics I	5.0
OR		
PHYS 2A	Introduction to Physics I	4.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	22.0-28.0

Additional General Education and Elective Units

	32.0-38.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for alisting of areas and courses. Double counting courses in GE and the major is permissible. The numberof units that may be double counted will depend on the entry point to the degree program and theoptional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or acounselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Requirements

LAS POSITAS
COLLEGE

Technical Program Revision: Marine Technology Yachting 101 - Certificate of Achievement (16 to fewer than 30 units)

Program Title
Marine Technology Yachting 101

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
Fall 2025

Program Description
The Marine Technology Yachting 101 Certificate of Achievement can provide the skills necessary for an apprentice to qualify as trained entry-level marine technicians, as well as for career advancement. This apprenticeship program focuses on the mechanical and electrical side of marine equipment. Students who would like to gain employment at aftermarket shops could take this program and excel in a shop that services many types of marine equipment from multiple manufacturers. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility. This program include a work experience component.

Program Requirements

Course	Title	Term	Units
Required Core: (16.5 Units)			
APMT 51	Boatworks 101 Yacht Electrical Systems	1st	4.0
APMT 52	Boatworks 101 Yacht Propulsion Systems	1st	4.0
APMT 53	Boatworks 101 Yacht Craftsmanship Lab	1st	0.5
APWX 94	Apprenticeship Work Experience	2nd	8.0

Total: 16.5

Technical Program Revision: Mathematics - Associate in Science Degree for Transfer

Program Title

Mathematics

Award Type

Associate in Science Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Mathematics program offers courses that lead to an Associate in Science in Mathematics for Transfer degree . The major requirements for the Associate in Science in Mathematics for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Mathematics. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (15 units)

MATH 1	Calculus I	5.0
MATH 2	Calculus II	5.0
MATH 3	Multivariable Calculus	5.0

List A: Select one (3.5 units)

MATH 5	Ordinary Differential Equations	3.5
MATH 7	Elementary Linear Algebra	3.5

List B: Select one (3.5-5 units)

Any List A course not already used.		3.5
CS 1	Computing Fundamentals I	4.0
PHYS 1A	General Physics I	5.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	22.0-23.5

Additional General Education and Elective Units

	36.5-38.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Music - Associate of Arts Degree

Program Title
Music

Award Type
Associate of Arts Degree

Effective Term
Fall 2025

Program Description
The Associate of Arts in Music offers a secure foundation for further study in music, and is designed to prepare students to transfer to many four-year colleges. Courses in the Music Department will fulfill the needs of music majors, professional musicians, and those whose interest is recreational. Students who obtain this degree will have completed the common core of lower division courses, including piano courses required for a CSU baccalaureate degree in Music, as well as most UCs and private institutions.

Program Requirements

Course	Title	Units	Term

Required Core: (22 units)

MUS 8A	Music Theory and Musicianship 1	4.0
MUS 8B	Music Theory and Musicianship 2	4.0
MUS 10A	Music Theory and Musicianship 3	4.0
MUS 10B	Music Theory and Musicianship 4	4.0
MUS 21A	Beginning Piano	1.0
OR		
MUS 18A	Jazz/Pop Piano 1	1.0
MUS 21B	Intermediate Piano	1.0
OR		
MUS 18B	Jazz/Pop Piano 2	1.0
MUS 38	Applied Lessons* To be taken four times	4.0

List A: Select from Below (4 Units)

MUS 1	Introduction to Music	3.0
MUS 3	World Music	3.0
MUS 4	Jazz in American Culture	3.0
MUS 5	American Cultures in Music	3.0
MUS 13	History of Rock & Roll	3.0
MUS 18A	Jazz/Pop Piano 1** May only be selected for List A if not taken as part of Required Core	1.0
MUS 18B	Jazz/Pop Piano 2**	1.0
MUS 19	Studies in Music Composition	3.0
MUS 22A	Scoring for Film and Multimedia 1	3.0
MUS 23A	Elementary Voice	1.0
MUS 23B	Intermediate Voice	1.0
MUS 31	Study of Piano	1.0
MUS 34	Music in Film	3.0
MUS 35	Introduction to Music Technology	3.0
MUS 36	Intermediate Music Technology	3.0
MUS 37	Music Business	3.0

List B: Select from Below (4 Units)

MUS 11	Commercial Music Combo	1.0
MUS 14	Jazz Workshop	1.0
MUS 15	Jazz Ensemble	1.0
MUS 16	Philharmonic Orchestra	1.0
MUS 17A	Jazz Combo 1	1.0
MUS 17B	Jazz Combo 2	1.0
MUS 41	Instrumental Chamber Music	1.0
MUS 44	Concert Choir	1.0
MUS 45	Chamber Choir	2.0
MUS 46	Vocal Jazz Ensemble	2.0

| MUS 46 | Vocal Jazz Ensemble | 2.0 |
| MUS 48 | Improvisation Lab | 1.0 |

Total Units for the Major

| | 30.0 |

Additional General Education and Elective Units

| | 30.0 |

The Associate Degree is conferred upon those students who complete the required 60 or moresemester units of the degree pattern with a grade-point average of 2.0 or better, of which 12 units mustbe earned at Las Positas College. In addition, students must complete a General Education pattern inorder to earn a degree: see the Las Positas College Associate Degree General Education Pattern or theCalifornia General Education Transfer Curriculum (Cal-GETC) patterns for a listing of areas and courses.Double counting courses in GE and the major is permissible. The number of units that may be doublecounted will depend on the entry point to the degree program, the optional course(s) taken, and theGE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor toplan the courses necessary to achieve your academic goal.

**May only be selected for List A if not taken as part of Required Core
*To be taken four times

Total: 60.0

Program Requirements

LAS POSITAS
C O L L E G E

Technical Program Revision: Norcal Laborers Construction - Certificate of Achievement (30 to fewer than 60 units)

Program Title
Norcal Laborers Construction

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
Fall 2025

Program Description
The Norcal Laborers Construction Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course	Title	Units	Term
Required Core: (34 Units)			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 100	Forklift Orientation Initial	2.5	
APCL 101	Fundamentals of Construction	4.5	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 103	Safety Certification	2.5	
APCL 104	Aerial Work Platform Initial	1.0	
APCL 105	Rigging and Signaling	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	

Total: 34.0

Program Requirements

![Las Positas College logo]

Technical Program Revision: Norcal Laborers LiUNA! Laborers' Construction - Certificate of Achievement (30 to fewer than 60 units)

Program Title

Norcal Laborers LiUNA! Laborers' Construction

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

Fall 2025

Program Description

The Norcal Laborers LiUNA Laborers' Construction Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal LiUNA Laborers' Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course	Title	Units	Term
Required Core: (43.5 Units)			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 100	Forklift Orientation Initial	2.5	
APCL 101	Fundamentals of Construction	4.5	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 103	Safety Certification	2.5	
APCL 104	Aerial Work Platform Initial	1.0	
APCL 105	Rigging and Signaling	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	
APCL 107	Concrete Techniques	5.0	
APCL 108	Asphalt Paving Techniques	4.5	

Total: 43.5

Program Requirements

LAS POSITAS
C O L L E G E

Technical Program Revision: Norcal Laborers Traffic Control - Certificate of Achievement (16 to fewer than 30 units)

Program Title
Norcal Laborers Traffic Control

Award Type
Certificate of Achievement (16 to fewer than 30 units)

Effective Term
Fall 2025

Program Description
The Norcal Laborers Traffic Control Certificate of Achievement can provide the skills necessary for a student apprentice to qualify as a trained entry-level construction worker. Successful completion of the program results in students becoming journeymen. The Norcal Construction Technology is a 4-year apprenticeship program that trains employees using classroom instruction. Hands-on instruction is given through a paid apprenticeship. This program includes a work experience component.

Program Requirements

Course	Title	Units	Term
Required Core: (27.5 Units)			
APWX 94	Apprenticeship Work Experience	16.0	
APCL 102	Hazardous Waste Removal Initial	2.5	
APCL 106	Skid Steer Loader Orientation Initial	2.5	
APCL 109	Blueprint Reading Orientation, Basic	1.5	
APCL 110	Confined Space Awareness	0.5	
APCL 111	First Aid, CPR and AED	0.5	
APCL 112	Flagging Certification	0.5	
APCL 113	Traffic Control	0.5	
APCL 114	OSHA 10 Hour Norcal	1.0	
APCL 115	OSHA 30 Hour Norcal	2.0	

Total: 27.5

LAS POSITAS
COLLEGE

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Program Title
Nutrition and Dietetics

Award Type
Associate in Science Degree for Transfer

Effective Term
Fall 2025

Program Description
The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

Program Requirements

Course	Title	Units	Term

Required Core: (16 Units)

BIO 7C	Microbiology	5.0
CHEM 1A	General College Chemistry I	5.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC C1000	Introduction to Psychology	3.0

List A: Select Two (9-10 Units)

CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One (3-5 Units)

CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
ECON 1	Principles of Microeconomics	3.0
ECON 2	Principles of Macroeconomics	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

	28.0-31.0

Additional General Education and Elective Units

	29.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Psychology - Associate in Arts Degree for Transfer

Program Title

Psychology

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2024

Program Description

The Associate in Arts in Psychology for Transfer is to assist students in transferring into the California State University System. Students completing the AA-T degree receive a guarantee of admission with junior status into the California State University System. The CSU system is required to grant priority admission for a student with this associate degree to a CSU campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the CSU campus to which the student is admitted. In addition, a student shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University. Students who complete the program will have a basic understanding of psychological theory, skills and methods relevant to conducting rigorous psychological research, and critical knowledge of various substantive topics of psychology.

Program Requirements

Course	Title	Units	Term

Required Core: (11 Units)

PSYC 25	Research Methods	4.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select One (3-4 Units)

BIO 10	Introduction to the Science of Biology	4.0
BIO 30	Introduction to College Biology	4.0
PSYC 4	Brain, Mind, and Behavior	3.0

List B: Select One (3-4 Units)

Any List A course not already used		3.0-4.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 12	Life-Span Psychology	3.0

List C: Select One (3-5 Units)

Any List A or B course not already used.		3.0-4.0
ANTR 1	Biological Anthropology	3.0
ANTR 3	Cultural Anthropology	3.0
ETHS 5	Psychology of Race and Identity	3.0
MATH 1	Calculus I	5.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 17	The Psychology of Sleep and Dreams	3.0
PSYC 21	Psychology of Race and Identity	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

	20.0-24.0

Additional General Education and Elective Units

	36.0-40.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Public Health - Associate in Science Degree for Transfer

Program Title
Public Health

Award Type
Associate in Science Degree for Transfer

Effective Term
Fall 2025

Program Description
The Associate in Science in Public Health for Transfer Degree is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Public Health. Completion of the AS-T degree in Public Health, opens doors to entry-level careers in a wide variety of health-related agencies, medical centers, long-term care facilities, private and public health organizations, and local, state, and federal health departments. After completion of the AS-T in Public Health, transfer, and further education, additional career paths are possible including health educator, health care manager, nurse, physical therapist, community college health instructor, physician, public health advisor, health informatics, and medical scientist. Whether students choose selective employment or further education, they have the opportunity to become the new generation of health professionals prepared to face the emerging challenges to human health. Completion of the AS-T degree in Public Health provides a streamlined path for transfer to a California State University (CSU) campus with a public health science related major such as: Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health Option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention, Collaborative Health, and Human Services with Community Health option. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (14 Units)

BIO 30	Introduction to College Biology	4.0
HEA 1	Introduction to Personal Health	3.0
HEA 7	Introduction to Public Health	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select One (4-5 Units)

BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
CHEM 1A	General College Chemistry I	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 31	Introduction to College Chemistry	4.0

List B: (3 Units)

HEA 11	Health and Social Justice	3.0

List C: Select One (3 Units)

HEA 3	Women's Health	3.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 12	Life-Span Psychology	3.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0

Total Units for the Major

	24.0-25.0

Additional General Education and Elective Units

	35.0-36.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Requirements

LAS POSITAS
C O L L E G E

Technical Program Revision: Social Justice Studies: Gender Studies - Associate in Arts Degree for Transfer

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Program Title
Social Justice Studies: Gender Studies

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
The Associate in Arts in Social Justice Studies: Gender Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in Women and Gender Studies and related fields. Completion of the Social Justice Studies: Gender Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Women and Gender Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentration in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core: Select Three (9 Units)

ETHS 6	Introduction to Race and Ethnicity	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
WMST 1	Introduction to Women's Studies	3.0
WMST 2	Global Perspective of Women	3.0

List A: Select Three Courses from at least Two of the Following Areas
(9-10 Units)

Area 1: History or Government		-
HIST 32	U.S. Women's History	3.0
		-
Area 2: Arts and Humanities		-
ENG 32	U.S. Women's Literature	3.0
PHIL 5	Feminist Philosophy	3.0
RELS 3	Introduction to Women's Spirituality	3.0
		-
Area 3: Social Science		-
HEA 3	Women's Health	3.0
LGBT 1	Introduction to LGBTQ Studies	3.0
PSYC 13	Psychology of Women	3.0
SOC 11	Sociology of Gender	3.0
		-
Area 4: Quantitative Reasoning		-
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	18.0-19.0

Additional General Education and Elective Units

	41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

LAS POSITAS
C O L L E G E

Technical Program Revision: Social Justice Studies: LGBTQ Studies - Associate in Arts Degree for Transfer

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Program Title

Social Justice Studies: LGBTQ Studies

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Associate in Arts in Social Justice Studies: LGBTQ Studies for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Social Justice Studies: LGBTQ Studies. Completion of the Social Justice Studies: LGBTQ Studies Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Social Justice Studies: LGBTQ Studies or similar major. Examples of CSU majors include American Studies, Gender Studies, Liberal Studies w/ Option in Interdisciplinary Studies in Culture & Society, Sociology - Concentraiton in Race, Class, and Gender, Sociology with Inequalities and Diversity Option, Women, Gender, and Sexuality Studies, and Women's Studies. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core: Select Three (9 Units)

LGBT 1	Introduction to LGBTQ Studies	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
WMST 1	Introduction to Women's Studies	3.0
OR		
WMST 2	Global Perspective of Women	3.0
OR		
SOC 11	Sociology of Gender	3.0

List A: Select Three Courses from at least Two of the Following Areas (9-10 Units)

Area 1: History or Government		-
HIST 32	U.S. Women's History	3.0
		-
Area 2: Arts and Humanities		-
ENG 32	U.S. Women's Literature	3.0
HUMN 4	Global Cinemas	3.0
PHIL 5	Feminist Philosophy	3.0
RELS 3	Introduction to Women's Spirituality	3.0
		-
Area 3: Social Science		-
GS 1	Introduction to Global Studies	3.0
OR		
SOC 5	Introduction to Global Studies	3.0
GS 2	Political, Economic, and Cultural Globalization	3.0
HEA 3	Women's Health	3.0
HEA 11	Health and Social Justice	3.0
LGBT 2	Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	3.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 13	Psychology of Women	3.0
		-
Area 4: Quantitative Reasoning		-
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

	18.0-19.0

Additional General Education and Elective Units

	41.0-42.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

Program Title

Social Work and Human Services

Award Type

Associate in Arts Degree for Transfer

Effective Term

Fall 2025

Program Description

The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term

Required Core: (22-23 Units)

	Introduction to Social Work and Human	
PCN 5	Services	3.0
PCN 50	Social Work and Human Services Seminar	1.0
PCN 50L	Social Work and Human Services Fieldwork	2.0
PSYC C1000	Introduction to Psychology	3.0
SOC 1	Principles of Sociology	3.0
STAT C1000	Introduction to Statistics	4.0
BIO 10	Introduction to the Science of Biology	4.0
OR		
BIO 20	Contemporary Human Biology	3.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECON 1	Principles of Microeconomics	3.0
OR		
ECON 2	Principles of Macroeconomics	3.0

List A: Select Two (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
ANTR 3	Cultural Anthropology	3.0
CMST 11	Intercultural Communication	3.0
ECE 56	Child Growth and Development	3.0
ECE 62	Child, Family and Community	3.0
PCN 13	Multicultural Issues in Contemporary America	3.0
PCN 35	Drugs, Health, and Society	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 12	Life-Span Psychology	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
ETHS 6	Introduction to Race and Ethnicity	3.0
SOC 6	Social Problems	3.0

Total Units in the Major

	28.0-29.0

Additional General Education and Elective Units

Total Units	31.0-32.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an advisor or a

optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a
counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Program Requirements

Technical Program Revision: Studio Arts - Associate in Arts Degree for Transfer

Program Title
Studio Arts

Award Type
Associate in Arts Degree for Transfer

Effective Term
Fall 2025

Program Description
This Associate in Arts in Studio Arts for Transfer degree is designed to prepare students for transfer to a CSU institution to continue their studies toward earning a B.A. in Art or Studio Arts. The students who earn a Studio Arts AA-T degree will have an understanding of art and design concepts, the ability to communicate using visual media, and will possess a portfolio of work reflecting their knowledge, techniques, and creativity gained during the course of study.

Program Requirements

Course	Title	Units	Term

Required Core: (12 units)

ARHS 5	Western Art History - Renaissance to Contemporary	3.0
ARTS 2A	Introduction to Drawing	3.0
ARTS 23	2-D Design	3.0
ARTS 24	Three-Dimensional Design and Modeling	3.0

List A: Select One (3 units)

ARHS 3	Arts of Africa, Oceania, and Indigenous North Americas	3.0
ARHS 4	Western Art History - Ancient to Medieval	3.0
ARHS 8	Asian Art History	3.0

List B: Select One Course from Three Curricular Areas (9 units)

Color		-
ARTS 26	Color Theory	3.0
OR		
GDDM 51	Color Theory	3.0
		-
Drawing		-
ARTS 2B	Drawing and Composition	3.0
ARTS 3A	Figure and Composition I	3.0
		-
Painting		-
ARTS 7A	Introduction to Watercolor Painting	3.0
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0
		-
Photography		-
PHTO 50	Introduction to Photography	3.0
		-
Second Semester Course		-
ARTS 12B	Oil/Acrylic Painting: Beginning II	3.0

Total Units in the Major

	24.0

General Education and Electives

	36.0

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

Total: 60.0

Technical Program Revision: Web & Interaction Design - Certificate of Achievement (16 to fewer than 30 units)

Program Title

Web & Interaction Design

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

Fall 2025

Program Description

The Certificate of Achievement in Web & Interaction Design is designed to prepare students for work in the design profession with an emphasis on developing interactive elements for web and mobile devices. The certificate prepares students to work for variety of clients working in diverse industries to design, create and maintain websites and design web and mobile applications.

Program Requirements

Course	Title	Units	Term
Required Core: (24 Units)			
GDDM 2	Wordpress and Content Management Systems	3.0	
GDDM 4	User Interface and User Experience Design	3.0	
GDDM 51	Color Theory	3.0	
OR			
ARTS 26	Color Theory	3.0	
GDDM 53	Adobe Photoshop I	3.0	
GDDM 54	Adobe Illustrator I	3.0	
GDDM 55	Web Design I	3.0	
GDDM 56	Introduction to Graphic Design	3.0	
GDDM 60	Creative Portfolio Development & Self Promotion	3.0	
List A: Select One (3 Units)			
GDDM 3	History of Graphic Design	3.0	
GDDM 40	Design Shop: The Business of Design	3.0	
GDDM 62	Web Design II	3.0	

Total: 27.0

5.6 Associate Degree General Education

- Courses
- Courses Removed – Less than 3 Units

        ANTL 1L

        ANTR 2L

        ASTR 30L

        BIO 55

        EVST 5L

        GEOG 1L

        GEOL 1L

        GEOL 12L

        MUS 6

        PHYS 10L

LAS POSITAS COLLEGE

- Courses may be listed in more than one area but will NOT be certified more than once, unless otherwise stated.
- For a course to meet an AA requirement, the course must be on the AA pattern during the academic year it is taken.

Area 1 - Language and Rationality (Two course, with one course each from English Composition and Oral Communication and Critical Thinking: 6 units)

1A. English Composition (One course: 3 units)

ENGL C1000 Academic Reading and Writing

1B. Oral Communication and Critical Thinking (One course: 3 units)

COMM C1000 Introduction to Public Speaking	ENG 4 Critical Thinking and Writing About Literature	PHIL 8 Logic and Argumentation
CMST 10 Interpersonal Communication	ENGL C1001 Critical Thinking and Writing	SPAN 23 Introduction to Hispanic Literature
CMST 46 Argumentation and Debate	PHIL 6 Introduction to Logic	THEA 53 Script Analysis

Area 2 - Mathematical Concepts and Quantitative Reasoning (One course: 3 units)

BUSN 33 The Fundamentals of Personal and Family Financial Planning	MATH 7 Elementary Linear Algebra	MATH 39 Trigonometry
CS 17 Discrete Mathematical Structures	MATH 10 Discrete Mathematical Structures	MATH 40 Statistics and Probability
MATH 1 Calculus I	MATH 27 Number Systems for Educators	MATH 47 Mathematics for Liberal Arts
MATH 2 Calculus II	MATH 30 College Algebra for STEM	MATH 55 Intermediate Algebra
MATH 3 Multivariable Calculus	MATH 33 Finite Mathematics	
MATH 5 Ordinary Differential Equations	MATH 34 Business Calculus	

Area 3 - Arts and Humanities (One course: 3 units)

ASL 2A American Sign Language III	ENG 44 Literature of the American West	MUS 8B Music Theory and Musicianship 2
ASL 2B American Sign Language IV	ENG 45 Studies in Fiction	MUS 13 History of Rock & Roll
ARHS 1 Introduction to Art History	ENGL C1001 Critical Thinking and Writing	MUS 19 Studies in Music Composition
ARHS 2 Art of the Ancient Americas	GDDM 3 History of Graphic Design	MUS 34 Music in Film
ARHS 3 Arts of Africa, Oceania, & Indigenous North Americas	HIST 1 Western Civilization to 1600	PHIL 1 God, Nature, Human Nature
ARHS 4 Western Art History - Ancient to Medieval	HIST 2 Western Civilization since 1600	PHIL 2 Ethics
ARHS 5 Western Art History - Renaissance to Contemporary	HIST 3 World History to 1500	PHIL 3 Aesthetics
ARHS 7 Modern Art History	HIST 4 World History since 1500	PHIL 4 Intro to Philosophy: Knowledge
ARHS 8 Asian Art History	HIST 7 US History Through Reconstruction	PHIL 5 Feminist Philosophy
ARTS 2A Introduction to Drawing	HIST 8 US History Post-Reconstruction	PHIL 6 Introduction to Logic
ARTS 3A Figure and Composition I	HIST 14 History and American Cultures of California	PHIL 8 Logic and Argumentation
ARTS 7A Introduction to Watercolor Painting	HIST 25 American Indian History	PHTO 67 History of Photography
ARTS 12A Oil/Acrylic Painting: Beginning I	HIST 28 History of the American West	RELS 1 Religions of the World
CMST 2 Oral Interpretation of Literature	HIST 32 U.S. Women's History	RELS 3 Introduction to Women's Spirituality
CMST 11 Intercultural Communication	HUMN 2 Introduction to Film Studies	SPAN 2A Intermediate Spanish I
ECE 61 Literature for the Young Child	HUMN 3 Introduction to Humanities	SPAN 2B Intermediate Spanish II
ENG 4 Critical Thinking and Writing About Literature	HUMN 4 Global Cinemas	SPAN 21 Spanish for Spanish Speakers I
ENG 11 Introduction to Creative Writing	HUMN 6 Nature and Culture	SPAN 22 Spanish for Spanish Speakers II
ENG 12A Craft of Writing Fiction	HUMN 10 American Arts and Ideas	SPAN 23 Introduction to Hispanic Literature
ENG 12B Craft of Writing Fiction: Intermediate	HUMN 11 Culture and the Arts I: Ancient World to Renaissance	THEA 1A Theory/Practice of Acting I
ENG 12C Craft of Writing Fiction: Advanced	HUMN 12 Culture and the Arts II: The Modern World	THEA 1B Theory/Practice of Acting II
ENG 13A The Craft of Writing Poetry: Beginning	HUMN 28 World Mythology	THEA 4 Modern American Theater
ENG 13B The Craft of Writing Poetry: Intermediate	MUS 1 Introduction to Music	THEA 5 Theater for Young Audiences
ENG 20 Studies in Shakespeare	MUS 3 World Music	THEA 10 Introduction to Dramatic Arts
ENG 32 U.S. Women's Literature	MUS 4 Jazz in American Culture	THEA 11 Stage to Screen
ENG 35 Modern American Literature	MUS 5 American Cultures in Music	THEA 52 Introduction to Design
ENG 41 Modern World Literature	MUS 6 Basic Music Skills	WLDT 71 Welding for the Arts
ENG 42 Literature of the African Diaspora in America	MUS 8A Music Theory and Musicianship 1	

Area 4 - Social and Behavioral Sciences (One course: 3 units)

AJ 50 Introduction to Administration of Justice	ETHS 10 Introduction to African American and Black Studies	PCN 13 Multicultural Issues in Contemporary America
AJ 60 Criminal Law	ETHS 20 Introduction to Asian American and Pacific Islander American Studies	POLI 12 Introduction to California State and Local Government
AJ 66 Juvenile Procedures	ETHS 30 Introduction to Chicanx and Latinx Studies	POLI 20 Comparative Government
AJ 78 Introduction to Probation and Parole	ETHS 40 Introduction to Native American and Indigenous Studies	POLI 25 Introduction to Political Theory
ANTR 1 Biological Anthropology	GEOG 1 Introduction to Physical Geography	POLI 30 International Relations
ANTR 2 Introduction to Archaeology	GEOG 2 Cultural Geography	POLS C1000 American Government and Politics
ANTR 3 Cultural Anthropology	GEOG 5 World Regional Geography	PSYC 3 Introduction to Social Psychology
ANTR 4 Language and Culture	GEOG 12 Geography of California	PSYC 4 Brain, Mind and Behavior
ANTR 7 Native American Cultures of North America	GS 1 Introduction to Global Studies	PSYC 6 Abnormal Psychology
ANTR 8 World Prehistory in an Archaeological Perspective	GS 2 Global Issues	PSYC 12 Life-span Psychology
ANTR 12 Magic/Religion/Witchcraft/Healing	HEA 3 Women's Health	PSYC 13 Psychology of Women
ANTR 13 Introduction to Forensic Anthropology	HEA 7 Introduction to Public Health	PSYC 15 Abnormal Child Psychology
BUSN 18 Business Law	HEA 11 Health and Social Justice	PSYC 17 The Psychology of Sleep and Dreams
BUSN 20 International Business	HIST 1 Western Civilization to 1600	PSYC 21 Psychology of Race and Identity
BUSN 30 Business Ethics and Society	HIST 2 Western Civilization since 1600	PSYC 25 Research Methods
CMST 3 Group Communication	HIST 3 World History to 1500	PSYC 27 Introduction to Cognitive Science
CMST 4 Introduction to Communication Studies	HIST 4 World History since 1500	PSYC C1000 Introduction to Psychology
CMST 10 Interpersonal Communication	HIST 7 US History Through Reconstruction	SOC 1 Principles of Sociology
CMST 11 Intercultural Communication	HIST 8 US History Post-Reconstruction	SOC 3 Introduction to Race and Ethnicity
ECE 10 Introduction to Education	HIST 14 History and American Cultures of California	SOC 4 Marriage and Family Relations
ECE 56 Child Growth and Development	HIST 25 American Indian History	SOC 5 Introduction to Global Studies
ECE 62 Child, Family and Community	HIST 28 History of the American West	SOC 6 Social Problems
ECE 79 Teaching in a Diverse Society	HIST 32 U.S. Women's History	SOC 7 Sociology of Sexuality
ECON 1 Principles of Microeconomics	JAMS 1 Introduction to Mass Communications	SOC 11 Sociology of Gender
ECON 2 Principles of Macroeconomics	JAMS 2 Introduction to Media	SOC 12 Popular Culture
ECON 10 General Economics	LGBT 1 Introduction to LGBTQ Studies	SOC 13 Research Methods
ENG 44 Literature of the American West	LGBT 2 Lesbian, Gay, Bisexual, Transgender, and Queer Psychology	WMST 1 Introduction to Women's Studies
ETHS 1 Introduction to Ethnic Studies	MKTG 50 Introduction to Marketing	WMST 2 Global Perspective of Women
ETHS 5 Psychology of Race and Identity	PCN 3 Theories & Concepts of Counseling: An Introduction	
ETHS 6 Introduction to Race and Ethnicity	PCN 5 Introduction to Social Work & Human Services	

Area 5 - Natural Sciences (One course: **3 units**)

ANTR 1 Biological Anthropology
ANTR 13 Introduction to Forensic Anthropology
ASTR 31 Introduction to Astronomy: The Solar System
ASTR 32 Introduction to Astronomy: Stars and the Universe
BIO 1A General Botany
BIO 1B General Zoology
BIO 1C Cell and Molecular Biology
BIO 7A Human Anatomy
BIO 7B Human Physiology
BIO 7C Microbiology
BIO 10 Introduction to the Science of Biology
BIO 20 Contemporary Human Biology
BIO 30 Introduction to College Biology
BIO 40 Humans and the Environment
BIO 50 Anatomy and Physiology

BIO 60 Marine Biology
BIO 70 Field Biology
CHEM 1A General College Chemistry I
CHEM 1B General College Chemistry II
CHEM 6 Environmental Chemistry
CHEM 12A Organic Chemistry I
CHEM 12B Organic Chemistry II
CHEM 30A Introductory and Applied Chemistry I
CHEM 30B Introductory and Applied Chemistry II
CHEM 31 Introduction to College Chemistry
EVST 5 Energy and Sustainability
GEOG 1 Introduction to Physical Geography
GEOG 8 Introduction to Atmospheric Science
GEOG 12 Geography of California
GEOG 15 Introduction to GIS

GEOL 1 Physical Geology
GEOL 2 Historical Geology
GEOL 5 Environmental Geology: Hazards & Disasters
GEOL 7 Environmental Geology: Resources, Use Impact & Pollution
GEOL 12 Introduction to Oceanography
GEOL 20 Earth Science for Educators
PHYS 1A General Physics I
PHYS 1B General Physics II
PHYS 1C General Physics III
PHYS 1D General Physics IV
PHYS 2A Introduction to Physics I
PHYS 2B Introduction to Physics II
PHYS 10 Descriptive Physics
PSYC 4 Brain, Mind and Behavior

Area 6 - Ethnic Studies (One course: **3 units**)

ETHS 1 Introduction to Ethnic Studies
ETHS 5 Psychology of Race and Identity
ETHS 6 Introduction to Race and Ethnicity

ETHS 10 Introduction to African American and Black Studies
ETHS 20 Introduction to Asian American and Pacific Islander American Studies
ETHS 30 Introduction to Chicanx and Latinx Studies

ETHS 40 Introduction to Native American and Indigenous Studies
PSYC 21 Psychology of Race and Identity
SOC 3 Introduction to Race and Ethnicity

Area 7 - Kinesiology (One course: **1 unit**)

Exemption from the Kinesiology requirement is allowed for illness or physical disability by filing a physician's statement at the Admissions & Records Office. Veterans with DD214 honorable discharge receive a waiver for this area and 3 units

DANC 1 Introduction to Dance
DANC 2A Jazz Dance Fundamentals/Beginning
DANC 2B Jazz Dance Beginning/Intermediate
DANC 3A Ballet Fundamentals/Beginning

DANC 4A Modern/Contemporary Dance A
DANC 4B Modern/Contemporary Dance B
DANC 6A Choreography for the Stage A
DANC 6B Choreography for the Stage B

FST 7 Fire Service Conditioning & Physical Agility Development
Any Kinesiology Intercollegiate Athletics Course (KIN 32A-65)
Any Kinesiology Activity Course (KIN AF1-ZUM1)

Area 8 - Health (One course: **3 units**) *Not required for AS degrees.*

ECE 54 Child Health, Safety and Nutrition
HEA 1 Introduction to Personal Health
HEA 3 Women's Health

HEA 7 Introduction to Public Health
HEA 11 Health and Social Justice
KIN 30 Introduction to Kinesiology

NTRN 1 Introduction to Nutrition Science
PSYC 10 Psychology of Human Sexuality

Area 9 - American Institutions (One course: **3 units**) *Not required for AS degrees.*

HIST 7 US History Through Reconstruction
HIST 8 US History Post-Reconstruction

HIST 14 History and American Cultures of California
HIST 25 American Indian History

HIST 32 U.S. Women's History
POLS C1000 American Government and Politics

Graduation Requirements

1. Select a major and complete all major requirements plus GE and electives to total 60 or more units.
2. Complete a minimum of 60 units with a cumulative grade point average of **2.0 or better**.
3. Complete a minimum of 12 units at Las Positas College.
4. Complete all General Education (GE) requirements for the Associate Degree or Cal-GETC pattern.
5. All courses required for the major must be completed with a **'C' or higher or 'P.'**

Please note that Las Positas and Chabot College DO NOT share General Education patterns - if you are interested in taking a course at Chabot College, please be sure to see a counselor.