

Las Positas College
Curriculum Committee Meeting
02/03/2025
5.0 First Reading Packet

5.1 Course Modifications

- BIO 40 Humans and the Environment
- BIO 55 Orientation to Health Care
- ESL 23 Advanced Grammar
- ESL 26 Advanced Editing
- ESL 120A Intermediate Grammar for Reading and Writing
- ESL 120B High-Intermediate Grammar for Reading and Writing
- ESL 130B High-Beginning Grammar for Reading and Writing
- GDDM 2 Wordpress and Content Management Systems
- GDDM 62 Web Design II
- HIST 3 World History to 1500
- HIST 4 World History since 1500
- HIST 7 US History Through Reconstruction
- HORT 50 Introduction to Horticulture
- HORT 51 Fall Plant Material Identification
- HORT 52 Spring Plant Material Identification
- INTD 5 Principles of Interior Design
- INTD 10 Introduction to Textiles
- INTD 15 Drafting for Interior Design
- INTD 20 History of Interiors/Furnishings
- INTD 25 Materials and Resources
- INTD 30 Fundamentals of Lighting
- INTD 35 Residential Space Planning
- INTD 40 Computer Aided Design
- INTD 45 Basic Kitchen and Bathroom Design
- INTD 47 Professional Practices
- KIN 18A Athletic Training Practicum 1
- KIN FG1 Footgolf 1
- KIN FG2 Footgolf 2
- KIN FG3 Footgolf 3
- KIN SI1 Soccer - Indoor 1
- KIN SI2 Soccer - Indoor 2
- KIN SO1 Soccer - Outdoor 1
- KIN SO2 Soccer - Outdoor 2
- MUS 1 Introduction to Music
- PCN 13 Cultural Identity and Diversity in Social Work and Human Services
- THEA 1 Conservatory Readiness
- THEA 1B Theory/Practice of Acting II
- THEA 3A Beginning Improvisation
- THEA 3B Intermediate Improvisation
- THEA 3C Improvisation in Performance

- THEA 11 Stage to Screen
- THEA 31A Drama Workshop- Beginning
- THEA 31B Drama Workshop- Intermediate
- THEA 31C Drama Workshop- Technical Theater
- THEA 31D Drama Workshop- Directing
- THEA 60 Business of Acting



Course Modification: BIO 40 - Humans and the Environment

Course Modification: BIO 40 - Humans and the Environment (Launched - Implemented 12-23-2024)

compared with

BIO 40 - Humans and the Environment (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Material fees apply to this course? No

Units/Hours

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

Course Content

Lecture Content

1. Population, Resources, Pollution: Overview
2. Human population growth
3. Principles of Sustainability
4. Matter and energy resources: Basic concepts
5. Ecosystem concept
 1. Energy flow
 2. Biogeochemical cycles
 3. Ecological niches and food webs
 4. Basic types of ecosystems

6. Biome types and their problems

7. Ecosystem change

1. Population ecology and evolution

2. Ecological succession

8. Aquatic ecology

1. Freshwater ecology

2. Estuarine and marine ecology

9. Water resources and water pollution

1. California, US and global water usage

2. Point and nonpoint sources of water pollution

10. Land resources

1. Public lands classification and management

2. Forests and forest management

11. Soil resources

12. Food production

1. Origins and growth of agriculture

2. World agriculture systems

3. The Green Revolution

4. Sustainable agriculture and organic farming

13. Biodiversity -

1. Endangered species

2. Extinction

14. Solid Waste Management

1. Hazardous Waste Disposal

2. Reduce, Reuse, Recycle and Rot

15. Biotechnology

1. Reproductive cloning

2. Genetically Modified Organisms

16. Economics and politics of resource use and conservation

1. Tragedy of the Commons

2. Ecological Footprint

3. Sustainability

17. Climate Change, Air Pollution and Ozone Loss

1. Climate Change

2. Air Pollution

3. Ozone Loss

18. Non-renewable energy sources

1. Coal, natural gas, oil

19. Renewable energy sources

1. Wind, solar, hydroelectric, biofuel

Methods of Instruction

Check all that apply:

- Field Trips
Comments
~~with~~ Field group trips as a class or ~~independent~~ independently arranged
- Student Presentations
Comments
Student presentation with visual aids

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type [Writing](#)
Add Assignment

1. ~~Reading and discussion~~

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

2. ~~Writing~~

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

2. Assignment Type [Reading](#)
Add Assignment

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

3. [Assignment Type](#) - [Other](#)
[Add Assignment](#) -

Collaborative learning

1. As a group of 4 to 6 students select a controversial topic (e . g. Are [aggressive international efforts needed to avoid global warming?](#)). Half of the group prepares arguments and explanations in favor of the issue, half the group will be arguing on the opposing side. Each partner has a designated part of the problem to present to the class. After the presentation the whole class will be involved in the discussion.

1. ~~Example of a topic: Are aggressive international efforts needed to avoid global warming?~~

2. The class is subdivided into groups of three. Each group discusses one specific question of a problem. More than one group is assigned to each question and the groups' conclusions about each question are compared and contrasted.

1. Examples of a topic: The WWF has asked you to evaluate the importance of mutualism to ecosystems as the organization is concerned about the present rate of extinction.

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of BIO 40, students should be able to analyze~~ [Analyze](#) and critically evaluate environmental information from various sources, and present their findings.

2. Outcome Text

~~Upon completion of BIO 40, students should be able to discuss~~ Discuss environmental problems, their causes and evaluate solutions.

3. Outcome Text

~~Upon completion of BIO 40, students should be able to explain~~ Explain basic principles of ecology involving energy flow, cycling of matter, interactions within and _ between populations and assess the impact of humans on the biosphere.

Requisites/Requisite Validation

Requisites

1. ~~Requisite Type~~ - Recommended Course Preparation

~~Subject~~ - -(test)

~~Requisite Course~~ - =Eligib=(Historical)

~~Non Course Requirements~~ -

~~Min Grade~~ -

~~Comments~~ -

~~Requisite Validation~~ - Content Review

~~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~~ - Required
- ~~- 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~~ - Required
- ~~- Respond critically to a text through class discussions and writing~~
~~Degree of Importance~~ - Required
- ~~- Use concepts of paragraph and essay structure and development to analyze his/her own and others' essays~~
~~Degree of Importance~~ - Recommended
- ~~- Write effective summaries of texts that avoid wording and sentence structure of the original~~
~~Degree of Importance~~ - Required
- ~~- Respond to texts drawing on personal experience and other texts~~
~~Degree of Importance~~ - Recommended
- ~~- 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 - Required~~

- ~~• - 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 - Required~~

Catalog View ~~Recommended Course Preparation: -Eligib -~~

Methods of Evaluation

Other ~~Yes~~ No

Please Explain

~~Written and problem solving exercises (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

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.

~~DE Course Interactions~~

~~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)~~

- Other: Modifying . assignment time limits for students with accommodations.
~~Frequency -~~
~~1 per semester. Research project can culminate in a paper or an oral presentation at instructor's discretion.~~

Textbooks/Materials

Textbook

1. Author(s) ~~Peter William Raven, Cunningham Berg and Mary Cunningham~~
Title ~~Environment~~ Environmental Science: A Global Concern
Edition ~~9th~~ 16th
Publisher ~~John McGraw Wiley & Sons Hill~~
ISBN-13 ISBN 978-1-264-64784-2 (Hardcover); ISBN 978-1-266-6596 (eTextbook)
Year ~~2015~~ 2023
Or Equivalent ~~No~~ Yes
2. Title Environmental Science
Edition ~~16th~~ 17th
Publisher ~~Brooks/Cole~~ Cengage Learning
Year ~~2018~~ 2024
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
~~-~~
Or Equivalent ~~No~~ Yes
3. Title Environment: The Science Behind the Stories
Edition ~~6th~~ 7th
Year ~~2017~~ 2020
Or Equivalent ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Shuldman, Michal~~ Zingg, Barbara

Origination Date

11/ ~~30~~ 01 / ~~2020~~ 2024

Parent Course

BIO 40 - Humans and the Environment

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~

- State Approval

~~01/28/2019~~

- CC Approval

~~10/01/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08 12 / 15 23 / 2019~~ 2024

Course CB Codes

CB11: Course Classification Status

Y - Credit Course

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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



LAS POSITAS
COLLEGE

Admin Outline for Biological Sciences 40
Humans and the Environment
Effective: Fall 2025

Catalog Description:

BIO 40 - Humans and the Environment
3.00 Units

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

Course Grading: Optional

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

Discipline:

Ecology, or Biological Sciences

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

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

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

Methods of Instruction:

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

Typical Assignments

- A. Writing:

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

B. Reading:

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

C. Other:

Collaborative learning

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

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Analyze and critically evaluate environmental information from various sources, and present their findings.
- B. Discuss environmental problems, their causes and evaluate solutions.
- C. Explain basic principles of ecology involving energy flow, cycling of matter, interactions within and between populations and assess the impact of humans on the biosphere.

Textbooks (Typical):

Textbook:

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

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

Equity Based Curriculum

- DE Course Interaction

- Address

- To ensure equity, all course materials and technologies are accessible and complying with ADA standards. This includes providing alternative text for images, captions for videos, and accessible document formats to make sure all students, including those with disabilities, can fully engage with the content.

- Methods of Instruction

- Address

- To ensure equity and support students with diverse preferences and strengths, this course will use multiple instructional methods, such as lectures, group discussions, case studies, and multimedia resources.

DE Proposal

Delivery Methods

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

Rationale for DE

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

This class has been offered in DE mode for many years.

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

The decision was made after discussions with colleagues, our Dean, and hearing from students.

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Weekly to students that do not turn assignments

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

Frequency: 5 per semester

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

Frequency: Weekly

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

Frequency: Weekly

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

Frequency: At least 2 times per semester for office hours, exams, group work, presentations, or field trips.

Student-Student Interaction

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

Frequency: Weekly reminder in module announcements

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

Frequency: At least 5 boards per semester

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

Frequency: Students will either complete 1 group work assignment OR 1 peer editing assignment

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

Frequency: Students will either complete 1 peer editing assignment OR 1 group work assignment

Student-Content Interaction

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

Frequency: 5 boards per semester

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

Frequency: 1 research assignment per semester that can culminate in a paper or presentation

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

Frequency: 2 exams per semester, 1 quiz per module

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

Frequency: Asynchronous lecture material will be provided on a regular weekly basis

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

Frequency: 1 per module

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

Frequency: 1 field trip per semester. Students complete field trip on their own time

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

Frequency: 1 per semester (this is a research assignment that can culminate in a paper or presentation)

Codes and Dates

Course CB Codes

CB00: State ID

CCC000601342

CB03: TOP Code

030100 - Environmental Science

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

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

Course Modification: BIO 55 - Orientation to Health Care

Course Modification: BIO 55 - Orientation to Health Care (Launched - Implemented 12-23-2024)

compared with

BIO 55 - Orientation to Health Care (Active - Implemented 08-22-2024)

Cover

Effective Term Fall ~~2024~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Introduction to Health Science

1. Examine the allied health field, the dimensions of health, the principles of health promotion and the health care system/industry

2. Health Career Planning

1. Identify career interests and aptitudes in allied health (such as health and human services, clinical health administrative support, medical assisting, and surgical technology)
2. Explore opportunities in health care, job search strategies, interview techniques and communication skills/presentation techniques

3. Accessing & Utilizing Health Resources

1. Discuss techniques for evaluating resources

2. Review community health resources and agencies, web based and electronic resources, medical libraries, and reference citations

4. Medical Terminology

1. Identify medical specialties, medical abbreviations, roots, prefixes, and suffixes

5. Ethical & Legal Responsibilities in Health Care

1. Distinguish concepts of professional conduct, HIPAA, and health care standards

6. Infection Control

1. Review infection cycle, immune system, clinical and surgical aseptic techniques, pathogenic organisms, including food-borne, air-borne, and blood-borne pathogens

7. Diseases

1. Identify the etiology of diseases
2. Compare and contrast infectious, non-infectious, contagious, and non-contagious diseases

8. Mental Health & Mental Illness

1. Identify the characteristics of mentally healthy individuals
2. Discuss stress management, psychological disorders, and DSM-IV-TR classifications
3. Evaluate treatment options, including community and national mental health services and resources

9. Chemical Dependency (Addiction)

1. Discuss the disease model of addiction, predisposition to chemical dependency, psychopharmacology of commonly abused substances, various treatment modalities, impact of substance abuse/alcoholism on society, trends in teen alcoholism and substance abuse and drug legalization issues

10. Nutrition & Physical Fitness

1. Outline the structure and function of the digestive system
2. Describe the basic principles of nutrition, analyzing nutritional needs, nutritional supplements, basal metabolic rate and body composition, basic principles and components of fitness
3. Analyze weight loss diets; assess the obesity epidemic in America, establish a relationship between diet, exercise, and disease

11. Sexuality Education

1. Outline the structure and function of the reproductive system
2. Discuss teen pregnancy issues, abortion issues (social, moral, legal, economic and political), and sexually transmitted infections and diseases.

12. HIV/AIDS

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

Methods of Instruction

Check all that apply:

- ~~Research~~ Discussion

Comments

~~Project~~ Class and group discussions of significant issues and topics

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

Equity Based Curriculum

- Methods of Instruction
Address
 Methods of instruction vary to support diversity in student learning styles such as lectures, ~~discussions~~ readings, ~~field trips~~ discussions, projects, and multimedia presentations.

Typical Assignments

Typical Assignments

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

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

1. ~~Reading;~~

3. ~~Assignment Writing Type and Other
Add Presenting Assignment Data~~

1. ~~Career Investigation Project:~~

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

1. Collaborative learning

1. Fast Food Nutrition.

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of BIO 55, students will be able to discuss~~ Discuss contemporary physiological, psychological, ethical, social, and public health issues.

2. Outcome Text

~~Upon completion of BIO 55, students will be able to explore~~ Explore different health care occupations and create an educational action plan that aligns their interests, skills, and personality characteristics to a particular career path.

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

Textbook

1. Title An Invitation to Health: Taking Charge of Your Health
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
-
2. ~~Author(s) - Rice, Jane;~~
~~Title - Medical Terminology & Human Anatomy~~
~~Edition - 5th~~
~~Publisher - Appleton & Lange~~
~~ISBN-13 -~~
~~Year - 2004~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~-~~
~~Or Equivalent - No~~
3. ~~Author(s) - Garber, Debra, RN, BSN, NICN, EMT;~~
~~Title - Introduction to Clinical Allied Healthcare~~
~~Edition - 2nd~~
~~Publisher - Thomson Delmar Learning~~
~~ISBN-13 -~~
~~Year - 1998~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~-~~
~~Or Equivalent - No~~
4. ~~Author(s) - James Morrison MD~~
~~Title - DSM-V Made Easy – A Clinician’s Guide to Diagnosis~~
~~Edition - 6th~~
~~Publisher - Guilford Press~~
~~ISBN-13 -~~
~~Year - 2023~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~-~~
~~Or Equivalent - No~~

Codes and Dates

Course Codes

Originator ~~Nakase, Dana~~ [Zingg, Barbara](#)

Origination Date

10/ ~~18~~ [24](#) / ~~2022~~ [2024](#)

Parent Course

BIO 55 - Orientation to Health Care

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~10/06/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date

~~08 12 / 22 23~~ /2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Biological Sciences 55 Orientation to Health Care

Effective: Fall 2025

Catalog Description:

BIO 55 - Orientation to Health Care 2.00 Units

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

Course Grading: Optional

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

Discipline:

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

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

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

Course Content:

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

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

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

12. HIV/AIDS

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

Methods of Instruction:

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

Typical Assignments

A. Project:

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

B. Reading:

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

C. Other:

1. Collaborative learning

1. Fast Food Nutrition.

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Discuss contemporary physiological, psychological, ethical, social, and public health issues.
- B. Explore different health care occupations and create an educational action plan that aligns their interests, skills, and personality characteristics to a particular career path.

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Methods of Instruction

Address

Methods of instruction vary to support diversity in student learning styles such as lectures, readings, discussions, projects, and multimedia presentations.

- Assignments

Address

A variety of assignments are used to support student learning such as readings, word problems, and research papers.

- Methods of Evaluation

Address

Diverse methods of evaluation are employed such as exams, oral presentations, and homework.

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

This course is one we have targeted to develop for the OEI. It draws in many returning students and working students trying to improve their job skills. Offering it in DE format will increase the accessibility of the class.

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Weekly

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

Frequency: 6 per semester

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

Frequency: Feedback on all assignments, quizzes, and exams

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

Frequency: Weekly

Student-Student Interaction

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

Frequency: Once per module (bi-weekly)

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

Frequency: 6 per semester

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

Frequency: 1 per semester

Student-Content Interaction

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

Frequency: 6 per semester

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

Frequency: 6 per semester

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

Frequency: 1 per semester

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

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

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

Frequency: 1 practice quiz

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

Frequency: 5 per semester

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

Frequency: 1 per semester

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

Frequency: 1 per semester

•**Case studies:** *Students will evaluate real-world problems, situations, etc.*

•**Frequency:** 1 per semester

Other:

Frequency: 1 per semester

•Other:

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000521419

CB03: TOP Code

120100 - Health Occupations, General

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: ESL 23 - Advanced Grammar

Course Modification: ESL 23 - Advanced Grammar (Launched - Implemented 12-23-2024)
compared with
ESL 23 - Advanced Grammar (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Parts of Speech

1. Review of all parts of speech

2. Verbs

1. Review of all verb tenses
2. Review of verb types (transitive, intransitive, linking) and forms, including participles

3. Verb Form

1. Gerunds and Infinitives after certain verbs on the "Academic Word List"

4. Modals

1. Present and perfect modals of ability, advisability, intention, suggestion, degree of certainty, and expectation

5. Passive Voice

1. Review of passive voice in all verb tenses

6. Adverb Clauses

1. Formation, use, and meaning of adverb clauses, including hypothetical conditionals

7. Adjective Clauses

1. Formation, use, and meaning of adjective clauses, including restrictive and non-restrictive clauses

8. Noun Clauses

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

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

- Assignments

Address

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. Reading/Analysis Tasks

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 23, the student should be able to analyze~~ Analyze sentence structure of complex sentences with multiple clauses in written academic discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) Read Critically : Locate, interpret and analyze various types of written texts
- 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) 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.

2. Outcome Text

~~Upon completion of ESL 23, the student should be able to interpret~~ Interpret and analyze verb tense and aspect, use appropriate verb tense and aspect in
_ discourse, interpret, analyze, and use active and passive voice in discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _
_ _ 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.

3. Outcome Text

~~Upon completion of ESL 23, the student should be able to recognize~~ Recognize the multiple uses of verb forms in written discourse and have mastery over the verbs
_ that are frequently followed by a gerund or an infinitive.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _
_ _ 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.

4. Outcome Text

~~Upon completion of ESL 23, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written academic
_ discourse.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _
_ _ 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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 120B - High-Intermediate Grammar for Reading and Writing(~~Active~~ Launched)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220B - High-Intermediate Grammar for Reading and Writing(~~Active~~ Launched)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 121B - High-Intermediate Reading and Writing(~~Active~~ Launched)

2. Requisite Type Prerequisite

Requisite Course NESL 221B - High-Intermediate Reading and Writing(~~Active~~ Launched)

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.~~
- ~~• - **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.

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

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

~~FO: All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies.~~

~~OFl: The decision was made collectively to apply, to all ESL and NESL courses, the OFl mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.~~

Accessibility

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 Traditional 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

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 is 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 contact – 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** -~~

~~At least 4 times per semester.~~

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

~~**Frequency** -~~

~~Weekly.~~

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

~~**Frequency** -~~

~~Weekly.~~

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

~~**Frequency** -~~

~~At least 4 times per semester.~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~**Frequency** -~~

~~A minimum of twice per semester when the course is offered in the OFI mode.~~

~~Student-Student Interaction~~

~~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** -~~

~~At least twice per semester.~~

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

~~**Frequency** -~~

~~Weekly.~~

- - **Group work:** - ~~Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.~~
Frequency -
At least twice per semester.
- - **Peer-editing/critiquing:** - ~~Students will complete peer-editing assignments.~~
Frequency -
At least twice 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 -
Weekly.
- - **Group work:** - ~~Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.~~
Frequency -
At least twice per semester.
- - **Quizzes, tests/exams:** - ~~Quizzes will be used to make sure students completed assigned material and understood it.~~
Frequency -
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final.
- - **Lecture:** - ~~Students will attend or access synchronous or asynchronous lectures on course content.~~
Frequency -
Weekly.
- - **Other:** -
Frequency -
Weekly classwork, approximately six hours of homework.

Codes and Dates

Course Codes

Originator ~~Brickman, Jonathan~~ [Payne, Leslie](#)

Origination Date

~~07 11 / 27 02 / 2021~~ [2024](#)

Parent Course

ESL 23 - Advanced Grammar

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08 12 / 15 23 / 2019~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for English as a Second Language 23
Advanced Grammar

Effective: Fall 2025

Catalog Description:

ESL 23 - Advanced Grammar
3.00 Units

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

Prerequisite: ESL 120B with a minimum grade of P, or NESL 220B with a minimum grade of P and ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P. **Enrollment**

Limitation: placement through the ESL assessment process

Course Grading: Optional

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

Discipline:

English as a Second Language (ESL)

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

Course Content:

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

Methods of Instruction:

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

Typical Assignments

A. Reading:

1. Reading/Analysis Tasks

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

- Assignments

Address

Care is taken to choose assignments that encourage and accept a diversity of viewpoints.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000351045

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

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

Course Modification: ESL 26 - Advanced Editing

Course Modification: ESL 26 - Advanced Editing (Launched - Implemented 12-23-2024)
compared with
ESL 26 - Advanced Editing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

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

2. Analysis of errors that distract or confuse readers:

1. Subject-verb agreement
2. Articles
3. Word choice
4. Word forms
5. Prepositions

3. Strategies for revision and making writing more clear:

1. Correcting unclear sentences
2. Expanding academic vocabulary
3. Academic writing style

4. Strategies for self editing:

1. Editing symbols
2. Techniques for prioritizing errors
3. Proofreading

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- [_ Methods of Instruction](#)
[Address](#) [_ Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Writing](#)
Add Assignment

1. ~~Writing Tasks~~

1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.

2. [Assignment Type](#) [_ Other](#)
[Add Assignment](#) [_](#)

1. Editing Tasks

1. Analysis: *Identify the subjects, tensed verbs, objects in each clause of your paragraph.*
2. Peer editing and error detection: *Read your partner's paragraph and identify any verb tense or verb form errors.*
3. Error correction: *Self-correct the errors marked by your instructor.*

2. Grammar Exercises

1. Fill in the blanks with the correct tensed verb.
2. Change the verbs in the following sentences from the active to the passive voice.
3. Complete the following conditional clauses with a logical result clause.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 26, the student should be able to distinguish~~ Distinguish the subject, verb, and object in each clause in compound, complex, ~~compoundcomplex~~ compound-complex sentence and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

2. Outcome Text

~~Upon completion of ESL 26, the student should be able to identify~~ Identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, _ and compound-complex sentences and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

3. Outcome Text

~~Upon completion of ESL 26, the student should be able to produce~~ **Produce** the verb forms (base, past, past participle, present participle) for the verbs on the list
_ of most common 0-2000 words as well as select words from the academic word list and identify errors.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

4. Outcome Text

~~Upon completion of ESL 26, the student should be able to select~~ **Select** , use, and explain the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 120B - High-Intermediate Grammar for Reading and Writing(**Active Launched**)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220B - High-Intermediate Grammar for Reading and Writing(**Active Launched**)

2. Group Title

1. Requisite Type Prerequisite

Requisite Course ESL 121B - High-Intermediate Reading and Writing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- Identify learned grammatical structures in readings (word order, verb tense, clauses and phrases) to aid in reading comprehension

Degree of Importance ~~Required~~ Recommended

2. Requisite Type Prerequisite

Requisite Course NESL 221B - High-Intermediate Reading and Writing(~~Active~~ Launched)

Methods of Evaluation

Methods

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

- Papers

Frequency

~~frequent (minimum~~ Minimum of every other week ~~)~~ , short essays to be marked and edited

Distance Education

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

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

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.

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

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

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

Accessibility

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 Traditional 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

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 is 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 contact – 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 -~~

~~At least 4 times per semester.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~At least 4 times per semester.~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~A minimum of twice per semester when the course is offered in the OFI mode.~~

~~Student-Student Interaction~~

~~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 -~~

~~At least twice per semester.~~

- - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Weekly.
- - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency -
At least twice per semester.
- - **Peer-editing/critiquing:** - *Students will complete peer-editing assignments.*
Frequency -
At least twice 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 -
Weekly.
- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
At least twice per semester.
- - **Written papers:** - *Papers will be written on various topics.*
Frequency -
Minimum of every other week.
- - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum of quizzes every other week, minimum of 2 exams, including a comprehensive final.
- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly.
- - **Other:** -
Frequency -
Weekly classwork, approximately six hours of homework.

Codes and Dates

Course Codes

Originator ~~Brickman, Jonathan~~ Payne, Leslie

Origination Date

~~07/11/2021~~ 02/2024

Parent Course

ESL 26 - Advanced Editing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-

12/23/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for English as a Second Language 26 Advanced Editing **Effective:** Fall 2025

Catalog Description:

ESL 26 - Advanced Editing 3.00 Units

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

Prerequisite: ESL 120B with a minimum grade of P, or NESL 220B with a minimum grade of P and ESL 121B with a minimum grade of P, or NESL 221B with a minimum grade of P. **Enrollment**

Limitation: placement through the ESL assessment process

Course Grading: Optional

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

Discipline:

English as a Second Language (ESL)

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

Course Content:

- 1. Analysis of errors that affect meaning:
 - 1. Verb tense
 - 2. Verb form
 - 3. Modals
 - 4. Conditional sentences
 - 5. Passive voice
 - 6. Relative, adverb, and noun clauses
 - 7. Sentence structure
 - 8. Word order
 - 9. Connecting words
- 2. Analysis of errors that distract or confuse readers:
 - 1. Subject-verb agreement
 - 2. Articles
 - 3. Word choice
 - 4. Word forms
 - 5. Prepositions
- 3. Strategies for revision and making writing more clear:
 - 1. Correcting unclear sentences

2. Expanding academic vocabulary
3. Academic writing style
4. Strategies for self editing:
 1. Editing symbols
 2. Techniques for prioritizing errors
 3. Proofreading

Methods of Instruction:

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

Typical Assignments

- A. Writing:
 1. Write a paragraph of 12-15 sentences about what you would have done if you had not come to the United States.
 2. Write a paragraph of 12-15 sentences about a recent news event. First summarize the event and then explain why it is interesting or important. Use 5 relative clauses.
 3. Write a paragraph of 12-15 sentences about a conversation you recently had with someone. Use 5 sentences that contain reported speech.
 4. Write a paragraph of 12-15 sentences describing the rules that you have for your children or that your parents have for you. Use the following reporting verbs: ask, demand, insist, propose, recommend, request, suggest, wish.
- B. Other:
 1. Editing Tasks

1. Analysis: *Identify the subjects, tensed verbs, objects in each clause of your paragraph.*
 2. Peer editing and error detection: *Read your partner's paragraph and identify any verb tense or verb form errors.*
 3. Error correction: *Self-correct the errors marked by your instructor.*
2. Grammar Exercises
 1. Fill in the blanks with the correct tensed verb.
 2. Change the verbs in the following sentences from the active to the passive voice.
 3. Complete the following conditional clauses with a logical result clause.

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000553011

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

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

Course Modification: ESL 120A - Intermediate Grammar for Reading and Writing

Course Modification: ESL 120A - Intermediate Grammar for Reading and Writing (Launched - Implemented 12-23-2024)

compared with

ESL 120A - Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Methods of Instruction

Other ~~No~~ Yes

1. Explain .
Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address .
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. Writing Tasks

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have an infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

2.

2. Assignment Type - Reading ~~/Analysis~~ Add Tasks - Assignment

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 120A, the student should be able to discuss~~ Discuss aspects of English using standard grammar terminology, including the parts of
_ speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple,
_ compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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)** -

- **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.

2. **Outcome Text** -

Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** -

- **Read Critically** : Locate, interpret and analyze various types of written texts

- **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)** -

- **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.

3. **Outcome Text**

Upon completion of ESL 120A, the student should be able to ~~distinguish~~ produce subjects the verb forms (base form, verbs past form, direct past objects, prepositional phrases, gerund phrases, infinitive

phrases participle, and infinitives present participle) and

verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** -

- **Read Critically** : Locate, interpret and analyze various types of ~~purpose~~ written in texts

- **CLO(ILO) simple to SLO Map Top ILO Grouping(Delta)** -

- **Write Effectively** : Communicate thoughts, ~~compound~~ ideas and complex information sentences through with effective adverb and clauses contextually appropriate writing.

- **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.

4. **Outcome Text** -

Upon completion of ESL 120A, the student should be able to select and use the correct verb tense (simple present and past, present and past

progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially

the irregular verbs.

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

- **CLO(ILO) to SLO Map Top ILO Grouping(Delta)** -

- **Read Critically** : Locate, interpret and analyze various types of written texts
- 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)
 - **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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 230B - High-Beginning Grammar for Reading and Writing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- ~~- Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences~~
- Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
~~Degree of Importance - Required~~
- Identify verbs in sentences as transitive, intransitive, or linking
Degree of Importance Recommended
- Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
Degree of Importance - Required
- Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
~~Degree of Importance - Required~~
- Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
Degree of Importance Recommended
- Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
Degree of Importance Required
- Identify and correctly use high frequency prepositions of time, place, and movement
Degree of Importance Recommended
- Identify the referent and correctly use subject and object pronouns
Degree of Importance - Required
- Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar

restrictions

- Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively

Degree of Importance - Required

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

Degree of Importance Recommended

2. **Requisite Type** Prerequisite

Requisite Course ESL 130B - High-Beginning Grammar for Reading and

Writing(**Active** [Launched](#))

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 contact 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.

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

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

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

Accessibility

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 Traditional 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

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

~~Student-Student Interaction~~

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

~~Student-Content Interaction~~

~~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 -
Weekly.~~
- ~~• - **Group work:** - Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.
Frequency -
At least twice per semester.~~
- ~~• - **Quizzes, tests/exams:** - Quizzes will be used to make sure students completed assigned material and understood it.
Frequency -
Minimum of quizzes every other week, minimum of 2 exams, including a comprehensive final.~~
- ~~• - **Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.
Frequency -
Weekly.~~
- ~~• - **Other:** -
Frequency -
Weekly classwork, approximately six hours of homework.~~

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ [Payne, Leslie](#)

Origination Date

~~07/11/27 02/2021~~ [2024](#)

Parent Course

[ESL 120A - Intermediate Grammar for Reading and Writing](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~
- State Approval
~~01/28/2019~~
- CC Approval
~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date -

~~08/15/2019~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for English as a Second Language 120A Intermediate Grammar for Reading and Writing

Effective: Fall 2025

Catalog Description:

ESL 120A - Intermediate Grammar for Reading and Writing 3.00 Units

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Students are advised to enroll concurrently in ESL 120A and 121A, and 123 or 126.

Prerequisite: NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

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 standard grammar terminology to analyze and discuss English in written discourse
- B. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
- C. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
- D. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive
- E. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense
- F. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense
- G. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
- I. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
- J. Identify and correctly use present, past, and future real/factual conditionals
- K. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- L. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs
- 2. Compound Sentences
 - 1. Review of form, meaning, and use of compound sentences with

coordinating conjunctions

2. Adverb Clauses

1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
2. Form, meaning, and use of present, past, and future real (factual) conditionals

3. Adjective/relative clauses

1. Form and meaning (not production)

2. Verbs

1. Verb Types

1. Review of linking, intransitive, transitive, action, and non-action verbs

2. Verb Tense

1. Review all simple tenses, and present and past progressive
2. Form, meaning, and use of future progressive and present perfect

3. Passive Voice

1. Form, meaning, and use of passive voice in learned tenses

2. Verb Form

1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list
3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;

2. Modals

1. Present tense modals/modal expressions including: advice/suggestions, preferences, choice vs no choice (don't have to/must not)

2. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list

2. Adjectives and Adverbs

1. Focus on present and past participles as adjectives)

2. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.
2. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of present perfect tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple past and present perfect tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Typical Assignments

- A. Writing:
 1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
 2. Write five sentences. Each sentence should have an infinitive of purpose to show a reason for doing something.
 3. Write five sentences. Each sentence should contain a verb in the present perfect tense.
- B. Reading:
 1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"

2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.
- C. Upon completion of ESL 120A, the student should be able to produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.
- D. Upon completion of ESL 120A, the student should be able to select and use the correct verb tense (simple present and past, present and past progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
2. Marilyn Marquis, Sarah Nielsen *One World Many Voices: The Book of Firsts*. 1 ed., Wingspan Press, 2010.
3. Raymond Murphy *Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English*. 4 ed., Cambridge University Press, 2018.
4. Sandra Elbaum *Grammar in Context 2*. 6 ed., Cengage, 2016.

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000591480

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

B - Two levels below transfer

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

Course Modification: ESL 120B - High-Intermediate Grammar for Reading and Writing

Course Modification: ESL 120B - High-Intermediate Grammar for Reading and Writing
(Launched - Implemented 12-23-2024)

compared with

ESL 120B - High-Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

CB04: Credit Status C - Credit - Not Degree Applicable

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

Course Content

Lecture Content

1. Parts of Speech/Parts of Sentence

1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object

2. Word Order

1. Review of word order in simple, compound, and complex sentences

3. Compound/Complex Sentences

1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses

4. Adverb Clauses

1. Form, meaning, and use of present and past unreal (hypothetical) conditionals

5. Adjective Clauses

1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses

6. Noun Clauses

1. Noun clauses as reported/embedded speech

7. Verbs

1. Verb Tense

1. Review of present perfect tense
2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
3. Review of all verb tenses

2. Passive Voice

1. Review of passive voice in simple tenses
2. Form, meaning, and use of passive voice in progressive and perfect tenses

8. Modals

1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past

9. Dictionary

1. Use of a English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s

10. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain - Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address - Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. ~~Writing Tasks~~

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

2.

2. Assignment Type - Reading ~~/Analysis~~

Add Tasks - Assignment -

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 120B, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written discourse:

- _ parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and
- _ simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
_ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _
 _ _ **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.

2. Outcome Text

~~Upon completion of ESL 120B, the student should be able to distinguish~~ Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive _ phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
 _ _ **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.

3. Outcome Text

~~Upon completion of ESL 120B, the student should be able to produce~~ Produce the verb forms (base, past, past participle, and present participle) and verbs that _ are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
 _ _ **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.

4. Outcome Text

~~Upon completion of ESL 120B, the student should be able to select~~ Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: _ present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 _ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
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- 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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220A - Intermediate Grammar for Reading and Writing(**Active** Launched)

Skills Analysis

Requisite Course Objective(s)

- Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense

Degree of Importance **Recommended** Required

2. Requisite Type Prerequisite

Requisite Course ESL 120A - Intermediate Grammar for Reading and Writing(**Active** Launched)

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.~~
- ~~- **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.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to~~

~~campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

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

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

Accessibility

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 Traditional 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

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 is 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 contact – 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 -~~

~~At least 4 times per semester.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~At least 4 times per semester.~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~A minimum of twice per semester when the course is offered in the OFI mode.~~

~~Student-Student Interaction~~

~~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 -~~

~~At least twice per semester.~~

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

Frequency -

Weekly.

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

Frequency -

At least twice per semester.

Student-Content Interaction

~~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 -

Weekly.

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

Frequency -

At least twice per semester.

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

Frequency -

Minimum of quizzes every other week, minimum of 2 exams, including a comprehensive final.

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

Frequency -

Weekly.

- - **Other:** -

Frequency -

Weekly classwork, approximately six hours of homework.

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 11 / 27 02 / 2021~~ 2024

Parent Course

ESL 120B - High-Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/28/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-

12/23/2024

Course CB Codes

CB04: Credit Status

C - Credit - Not Degree Applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for English as a Second Language 120B
High-Intermediate Grammar for Reading and Writing
Effective: Fall 2025

Catalog Description:

ESL 120B - High-Intermediate Grammar for Reading and Writing
3.00 Units

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in ESL 120B and 121B, and 123 or 126.

Prerequisite: NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

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

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 - 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences
- 3. Compound/Complex Sentences
 - 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses

4. Adverb Clauses
 1. Form, meaning, and use of present and past unreal (hypothetical) conditionals
5. Adjective Clauses
 1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses
6. Noun Clauses
 1. Noun clauses as reported/embedded speech
7. Verbs
 1. Verb Tense
 1. Review of present perfect tense
 2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
 3. Review of all verb tenses
 2. Passive Voice
 1. Review of passive voice in simple tenses
 2. Form, meaning, and use of passive voice in progressive and perfect tenses
8. Modals
 1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past
9. Dictionary
 1. Use of a English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s
10. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of unreal conditionals
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between past perfect and past perfect progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific

grammar concept

6. Sample readings, grammar practice, and activities to reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

B. Reading:

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

B. Quizzes

1. Minimum of every other week

C. Class Work

1. Weekly

D. Home Work

1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Use standard grammar terminology to analyze and discuss English in written

discourse: parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.

- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.
- C. Produce the verb forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.
- D. Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Marilyn Marquis, Sarah Nielsen *One World Many Voices: Living in the USA*. 1 ed., Wingspan Press, 2010.
2. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
3. Sandra Elbaum *Grammar in Context 3*. 6 ed., Cengage, 2016.
4. Raymond Murphy *English Grammar in Use Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2018.

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000591478

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

Course Modification: ESL 130B - High-Beginning Grammar for Reading and Writing

Course Modification: ESL 130B - High-Beginning Grammar for Reading and Writing (Launched - Implemented 12-23-2024)

compared with

ESL 130B - High-Beginning Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
3. Independent clauses and compound sentences with "and," "but," "or," and "so"
4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
5. Word order
 1. Simple, compound, and complex sentences, adverbs, prepositional phrases
6. Verbs

1. Verb Types

1. Review transitive, intransitive, linking, action, non-action

2. Verb Tense

1. Review simple present, simple past, present progressive/continuous
2. Form, meaning, and use of past progressive and simple future

3. Verb Forms

1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives

7. Modals

1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice

8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list

9. Pronouns

1. Subject, object, and possessive

10. Prepositions

1. High frequency prepositions and prepositional phrases (time, place, movement)

11. Dictionary

1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s

12. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain Sample readings, grammar practice, and activities reflect to diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. ~~Writing tasks~~

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

2. ~~Reading/Analysis~~

2. ~~Assignment Tasks~~ - Type - Add Assignment -

1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of ESL 130B, the student should be able to use~~ Use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
- Read Critically : Locate, interpret and analyze various types of written texts
- 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) _

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.

2. Outcome Text

~~Upon completion of ESL 130B, the student should be able to distinguish~~ Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in
_ simple and compound sentences.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Read Critically : Locate, interpret and analyze various types of written texts

- 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) _

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.

3. Outcome Text

~~Upon completion of ESL 130B, the student should be able to produce~~ Produce the verb forms (base form, past form, past participle, and present participle) and
_ verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.

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

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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.

4. Outcome Text

~~Upon completion of ESL 130B, the student should be able to select~~ Select and use the correct verb tense (simple present, simple past, present progressive and
_ future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.

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

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Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 230A - Beginning Grammar for Reading and Writing(**Active Launched**)

2. Requisite Type Prerequisite

Requisite Course ESL 130A - Beginning Grammar for Reading and Writing(**Active Launched**)

Distance Education

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

~~Delivery Methods~~

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

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

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

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

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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.~~

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- ~~- 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 Traditional 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

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 is 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 contact 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 -~~

~~At least 4 times per semester.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~At least 4 times per semester.~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~A minimum of twice per semester when the course is offered in the OFI mode.~~

~~Student-Student Interaction~~

~~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 -~~

~~At least twice per semester.~~

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

~~Frequency -~~

~~Weekly.~~

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

~~Frequency -~~

~~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)~~

- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
Weekly.~~
- ~~• - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
At least twice per semester.~~
- ~~• - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final.~~
- ~~• - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly.~~
- ~~• - **Other:** -
Frequency -
Weekly classwork, approximately six hours of homework.~~

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 10 / 27 24 / 2021~~ 2024

Parent Course

ESL 130B - High-Beginning Grammar for Reading and Writing.

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~
- State Approval
~~01/30/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-

12/23/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for English as a Second Language 130B
High-Beginning Grammar for Reading and Writing
Effective: Fall 2025

Catalog Description:

ESL 130B - High-Beginning Grammar for Reading and Writing
3.00 Units

This is the second semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, word order, verb tenses: simple present, past, and future as well as present and past progressive, verb forms, modals, phrases, and vocabulary development. Students are advised to enroll concurrently in ESL 130B and 131B, and 133 or 136.

Prerequisite: NESL 230A with a minimum grade of P, or ESL 130A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

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

Discipline:

English as a Second Language (ESL)

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 English grammar using standard grammar terminology
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- C. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
- D. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- E. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
- F. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- G. Identify verbs in sentences as transitive, intransitive, or linking
- H. Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- I. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- J. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- K. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- L. Identify and correctly use high frequency prepositions of time, place, and movement
- M. Identify the referent and correctly use subject and object pronouns
- N. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- O. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- P. Use technology (Canvas, etc.) effectively to enhance and monitor learning

Course Content:

1. Parts of Speech
2. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
3. Independent clauses and compound sentences with "and," "but," "or," and "so"
4. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
5. Word order
 1. Simple, compound, and complex sentences, adverbs, prepositional

phrases

6. Verbs
 1. Verb Types
 1. Review transitive, intransitive, linking, action, non-action
 2. Verb Tense
 1. Review simple present, simple past, present progressive/continuous
 2. Form, meaning, and use of past progressive and simple future
 3. Verb Forms
 1. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 2. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
 3. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
7. Modals
 1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
8. Word Forms
 1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list
9. Pronouns
 1. Subject, object, and possessive
10. Prepositions
 1. High frequency prepositions and prepositional phrases (time, place, movement)
11. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
12. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of simple future tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the similarities between past progressive and future progressive tenses
4. Individualized Instruction - for example, one-on-one instruction to assist with a student's formation of the future progressive tense
5. Projects - for example, individual or small group projects covering a specific grammar topic
6. Sample readings, grammar practice, and activities reflect to diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five sentences. Each sentence should include a coordinating conjunction
2. Write five sentences. Each sentence should include an adverb of frequency.
3. Write five sentences. Each sentence should include an adverb of manner.
4. Write five sentences. Each sentence should include a verb in the future progressive tense.

B. Other:

1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
2. Complete cloze exercises with either random or specific deletions.
3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
5. Identify specific grammar in the reading passage.
6. Edit this passage to correct errors in verb tense and verb form.

Methods of Evaluating Student Progress

A. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

- B. Quizzes
 - 1. Minimum of every other week
- C. Class Work
 - 1. Weekly
- D. Home Work
 - 1. Approximately 6 hours per week

Student Learning Outcomes

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

- A. Use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.
- C. Produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.
- D. Select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

- 1. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic With Answer Key*. 1 ed., Pearson Education, Inc, 2004.
- 2. Sandra Elbaum *Grammar in Context 1*. 6 ed., Cengage, 2016.
- 3. Marilyn Marquis, Sarah Nielsen *One World Many Voices: World Holidays*. 1 ed., Wingspan Press, 2010.
- 4. Marjorie Fuchs, Margaret Bonner *Grammar Express Basic Workbook*. 1 ed., Pearson Education, Inc, 2004.
- 5. Raymond Murphy *Basic Grammar in Use Student's Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2017.

Equity Based Curriculum

•Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety

of perspectives.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000591479

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

C - Credit - Not Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB21: Course Prior to College

C - Three levels below transfer

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

Course Modification: GDDM 2 - Wordpress and Content Management Systems

Course Modification: GDDM 2 - Wordpress and Content Management Systems (Launched - Implemented 12-28-2024)

compared with

GDDM 2 - Wordpress and Content Management Systems (Active - Implemented 01-02-2018)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2018~~ 2025

Catalog Description

Students will use WordPress to build

_ dynamic websites that can be updated easily with usage of themes and plugins . Students are also introduced to PHP &

_ MySQL, theme customization, and other CMS frameworks.

Units/Hours

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

Course Content

Lecture Content

1. Assessing the technical requirements for a given web development project
_ and determining the best technology or content management system (CMS)
2. Install WordPress on the localhost
3. ~~Review Adding of security Dreamweaver features and to managing dynamically related sites~~ WordPress
4. Adding content to a WordPress
5. Introduction to themes, widgets, and plug-ins
6. Introduction to PHP/MySQL (Syntax, Data Types, Functions, Conditionals,
_ Includes)

7. Understanding WordPress architecture, ~~template~~ pages, posts, templates, categories and tags, ~~and hooks~~
8. Developing and modifying websites with WordPress
9. Theme customization using child themes, widgets, and plug-ins
10. Intro to custom theme and template development
11. Deploying or ~~moving~~ exporting a WordPress site
12. Overview of WordPress frameworks (Thematic, Genesis and Underscores)
13. Overview of Drupal and Joomla (Installation & Configuration)

Lab Content

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

Methods of Instruction

Check all that apply:

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

Comments Students

- will tab

Comments install

security plugins to protect WordPress website.

2. Students will install new Themes into WordPress.

3. Students will create new posts and pages in WordPress.

4. Students will use settings to have posts on a different page from the home page.

5. Students will create a contact form page.

- Lecture

Comments

Course is concurrently lecture and lab which enables students to go through the same processes that the lecturer demonstrates.

1. Present the class with a demonstration on customizing a new theme and have the class complete then have the class install another theme in WordPress.

2. Present the class with a demonstration of installing a new widget in the footer and have the class install another widget in the footer in WordPress.

3. Present the class with a demonstration of installing the elementor plugin and have the class install the same plugin in WordPress and explain the graphic layout capability in WordPress.

4. Present the class with a demonstration of installing the event calendar plugin and have the class install the same plugin in WordPress and explain the event calendar usage in creating events, incorporates Google Maps in the event's location and calendar subscription function in WordPress.

- Projects

Comments

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

Equity Based Curriculum

- Assignments

Address

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

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of GDDM 2, the student should be able to determine~~ Determine the best content management system to use for a given web development project.

2. **Outcome Text**

~~Upon completion of GDDM 2, the student should be able to develop~~ Develop dynamic websites using content management systems.

3. **Outcome Text**

~~Upon completion of GDDM 2, the student should be able to install~~ Install and set up WordPress and other content management systems such as Joomla and Drupal.

4. **Outcome Text**

~~Upon completion of GDDM 2, the student should be able to~~ PHP and JavaScript/jQuery to create child and a basic custom theme in WordPress.

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
~~The~~ Oral frequency ~~Presentation~~
Frequency of Exams and Tests are given every 3 weeks.
- Projects
Frequency
The frequency of Projects are given every 3 weeks to a month.
- Class ~~Participation~~ Work
Frequency
The frequency of Class Work are given daily.
- Home Work
Frequency .
The frequency of Homework are given weekly.
- Lab Activities
Frequency
The frequency of lab are given daily.

Distance Education

Effective Term Fall 2027

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. No

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

~~In discussing with my fellow colleagues, 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. Another reason is to overcome the lack of facilities.~~

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

~~In a discussion with my department chair. We are coming up with solutions to expand our department.~~

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)

- [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.](#)
- [Student participation.](#)
- [Student rights and responsibilities.](#)
- [Academic Integrity.](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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 once every two weeks
- - **Discussion board:** - ~~The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~
Frequency -
Participate in 1 discussion board per module and provide feedback to each student on that basis
- - **Feedback on assignments:** - ~~The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~
Frequency -
Feedback on every homework, quiz, and exam
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency
1 announcement per week, minimum
- - **Web conferencing:** - ~~The instructor~~ Announcements will use be web posted conferencing to interact with students in real time weekly.
Frequency -
~~1 web conferencing session per 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)

- **Class discussion board:** Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.
Frequency
1 Class per module
- - **Wikis:** - Students discussions will use be wikis assigned to once work collaboratively.
Frequency -
1 per a module
- - **Web conferencing:** - ~~Students will interact in real time with each other to discuss coursework and assignments.~~
Frequency -
~~8 per semester to discuss coursework and assignments~~

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

† Class per discussions will be assigned once a module .

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

Frequency

† Quizzes per will be assigned once a module ~~with the exception of the Final Project Module~~ .

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

Frequency

~~18 synchronous per semester~~

- - **Simulations:** - Simulations Lectures will ~~be used by students so they can participate in and learn from processes:~~

Frequency -

~~4 per semester minimum~~

- - **Video:** - Video will be used required to demonstrate attend procedures twice and to help students visualize concepts weekly .

Frequency -

~~2 videos minimum per module~~

- - **Brainstorming:** - Brainstorming will be used to promote creative thinking.

Frequency -

~~2 brainstorming sessions per semester during synchronous lectures and breakout rooms~~

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

Frequency

† Projects solo will final be Project

- assigned ~~Other:~~ once

Frequency a

4 per semester module.

Textbooks/Materials

Textbook

1. Author(s) ~~Karol~~ Dr. Karl Andy Williams
Title WordPress 4.x for Complete Beginners 2024
Edition †
Publisher Packt Self Publishing Published
ISBN-13 979-8872560012

- Year ~~2015~~ 2023
2. Title ~~WordPress: The Missing Manual~~
Edition ~~2~~ 3
ISBN-13 978-1492074168
Year ~~2014~~ 2020
 3. Author(s) ~~Brad Lisa Williams Sabin-Wilson~~
Title ~~Professional WordPress WordPress: All-in-One Design For and Development Dummies~~
Edition ~~3~~ 5
Publisher ~~Wrox For Dummies~~
ISBN-13 978-1394225385
Year ~~2015~~
 4. Author(s) - ~~Nathan Clark~~
Title - ~~WordPress: Fundamental Basics for Absolute Beginners (Step-By-Step WordPress) (Volume 1)~~
Edition - ~~1~~
Publisher - ~~Createspace~~
ISBN-13 -
Year - ~~2017~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~
 5. Author(s) - ~~Andy Williams Wordpress for Beginners 2017: A Visual Step-by-Step Guide to Mastering Wordpress~~
Title - ~~Wordpress for Beginners 2017: A Visual Step-by-Step Guide to Mastering Wordpress~~
Edition - ~~1~~
Publisher - ~~CreateSpace~~
ISBN-13 -
Year - ~~2016~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~ 2024

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

Originator ~~Kuo, Peter~~ Jay, Michael

Origination Date

~~11/10/16~~ ~~20/2020~~ 2024

Proposal Type

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

Parent Course

GDDM 2 - Wordpress and Content Management Systems

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/20/2017~~

- State Approval

~~06/20/2017~~

Instructional Services

Effective Term ~~Spring 2018~~ Fall 2025

Implementation Date

~~01/02/2018~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Graphic Design & Digital Media 2 Wordpress and Content Management Systems

Effective: Fall 2025

Catalog Description:

GDDM 2 - Wordpress and Content Management Systems

3.00 Units

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

Course Grading: Optional

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

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Determine the best content management system to use for a given web development project.
- B. Install and set up WordPress and other content management systems, such as

- Joomla, and Drupal.
- C. Use PHP and JavaScript/jQuery to create child and a basic custom theme in WordPress.
 - D. Develop dynamic websites using content management systems.

Course Content:

Lab:

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

Lecture:

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

Methods of Instruction:

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

- have the class install another theme in WordPress. 2. Present the class with a demonstration of installing a new widget in the footer and have the class install another widget in the footer in WordPress. 3. Present the class with a demonstration of installing the elementor plugin and have the class install the same plugin in WordPress and explain the graphic layout capability in WordPress. 4. Present the class with a demonstration of installing the event calendar plugin and have the class install the same plugin in WordPress and explain the event calendar usage in creating events, incorporates Google Maps in the event's location and calendar subscription function in WordPress.
3. Projects - The final project allow students to work construct a ten page website in which the students choose their own subject matter and design in creating the WordPress website. Student's choice of theme or template, usage of Elementor plugin for visual layout capability, blog and contact page with the necessary security plugins.
 4. Classroom Activity - 1. Present the class with a demonstration of installing a new theme and have the class install another theme in WordPress. 2. Present the class with a demonstration of installing a new plugin and have the class install another plugin in WordPress. 3. Present the class with a demonstration of installing a new post and a new page and have the class install another new post and a new page in WordPress. 4. Present the class with a demonstration of create a category and subcategory and have the class create a category and subcategory in WordPress.

Typical Assignments

A. Project:

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

personal interests, background, or native language

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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

Software:

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

Equity Based Curriculum

- Assignments

Address

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

language

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Announcements will be posted weekly.

Student-Student Interaction

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

Frequency: Class discussions will be assigned once a module.

Student-Content Interaction

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

Frequency: Class discussions will be assigned once a module.

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

Frequency: Quizzes will be assigned once a module.

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

Frequency: Lectures will required to attend twice weekly.

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

Frequency: Projects will be assigned once a module.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584339

CB03: TOP Code

061430 - Website Design and Development

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: GDDM 62 - Web Design II

Course Modification: GDDM 62 - Web Design II (Launched - Implemented 12-28-2024)
compared with
GDDM 62 - Web Design II (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

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** ~~Used~~ Use increased skill development to organize multiple web pages according to a clear, hierarchical, easily navigable structure

Course Content

Lecture Content

1. Overview of workflow
2. Know the client/determine target audience
3. Navigational concepts
4. Layout/draft template (vector or bitmap)
5. File and folder hierarchy standards
6. Naming conventions and consistency
7. Review: Web design basics

8. Creating animations in HTML5
9. Tips and Tricks
10. Monitor Source code with HTML inspector
11. More about CSS global style
12. Java Script behaviors for mouseover effects
13. Other applications
14. Preview documents in multiple browsers without going live
15. Advanced table techniques
16. Create and assemble content
 1. Text
 2. Images
 3. Buttons
 4. Animations
 5. Film/video
 6. Sound
17. Author Pages
 1. Choose and specify type
 2. Using the Grid
 3. Create CSS
18. Troubleshoot
19. Site management

20. Marketing a website

21. Introduction to business communication through role play

1. Appropriate behavior for telephone, email and one-on-one or team designer/client contact, meeting and presentation

1. Dressing the part

2. Meet and greet

3. Introduction(s) all around

4. Listening and taking notes

5. Participating in Q & A

6. Summarizing the contact or meeting

7. Agreeing to the next steps

8. Making the next appointment or commitment date

9. Saying thank you and good bye

10. Writing a follow up

2. Writing the Contract

3. Appropriate presentation, analytical and evaluation skills

22. Overview to working in the Design Shop

1. Understand and satisfy the client

2. Work one-on-one and in teams with the client, peers and mentor (creative director)

3. Interview for a Design Shop job and the related design and technical skills assessment process

4. Track time spent at work on a project at school and at home

5. Meet deadlines

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

23. Review: A Guide to presentation, critique or feedback in design

1. Strategy and concept development

1. What is the purpose of the design?
2. What information must be communicated?
3. Does the design meet the objectives?
4. What is the design concept?
5. Does the design concept fit the strategy?

2. Design

1. Did the designer use principles of graphic space such as balance, emphasis, rhythm and unity?
2. Did the designer experiment? Did the designer take a creative leap or produce a competent piece?
3. What visuals were used and why?
4. What point of view was expressed, if any?
5. What creative approaches were employed?
6. Is the design solution (e.g., design, color, type, style, personality) appropriate for the client's product/service? Can you suggest improvement(s) to the next iteration?

3. Craft

1. Did the techniques and materials used best represent the design concept?
2. Is it well-crafted?

3. It is presented professionally and appropriately?

Lab Content

1. [CSS Flexbox for positioning](#)
2. [CSS Flexbox menu](#)
3. [Javascript behaviors](#)
4. [Media queries](#)
5. [Validating Javascript](#)

Methods of Instruction

Check all that apply:

- ~~Demonstration~~ [Classroom Activity](#)
Comments
[1. Students will use CSS Flexbox for positioning for the header.](#)
[2. Students will use CSS Flexbox menu in the header and in the media queries for various viewport devices.](#)
[3. Students will use a Javascript behavior to create link to the next page of a website..](#)
[4. Students will use a Javascript behavior in the creation of a dropdown menu.](#)
- ~~Discussion~~ [Demonstration](#)
Comments
- ~~1. Lab~~
~~Comments~~ [Present](#)
- ~~the~~ [Lecture](#)
~~Comments~~ [class](#)
[with a demonstration of CSS Flexbox for positioning and have the students create an additional CSS flexbox positioning.](#)
[2. Present the class with a demonstration of CSS Flexbox menu and have the students recreate the menu.](#)
[3. Present the class with a demonstration of a Javascript behavior and have the students recreate the behavior and modify the behavior.](#)
[4. Present the class with a demonstration involving Javascript with media queries and have the students create a variant of it.](#)
- Projects
Comments

The final project allow students to work construct a ten page website in which the students choose their own subject matter and design in creating the website. Students are required to use HTML 5, CSS, CSS Grid and CSS Flexbox, media queries, Javascript behaviors, CSS Flexbox menu.

Equity Based Curriculum

- Assignments

- Address

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

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory
Add Assignment

1. Create a simple HTML5 responsive web page with CSS grid and media queries
2. ~~Create a SVG file~~
3. Create an HTML5 with javascript web page
4. ~~Create a SVG file~~
5. ~~Create a video in multiple versions: ogg, mp4~~
6. Creating a wireframe for home page and secondary pages for 10 page CSS site.
7. Create a video in multiple versions: ogg, mp4
8. Create a SVG file and insert with a HTML 5 website.
9. Creating a design layout for home page and secondary pages for Final Project in PDF format.
10. Testing of ~~index.html file~~ all webpages of Final Project in Chrome, Safari, Firefox and Microsoft Edge.
11. Upload via Responsive 10 page css website FTP to server for site to go live.
12. Responsive website with javascript, multiple video sources, SVG graphics, 10 pages.

13. ~~Upload in via some Responsive assignments, 10 students page will css have the choice of website (#9) content, FTP allowing students to server explore for topics site relevant to go their live personal interests, background, or native language~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of GDDM 62, the student should be able to apply~~ Apply JavaScript to a HTML5 website.
2. **Outcome Text**
~~Upon completion of GDDM 62, the student should be able to create~~ Create an optimized responsive HTML5 website with CSS.
3. **Outcome Text**
~~Upon completion of GDDM 62, the student should be able to create~~ Create HTML5 multiple video sources for a HTML5 website.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
Requisite Course GDDM 55 - Web Design I (~~Historical~~ Active)
Skills Analysis
Requisite Course Objective(s)
 - Use Dreamweaver at a beginning to low intermediate level in conjunction with Photoshop, Illustrator, and other graphic content creation software.
Degree of Importance ~~Recommended~~ Required
 - Use Dreamweaver to create CSS3 that will employ background colors, alignment, etc .
 - Create a simple web site consisting of a home page, three or more interior pages, and a contact page .
 - Encode BACKGROUND images and patterns.
Degree of Importance ~~Required~~ Recommended
 - Establish the basic HTML5 rules and CSS3 styles for all site text content .

Methods of Evaluation

Methods

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

- ~~Quizzes~~
Frequency -
- - ~~Oral Presentation~~

Frequency -

- - Projects

Frequency

The frequency of Projects are given every 3 weeks to a month.

- Home Work

Frequency

Homework will be on weekly basis.

- Lab Activities

Frequency -

Present the class with a demonstration of a technique or procedure and have the class complete then have the class produce another example of the same technique or procedure weekly.

Textbooks/Materials

Textbook

1. Author(s) ~~B. Jon Frain,~~ Duckett
Title JavaScript Responsive and jQuery: Interactive Front-End Web Design with HTML5 and CSS3 Development
Edition 1
Publisher ~~Packt Publishing~~ Wiley
ISBN-13 978-1118531648
Year ~~2012~~ 2014
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition.
2. Author(s) Jon Duckett
Title Web Design with HTML, CSS, JavaScript and jQuery Set
Publisher Wiley
ISBN-13 978-1118907443
Year 2024
3. Author(s) Nick Morgan
Title JavaScript Crash Course: A Hands-On, Project-Based Introduction to Programming
Edition 1
Publisher No Starch Press
ISBN-13 978-1718502260
Year 2024
4. Author(s) B. Frain,
Title Responsive Web Design with HTML 5 & CSS (MindTap Course List)
Edition 9
Publisher Cengage Learning
ISBN-13 978-0357423837
Year 2020
5. Author(s) Jennifer ~~Niederst~~ Robbins
Title Learning Web Design: A Beginner's Guide to HTML, CSS, JavaScript, and Web Graphics
Publisher ~~O'Reilly~~
ISBN-13 978-0132180209

~~Year - 2018~~

6. ~~Author(s) - Tal Ater~~

~~Title - Building Progressive Web Apps: Bringing the Power of Native to the Browser~~

~~Edition + 5~~

~~Publisher O'Reilly~~

~~ISBN-13~~

~~Year - 2017~~

7. ~~Author(s) - Mark Sapp~~

~~Title - Front 978 - end Web Developer (Careers in Technology Series): JavaScript, HTML5, and CSS3~~

~~Edition - 1st~~

~~Publisher - Addison-Wesley Professional~~

~~ISBN-13 - 1491960202~~

Year 2018

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

Most Recent edition.

Or Equivalent _ No

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

10/ ~~07~~ 20 / ~~2017~~ 2024

Parent Course

GDDM 62 - Web Design II

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/16/2018~~
- State Approval
~~01/22/2018~~

- CC Approval

~~10/30/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -

~~08/15/2018~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Graphic Design & Digital Media 62 Web Design II

Effective: Fall 2025

Catalog Description:

GDDM 62 - Web Design II 3.00 Units

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

Prerequisite: GDDM 55 with a minimum grade of C

Course Grading: Optional

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

Discipline:

Graphic Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

Course Content:

Lab:

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

Lecture:

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

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

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

Methods of Instruction:

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

students create a variant of it.

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

Typical Assignments

A. Laboratory:

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

Methods of Evaluating Student Progress

A. Projects

1. The frequency of Projects are given every 3 weeks to a month.

B. Home Work

1. Homework will be on weekly basis.

C. Lab Activities

1. Present the class with a demonstration of a technique or procedure and have the class complete then have the class produce another example of the same technique or procedure weekly.

Student Learning Outcomes

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

- A. Apply JavaScript to a HTML5 website.
- B. Create an optimized responsive HTML5 website with CSS.
- C. Create HTML5 multiple video sources for a HTML5 website.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

1. Required list of supplies to complete all of the assigned studies..

Equity Based Curriculum

•Assignments

Address

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000378754

CB03: TOP Code

103000 - Graphic Art and Design

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: HIST 3 - World History to 1500

Course Modification: HIST 3 - World History to 1500 (Launched - Implemented 12-28-2024)
compared with
HIST 3 - World History to 1500 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

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

1. Program - History - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

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

Course Content

Lecture Content

1. Prehistoric humans and their migrations.
 1. First Humans
 2. Hunter-Gatherers
 3. Pastoral Nomads
2. Emergence of agrarian societies.
 1. Agricultural Revolution
 2. Settled Communities
3. Early complex societies 3500-500 B.C.E.

1. 1st River-Valley Civilizations (Mesopotamia, Egypt)

2. Afroeurasia (China and India)

3. MesoAmerica (Olmec)

4. Formation of classical societies 500 B.C.E.– 500 C.E.

1. Greece and Persia

2. Rome and Han China

3. Teotihuacan and Zapotec

4. Mauryan and Gupta Empires

5. Development of major belief systems.

1. Early Religious beliefs (animism, polytheism)

2. Eastern Traditions (Confucianism, Buddhism, Hinduism)

3. Abrahamic Traditions (Judaism, Christianity, Islam)

6. The post-classical era 500-1000 C.E.

1. Afroeurasia

2. Americas

7. The acceleration of cross-cultural interaction 1000 – 1500 C.E.

1. Communication and exchange

2. Trade Ties

3. Political Conquests and Conflicts
4. Spread of religion
5. Interrelations between major states and empires

8. Relationship between humans and the environment.

1. Geography
2. Natural resources
3. Impact on the development of communities
4. Impact on human culture

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
-
- Discussion
Comments
- ~~Field Trips~~
~~Comments~~ -
- Guest Lecturers
Comments
-
- Lecture
Comments
-
- Research
Comments
Students may be required to research historical topics
- Student Presentations
Comments
Students may be assigned presentations on a historical topic
- Written Exercises
Comments

Students will have to complete written work

Equity Based Curriculum

- DE Course Interaction
Address -
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- Measurable Objectives
Address -
The course objectives encompass understanding world history from multiple perspectives.
- Course Content
Address -
The course content includes material that students from diverse backgrounds will be able to connect with
- Assignments
Address -
This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.
- Library
Address -
Copies of required books are kept on long- and short-term reserve at the library.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. Essays and other writings analyzing assigned readings, both primary and secondary.

1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.

2. ~~In-class quiz based on the required reading.~~

1. ~~Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"~~
3. ~~Group~~
2. Assignment presentation Type on Project
Add the Assignment course:

1. ~~Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.~~

1. Research Project

1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper

3. Assignment Type - Other
Add Assignment -

1. In-class quiz based on the required reading.

1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"

2. Group presentation on the course.

1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion~~ Construct an argument using historical evidence.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of HIST written ~~3;~~
~~students will be able~~ texts
- CLO(ILO) to explain 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) _
_ _ **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.

2. Outcome Text _

Explain political, economic, social, and -

_ cultural developments across natural, regional, and cultural boundaries before 1500.

This SLO maps to the 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.
- 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?

3. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the historical developments and -
_ practices of major belief systems in the world before 1500.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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?

4. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the impact humans had on the of

the world's physical and natural environment before 1500.

This SLO maps to the 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.
- 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

5. Outcome Text

~~Upon completion of HIST 3, students will be able to explain~~ Explain the major discoveries and -
developments in technology, science, art, architecture, and literature before 1500.

This SLO maps to the 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.
- 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?

6. Outcome Text

~~Upon~~ Analyze ~~completion of HIST 3, students will be able to~~ and interpret primary and secondary sources .

~~and~~

This SLO maps to ~~compose the an following argument Institutional which Learning uses Outcomes them~~ (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _
_ _ 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 ~~appropriate~~ well as quantitative and qualitative data , ~~for to support make~~

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
~~Blue Book~~ Written Examination, at least twice per semester
- Quizzes
Frequency
At ~~instructors~~ least discretion once per unit/module
- Research Projects
Frequency
At least one ~~essay~~ written ~~and/or~~ assignment, which may consist of a research project
- Papers
Frequency
At least one ~~essay~~ paper/written ~~and/or research project~~ assignment
- Oral Presentation
Frequency
~~At Once~~ instructors per discretion
- - ~~Projects~~
Frequency -
~~At least one essay and/or research project~~
- - ~~Group Projects~~
Frequency -
~~At instructors discretion~~ semester
- Class Participation
Frequency
~~Every On~~ day
- ~~a Class~~ weekly ~~Work~~
Frequency -
~~At instructors discretion~~
- - ~~Home-Work~~
Frequency -
~~At instructor discretion~~ basis

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.

DE Course Interactions

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 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
~~There At will least be two an exams exam per after each unit semester~~; there will be one quiz per module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency
There will be lectures (at least one) for each module
- **Student presentations:** Students will prepare and present on a topic being studied.
Frequency Once per semester
- **Other:**
Frequency

There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Textbooks/Materials

Textbook

1. Author(s) ~~Robert Bonnie Tignor~~ Smith, etal.
Title World in the Making, Volume I
Edition 2nd
Publisher Oxford University Press
ISBN-13 9780197608289
Year 2022
2. Author(s) Jeremy Adelman, etal.
Title World Together, World Apart Vol 1
Edition ~~5th~~ 7th
Publisher W. W. Norton & Company ,~~Fifth edition~~
ISBN-13 978-1-324-06397-1
Year ~~2017~~ 2024
3. Author(s) Elizabeth Pollard
Title Worlds Together, Worlds Apart: A Companion Reader Vol 1
Edition ~~2~~ 3rd
Publisher W. W. Norton & Company ,~~Second edition~~
ISBN-13 978-0-393-66876-6
Year ~~2017~~ 2019
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
This is the most recent edition of the companion reader
4. Author(s) Robert Strayer
Title Ways of the World: A Brief Global History with Sources Vol 1
Edition ~~Third~~ Fifth
Publisher ~~Pearson~~ Macmillan
ISBN-13 9781319331115
Year ~~2016~~ 2022
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Or Equivalent _ No

General Education/Transfer Request

Cal-GETC Yes

- 3B - Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- 4 - Social and Behavioral Sciences
Comments _

[New Request](#) _ [No](#)

[Already approved substantial change](#) _ [No](#)

[Already approved unsubstantial change](#) _ [Yes](#)

- Transfers to UC
Already approved unsubstantial change ~~No~~ [Yes](#)

C-ID [HIST 150](#)

Already approved unsubstantial change [Yes](#)

- [_ 3 - Arts and Humanities](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)
- [_ 4 - Social and Behavioral Sciences](#)
[Comments](#) _
[New Request](#) _ [No](#)
[Already approved substantial change](#) _ [No](#)
[Already approved unsubstantial change](#) _ [Yes](#)

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ [Rosen, John](#)

Origination Date

~~11 10 / 16 04 / 2020~~ [2024](#)

Proposal Type

~~New Course~~ ~~Course~~ [Modification](#)

Parent Course

[HIST 3 - World History to 1500](#)

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/13/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ [Fall 2025](#)

Implementation Date

~~08/15/2020~~

10/07/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for History 3 World History to 1500 **Effective:** Fall 2025

Catalog Description:

HIST 3 - World History to 1500 3.00 Units

Survey of the experience of all peoples with vastly different cultures inhabiting a single globe. Emphasizes the emergence of human communities, formation of complex societies, development of major belief systems and interaction with the environment based on experience, knowledge, and technology to c. 1500.

Course Grading: Optional

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

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Interpret primary and secondary sources and to compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex societies.

- C. Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender and ethnicity.
- D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
- E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from early times to 1500 C.E.
- F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
- G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
- H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
 - I. Compare ideals, practices, and historical developments of major belief systems.
 - J. Analyze historical developments across national, regional, and cultural boundaries.

Course Content:

- 1. Prehistoric humans and their migrations.
 - 1. First Humans
 - 2. Hunter-Gatherers
 - 3. Pastoral Nomads
- 2. Emergence of agrarian societies.
 - 1. Agricultural Revolution
 - 2. Settled Communities
- 3. Early complex societies 3500-500 B.C.E.
 - 1. 1st River-Valley Civilizations (Mesopotamia, Egypt)
 - 2. Afroeurasia (China and India)
 - 3. MesoAmerica (Olmec)
- 4. Formation of classical societies 500 B.C.E.– 500 C.E.
 - 1. Greece and Persia
 - 2. Rome and Han China
 - 3. Teotihuacan and Zapotec
 - 4. Mauryan and Gupta Empires
- 5. Development of major belief systems.
 - 1. Early Religious beliefs (animism, polytheism)
 - 2. Eastern Traditions (Confucianism, Buddhism, Hinduism)
 - 3. Abrahamic Traditions (Judaism, Christianity, Islam)
- 6. The post-classical era 500-1000 C.E.
 - 1. Afroeurasia

2. Americas
7. The acceleration of cross-cultural interaction 1000 – 1500 C.E.
 1. Communication and exchange
 2. Trade Ties
 3. Political Conquests and Conflicts
 4. Spread of religion
 5. Interrelations between major states and empires
8. Relationship between humans and the environment.
 1. Geography
 2. Natural resources
 3. Impact on the development of communities
 4. Impact on human culture

Methods of Instruction:

1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

Typical Assignments

- A. Writing:
 1. Essays and other writings analyzing assigned readings, both primary and secondary.
 1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.
- B. Project:
 1. A written research project that covers a historical topic as related to the course. The project will equip students with academic research skills while acquainting them with historical theories. An example includes but not limited to a 5-7 page term paper
- C. Other:
 1. In-class quiz based on the required reading.
 1. Write a mini-essay (approx. 1 page) on how "The

Mandate of Heaven impacted Ancient China"

2. Group presentation on the course.
 1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Written Examination, at least twice per semester
- B. Quizzes
 1. At least once per unit/module
- C. Research Projects
 1. At least one written assignment, which may consist of a research project
- D. Papers
 1. At least one paper/written assignment
- E. Oral Presentation
 1. Once per semester
- F. Class Participation
 1. On a weekly basis

Student Learning Outcomes

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

- A. Explain political, economic, social, and cultural developments across natural, regional, and cultural boundaries before 1500.
- B. Explain the historical developments and practices of major belief systems in the world before 1500.
- C. Explain the impact humans had on the of the world's physical and natural environment before 1500.
- D. Explain the major discoveries and developments in technology, science, art, architecture, and literature before 1500.
- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

Textbooks (Typical):

Textbook:

1. Bonnie Smith, etal. *World in the Making, Volume I*. 2nd ed., Oxford University Press, 2022.

2. Jeremy Adelman, etal. *World Together, World Apart Vol 1*. 7th ed., W. W. Norton & Company, 2024.
3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 1*. 3rd ed., W. W. Norton & Company, 2019.
4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 1*. Fifth ed., Macmillan, 2022.

Equity Based Curriculum

- DE Course Interaction

Address

This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.

- Measurable Objectives

Address

The course objectives encompass understanding world history from multiple perspectives.

- Course Content

Address

The course content includes material that students from diverse backgrounds will be able to connect with

- Assignments

Address

This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.

- Library

Address

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

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

HIST 3 is a new course that will be offered for the first time in Spring 2021. We expect this course to be popular among students fulfilling GE requirements and those who are interested in majoring in History. It was our intent that the original course outline would include a DE Proposal, and it was only because of an oversight that it does not. We feel that being able to offer this

course in DE format will provide more flexibility in terms of meeting program needs and student demand/needs.

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

This decision was made once we discovered that there was no DE proposal on record for the course.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: There will be at least one discussion forum per module

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

Frequency: Feedback per each module for homework and quizzes; feedback on exams

•within two weeks of the exam.

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

Frequency: There will be a regular weekly announcement.

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

Frequency: Weekly

Student-Student Interaction

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

Frequency: Weekly

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

Frequency: There will be at least one discussion forum per module

Student-Content Interaction

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

Frequency: At least one discussion forum per module

•**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 two exams per semester; there will be one quiz per module

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

Frequency: There will be lectures (at least one) for each module

•**Student presentations:** Students will prepare and present on a topic being studied.

Frequency: Once per semester

•**Other:**

Frequency: There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606123

CB03: TOP Code

220500 - History

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: HIST 4 - World History since 1500

Course Modification: HIST 4 - World History since 1500 (Launched - Implemented 12-28-2024)
compared with
HIST 4 - World History since 1500 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

This course covers the experience of all the world's people
_ from the early modern era to the present. Emphasis is upon
_ the interaction of people with the environment based on the
_ development of technology and conflict between traditional
_ systems and new(er) orders. Broader forces
_ that affect civilizations such as borderlands, exploration and travel, gender and class will be studied.

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

1. Program _ History - Associate in Arts Degree for Transfer (Active) - Fall 2020

Units/Hours

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

Course Content

Lecture Content

1. The Origins of Global Interdependence, 1500-1800
 1. The decline of the Silk Road
 2. The Age of Exploration
 3. Europe in the Atlantic World
 4. Indigenous American Societies
 5. The Mughal Empire and Trade

6. Central/East Asia

2. The Age of Revolution, 1750-1914

1. Industrial Revolution
2. The slave trade and its impacts on Africa
3. Political revolutions in Western states
4. The abolition of slavery
5. China
6. Ottoman Empire, East Asia

3. The Age of Industry, 1750-1914

1. Industry and colonialism
2. Industry in non-colonial, non-western states
3. Industry in Europe

4. The Age of Empire, 1750-1914

1. European Colonies
2. India, Africa, and indigenous responses to colonialism
3. Colonial revolts

5. The World in Upheaval: The World Wars, 1914-1945

1. Causes of World War 1
2. Non-European countries impact on the conflict

3. The Great Depression

4. The role of colonial soldiers in World War 2

6. Decolonization and the End of Empires, 1900-present

1. Decolonization

2. Anti-colonial movements

3. India

4. The Middle East

7. Nationalism and Political Identity in Asia, Africa, and Latin America, 1900-present

1. The creation of new nations in Asia, Africa, and Latin America

2. Western involvements/entanglements in the new governments

3. The Cold War and non-alignment

8. A World Without Borders, 1980 to the present

1. The Global Culture

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

-

- Discussion

Comments

- ~~Field Trips~~

Comments -

- Guest Lecturers
Comments
-
- Lecture
Comments
-
- Research
Comments
Students may be required to research historical topics
- Student Presentations
Comments
Students may be assigned presentations on a historical topic
- Written Exercises
Comments
Students will have to complete written work

Equity Based Curriculum

- DE Course Interaction
Address -
This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.
- Measurable Objectives
Address -
The course objectives encompass understanding world history from multiple perspectives.
- Course Content
Address -
The course content includes material that students from diverse backgrounds will be able to connect with
- Assignments
Address -
This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.
- Library
Address -
Copies of required books are kept on long- and short-term reserve at the library.

Typical Assignments

Typical Assignments

1. Assignment Type [Writing](#)

Add Assignment

1. Essays and other writings analyzing assigned readings, both primary and secondary.

1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.

2. [Assignment Type](#) - [Other](#)

[Add Assignment](#) -

1. In-class quiz based on the required reading.

1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"

2. Group presentation on the course.

1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of HIST 4, students will be able to explain~~ [Explain](#) political, economic, social, cultural, -

- and environmental developments across natural, regional, and cultural boundaries since 1500.

[This SLO maps to the 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.](#)
- [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?

2. Outcome Text

~~Upon completion of HIST 4, students will be able to explain~~ Explain the history of modern world - civilizations through analytical categories of race, class, gender, ethnicity, and nationality.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Read Critically : Locate, interpret and analyze various types of written texts

- 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) _

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?

3. Outcome Text

~~Upon completion of HIST 4, students will be able to identify~~ Identify the ways trade, migration, warfare, -

and cultural and biological exchanges have affected nations and societies since 1500.

This SLO maps to the 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.

- 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?

4. Outcome Text

~~Upon completion of HIST 4, students will be able to interpret~~ Interpret primary and secondary sources _

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

Read Critically : Locate, interpret and - analyze various types of written texts

- CLO(ILO) to compose 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.
5. **Outcome Text** .
Construct an argument which uses historical them evidence.
This SLO maps to the 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.
 - 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 usefulness.
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) .
 . . **Reason** : Differentiate between facts, inferences, assumptions, and conclusions; use logic, as appropriate well as quantitative and qualitative data, for to support make inferences . -

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
~~Blue Book~~ Written Examination, at least twice per semester
- Quizzes
 Frequency
~~At Once~~ instructors per discretion
- ~~Research Projects~~
 Frequency -
~~At least one essay and unit / or research project~~ module
- Papers
 Frequency
 At least one ~~essay~~ paper/written ~~and/or research project~~ assignment
- Oral Presentation
 Frequency
~~At Once~~ instructors per discretion

- - Projects
Frequency -
~~At least one essay and/or research project~~
- - Group Projects
Frequency -
~~At instructors discretion~~ semester
- Class Participation
Frequency
Every On day
- a Class weekly ~~Work~~
Frequency -
~~At instructors discretion~~
- - Home Work
Frequency -
~~At instructor discretion~~ basis

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.

DE Course Interactions

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 At least one written assignment
- **Research Assignments:** Students will use the Internet and library resources to research questions, problems, events, etc.
Frequency At least one written assignment, which may consist of a research project
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency ~~There At will least be two an exams exam per after each unit~~ semester; there will be one quiz per module
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency There will be lectures (at least one) for each module
- **Student presentations:** Students will prepare and present on a topic being studied.
Frequency At least one per semester
- **Other:**
Frequency There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Textbooks/Materials

Textbook

1. Author(s) ~~Robert Bonnie Tignor~~ Smith, etal.
Title World in the Making, Volume 2
Edition 2nd
Publisher Oxford University Press
ISBN-13 9780197608364
Year 2022
2. Author(s) Jeremy Adelman, etal.
Title World Together, World Apart Vol 2
Edition ~~5th~~ 7th
Publisher W. W. Norton & Company ; ~~Fifth edition~~
ISBN-13 978-1-324-06408-4
Year ~~2017~~ 2024
3. Author(s) Elizabeth Pollard
Title Worlds Together, Worlds Apart: A Companion Reader Vol 2
Edition ~~2~~ 3rd
Publisher W. W. Norton & Company ; ~~Second edition~~
ISBN-13 978-0-393-66877-3

Year ~~2017~~ 2019

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

This is the most recent edition (companion readers for history textbooks often are not updated as regularly as the textbooks themselves).

4. Author(s) Robert Strayer

Title Ways of the World: A Brief Global History with Sources Vol 2

Edition ~~Third~~ Fifth

Publisher ~~Pearson~~ Macmillan

ISBN-13 9781319331146

Year ~~2016~~ 2022

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

Or Equivalent - No

General Education/Transfer Request

Cal-GETC Yes

- 3B - Humanities
Comments -
New Request - No
Already approved substantial change - No
Already approved unsubstantial change - Yes
- 4 - Social and Behavioral Sciences
Comments -
New Request - No
Already approved substantial change - No
Already approved unsubstantial change - Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID HIST 160

Already approved unsubstantial change Yes

- 3 - Arts and Humanities
Comments -
New Request - No
Already approved substantial change - No
Already approved unsubstantial change - Yes
- 4 - Social and Behavioral Sciences
Comments -
New Request - No
Already approved substantial change - No
Already approved unsubstantial change - Yes

Codes and Dates

Course Codes

Originator ~~Hartmann, Jeanette~~ Rosen, John

Origination Date

~~11/10/16~~ ~~04/2020~~ 2024

Proposal Type

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

Parent Course

HIST 4 - World History since 1500

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/07/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for History 4 World History since 1500 **Effective:** Fall 2025

Catalog Description:

HIST 4 - World History since 1500 3.00 Units

This course covers the experience of all the world's people from the early modern era to the present. Emphasis is upon the interaction of people with the environment based on the development of technology and conflict between traditional systems and new(er) orders. Broader forces that affect civilizations such as borderlands, exploration and travel, gender and class will be studied.

Course Grading: Optional

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

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Interpret primary and secondary sources and compose an argument which uses them, as appropriate, for support.
- B. Analyze broad patterns of change on both interregional scales and within complex

- societies.
- C. Understand civilization through multiple analytical categories such as race, class, gender and ethnicity.
 - D. Explain ways in which the world's physical and natural environment has affected and been affected by developments in human history.
 - E. Analyze ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange, from 1500 C.E. to present.
 - F. Compare distinctive forms of political, social, and economic organization in the world and explain their historical significance.
 - G. Identify major discoveries, inventions, and scientific achievements and explain their historical significance.
 - H. Explain the historical significance of cultural developments such as art, music, architecture, literature and religion.
 - I. Compare ideals, practices, and historical developments of major belief systems and philosophical systems.
 - J. Analyze historical developments across national, regional, and cultural boundaries.

Course Content:

- 1. The Origins of Global Interdependence, 1500-1800
 - 1. The decline of the Silk Road
 - 2. The Age of Exploration
 - 3. Europe in the Atlantic World
 - 4. Indigenous American Societies
 - 5. The Mughal Empire and Trade
 - 6. Central/East Asia
- 2. The Age of Revolution, 1750-1914
 - 1. Industrial Revolution
 - 2. The slave trade and its impacts on Africa
 - 3. Political revolutions in Western states
 - 4. The abolition of slavery
 - 5. China
 - 6. Ottoman Empire, East Asia
- 3. The Age of Industry, 1750-1914
 - 1. Industry and colonialism
 - 2. Industry in non-colonial, non-western states
 - 3. Industry in Europe
- 4. The Age of Empire, 1750-1914
 - 1. European Colonies

2. India, Africa, and indigenous responses to colonialism
3. Colonial revolts
5. The World in Upheaval: The World Wars, 1914-1945
 1. Causes of World War 1
 2. Non-European countries impact on the conflict
 3. The Great Depression
 4. The role of colonial soldiers in World War 2
6. Decolonization and the End of Empires, 1900-present
 1. Decolonization
 2. Anti-colonial movements
 3. India
 4. The Middle East
7. Nationalism and Political Identity in Asia, Africa, and Latin America, 1900-present
 1. The creation of new nations in Asia, Africa, and Latin America
 2. Western involvements/entanglements in the new governments
 3. The Cold War and non-alignment
8. A World Without Borders, 1980 to the present
 1. The Global Culture

Methods of Instruction:

1. Lecture -
2. Research - Students may be required to research historical topics
3. Student Presentations - Students may be assigned presentations on a historical topic
4. Classroom Activity -
5. Discussion -
6. Guest Lecturers -
7. Written Exercises - Students will have to complete written work

Typical Assignments

- A. Writing:
 1. Essays and other writings analyzing assigned readings, both primary and secondary.
 1. Write a 5-7 paper using excerpts from the assigned primary source readings to explain and analyze the political goals of the Persian-Greco War.
- B. Other:
 1. In-class quiz based on the required reading.

1. Write a mini-essay (approx. 1 page) on how "The Mandate of Heaven impacted Ancient China"
2. Group presentation on the course.
 1. Research in small groups various civilizations to analyze differences and similarities. As a group, present findings to the class.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Written Examination, at least twice per semester
- B. Quizzes
 1. Once per unit/module
- C. Papers
 1. At least one paper/written assignment
- D. Oral Presentation
 1. Once per semester
- E. Class Participation
 1. On a weekly basis

Student Learning Outcomes

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

- A. Explain political, economic, social, cultural, and environmental developments across natural, regional, and cultural boundaries since 1500.
- B. Explain the history of modern world civilizations through analytical categories of race, class, gender, ethnicity, and nationality.
- C. Identify the ways trade, migration, warfare, and cultural and biological exchanges have affected nations and societies since 1500.
- D. Interpret primary and secondary sources.
- E. Construct an argument using historical evidence.

Textbooks (Typical):

Textbook:

1. Bonnie Smith, et al. *World in the Making, Volume 2*. 2nd ed., Oxford University Press, 2022.
2. Jeremy Adelman, et al. *World Together, World Apart Vol 2*. 7th ed., W. W. Norton & Company, 2024.
3. Elizabeth Pollard *Worlds Together, Worlds Apart: A Companion Reader Vol 2*. 3rd ed.,

W. W. Norton & Company, 2019.

4. Robert Strayer *Ways of the World: A Brief Global History with Sources Vol 2*. Fifth ed., Macmillan, 2022.

Equity Based Curriculum

- DE Course Interaction

Address

This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.

- Measurable Objectives

Address

The course objectives encompass understanding world history from multiple perspectives.

- Course Content

Address

The course content includes material that students from diverse backgrounds will be able to connect with

- Assignments

Address

This course involves a diverse range of assignments that support students with varied learning styles to learn and succeed.

- Library

Address

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

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

HIST 4 is a new course that will be offered for the first time in Spring 2021. We expect this course to be popular among students fulfilling GE requirements and those who are interested in majoring in History. It was our intent that the original course outline would include a DE Proposal, and it was only because of an oversight that it does not. We feel that being able to offer this course in DE format will provide more flexibility in terms of meeting program needs and student demand/needs.

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

This decision was made once we discovered that there was no DE proposal on record for the course.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: There will be at least one discussion forum per module

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

Frequency: Feedback per each module for homework and quizzes; feedback on exams within two weeks of the exam.

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

Frequency: There will be a regular weekly announcement.

•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in*

realtime.

Frequency: Weekly

Student-Student Interaction

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

Frequency: Weekly

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

Frequency: There will be at least one discussion forum per module

Student-Content Interaction

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

Frequency: At least one discussion forum per module

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

Frequency: At least one written assignment

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

Frequency: At least one written assignment, which may consist of a research project

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

Frequency: At least two exams per semester; there will be one quiz per module

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

Frequency: There will be lectures (at least one) for each module

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: At least one per semester

•**Other:**

Frequency: There will be at least one homework assignment per module. Assignments may take the form of short written assignments and essay/research papers, and/or may require group work or student research.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606124

CB03: TOP Code

220500 - History

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

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

Course Modification: HIST 7 - US History Through Reconstruction

Course Modification: HIST 7 - US History Through Reconstruction (Launched - Implemented 12-28-2024)

compared with

HIST 7 - US History Through Reconstruction (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

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

1. [Program - History - Associate in Arts Degree for Transfer \(Active \) - Fall 2020](#)

Units/Hours

CB22: Non Credit Course Category [Y - Not Applicable, Credit course](#)

Course Content

Lecture Content

1. Native American civilizations prior to European conquest and colonization;
2. Europe and Africa in the age of exploration and colonialism;
3. Spanish, French, and Dutch conquest and settlement in North America, 1500-1700;
4. Early English settlement of North America: Virginia, New England, Pennsylvania; impact on Native American people;
5. Origins and development of African slavery in the Americas; Atlantic slave trade; economics and cultural bases of slavery; African American culture in slavery;
6. Regional colonial development, 1700-1750; northern colonies, middle colonies, southern colonies.
7. Social and political impact of the Enlightenment and Great Awakening;
8. Crisis of empire: French and Indian War; taxes and protests;

9. American Revolution; Declaration of Independence; military aspects of war; social, political, and economic impact of war; impact of revolution on African Americans, Native Americans, and women;
10. Politics and government of the United States, 1777-91; political philosophies of the framers; Articles of Confederation; drafting and ratification of the Constitution; operations of the U.S. government; rights and obligations of citizens under the Constitution; Bill of Rights;
11. Early republic from Federalist era through War of 1812; rise of political parties; Federalists and Jeffersonian Republicans; early westward expansion and Native American responses; diplomatic crises and conflict with Great Britain and France;
12. Market and early industrial revolutions; changes in urban north; growth of slavery and cotton cultivation in southern states; culture of slavery for blacks and whites in the south;
13. The Jacksonian era; new political parties and realities; Age of Reform and Second Great Awakening; abolition, temperance, and women's rights movements; Native American removal;
14. Westward expansion and Manifest Destiny, 1820-1850; Missouri Compromise; American advance to the Pacific; conflict with Great Britain; acquisition of Texas; war with Mexico; California Gold Rush; impact on Native American societies and Hispanic peoples of southwest and west; the Chinese immigrant experience;
15. Sectional crisis, 1850-1860; Compromise of 1850; escalation of sectional conflict; political party realignment; path toward southern secession;
16. Civil War, 1861-1865; causes of war, both immediate and long-term; military, social, political, and economic aspects of war; African American experience and role during war;
17. Reconstruction, 1865-1877; African American experience; constitutional amendments; expansion of federal government and its evolving relationship to state governments; legacy of failures and successes of Reconstruction.

Methods of Instruction

Check all that apply:

- [Classroom Activity](#)
[Comments](#) _
[In-class document analysis; debates; small group activities](#)
- Discussion
Comments
 significant [Discussion issues of readings](#), especially those of [historiography](#); contemporary relevance [of historical topics](#)
- Lecture
Comments
 on major themes, events, and personalities

- Simulations
Comments
Reacting to the Past and other simulation activities
- 1. Explain
Internet Sometimes sites class use of historical sties that relate to a lesson
- 2. Explain
Original In-class source use materials of primary sources (i.e. letters, speeches, broadsides,
paintings, photos , political cartoons, literature)
- 3. Explain
Internet/Online Use Delivery of modality: lecture Canvas to provide supplemental material , class
discussion announcements , multimedia study guides, handouts, slide presentations , podcasts, via
learning management system

Equity Based Curriculum

- DE Course Interaction
Address
This course is offered asynchronously, which we find to be the most accessible method of delivering the
course, especially to working students, parents, and students who speak and read English as a second
language.
- Measurable Objectives
Address
The course objectives encompass understanding American history from multiple perspectives.
- Course Content
Address
The course content includes material that students from diverse backgrounds will be able to connect
with
- Assignments
Address
This course involves a diverse range of assignments that support students with varied learning styles to
learn and succeed.
- Typical Texts
Address
Most history faculty are now using a free online textbook for History 7, called the American Yawp, which
also includes a free primary source reader. The supplemental text that are used "low-cost" books.
- Library
Address
Multiple copies of required books are kept on long- and short-term reserve at the library.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

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

2. Assignment Type - Writing

Add Assignment -

1. Primary source analysis assignments
2. Secondary source analysis assignments
3. Essays and ~~other positions writings papers analyzing in assigned which~~ readings, students both need to articulate and support a historical thesis/argument using primary and sources
4. Research secondary.
 1. ~~Write papers/poster presentations on a paper specific of historical 1500 words using excerpts from Common Sense and the Declaration of Independence to explain and analyze the political goals of the American Revolution. question/problem~~
 5. ~~in-class quiz based on required reading.~~
 1. ~~Write a mini-essay (approx. 1 page) on Howard Zinn's Chapter 5 thesis concerning the nature of the United States Constitution.~~
 6. ~~Group presentation on the course of the sectional crisis of the 1850s, and the political, social, and economic developments that led to the Civil War.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of HIST 7, students will be able to analyze major political trends, attitudes, conflicts, and events – including both mainstream and reform efforts – and explain their historical significance.~~

2. ~~Outcome Text~~ -

~~Upon completion of HIST 7, students will be able to explain America's growth in a global context.~~

3. ~~Outcome Text~~ -

~~Upon completion of HIST 7, students will be able to explain~~ Explain the major social, cultural, economic, demographic, technological, and ~~technological~~ diplomatic developments in United States History

~~_ through Reconstruction, their causes and effects, and their historical significance.~~

This SLO maps to the 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~~ - Impact of HIST Human 7 Activity : Recognize the impact of human activity (political , ~~students~~ economic, ~~will~~ social, ~~be~~ technological) able on local and global environments
CLO(ILO) to explain SLO U.S. Map History Top through ILO
- ~~analytical~~ Grouping(Delta)
~~categories~~
~~of~~ - Intercultural Values : Recognize the commonality and differences between human experiences across cultures and communities, whether defined by race , ethnicity, gender, religion , class, ~~gender~~ sexual orientation, legal status, or ability, , and ~~ethnicity~~: interact positively with others across cultural and communal divides?

4. Outcome Text

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

This SLO maps to the 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.
- 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?

5. Outcome Text

Describe the origins, nature, development, and significance of ~~HIST~~ slavery ~~7~~ in the British colonies and the United States.

This SLO maps to the following Institutional Learning Outcomes (ILOs), students please will check be all able 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) .

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?

6. Outcome Text .

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

This SLO maps to the 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.

- 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?

7. Outcome Text .

Construct an argument using historical evidence.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

- 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) .

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.

8. Outcome Text .

Analyze and interpret primary and secondary sources .

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) .

Read Critically : Locate, interpret and analyze various types of written texts

CLO(ILO) to compose SLO an Map argument Top which ILO

- ~~uses~~ Grouping(Delta).

~~them~~

Write Effectively : Communicate thoughts, ideas and information through effective and contextually appropriate writing.

- 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 **appropriate** well as quantitative and qualitative data, for to **support** make inferences .

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

Professor **At** ~~assign~~ **least** one once ~~or more essay exams, midterms, and final throughout the~~ per semester.

- Quizzes

Frequency

Professor Once may per assign quizzes throughout the semester.

- - Research Projects

Frequency -

Professor will assign one or more research projects throughout the semester: unit/module

- Papers

Frequency

Professor **At** may **least** assign once a paper/papers throughout the per semester :

- Oral Presentation

Frequency

Professor Once may assign oral presentations throughout the per semester :

- - Group Projects

Frequency -

Professor may assign group work throughout the semester:

- Class Participation

Frequency

Class participation could be used as On a method weekly of evaluation for students: basis

Other ~~Yes~~ No

Please Explain

In-person modality:

~~Application/written exercises,~~

~~Problem solving exams and quizzes~~

~~Research reports~~

~~Oral and written presentations~~

~~Team projects:~~

~~Internet/Online Delivery modality:~~

~~Application/written exercises~~

~~Problem solving exams and quizzes~~

~~Research reports~~

~~Participation in discussion board~~

~~Team projects via learning management system:~~

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

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.

~~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.~~

- **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.

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

Course Objectives Compared to a Traditional Course:

Check all that apply to 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 is 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 contact - 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 -~~
~~students and instructor will email each other to develop greater understanding of specific issues.~~
- **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
~~Students At will least analyze one and discuss assignments. Example: discussion of forum~~
~~our per Puritan heritage and its impact on our national psyche. module~~
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.
Frequency
~~instructor will create Announcements to inform/clarify upcoming assignments~~ [Weekly](#)
- **Other:**

Frequency

~~podcasting. instructor will provide additional information/clarity to supplement student learning.~~ Weekly

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

~~Students At will least have one opportunities discussion to forum discuss per the course material with other students as well as interact with other student posts.~~ module

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

~~discussions At of least course one material discussion will forum enhance per student understanding of the content.~~ module

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency

~~Students At will least have one access per to material via web links within the course management system.~~ semester

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

Frequency

~~periodic At assessment least throughout one the exam course per semester and one quiz per module~~

- **Other Student presentations :** *Students will prepare and present on a topic being studied.*

Frequency

~~Podcasts, One instructor per will provide additional information to supplement student learning.~~ semester

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. Author(s) - Eric Foner, Kathleen DuVal, Lisa McGirr
Title - Give Me Liberty! An American History, Vol 1
Edition - 7th
Publisher - W. W. Norton
ISBN-13 - 978-1-324-04101-6
Year - 2022
2. Author(s) Boyer, P et. al.
Title The Enduring Vision, Vol. 1: to 1877
Edition 9th
Publisher Cengage Learning
~~ISBN-13~~ -
Year 2018
3. Author(s) Faragher, John Mack et. al.
Title Out of Many: A History of the American People, Vol. 1
Edition ~~8th~~ 9th
Publisher ~~Prentice~~ Pearson
ISBN-13 ~~Half~~ 9780135233375
Year ~~2016~~ 2020

OER

1. Author(s) ~~Eric Joseph Foner Locke and Ben Wright~~
Title ~~Give Me Liberty! An~~ The American History, Vol 1 ~~Yawp~~
Edition ~~5th~~
Publisher ~~W. Stanford W. University Norton Press~~
~~ISBN-13~~ URL www.Americanyawp.com
Year ~~2017~~
2. Author(s) - Howard Zinn
Title - ~~A People's History of the United States, 1492-Present~~
Edition - ~~Updated~~
Publisher - ~~Harper-Collins~~
~~ISBN-13~~ -
Year - ~~2005~~ 2018
Rationale for textbook older than 5 7 years. (Most recent edition, considered classic, etc.)
~~Good coverage and interpretive material.~~
Or Equivalent No

General Education/Transfer Request

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

Cal-GETC Yes

- 3B - Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- 4 - Social and Behavioral Sciences
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

C-ID HIST 130

Already approved unsubstantial change Yes

- 3 - Arts and Humanities
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- 4 - Social and Behavioral Sciences
Comments _
New Request _ No
Already approved substantial change _ No
Already approved unsubstantial change _ Yes
- US1 - American History
Already approved unsubstantial change ~~No~~ Yes
- US2 - US Constitution and Government
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Gill, Rajan~~ Rosen, John

Origination Date

~~10 09 / 15 20 / 2018~~ 2024

Parent Course

HIST 7 - US History Through Reconstruction

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/15/2019~~

- State Approval

~~01/23/2019~~

- CC Approval

~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

10/07/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for History 7
US History Through Reconstruction
Effective: Fall 2025

Catalog Description:

HIST 7 - US History Through Reconstruction
3.00 Units

A survey of United States history from its pre-colonial, indigenous origins through the end of Reconstruction. Emphasis on (1) distinctively American patterns of political, economic, social, intellectual, and geographic developments, (2) the interaction amongst and the experiences of diverse racial, ethnic and socioeconomic groups in American History, and (3) the evolution of American institutions and ideals including the U.S. Constitution, the operations of the U.S. government, and the rights and obligations of U.S. citizens under the Constitution.

Course Grading: Optional

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

Discipline:

History

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

- B. Analyze multiple causes for an historical event, and properly evaluate why that event happened.
- C. Identify various interpretations used by historians to explain United States history up through Reconstruction.
- D. Identify the major time periods and relevant geography of the United States history up through Reconstruction.
- E. Analyze and evaluate the major economic, social, political, and cultural developments in the United States history up through Reconstruction.
- F. Analyze and evaluate the experiences and conflicts of diverse groups of people, including common people, in the United States history up through Reconstruction.
- G. Analyze, describe, and explain the motives, settlement and organization of European colonies in North America, and the impact on the Native American environment and cultures.
- H. Trace the development of racial slavery in America, explain the reasons for its institutionalization, and analyze the influence of Africans and African culture on American society and institutions.
- I. Analyze the events of the American Revolution and the creation of the United States, including state and national Constitutions, and explain the rationale behind these developments.
- J. Make historical generalizations about United States history up through Reconstruction based on understanding of the historical evidence.
- K. Identify and analyze the successes and failures of Reconstruction.

Course Content:

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

- framers; Articles of Confederation; drafting and ratification of the Constitution; operations of the U.S. government; rights and obligations of citizens under the Constitution; Bill of Rights;
11. Early republic from Federalist era through War of 1812; rise of political parties; Federalists and Jeffersonian Republicans; early westward expansion and Native American responses; diplomatic crises and conflict with Great Britain and France;
 12. Market and early industrial revolutions; changes in urban north; growth of slavery and cotton cultivation in southern states; culture of slavery for blacks and whites in the south;
 13. The Jacksonian era; new political parties and realities; Age of Reform and Second Great Awakening; abolition, temperance, and women's rights movements; Native American removal;
 14. Westward expansion and Manifest Destiny, 1820-1850; Missouri Compromise; American advance to the Pacific; conflict with Great Britain; acquisition of Texas; war with Mexico; California Gold Rush; impact on Native American societies and Hispanic peoples of southwest and west; the Chinese immigrant experience;
 15. Sectional crisis, 1850-1860; Compromise of 1850; escalation of sectional conflict; political party realignment; path toward southern secession;
 16. Civil War, 1861-1865; causes of war, both immediate and long-term; military, social, political, and economic aspects of war; African American experience and role during war;
 17. Reconstruction, 1865-1877; African American experience; constitutional amendments; expansion of federal government and its evolving relationship to state governments; legacy of failures and successes of Reconstruction.

Methods of Instruction:

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

Typical Assignments

- A. Reading:
 - 1. Canvas quizzes or in-class quiz on assigned reading
 - 2. Journal writing on an assigned reading
 - 3. Response to in-class reading
 - 4. Use of annotation programs, such Hypothes.is
- B. Writing:
 - 1. Primary source analysis assignments
 - 2. Secondary source analysis assignments
 - 3. Essays and positions papers in which students need to articulate and support a historical thesis/argument using primary sources
 - 4. Research papers/poster presentations on a specific historical question/problem

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. At least once per semester.
- B. Quizzes
 - 1. Once per unit/module
- C. Papers
 - 1. At least once per semester
- D. Oral Presentation
 - 1. Once per semester
- E. Class Participation
 - 1. On a weekly basis

Student Learning Outcomes

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

- A. Explain the major social, cultural, economic, demographic, technological, and diplomatic developments in United States History through Reconstruction, their causes and effects, and their historical significance.
- B. Describe the development of, and debates concerning, democracy and citizenship in the United States from its founding through Reconstruction.
- C. Describe the origins, nature, development, and significance of slavery in the British colonies and the United States.
- D. Describe the experiences of indigenous peoples of North America through Reconstruction.

- E. Analyze and interpret primary and secondary sources.
- F. Construct an argument using historical evidence.

Textbooks (Typical):

OER:

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

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

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

Equity Based Curriculum

- DE Course Interaction

- Address

- This course is offered asynchronously, which we find to be the most accessible method of delivering the course, especially to working students, parents, and students who speak and read English as a second language.

- Measurable Objectives

- Address

- The course objectives encompass understanding American history from multiple perspectives.

- Course Content

- Address

- The course content includes material that students from diverse backgrounds will be able to connect with

- Assignments

- Address

- This course involves a diverse range of assignments that support students with varied

learning styles to learn and succeed.

- Typical Texts

Address

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

- Library

Address

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

previously approved

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

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

Student-Content Interaction

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

Codes and Dates

Course CB Codes

CB00: State ID

CCC000370056

CB03: TOP Code

220500 - History

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: HORT 50 - Introduction to Horticulture

Course Modification: HORT 50 - Introduction to Horticulture (Launched - Implemented 12-24-2024)

compared with

HORT 50 - Introduction to Horticulture (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

Botanical nomenclature, anatomy and physiology, plant growth and development are presented. Soils, media, fertilizers, and watering methods are discussed. Preliminary Landscape design, installation and maintenance is included. Current practices of plant propagation, plant disorders and pest management, and 21st Century horticulture trends will be explored.

_ (8 hours of lab to be scheduled on Saturdays which may include one or more field trips)

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

1. Program _
2. Program _ Horticulture - Associate of Science Degree (Active) - Fall 2018

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 Select** - _ the correct horticultural practice to use, based on principles of plant growth and development

Course Content

Lecture Content

1. Botanical ~~Nomenclature~~ nomenclature , anatomy and physiology
2. Plant growth and development

3. Micro-climates of Northern California
4. Landscape planning
5. Media, fertilizer, and watering
6. Current research of plant propagation protocols and integrated pest management programs
7. Basic design principles related to landscape and floral design :

Lab Content

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

Methods of Instruction

Check all that apply:

- Lecture
- Comments
-

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type [Reading](#).

Add Assignment

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

2. [Assignment Type](#) - [Laboratory](#).

[Add Assignment](#) -

1. [Exercises, such as soil testing, plant identification, landscape design, and pruning](#)
2. [Propagation by seed and cuttings](#)

3. [Assignment Type](#) - [Other](#)

[Add Assignment](#) -

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of HORT 50, the student will be able to demonstrate~~ [Demonstrate](#) a clear understanding of the photosynthetic process.

2. Outcome Text

~~Upon completion of HORT 50, the student will be able to propagate~~ [Propagate](#) a plant by taking vegetative cuttings.

3. Outcome Text

~~Upon completion of HORT 50, the student will be able to propagate~~ [Propagate](#) plants by germinating seeds and caring for seedlings.

Methods of Evaluation

Methods

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

- Class Participation

Frequency

[Daily](#) Lab and Lecture participation

- Lab Activities
Frequency
Singly or Group Lab work daily

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 why this course should be offered in Distance Education mode.

~~Horticulture courses need to continue to be offered during an emergency in order for the students to complete their educational goals.~~ It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online. ~~The physical layout of the campus horticultural facilities makes it possible to offer labs with appropriate social distancing and PPE.~~

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 .

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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)

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

Weekly in - 2 person Labs ~~and Office Hours. If lectures are Hybrid, allowable number of students can attend lecture in person.~~

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)

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

Frequency

Student will participate in hands-on Lab projects, such as plant propagation, that will allow 2 them to apply their knowledge about techniques learned in class. 2 - 5 hands-on Lab projects are scheduled, as well as the group research paper project.

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Other ~~No~~ Yes

Textbook

1. Author(s) ~~Carroll~~ Brian L. Shry, H. Edward Reiley Capon
Title ~~Introductory Botany. Horticulture~~ for Gardeners: An Introduction to the Science of Plants
Edition ~~9th~~ 4th
Publisher ~~Cengage~~ Timber Press
Year ~~2017~~ 2022
2. Author(s) Jodi Songer ~~Riedel~~ Driedger, Elizabeth Driscoll
Title Horticulture Today
Edition ~~1st~~ 2nd
Year ~~2017~~ 2021

OER

1. Author(s) ~~Charles~~ Tom Adams Michaels, Emily Hoover, Laura Irish
Title ~~Principles~~ The Science of Horticulture: Level 2 Plants
Edition ~~7th~~
Publisher ~~Routledge, University, Taylor, of and Minnesota~~ Francis Libraries Publishing
~~ISBN-13~~ URL https://open.lib.umn.edu/horticulture/
Year ~~2014~~ 2022
Rationale for textbook older than 5 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

Other Learning Materials

1. ~~Author(s) - Laura W. Rice~~
~~Title - Practical Horticulture~~

~~Edition - 7th~~

~~Publisher - Prentice Hall~~

~~ISBN-13 -~~

~~Year - 2011~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ Other
Other printed material will be provided by instructor.

~~Or Equivalent - No~~

Other Materials Required of Students

v

1. Enter Required Material

Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. PPE such as face masks, gloves, ear and eye protection will be provided to students.

Codes and Dates

Course Codes

Originator ~~Fuller, Thomas~~ Cornett, Laura

Origination Date

~~07 10 / 26 10 / 2021~~ 2024

Parent Course

HORT 50 - Introduction to Horticulture

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-
12/24/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



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

Catalog Description:

HORT 50 - Introduction to Horticulture
3.00 Units

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

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

Lab:

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

Lecture:

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

Methods of Instruction:

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

Typical Assignments

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

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Demonstrate a clear understanding of the photosynthetic process.
- B. Propagate a plant by taking vegetative cuttings.
- C. Propagate plants by germinating seeds and caring for seedlings.

Textbooks (Typical):

OER:

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

Textbook:

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

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

Other Learning Materials:

1. Other printed material will be provided by instructor..

Other Materials Required of Students

Other Materials Required of Students:

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

Equity Based Curriculum

- Typical Texts

Address

Additional reading materials will be provided by the instructor. OER materials will be used which will reduce costs for students.

- Other Materials Required of Students

Address

PPE such as face masks, gloves, ear and eye protection will be provided to students.

DE Proposal

Delivery Methods

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

Rationale for DE

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

It was decided that this course, like other Horticulture courses, needed to continue hands-on in-person laboratory activities, but lectures could be done online.

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

The decision was made after consultation with Horticulture faculty, with student needs in mind.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: At least once weekly.

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

Frequency: Participate in Discussion Boards monthly, at a minimum.

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

Frequency: Feedback will be given on all quizzes and the Midterm, and most homework assignments.

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

•**Frequency:** Weekly.

Web conferencing: *The instructor will use web conferencing to interact with students in real time.*

Frequency: 1 time per week.

•**Social networking:** *A social networking tool will be used to disseminate academic information and allow for student comments.*

Frequency: Minimum of 5 LPC Hort Facebook posts.

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

Frequency: Weekly in-person Labs

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

Frequency: Weekly chat discussions.

Student-Student Interaction

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

Frequency: Discussion Boards monthly, at a minimum.

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

Frequency: Students will work together in teams to complete 1 group research project and 2-5 Lab projects. An example of a Lab project would be propagating plants that illustrate propagation techniques learned during the semester.

Student-Content Interaction

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

Frequency: Discussion Boards monthly, at a minimum.

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

Frequency: Students will work together in teams, under guidance of Instructor, to complete 1 group research project and 2-5 Lab projects. An example would be propagating plants that illustrate propagation techniques learned during the semester.

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

Frequency: This course includes one horticulture-based research paper.

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

Frequency: A minimum of 5 short quizzes will be given, so that the student can demonstrate mastery of the subject material. There will also be a mid-term exam and a final exam.

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

Frequency: Weekly.

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

Frequency: 1 live field trip or HORT yard work day, with appropriate social distancing, is scheduled.

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

Frequency: Student will participate in hands-on Lab projects, such as plant propagation, that will allow them to apply their knowledge about techniques learned in class. 2 - 5 hands-on Lab projects are scheduled, as well as the group research paper project.

•**Other:**

Frequency: Present to the class 1 group research paper project, at minimum.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000356316

CB03: TOP Code

010900 - Horticulture

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: HORT 51 - Fall Plant Material Identification

Course Modification: HORT 51 - Fall Plant Material Identification (Launched - Implemented 12-28-2024)

compared with

HORT 51 - Fall Plant Material Identification (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Units/Hours

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

Course Content

Lecture Content

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

Lab Content

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

Equity Based Curriculum

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

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of HORT 51, the student will be able to choose~~ **Choose** appropriate plants based on their climatic needs.
2. **Outcome Text**
~~Upon completion of HORT 51, the student will be able to identify~~ **Identify** Fall landscape plants by their botanical and common names.
3. **Outcome Text**
~~Upon completion of HORT 51, the student will be able to select~~ **Select** the proper care and maintenance of landscape plants.

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

mid-term

final At least two per semester

- Field Trips

Frequency

At least one per semester. The class visits gardens that feature plants, which are being studied.

- Class Participation

Frequency

~~Students share information during class~~ Weekly.

- Home Work

Frequency

At least one per semester. 150 plant identification profile sheets.

- Lab Activities

Frequency

Weekly. Observe plants on and off campus. Propagate plants.

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.)~~

- ~~- **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.

~~It may be necessary to offer this and other Horticulture courses in DE mode (PO or OFI) in order to meet emergency restrictions while still allowing students to complete their educational goals. It was further decided that this course (like other Horticulture courses) needed to continue hands-on in-person laboratory activities, but lectures could be done on-line. The physical layout of the campus horticultural facilities makes it possible to offer labs with appropriate social distancing and PPE.~~

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

~~The decision was made after consultation with Horticulture faculty, with student needs in mind.~~

Accessibility

All 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 Traditional 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 is 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 contact 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 -
Weekly~~
- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Feedback on all exams, at a minimum~~
- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Weekly~~
- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency -
Weekly lab sessions~~

~~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 -
Weekly~~
- ~~• - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency -
One per semester. (Example: propagating plants for the Horticulture Plant Sale.)~~

~~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 -
Weekly~~
- ~~• - **Quizzes, tests/exams:** - Quizzes will be used to make sure students completed assigned material and understood it.
Frequency -
Midterm exam, final exam, bi-weekly quizzes~~
- ~~• - **Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.
Frequency -
Weekly~~
- ~~• - **Field Trips:** - Students will attend live or virtual field trips.
Frequency -
At least one per semester~~
- ~~• - **Projects:** - Students will complete projects that demonstrate their mastery of outcomes of the course.
Frequency -
At least one project per semester~~
- ~~• - **Other:** -
Frequency -
Weekly lab activities:
One portfolio of plant species:~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Other ~~No~~ Yes

Textbook

1. Author(s) ~~Carroll~~ Brian L. Shry, Jr. L. Shry, JR, H. Edward Reiley Capon
Title ~~Introductory Botany. Horticulture~~ for Gardeners: An Introduction to the Science of Plants
Edition ~~9th~~ 4th
Publisher ~~Cengage~~ Timber Press
Year ~~2017~~ 2022

OER

1. Author(s) ~~The~~ Gokhan ~~American Horticultural Society~~ Hacisalihoglu
Title ~~The From~~ AHS Encyclopedia of Gardening Techniques. A step-by-step guide Growing to
key Biology: skills for every gardener Plants
Edition ~~first~~
Publisher ~~Mitchell Florida~~ Beazley State University
~~ISBN-13~~ URL https://doi.org/10.33009/fsop_hacisalihoglu0421
Year ~~2019~~ 2021

Rationale for textbook older than **5** 7 years. (Most recent edition, considered classic, etc.)

Or Equivalent No

Other Learning Materials

1. Other _
Additional reading materials supplied by instructor.

Other Materials Required of Students

v

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

Codes and Dates

Course Codes

Originator ~~Fuller, Thomas~~ Cornett, Laura

Origination Date

~~09 10 / 21 31 / 2020~~ 2024

Parent Course

HORT 51 - Fall Plant Material Identification

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/22/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-
12/28/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Horticulture 51 Fall Plant Material Identification

Effective: Fall 2025

Catalog Description:

HORT 51 - Fall Plant Material Identification 3.00 Units

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

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

Lab:

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

Lecture:

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

Methods of Instruction:

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

Typical Assignments

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

OER:

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

Textbook:

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

Other Learning Materials:

- 1. Additional reading materials supplied by instructor..

Other Materials Required of Students

Other Materials Required of Students:

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

Equity Based Curriculum

- Typical Texts

Address

OER texts supplied.

- Other Materials Required of Students

Address

PPE (ear plugs, gloves, safety glasses, masks) will be supplied to students.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000346165

CB03: TOP Code

010900 - Horticulture

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: HORT 52 - Spring Plant Material Identification

Course Modification: HORT 52 - Spring Plant Material Identification (Launched - Implemented 12-28-2024)

compared with

HORT 52 - Spring Plant Material Identification (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

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

Units/Hours

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

Course Content

Lecture Content

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

9. Pests, diseases, and abiotic disorders common to selected plant species

Lab Content

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

Methods of Instruction

Check all that apply:

- Lecture
- Comments
-

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type Other
Add Assignment
 1. Weekly field study to identify and study plants
 2. Develop plant reference material on each plant studied
 3. Organize into student study groups to go out into the field to review plants covered in class

4. Prepare a portfolio of the 150 species covered during the course

Student Learning Outcomes

Learning Outcomes

1. Outcome Text _
Identify Spring landscape plants by their botanical and common names.
2. Outcome Text _
Choose appropriate plants based on their climatic needs.
3. Outcome Text _
Select the proper care and maintenance of landscape plants.

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
~~mid-term, At exam~~
~~final least exam~~ two per semester.
- Field Trips
Frequency
At least one per semester. Field trips to view plants that are being studied
- Class Participation
Frequency
~~Students discuss and compare notes regarding specific plants~~ Weekly
- Home Work
Frequency
At least one per semester. 150 plant identification profiles
- Lab Activities
Frequency
Weekly. Observing plants on campus. Propagating plant materials

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.)~~

- ~~• - **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 discussing with my colleagues, 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.~~

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

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

~~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.~~

- ~~• - **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.~~

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 Traditional 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 is 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 contact - 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)~~

- ~~- **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 homework, quiz, and exam~~

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

~~Frequency -~~

~~Weekly~~

- ~~- **Face-to-face meetings (partially online courses only):** - Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.~~

~~Frequency -~~

~~Weekly office hours and labs~~

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

Frequency -

~~At least once per semester~~

Student-Student Interaction

~~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 -

~~At least once per semester~~

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

Frequency -

~~Lab projects, approx. 2 per month~~

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 -

~~Plant identification assignments, weekly~~

- - **Research Assignments:** - ~~Students will use the Internet and library resources to research questions, problems, events, etc.~~

Frequency -

~~Research for plant identification assignments, weekly~~

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

Frequency -

~~Weekly quizzes, 4 field ID tests, mid-term and final 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 -

~~Weekly~~

- - **Field Trips:** - *Students will attend live or virtual field trips:*
Frequency -
Two per semester
- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course:*
Frequency -
~~Lab landscape projects, approx. 2 per month.~~

Textbooks/Materials

OER Textbooks ~~No~~ Yes

Textbook

1. Author(s) ~~Sunset Thomas Books~~ J. Elpel
Title ~~Sunset Botany Western in Garden a Book Day: The Patterns Method of Landscaping~~ Plant Identification
Edition ~~1st~~
Publisher ~~Sunset Hops Publishing Press~~
Year ~~2014~~ 2013
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This is a seminal text in systematic plant identification using techniques developed by Linnaeus.

OER

1. Author(s) ~~Sunset Kathleen Books~~ Reed and Devon Johnson
Title ~~New Virginia Sunset Cooperative Western Extension Garden Gardener Book Handbook~~
Edition ~~9th~~
Publisher ~~Sunset Virginia Publishing Cooperative Extension~~
~~ISBN-13 URL~~ <https://doi.org/10.21061/vcegardener>
Year ~~2012~~ 2023
Rationale for textbook older than ~~5~~ 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No
2. Author(s) ~~Carroll L. Tom Shry Michaels, H. Emily Edward Reiley Hoover, Laura Irish~~
Title ~~Introductory The Horticulture Science of Plants~~
Edition ~~9th~~
Publisher ~~Cengage University of Minnesota Libraries Publishing~~
~~ISBN-13 URL~~ [https://bio.libretexts.org/Bookshelves/Botany/The Science of Plants - Understanding Plants and How They Grow \(Michaels et al.\)](https://bio.libretexts.org/Bookshelves/Botany/The_Science_of_Plants_-_Understanding_Plants_and_How_They_Grow_(Michaels_et_al.))
Year ~~2017~~ 2022
Rationale for textbook older than ~~5~~ 7 years. (Most recent edition, considered classic, etc.)
Or Equivalent No

Other Materials Required of Students

v

1. Enter Required Material

Appropriate sturdy footwear, and personal protective equipment, such as ear plugs, gloves, and safety glasses must be worn during certain lab activities, such as motorized equipment operation. PPE such as face masks, gloves and ear protection will be supplied to students.

Codes and Dates

Course Codes

Originator ~~Fuller, Thomas~~ Cornett, Laura

Origination Date

10/ ~~05~~ 31 / ~~2020~~ 2024

Parent Course

HORT 52 - Spring Plant Material Identification

No Previous Course

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/22/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08~~ 12 / ~~15~~ 28 / ~~2020~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Horticulture 52
Spring Plant Material Identification
Effective: Fall 2025

Catalog Description:

HORT 52 - Spring Plant Material Identification
3.00 Units

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

Course Grading: Optional

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

Discipline:

Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

Lab:

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

Lecture:

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

Methods of Instruction:

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

Typical Assignments

A. Other:

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

OER:

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

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

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

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

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

Equity Based Curriculum

- Typical Texts

Address

Use of OER materials to increase accessibility and reduce costs.

- Other Materials Required of Students

Address

PPE such as face masks, gloves and ear protection will be supplied to students.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000373534

CB03: TOP Code

010900 - Horticulture

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 5 - Principles of Interior Design

Course Modification: INTD 5 - Principles of Interior Design (Launched - Implemented 12-29-2024)

compared with

INTD 5 - Principles of Interior Design (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

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

1. Program - Interior Design - Associate of Science Degree (Active) - Fall 2018

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** ~~demonstrate~~ Demonstrate the application of the elements and principles of design – historical and current - to interior design problems;
2. **Group Title** ~~explain~~ Explain how mood and personality affect the selection of colors, texture, and ornamentation;
3. **Group Title** ~~demonstrate~~ Demonstrate presentation techniques for residential and commercial design;
4. **Group Title** ~~explain~~ Explain the effects of hue, value, and intensity as they relate to each other and the surroundings;
5. **Group Title** ~~demonstrate~~ Demonstrate confidence in combining the materials of home furnishings into workable interior space;
6. **Group Title** ~~explain~~ Explain the relationships of shapes and forms to spatial relationships;
7. **Group Title** ~~combine~~ Combine objects, colors, textures to achieve a sense of harmony, variety, and unity within the lifespace of an interior;
8. **Group Title** ~~explain~~ Explain the place of programming and client satisfaction in a successful design practice;
9. **Group Title** ~~explain~~ Explain the application of colors, patterns, and textures as they relate to certain design periods.

Course Content

Lecture Content

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

Lab Content

1. Evaluating Floor Plans

2. [Drawing a single room floor plan](#)
3. [One room space planning](#)
4. [Rendering of a floor plan](#)
5. [Color/Mood Design Board](#)
6. [Measuring and calculating flooring](#)

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
- [Lecture](#)
[Comments](#) -
[Lectures based on the text and current industry standards and practices](#)
- [Projects](#)
[Comments](#) -
[Skill-building exercises and projects](#)
- Research
Comments
paper
- 1. **Explain**
~~[Lectures based on the text and current industry standards and practices](#)~~
- 2. **Explain** -
~~[Skill-building exercises and projects](#)~~
- 3. **Explain** -
Readings from the text and other industry sources

[Equity Based Curriculum](#)

- [Methods of Evaluation](#)
[Address](#) -

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

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. ~~In-class Exercises~~

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

2. ~~Projects:~~

2. Assignment Type Project

Add Assignment

1. Color Schemes/Textures - to build on Value/Texture by adding the use of color in a specific scheme
2. Identifying wood types - to demonstrate an understanding of different types of wood and wood species as well as how they respond to stain
3. Identifying fabric types - to identify different types of fabrics by name and category
4. Color Scheme/Pattern/Texture/Profile - to create a color board using a client profile
5. Two Complete Rooms for a Client - to demonstrate the ability to design two different rooms

Student Learning Outcomes

Learning Outcomes

- Outcome Text**
~~Upon completion of INTD 5, students will have the ability to use~~ **Use** a tape measure and an architectural scale to measure and draft a simple one room floor plan.
- Outcome Text**
~~Upon completion of INTD 5, students will be able to gather~~ **Gather** information to develop a board of wood species and stain colors to present to the client.
- Outcome Text**
~~Upon completion of INTD 5, students will demonstrate~~ **Demonstrate** how to measure for flooring products and present the materials, pricing and flooring diagram to the client.
- Outcome Text**
~~Upon completion of INTD 5, students will have the ability to apply~~ **Apply** colors, patterns and textures in room design and professionally present the 2 rooms to clients using the principles of design.

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
~~Every~~ **Quizzes**
Frequency 4
weeks, there are exams on Canvas.
- Oral Presentation
Frequency
2 - 4 a semester
- Projects
Frequency
5 larger projects
- Field Trips
Frequency
1 - 2 Field Trips
- Group Projects
Frequency
One per semester
- Class Participation
Frequency
Weekly

- Class Work
Frequency
Weekly.
- Home Work
Frequency
Weekly.
- Lab Activities
Frequency
Weekly.

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

~~Explain why this course should be offered in Distance Education mode: -~~

~~We felt that there has to a way to offer the course in case of emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control:~~

~~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.*

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

~~We offer this course as a Hybrid with opportunities for students to be online interactions. Any synchronous requirements are listed or in the person.~~

~~Emergency~~ ~~schedule~~ 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 classes 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.

We felt that there has to a way to offer the course in case of emergency, so that students in the program are not prolonging their academic career due to an emergency beyond their control.

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.

DE Course Interactions

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)

- **Other Student presentations** : *Students will prepare and present on a topic being studied.*

Codes and Dates

Course Codes

Origination Date

~~08~~ 09 /05/ ~~2021~~ 2024

Parent Course

INTD 5 - Principles of Interior Design

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08~~ 12 / ~~15~~ 29 / ~~2018~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Interior Design 5
Principles of Interior Design
Effective: Fall 2025

Catalog Description:

INTD 5 - Principles of Interior Design
3.00 Units

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

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Demonstrate the application of the elements and principles of design – historical and current - to interior design problems;
- B. Explain how mood and personality affect the selection of colors, texture, and ornamentation;

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

Course Content:

Lab:

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

Lecture:

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

17. Presenting Housing Ideas
18. Careers in Housing

Methods of Instruction:

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

Typical Assignments

A. Laboratory:

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

B. Project:

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

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

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

Equity Based Curriculum

•Methods of Evaluation

Address

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

We offer this course as a Hybrid with opportunities for students to be online or in person.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Five times per semester.

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

Frequency: Five times per semester.

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

Frequency: Weekly.

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly.

Student-Student Interaction

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

Frequency: Five times per semester.

•**Group work:** *Students will work in teams to complete group projects. The projects will then*

be shared with the rest of the class.

Frequency: Five times per semester.

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

Frequency: Five times per semester.

Student-Content Interaction

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

Frequency: Five times per semester.

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

Frequency: Five times per semester.

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

Frequency: Five Tests, Final Exam.

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

Frequency: Weekly.

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

Frequency: Two per semester (Virtual or In person).

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

Frequency: Five per semester.

•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: Minimum two times per semester.

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Three times per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000350700

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 10 - Introduction to Textiles

Course Modification: INTD 10 - Introduction to Textiles (Launched - Implemented 12-29-2024)
compared with
INTD 10 - Introduction to Textiles (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

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

Units/Hours

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

Instructional Categories (check all that apply)

Lab ~~Yes~~ No

TOTALS

Calculations

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

Course Content

Lecture Content

1. Textile fibers
 1. Identification through solubility and burning test and microscopic examination of fibers
 2. Basic concepts in methods of producing man-made fibers
 3. Synthetic fiber classifications
 4. Natural fiber classifications

2. Yarn construction

1. Simple
2. Complex
3. Novelty yarns

3. Fabric construction

1. Woven
2. Recognition of basic and complex constructions

1. Warp

2. Weft

3. Knits

4. Minor fabric constructions

1. Bonded

2. Laminated

3. Malimo

4. Fabric finishes

1. Soil and shrink resistance
2. Environmental and biological resistance
3. Routine finishes

5. Applied surface design treatments

1. Embossed
2. Embroidered
3. Flocked
4. Glued
5. Glazed
6. Lacquered
7. Pleated
8. Quilted
9. Moired
10. Puckered
11. Crinkled

6. Fabric dyeing and printing

1. Processes

1. Fiber
2. Yarn
3. Fabric dyeing

2. Textile printing

1. Roller
2. Silk screen

3. Heat transfer

3. Design trends

7. Fabric performance - common problems encountered by consumers

1. Serviceability
2. Recommended care and wearability standards
3. Types of damage and responsibility
4. Permanent care problems
5. Care labeling

8. Legal constraints on textile manufacturers

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

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

10. International Fabricare Institute

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

11. Update on technology and fabric trends

Methods of Instruction

Check all that apply:

- [Classroom Activity](#)
[Comments](#) [Collection of fabric samples](#)
- [Discussion](#)
[Comments](#) [In class regarding fabric content](#)
- [Field Trips](#)
[Comments](#)
- [To Guest fabric Lecturers](#)
[Comments](#) [showrooms in person or virtual](#)
- [Lecture](#)
[Comments](#)
- [Covers Research](#)
[Comments](#) [material in and trade content publications of textiles.](#)

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

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

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of INTD10 students will~~ have learned what a trade showroom is, how to set up an account and utilize a showroom for material selections.

2. **Outcome Text**

~~Upon completion of INTD10 students will~~ have an understanding of how to work with clients to respond to their individual needs and requests beginning with a client profile.

3. **Outcome Text**

~~Upon completion of INTD10 students will be able to present~~ **Present** a completed textile design that demonstrate an -

_ ability to search out unique and satisfying solutions and obtain the correct calculations for their design for -

_ individualized client goals within a budget.

4. **Outcome Text**

~~Upon completion of INTD10 students will~~ have an understanding about wear and use of textiles and the benefits of Performances textiles in order to advise clients appropriately :-

5. ~~Outcome Text~~ -

~~Upon completion of INTD10 students will understand the principles relating to design, spaces and material selections .~~

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

3 - 4 in the semester

- ~~Quizzes~~ Oral Presentation

Frequency

1 - 2 in the semester

- Projects

Frequency

3 - 4 in the semester

- Field Trips

Frequency

1 - 2 per semester

- Class Participation

Frequency

Weekly.

- Home Work

Frequency

Weekly.

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 Partially Online (FO):** *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 ~~only~~ materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. ~~All Any approved portion instructional of contract a hours class are that is delivered through those online interactions follows a separate approval and meets the regular and effective contact regulation . Any synchronous requirements are listed in the~~ The schedule of classes indicates dates, times and locations of in-person meetings .*

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

~~We To felt give that the opportunity for all students to take this is course the remotely only way to offer the course or in case of emergency, so that students in the program can finish their degree without a delay person .~~

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

We felt that this is the only way to offer the course in case of emergency, so that students in the program can finish their degree without a delay.

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.](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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)

- **Web Face-to-face conferencing meetings (partially online courses only):** *The instructor Students will use web conferencing come to interact campus with during students face-to-face in sessions real (office time hours, etc.) to discuss any facet of the course.*

Frequency

Weekly.

Student-Student 5 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)~~

- ~~times **Web a conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*~~

~~Frequency -~~

~~Weekly: 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)

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

Frequency

~~Four times per semester:~~ Weekly

- Polling/surveys Student presentations:** ~~To Students begin will prepare and present on a discussion topic on being an issue, students will be polled to determine their stances studied.~~

Frequency

~~Once 1 per - 2 in the~~ semester :

- ~~- **Other:** -~~

~~Frequency -~~

~~Once per semester:~~

Codes and Dates

Course Codes

Originator ~~Fenchel, Veronica~~ Hornbeck, Jill

Origination Date

~~08 10 / 05 30 / 2021~~ 2024

Parent Course

INTD 10 - Introduction to Textiles

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08 12 / 15 29 / 2018~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Interior Design 10 Introduction to Textiles **Effective:** Fall 2025

Catalog Description:

INTD 10 - Introduction to Textiles 3.00 Units

The textile industry and its effects on the apparel and home furnishings markets. Fiber identification, yarn and fabric construction, and decoration. Emphasis on consumer information, fabric performance, care and labeling, and legal responsibilities of the industry.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Identify specific fiber characteristics, structure, and properties
- B. Review the expected performance of natural and synthetic fibers and their properties and the necessity of labeling;
- C. Assess the use and care of fabric finishes
- D. Identify new developments and the ensuing effects on textiles for interior and

outdoor use

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

Course Content:

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

6. Lacquered
7. Pleated
8. Quilted
9. Moired
10. Puckered
11. Crinkled
6. Fabric dyeing and printing
 1. Processes
 1. Fiber
 2. Yarn
 3. Fabric dyeing
 2. Textile printing
 1. Roller
 2. Silk screen
 3. Heat transfer
 3. Design trends
7. Fabric performance - common problems encountered by consumers
 1. Serviceability
 2. Recommended care and wearability standards
 3. Types of damage and responsibility
 4. Permanent care problems
 5. Care labeling
8. Legal constraints on textile manufacturers
 1. Flammability Act and its affect on manufacturers
 2. Toxicity problems and quality control
 3. Environmental concerns
9. Fabric resources and the marketing of fabrics to the design industry
10. International Fabricare Institute
 1. Service to the drycleaning industry
 2. Review publication on common problems in textile use
11. Update on technology and fabric trends

Methods of Instruction:

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

Typical Assignments

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

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

Performances textiles in order to advise clients appropriately.

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

•Assignments

Address

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

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Rationale for DE

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

To give the opportunity for all students to take this course remotely or in person.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Four times per semester.

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

Frequency: Four times per semester.

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

Frequency: Weekly.

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

Frequency: 5 times a semester

Student-Student Interaction

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

Frequency: 4 times per semester.

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

•**Frequency:** Once per semester.

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

Frequency: 4 times per semester.

Student-Content Interaction

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

Frequency: Four times per semester.

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

Frequency: Once per semester.

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

Frequency: Once per semester.

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

Frequency: Four Quizzes, Final Exam.

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

Frequency: Weekly.

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

Frequency: Weekly

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

Frequency: Two per semester (Virtual or In person).

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

Frequency: Four per semester.

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 - 2 in the semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000378089

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 15 - Drafting for Interior Design

Course Modification: INTD 15 - Drafting for Interior Design (Launched - Implemented 12-29-2024)

compared with

INTD 15 - Drafting for Interior Design (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Units/Hours

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

Course Content

Lecture Content

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

3. Simple final client drawings
 1. final development plans
 2. final floor plans
 3. final reflected roof and ceiling plans
 4. final exterior and interior elevations
 5. final details

4. Project completion
 1. review and final revision
 2. final project review and presentation
 3. final documents

Lab Content _

1. Drafting techniques
 1. lettering
 2. scale drawing
 3. dimensioning
 4. use of standard design templates

2. Design plans
 1. plot plans
 2. site plans

3. roof and ceiling plans
4. floor plans
5. interior and exterior elevations

3. Reproduction methods and other drawing standards

1. photocopy prints
2. orthographic projections
3. axonometric projections
4. perspectives

4. Simple initial design documents

1. survey of existing conditions
2. contract documents
3. initial conceptual and preliminary design drawings
4. initial detail drawings
5. suggested construction methods

5. ~~Simple preliminary design documents~~

1. ~~preliminary floor plans~~
2. ~~preliminary exterior and interior elevations~~
3. ~~preliminary roof and ceiling plans~~

6. ~~Simple final client drawings~~

1. ~~final development plans~~
2. ~~final floor plans~~

3. ~~final reflected roof and ceiling plans~~
4. ~~final exterior and interior elevations~~
5. ~~final details~~

7. ~~Project completion~~

1. ~~review and final revision~~
2. ~~final project review and presentation~~
3. ~~final documents~~

~~Lab Content -~~

Methods of Instruction

Check all that apply:

- Lab
Comments
Hand drafting of floor plans and drafting symbols are done.
- Lecture
Comments
 1. ~~Explain -~~
Lectures based on the text and instructor experience
 2. Projects
Comments ~~-~~
Skill-building exercises and projects
- 1. Explain
Readings from text and other sources
- 2. Explain
~~Skill-building exercises and projects~~
- 3. ~~Explain -~~
Videos

Equity Based Curriculum

- Methods of Instruction

Address

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

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Exercises and Projects

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of INTD 15, students will be able to design~~ Design a floor plan based on conceptual bubble diagrams.

2. Outcome Text

~~Upon completion of INTD 15, students will be able to render~~ Render drawings, calculate scale sizes of an elevation drawing.

3. Outcome Text

~~Upon completion of INTD 15, students will have the ability to measure~~ Measure, calculate and draw a room using standard drafting procedures.

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

- Once a month
- ~~Quizzes~~ Oral Presentation
Frequency
2 times in the semester
- Projects
Frequency
4 projects per semester
- Field Trips
Frequency -
Possibly one per semester
- Group Projects
Frequency -
One per semester
- Class Participation
Frequency -
Weekly in person or on line.
- Class Work
Frequency
Weekly exercises
- Home Work
Frequency
Weekly.
- Lab Activities
Frequency
Weekly.

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Partially Online (FO)**: 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 ~~only~~ materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. ~~All Any approved portion instructional of contract a hours class are that is delivered through those online interactions follows a separate approval and meets the regular and effective contact regulation .~~

~~Any synchronous requirements are listed in the~~ The schedule of classes indicates dates, times and locations of in-person meetings.

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

~~We~~ In felt that this is the only way order to caption students locally and International students, we offer the course in case flexibility of emergency, the so Hyflex that model to also engage students in from the all program can finish their degree without a delay over.

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

If it is determined for safety reasons, we have the ability to teach this course EFO.

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

Textbook

1. Title Residential Interior Design
Edition ~~1st~~ [4th](#)
ISBN-13 [978-1119653424](#)
Year ~~2016~~ [2021](#)
Or Equivalent ~~No~~ [Yes](#)
2. Title The Interior Plan
Edition ~~1st~~ [3rd](#)
ISBN-13 [978-1501369742](#)
Year ~~2016~~ [2022](#)
Or Equivalent ~~No~~ [Yes](#)
3. Title Architectural Drafting for Interior Designers
Edition ~~2nd~~ [3rd](#)
ISBN-13 [978-1501361197](#)
Year ~~2014~~ [2021](#)
Or Equivalent ~~No~~ [Yes](#)
4. Title Construction Drawings and Details for Interiors
Edition ~~3rd~~ [4th](#)
ISBN-13 [978-1119714347](#)
Year ~~2016~~ [2021](#)
Or Equivalent ~~No~~ [Yes](#)

Codes and Dates

Course Codes

Originator ~~Fenchel, Veronica~~ [Hornbeck, Jill](#)

Origination Date

~~08/10/05~~ [31/2021](#) [2024](#)

Parent Course

[INTD 15 - Drafting for Interior Design](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ [Fall 2025](#)

Implementation Date

~~08 12 / 15 29 / 2018~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Interior Design 15
Drafting for Interior Design
Effective: Fall 2025

Catalog Description:

INTD 15 - Drafting for Interior Design
3.00 Units

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

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

Lab:

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

Lecture:

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

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

Methods of Instruction:

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

Typical Assignments

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Design a floor plan based on conceptual bubble diagrams.
- B. Render drawings, calculate scale sizes of an elevation drawing.
- C. Measure, calculate and draw a room using standard drafting procedures.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

- 1. Basic drafting equipment: minimum 18 x 24 drafting board, #7, #5 drafting pencils,

- Architect's scale, tracing paper, vellum, drafting eraser, 1/4" graph paper.
2. Other presentation supplies as needed.

Equity Based Curriculum

- Methods of Instruction

Address

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

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Rationale for DE

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

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

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Four times per semester.

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

Frequency: Four times per semester.

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

Frequency: Weekly.

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly.

Student-Student Interaction

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

Frequency: 4 times per semester.

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

Frequency: Once per semester.

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

Frequency: 4 times per semester.

Student-Content Interaction

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

•**Frequency:** Four times per semester.

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

Frequency: Once per semester.

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

Frequency: Once per semester.

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

Frequency: Four Quizzes, Midterm, Final Exam.

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

Frequency: Weekly.

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

Frequency: Four times per semester.

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

Frequency: Two per semester (Virtual or In person).

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

Frequency: Four per semester.

•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: Once per semester.

•**Other:**

Frequency: Once per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589140

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 20 - History of Interiors/Furnishings

Course Modification: INTD 20 - History of Interiors/Furnishings (Launched - Implemented 12-29-2024)

compared with

INTD 20 - History of Interiors/Furnishings (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Material fees apply to this course? No

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

Units/Hours

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

Course Content

Lecture Content

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

1. Ancient World

1. Design before History
2. Egyptian Design
3. Near Eastern Design

2. Classical World

1. Greek Design

2. Roman Design

3. Middle Ages

1. Early Christian and Byzantine Design

2. Romanesque and Norman Design

3. Gothic Design

4. Islamic Design

4. The East

1. Indian Design

2. Chinese Design

3. Japanese Design

5. The Renaissance

1. Italian Design

2. Spanish Design

3. French Design

4. English Design

6. The New World

1. Pre-Columbian American Design

2. European influence in North America

7. The Modern World

1. Nineteenth Century Design
2. Twentieth Century Design
3. Twenty First Century Design

Methods of Instruction

Check all that apply:

- [Lecture](#)
[Comments](#)
[Lectures based on the text and additional resources](#)
- Projects
[Comments](#)
- 1. ~~Explain~~ -
~~Lectures based on the text and additional resources~~
- 2. Explain
Readings from text and other sources
- 3. Explain
Videos

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type [Project](#)
Add Assignment

1. Projects

1. Site Report

1. Report to the class (with illustrations) on a Bay Area Historic Site by visiting, and doing research.

2. Interior Designer Report

1. Prepare a research report to share with the class on a designer with examples of work and background information about the designer

3. Design Period Report

1. Research origins, themes, times, economies and development of a period or style that you can see currently and describe it in a 10-page paper.
2. Along with a presentation, show furniture, fabric, color, accessories, and examples on a board to share in class.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

Upon Create completion a project that reflects the furniture style of ~~INTD20~~ a students particular will time have period.

This an SLO Ability maps to work the with following clients Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to respond SLO Map Top ILO Grouping(Delta) .
Read Critically : Locate, interpret and analyze various types of written texts
- CLO(ILO) to their SLO individual Map needs Top ILO Grouping(Delta) .
Write Effectively : Communicate thoughts, ideas and requests 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) -
 - Communicate Visually and Symbolically : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
 - 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 **specific** accuracy, **styles** credibility, and usefulness.
 - 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) -
 - Interpret Influences : Distinguish and interpret the effects of **furniture** artistic and/or philosophical influences across a range of contexts and cultural heritages;
 - 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 .
 - CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
 - Use appropriate technology to acquire, organize, analyze, and communicate
2. Outcome Text

~~Upon completion of INTD20 students will have~~ Have knowledgeable about the various styles of Interior furnishings and Periods
 3. Outcome Text

~~Upon completion of INTD20 students will have an understanding of the principles relating to History of Interior furnishings~~
 4. ~~Outcome Text~~ -

~~Upon completion of INTD20 students will understand manufacturing techniques specific to specific design periods~~
 5. ~~Outcome Text~~ -

~~Upon completion of INTD20 students will show~~ Show how to select appropriate furniture for a space from a specific time period.

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
 - Once a month
- ~~Quizzes~~ Research Projects

Frequency

Once per semester

- Papers
Frequency Once per semester
- Oral Presentation
Frequency Once per semester
- Projects
Frequency 2 - 3 per semester
- Field Trips
Frequency One to 2 possible
- Group Projects
Frequency One per semester
- Class Participation
Frequency Weekly
- Class Work
Frequency Weekly
- Home Work
Frequency Weekly

Distance Education

Does (or will) this course have a DE component? Yes

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **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.

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.

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.

If safety becomes an issue, we have the option to do EFO.

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.
- - 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 Traditional 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 is 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 contact - 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 on Canvas
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency Weekly on projects, exercises and discussions, etc.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency Weekly reminders and updates.
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency

Once a month when in the classroom.

Student-Student Interaction

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 Daily, open discussion board is always active.
- **Group work:** Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.
Frequency Once a semester
- **Peer-editing/critiquing:** Students will complete peer-editing assignments.
Frequency Monthly via peer review.

Student-Content Interaction

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

- **Class discussion board:** Students will post to the discussion board, answering questions on course content posed by the instructor.
Frequency Monthly regarding a topic related to the class.
- **Written papers:** Papers will be written on various topics.
Frequency Once a semester
- **Research Assignments:** Students will use the Internet and library resources to research questions, problems, events, etc.
Frequency Once a semester.
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency Once a month or more.
- **Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.

Frequency -

Weekly

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

Frequency -

Weekly

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

Frequency -

2 - 3 times a semester

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

Frequency -

1 - 3 a semester

- Student presentations: Students will prepare and present on a topic being studied.

Frequency -

At least once per semester

Textbooks/Materials

Textbook

1. Author(s) ~~John Sandra Alfordy Pile~~
Title ~~Craft, History Space and of~~ Interior Design
Edition ~~1st~~ 5th
Publisher ~~Taylor and Francis~~ Wiley
ISBN-13 978-1119638803
Year ~~2017~~ 2023
Or Equivalent ~~No~~ Yes
2. Author(s) ~~Mark Jeannie Hinchman Ireland~~
Title History of ~~Furniture~~ Interior Design
Edition ~~1st~~ 2nd
ISBN-13 978-1501319884
Year ~~2016~~ 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
This is the most recent edition, not many textbooks in History are updated regularly. This 2018 would be relative content for this course.
Or Equivalent ~~No~~
3. ~~Author(s) - Elissa Cullman, Tracey Pruzan~~
~~Title - From Classic to Contemporary: Decorating with Cullman & Kravis~~
~~Edition - 1st~~
~~Publisher - The Monacelli Press~~
~~ISBN-13 -~~
~~Year - 2017~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~ Yes

Codes and Dates

Course Codes

Originator ~~Fenichel, Veronica~~ Hornbeck, Jill

Origination Date

~~10/11/01~~ 02/2017 2024

Parent Course

INTD 20 - History of Interiors/Furnishings

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08/15/2018~~

-

12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Interior Design 20 History of Interiors/Furnishings **Effective:** Fall 2025

Catalog Description:

INTD 20 - History of Interiors/Furnishings 3.00 Units

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

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

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

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

3. Twenty First Century Design

Methods of Instruction:

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

Typical Assignments

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

Methods of Evaluating Student Progress

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

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

Student Learning Outcomes

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

- A. Have knowledgeable about the various styles of Interior furnishings and Periods
- B. Show how to select appropriate furniture for a space from a specific time period.
- C. Create a project that reflects the furniture style of a particular time period.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

1. Supplies as needed for individual projects.

Equity Based Curriculum

•Methods of Instruction

Address

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

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Rationale for DE

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

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

We have discussed this with our division dean, taken surveys of current students as well worked with our advisory board members to decide.

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

activities.

Frequency: Weekly on Canvas

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

Frequency: Weekly on projects, exercises and discussions, etc.

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

Frequency: Weekly reminders and updates.

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Once a month when in the classroom.

Student-Student Interaction

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

Frequency: Daily, open discussion board is always active.

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

Frequency: Once a semester

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

Frequency: Monthly via peer review.

Student-Content Interaction

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

Frequency: Monthly regarding a topic related to the class.

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

Frequency: Once a semester

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Once a semester.

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

Frequency: Once a month or more.

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

Frequency: Weekly

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

Frequency: Weekly

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

Frequency: 2 - 3 times a semester

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

Frequency: 1 - 3 a semester

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: At least once per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000371255

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 25 - Materials and Resources

Course Modification: INTD 25 - Materials and Resources (Launched - Implemented 12-30-2024)

compared with

INTD 25 - Materials and Resources (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

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

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 ~~show~~ Show an understanding of trends in the design and manufacture of furnishings and accessories for residential and commercial interiors;
2. Group Title ~~articulate~~ Articulate the nature of the materials used in the production of furnishings made of wood, textiles, glass, ceramics, metal, plastics, fabrics and composite materials;
3. Group Title ~~identify~~ Identify resources and suppliers, and their business practices;
4. Group Title ~~assess~~ Assess current trends in materials and their uses in residential and commercial interiors;
5. Group Title ~~assess~~ Assess quality materials and construction techniques for furnishings;
6. Group Title ~~evaluate~~ Evaluate existing commercial and residential lighting installations.

Course Content

Lecture Content

1. Environmental Concerns
2. Paints and Finishes
3. Carpet

1. Construction methods

2. Dyeing

4. Floors

1. Type of Woods

2. Ceramic Tile

3. Natural Stone

4. Vinyl

5. Walls

1. Wallpaper and wallcovering

2. Plywood paneling

6. Ceilings

7. Other Components

1. Mouldings

2. Doors

3. Door Hardware

8. Cabinet Construction

9. Kitchens

1. Floor plans

2. Kitchen Appliances

3. Cabinets
4. Counter Materials
5. Floors
6. Walls

10. Bathrooms

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

Methods of Instruction

Check all that apply:

- Field Trips
Comments
to various outlets and showrooms [_montly](#)
- Guest Lecturers
Comments
[Either in the classroom or via Zoom](#)
- Projects
Comments

3-4 projects based on materials and specifications sheets.

- Student Presentations
Comments
One at the end.

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type Project
Add Assignment

1. ~~Projects~~

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of INTD 25, students will be able to analyze~~ Analyze current uses of materials and locate resources in home application.
2. Outcome Text

~~Upon completion of INTD 25, students will be able to demonstrate~~ Demonstrate presentation skills using a color board materials and citing resources for the "perfect" home.

3. **Outcome Text**

~~Upon completion of INTD 25, students will be able to identify~~ Identify materials in residential homes and call out the product type, size, and resource.

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
Once a month
- ~~Quizzes~~ Research Projects
Frequency
3 times a semester
- Oral Presentation
Frequency
Once during the semester
- Projects
Frequency
Total of 4 projects
- Field Trips
Frequency
Every few weeks
- Class Participation
Frequency
Weekly
- Class Work
Frequency
Weekly
- 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

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

~~Our~~ We program would ~~felt that this is the only way~~ like to offer ~~the~~ this course ~~in~~ as ~~case~~ DE ~~of~~ so emergency. ~~that~~ This ~~we~~ enables

~~can capture non-local~~ students ~~in as the well program as to graduate on time~~ International and ~~not local~~ ~~prolong their academic career due to an~~ ~~emergency beyond their control~~ 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)

- 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.

Textbooks/Materials

Textbook

- Title Interior Design Materials and Specifications
Edition ~~3rd~~ 4th
ISBN-13 978-1501360893
Year ~~2017~~ 2021
Or Equivalent ~~No~~
- ~~Author(s) - Maureen Mitton, Courtney Nystuen~~
~~Title - Residential Interior Design: A Guide to Planning Spaces~~
~~Edition - 3rd~~
~~Publisher - Wiley~~
~~ISBN-13 -~~
~~Year - 2016~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~
- ~~Author(s) - Chris Grimley, Mimi Love~~
~~Title - The Interior Design Reference & Specification Book updated & revised~~
~~Edition - 2nd~~
~~Publisher - Rockport~~
~~ISBN-13 -~~
~~Year - 2018~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 11 / 05 02 / 2021 2024

Parent Course

INTD 25 - Materials and Resources

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~02/20/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08~~ 12 / 15 30 / 2018 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Interior Design 25
Materials and Resources
Effective: Fall 2025

Catalog Description:

INTD 25 - Materials and Resources
3.00 Units

Survey of residential and commercial interior furnishings with attention to product knowledge of furniture, textiles, ceramics, glass, metals, plastics and composite materials. Skills needed to perform related activities.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Analyze interior designs by measuring and pricing out materials
- B. Show an understanding of trends in the design and manufacture of furnishings and accessories for residential and commercial interiors;
- C. Articulate the nature of the materials used in the production of furnishings made of wood, textiles, glass, ceramics, metal, plastics, fabrics and composite materials;

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

Course Content:

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

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

Methods of Instruction:

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

Typical Assignments

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

Methods of Evaluating Student Progress

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

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

Student Learning Outcomes

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

- A. Analyze current uses of materials and locate resources in home application.
- B. Demonstrate presentation skills using a color board materials and citing resources for the "perfect" home.
- C. Identify materials in residential homes and call out the product type, size, and resource.

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

- 1. Basic Drafting equipment.
- 2. Other supplies as listed in the syllabus.

Equity Based Curriculum

- Methods of Instruction

Address

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

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Rationale for DE

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

We would like to offer this course as DE so that we can capture non-local students as well as International and local students.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

discussions.

Frequency: Minimum once per semester.

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

Frequency: Four times per semester.

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

Frequency: Weekly.

- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly.

Student-Student Interaction

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

Frequency: Minimum once per semester.

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

Frequency: Once per semester.

Student-Content Interaction

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

Frequency: Minimum once per semester.

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

Frequency: Four Quizzes, Final Exam.

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

Frequency: Weekly.

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

Frequency: Minimum four per semester (Virtual or In person).

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

Frequency: Four per semester.

- **Other:**

Frequency: Once per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589145

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 30 - Fundamentals of Lighting

Course Modification: INTD 30 - Fundamentals of Lighting (Launched - Implemented 12-29-2024)

compared with

INTD 30 - Fundamentals of Lighting (Active - Implemented 08-15-2018)

Cover

Effective Term ~~Fall~~ Spring, ~~2018~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Lighting terminology
2. Elements of design as applied to lighting
3. Color rendering with artificial and natural light
4. How direct, indirect, task, ambient, general, specific, and accent light relate
5. The function of various types of luminaires
6. Residential lighting
7. Commercial lighting including store, restaurant, or beauty salon examples
8. The effect of Title 24 on lighting design
9. How to draw reflected ceiling plans including the use of electrical symbols and lettering
10. Lighting documents

11. Special lighting needs, including using a computer
12. Lighting manufacturers and resources
13. Landscape lighting
14. Light as art

Methods of Instruction

Check all that apply:

- Field Trips
Comments
to local Lighting – _ Showroom
- Guest Lecturers
Comments
- When Lecture
Comments possible,
via zoom or in the classroom

Equity Based Curriculum

- _ Methods of Evaluation
Address _
Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning
styles including written assignments, drawings, projects, and presentations.

Typical Assignments

Typical Assignments

1. Assignment Type Research
Add Assignment
 1. Research manufacturers' catalogues for 3 specific lamp types
 1. Compare ease of use and information given by 2 manufacturers for each lamp type.
Submit information in a report.

2. [Assignment Type - Project](#)
[Add Assignment -](#)

1. Lighting composition

1. Photograph an item under 6 different lighting conditions

1. Observe effects of shadows, highlights, color changes
2. Mount on dark board
3. Identify each scenario
4. Share with class.

2. Effects of lighting color

1. Select and arrange on white paper, paint chips from 3 different family hues. Observe each under 2 different types of light sources

1. Identify light sources and describe effects on each group
2. Submit results and personal response.

3. Lighting calculations

1. Demonstrate the ability to perform calculations to achieve desired light quality in an interior.

4. Create a reflected ceiling plan showing location of architectural luminaires, circuitry paths and controls.

5. ~~Research manufacturers' catalogues for 3 specific lamp types~~

1. ~~Compare ease of use and information given by 2 manufacturers for each lamp type. Submit information in a report.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of INTD 30, students will be able to select~~ **Select** appropriate lighting sources for specific uses in residential and commercial applications.
2. **Outcome Text**
~~Upon completion of INTD 30, students will demonstrate~~ **Demonstrate** knowledge of the different categories of lighting: ambient, task, decorative, direct and indirect.
3. **Outcome Text**
~~Upon completion of INTD30 students will learn~~ **Learn** the process by which fixtures selection should begin to include the proper scale and hanging heights.
4. **Outcome Text**
~~Upon completion of INTD30 students will understand~~ **Understand** existing residential lighting installations.
5. **Outcome Text**
~~Upon completion of INTD30 students will be able to show~~ **Show** their ability to make proper fixture selections in a given space.

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
Once a month
- ~~Quizzes~~ Research Projects
Frequency
1 - 2 lighting research projects
- Projects
Frequency
2 - 3 lighting projects relating to the course content.
- Field Trips
Frequency
1 - 2 in person or on zoom or video tour.
- Class Work
Frequency
Weekly.

- Home Work
Frequency
Weekly

Distance Education

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

Textbooks/Materials

Textbook

1. Author(s) ~~Susan Winchup~~ Gordon
Title ~~Fundamentals of~~ Interior Lighting for Designers
Edition ~~3rd~~ 5th
Publisher ~~Fairchild~~ Wiley
ISBN-13 9780470114223
Year ~~2017~~ 2021
Or Equivalent ~~No~~ Yes
2. Author(s) ~~Mark Karlen~~ Innes , ~~James R Benya, Christina Spangler~~ Malcolm
Title Lighting for Interior Design ~~Basics~~
ISBN-13 9781856698368
Year ~~2017~~ 2022
Or Equivalent ~~No~~ Yes
3. Author(s) ~~Richard Russell,~~ Adena Sage
Title ~~Automated Lighting: The Art and Science~~ Architecture of ~~Moving and Color-Changing~~
Lights Light
Publisher ~~Focal Lighting Press~~ Source
ISBN-13 9780980061703
Year ~~2017~~ 2020
Or Equivalent ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Fenchel, Veronica~~ Hornbeck, Jill

Origination Date

~~10 09 / 01 12 / 2017~~ 2024

Parent Course

INTD 30 - Fundamentals of Lighting

No Previous Course

Entry of Special Dates

- Board of Trustees
01/16/2018
- State Approval

~~02/20/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Spring 2025

Implementation Date

~~08/15/2018~~

-

12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Interior Design 30
Fundamentals of Lighting
Effective: Spring 2025

Catalog Description:

INTD 30 - Fundamentals of Lighting
3.00 Units

Residential and commercial lighting systems as they apply to what constitutes a well-lit interior space. Includes an investigation of current lighting types and lighting resources.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. evaluate existing commercial and residential lighting installations;
- B. design a lighting system for a residential and commercial establishment using drafting equipment;
- C. read an electrical plan for residential and commercial establishments;
- D. recognize lighting organizations which encourage advancing lighting knowledge including Designers Lighting Forum and Illuminating Engineering

- Society;International Association of Lighting Designers;
- E. be aware of local sources for obtaining further lighting knowledge and products;
 - F. develop a lighting proposal for a client.

Course Content:

1. Lighting terminology
2. Elements of design as applied to lighting
3. Color rendering with artificial and natural light
4. How direct, indirect, task, ambient, general, specific, and accent light relate
5. The function of various types of luminaires
6. Residential lighting
7. Commercial lighting including store, restaurant, or beauty salon examples
8. The effect of Title 24 on lighting design
9. How to draw reflected ceiling plans including the use of electrical symbols and lettering
10. Lighting documents
11. Special lighting needs, including using a computer
12. Lighting manufacturers and resources
13. Landscape lighting
14. Light as art

Methods of Instruction:

1. Field Trips - to local Lighting Showroom
2. Guest Lecturers - When possible, via zoom or in the classroom
3. Slides and Videos

Typical Assignments

- A. Research:
 1. Research manufacturers' catalogues for 3 specific lamp types
 1. Compare ease of use and information given by 2 manufacturers for each lamp type. Submit information in a report.
- B. Project:
 1. Lighting composition
 1. Photograph an item under 6 different lighting conditions
 1. Observe effects of shadows,

1. highlights, color changes
 2. Mount on dark board
 3. Identify each scenario
 4. Share with class.
2. Effects of lighting color
 1. Select and arrange on white paper, paint chips from 3 different family hues. Observe each under 2 different types of light sources
 1. Identify light sources and describe effects on each group
 2. Submit results and personal response.
 3. Lighting calculations
 1. Demonstrate the ability to perform calculations to achieve desired light quality in an interior.
 4. Create a reflected ceiling plan showing location of architectural luminaires, circuitry paths and controls.

Methods of Evaluating Student Progress

- A. Class Work
 1. Weekly
- B. Home Work
 1. Weekly
- C. Exams/Tests
 1. Once a month
- D. Field Trips
 1. 1 - 2 in person or on zoom or video tour.
- E. Projects
 1. 2 - 3 lighting projects relating to the course content.
- F. Research Projects
 1. 1 - 2 lighting research projects

Student Learning Outcomes

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

- A. Select appropriate lighting sources for specific uses in residential and commercial applications.
- B. Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct and indirect.

- C. Learn the process by which fixtures selection should begin to include the proper scale and hanging heights.
- D. Understand existing residential lighting installations.
- E. Show their ability to make proper fixture selections in a given space.

Textbooks (Typical):

Textbook:

1. Gordon *Interior Lighting for Designers*. 5th ed., Wiley, 2021.
2. Innes, Malcolm *Lighting for Interior Design*. 3rd ed., Wiley, 2022.
3. Russell, Sage *The Architecture of Light*. 3rd ed., Lighting Source, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Drafting equipment.

Equity Based Curriculum

- Methods of Evaluation

- Address

- Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including written assignments, drawings, projects, and presentations.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589142

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 35 - Residential Space Planning

Course Modification: INTD 35 - Residential Space Planning (Launched - Implemented 12-29-2024)

compared with

INTD 35 - Residential Space Planning (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Architectural drafting materials, their selection and use for drafting floor plans and elevations
2. Factors to consider when selecting a home: location, climate, aesthetics, economy
3. The function of group areas of the home for relaxation, entertainment, and dining
4. The necessity of private areas for rest and hygiene--size, location, and layout
5. The function of work areas, including kitchens, utility rooms, and storage areas
6. Specific factors in home lighting
7. Heating and cooling systems: alternative energy sources
8. Organizing space for specific activities
9. Functional floor plans and electrical plans
10. Types of living plans: homes, apartments, mobile homes, condominiums

Lab Content -

1. Color in space planning
2. Ability to draw elevations drawing of a room as well as detailed drawings.
3. Draft in furniture plans
4. Render floor plans for good visual presentation.

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
Lab work of drafting in furniture space planning.
- Field Trips
Comments
To model homes or architectural offices.
- Lab
Comments
Time spent utilizing template tools to space plan entire rooms with furniture including area rugs and accessories.
- Lecture
Comments
Powerpoint slides via zoom lecture with Closed Captions.
- Projects
Comments -
3 projects relating to space planning

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Measure an existing room, analyze the current layout, design a new layout complete with furniture plans and render it.
2. Measure an existing space and draft to scale both before and after along with furniture plans and rendered materials. Color board should be presented with material swatches.
3. Draft model home floor plans from original plans and design and draw furniture and create a color board completely rendered and with material swatches.
4. Design and draw to scale a dream home of about 1500 square feet or more with elevations and floor plans.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of INTD 35, students will be able to present~~ Present accurately drawn floor plans and elevations with space planning criteria.

2. Outcome Text

~~Upon completion of INTD 35, students will be able to understand~~ Understand how to present before and after space plan drawings to present to clients.

3. Outcome Text

~~Upon completion of INTD 35, students will have the ability to work~~ Work with clients to respond to their individual needs using a client profile and draw a complete home space plan and present to the client the best space plan solution.

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
- - ~~Quizzes~~
Frequency -
Monthly
- Oral Presentation
Frequency
3 times during the semester.
- Projects
Frequency
3 projects for the semester
- Field Trips

Frequency

[Visiting model homes and architectural offices.](#)

- Class Participation

Frequency

[Weekly](#)

- Home Work

Frequency

[Weekly](#)

Distance Education

Does (or will) this course have a DE component? [No](#)

Textbooks/Materials

Textbook

1. Author(s) ~~Maureen~~ ~~_ Mitton~~ ~~, Courtney Nystuen~~
Title ~~Residential Interior Design: A Guide To~~ ~~to Planning~~ ~~Space~~ ~~Spaces~~
Edition ~~3rd~~ [4th](#)
ISBN-13 [978-1119653424](#)
Year ~~2016~~ [2021](#)
Or Equivalent ~~No~~ [Yes](#)
2. Author(s) ~~Patricia~~ ~~Frida~~ ~~Ellis~~ ~~Ramstedt~~ and ~~Mia Olofsson~~
Title ~~Lessons The in Interior Drawing Design Plans Handbook: Furnish, Decorate, and~~
~~interiors: Style Studio Your Instant Access Space~~
Edition ~~1st~~ [2nd](#)
Publisher ~~Bloomsbury Academics~~ [Potter](#)
ISBN-13 [978-0593139318](#)
Year ~~2018~~ [2020](#)
Or Equivalent ~~No~~
3. ~~Author(s) - Mark Karlen, Rob Fleming~~
~~Title - Space Planning Basics~~
~~Edition - 4th~~
~~Publisher - Wiley~~
~~ISBN-13 -~~
~~Year - 2016~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~ [Yes](#)

Codes and Dates

Course Codes

Origination Date

~~08~~ [11](#) / ~~01~~ [04](#) / ~~2017~~ [2024](#)

Parent Course

[INTD 35 - Residential Space Planning](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08/15/2018~~

-

12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Interior Design 35
Residential Space Planning
Effective: Fall 2025

Catalog Description:

INTD 35 - Residential Space Planning
3.00 Units

Basic techniques in planning space for interiors. Private and group living spaces, support systems, functional planning of interior space, and color in space planning.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the principles of space as it relates to the utility, economy, beauty, and character of living environment
- B. Recognize the demands that group activities place on space relationships
- C. Explain the need for planning for both groups and private space

- D. Design functional work areas relating to food preparation, hygiene, and storage
- E. Describe the principles relating to lighting, heating, and ventilating
- F. Diagram floor plans and elevations accurately
- G. Create with use of color in space planning

Course Content:

Lab:

- 1. Color in space planning
- 2. Ability to draw elevations drawing of a room as well as detailed drawings.
- 3. Draft in furniture plans
- 4. Render floor plans for good visual presentation.

Lecture:

- 1. Architectural drafting materials, their selection and use for drafting floor plans and elevations
- 2. Factors to consider when selecting a home: location, climate, aesthetics, economy
- 3. The function of group areas of the home for relaxation, entertainment, and dining
- 4. The necessity of private areas for rest and hygiene--size, location, and layout
- 5. The function of work areas, including kitchens, utility rooms, and storage areas
- 6. Specific factors in home lighting
- 7. Heating and cooling systems: alternative energy sources
- 8. Organizing space for specific activities
- 9. Functional floor plans and electrical plans
- 10. Types of living plans: homes, apartments, mobile homes, condominiums

Methods of Instruction:

- 1. Field Trips - To model homes or architectural offices.
- 2. Lecture - Powerpoint slides via zoom lecture with Closed Captions.
- 3. Classroom Activity - Lab work of drafting in furniture space planning.
- 4. Lab - Time spent utilizing template tools to space plan entire rooms with furniture including area rugs and accessories.
- 5. Projects - 3 projects relating to space planning
- 6. Student projects

Typical Assignments

- A. Project:
 - 1. Measure an existing room, analyze the current layout, design a new layout complete with furniture plans and render it.

2. Measure an existing space and draft to scale both before and after along with furniture plans and rendered materials. Color board should be presented with material swatches.
3. Draft model home floor plans from original plans and design and draw furniture and create a color board completely rendered and with material swatches.
4. Design and draw to scale a dream home of about 1500 square feet or more with elevations and floor plans.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. Monthly
- B. Oral Presentation
 1. 3 times during the semester.
- C. Projects
 1. 3 projects for the semester
- D. Field Trips
 1. Visiting model homes and architectural offices.
- E. Class Participation
 1. Weekly
- F. Home Work
 1. Weekly

Student Learning Outcomes

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

- A. Present accurately drawn floor plans and elevations with space planning criteria.
- B. Understand how to present before and after space plan drawings to present to clients.
- C. Work with clients to respond to their individual needs using a client profile and draw a complete home space plan and present to the client the best space plan solution.

Textbooks (Typical):

Textbook:

1. Maureen Mitton *Residential Interior Design: A Guide to Planning Spaces*. 4th ed., Wiley, 2021.
2. Frida Ramstedt and Mia Olofsson *The Interior Design Handbook: Furnish, Decorate, and Style Your Space*. 2nd ed., Potter, 2020.

Other Materials Required of Students

Other Materials Required of Students:

1. Drafting equipment to include T-square, triangles, pens, pencils, paper, 1/4" scaled furniture templates, colored pencils, etc..

Equity Based Curriculum

•Methods of Evaluation

Address

Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including written assignments, drawings, projects, and presentations.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000354289

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: INTD 40 - Computer Aided Design

Course Modification: INTD 40 - Computer Aided Design (Launched - Implemented 12-29-2024)

compared with

INTD 40 - Computer Aided Design (Active - Implemented 08-15-2020)

Cover

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

Units/Hours

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

Course Content

Lecture Content

1. Basic CAD operations and procedures
 1. Starting CAD
 2. Toolbars
 3. Use of functions
 4. Model space and paper space
 5. Zoom
 6. Snap/object snap
 7. Specifying coordinates
 8. Line tool
 9. Saving and closing files

10. Opening files

2. Drawing tools

1. The draw menu
2. Construction lines
3. Walls
4. Ceilings
5. Floors
6. Roof
7. Landscape
8. Selecting and editing objects

3. Modifying objects

1. The modify toolbar
2. Erase
3. Copy
4. Mirror
5. Offset
6. Move
7. Rotate
8. Scale
9. Stretch
10. Break

11. Explode

12. Colors

13. Materials

14. Cutting

15. Surfaces

4. Text

1. Text on drawings

2. Text on Title Blocks

5. Dimensions

1. Adding dimensions

2. Line weights

3. Dimension style

6. Layers

1. Creating layers

2. Layer filters

3. Objects and layers

7. ~~3D perspectives~~

1. ~~3D modes~~

2. ~~Rendering~~

3. ~~Fly around~~

4. ~~Printing of perspectives~~

-

Lab Content

1. 3D perspectives

1. 3D modes

2. Rendering

3. Fly around

4. Printing of perspectives

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments _
Zoom recordings with shared screen to show how to construction the drawings.
- _ Classroom Activity
- _ Critique
Comments _
Analysis/critique of individual exercises and projects
-
- _ Demonstration
Comments
Demonstrate the way to construct the project.
- Field Trips
Comments _
Visit an Architectural Firm to view CAD drawings.
- ~~Guest Lecturers~~ Lab

Comments

Hands-on activities in computer laboratory.

-

- Lecture

Comments

During lecture, the instructor does step by step instructions on completing the construction.

1. Explain

~~Analysis/critique of individual exercises and projects~~

2. Explain -

Individual consultation

3. Explain -

~~Hands-on activities in computer laboratory~~

4. Explain -

~~Video~~

5. Explain -

~~Readings from text and other sources~~

Equity Based Curriculum

- Methods of Evaluation

Address

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

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Projects using CAD

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

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of INTD 40, students will be able to execute~~ **Execute** a conception plan into the computer program from drawings to full plans, including 3D visual prints and animation.

2. Outcome Text

~~Upon completion of INTD 40, students will be able to use~~ **Use** dimensions and measuring to achieve scales on computerized floor plans.

3. Outcome Text

~~Upon completion of INTD 40, students will be able to successfully~~ **Successfully** print full size scaled drawings as completed set of plans.

Methods of Evaluation

Methods

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

- ~~_~~ **Oral Presentation**
Frequency -
~~One finished design project with class presentation~~
- Projects
Frequency
Weekly exercises and assignments/projects, about 15 in total
- Field Trips
Frequency
Once per semester
- Class Participation
Frequency -
~~Weekly~~
- Class Work
- Home Work
Frequency -
~~Weekly~~
- Lab Activities
Frequency
Daily
- ~~-~~ **Final Performance**
Frequency -
~~One finished design project with class presentation~~

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

~~Explain why this course should be offered in Distance Education mode: -~~

~~Our program felt that this is the only way to offer the course in case of emergency. This enables students in the program to graduate on time and not prolong their academic career due to an emergency beyond their control:~~

~~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 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. -~~

~~We offer this as a Hybrid course to offer those who are DE learners and those that want to come into the classroom.~~

~~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 ~~interactions. Any synchronous requirements are listed only in the schedule case of classes~~ 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.

Our program felt that this is the only way to offer the course in case of emergency. This enables students in the program to graduate on time and not prolong their academic career due to an emergency beyond their control.

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.](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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
[Daily response to email.](#)
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency
Minimum once per semester.
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency -

~~Weekly.~~

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

Frequency -

~~Weekly.~~

- **Face-to-face meetings (partially online courses only):** Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.

Frequency -

Weekly is offered, unless Emergency DE

Student-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)

- **Other Student presentations:** Students will prepare and present on a topic being studied.

Textbooks/Materials

Textbook

1. Author(s) ~~Alina Gerardus Ruten~~ Blokdyk
Title ~~Introduction Chief to Architect Residential A Design Complete Guide~~
Edition ~~9th~~ 2019
Publisher ~~Tech-Ed Concepts, Inc.~~ 5STARCooks
ISBN-13 978-0655814047
Year ~~2016~~ 2021
2. Author(s) ~~Cadsoft Terry Corp~~ Munson
Title ~~Introduction to~~ Residential Design Using Chief Architect X5
Edition ~~12~~
Publisher ~~Tech-Ed Concepts~~ Unknown
ISBN-13 978-0615769233
Year ~~2016~~ 2020
Or Equivalent ~~No~~
3. ~~Author(s) - Marcus Kim, Lance Kirby~~
~~Title - Mastering Autodesk Revit 2017 for Architecture~~
~~Edition - 1st~~
~~Publisher - Wiley~~
~~ISBN-13 -~~
~~Year - 2017~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~

4. ~~Author(s) - Alexander Schreyer~~

~~Title - Architectural Design with SketchUp: 3D Modeling, Extensions, BIM, Rendering, Making, and Scripting~~

~~Edition - 2nd~~

~~Publisher - Wiley~~

~~ISBN-13 -~~

~~Year - 2017~~

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

~~Or Equivalent - No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~08 / 05 / 2021~~ 30 / 2024

Parent Course

INTD 40 - Computer Aided Design

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Spring 2025

Implementation Date

~~08 / 15 / 2020~~ 29 / 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Interior Design 40
Computer Aided Design
Effective: Spring 2025

Catalog Description:

INTD 40 - Computer Aided Design
3.00 Units

(See also HORT 73)

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

Course Grading: Optional

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

Discipline:

Interior Design, or Ornamental Horticulture

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

Course Content:

Lab:

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

Lecture:

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

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

Methods of Instruction:

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

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

Typical Assignments

A. Project:

1. Projects using CAD

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

Methods of Evaluating Student Progress

A. Projects

1. Weekly exercises and assignments/projects, about 15 in total

B. Field Trips

1. Once per semester

C. Class Participation

1. Weekly

D. Class Work

1. Weekly

E. Home Work

1. Weekly

F. Lab Activities

1. Daily

G. Oral Presentation

1. One finished design project with class presentation

Student Learning Outcomes

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

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

Textbooks (Typical):

Textbook:

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

Other Materials Required of Students

Other Materials Required of Students:

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

Equity Based Curriculum

•Methods of Evaluation

Address

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

DE Proposal

Delivery Methods

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

Rationale for DE

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

We offer this as a Hybrid course to offer those who are DE learners and those that want to come into the classroom.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Frequency: Daily response to email.

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

Frequency: Minimum once per semester.

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

Frequency: Weekly.

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

•**Frequency:** Weekly.

Web conferencing: *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly.

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

Frequency: Weekly is offered, unless Emergency DE

Student-Student Interaction

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

Frequency: Minimum once per semester.

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

Frequency: Four times per semester.

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

Frequency: Minimum once per semester.

Student-Content Interaction

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

Frequency: Minimum once per semester.

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

Frequency: Weekly.

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

Frequency: 20 per semester (for each project).

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

Frequency: Minimum once per semester.

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

Frequency: 20 short projects and 1 final project.

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Once per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000507810

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

Course Modification: INTD 45 - Basic Kitchen and Bathroom Design

Course Modification: INTD 45 - Basic Kitchen and Bathroom Design (Launched - Implemented 12-29-2024)

compared with

INTD 45 - Basic Kitchen and Bathroom Design (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Study floor plans and elevations of kitchen and bathrooms to determine how they fulfill the functional needs of individuals and take into consideration the human factors of space design.
2. ~~Prepare floor plans using standard dimensions of fixtures and components in the market.~~
3. Survey materials used in kitchen and bathroom design including, tile, marble, granite, quartz, synthetics, wood.
4. Learn about resources for materials, fixtures, cabinetry, designers and support services.
5. Information regarding the National Kitchen and Bath Association and the Society of Certified Kitchen Designers.
6. Estimating, drafting, presentation, and Title 24 requirements.

Lab Content

Prepare floor plans using standard dimensions of fixtures and components in the market.

Methods of Instruction

Check all that apply:

- Projects

Comments

Completed Kitchen Design with appropriate drawings, documentation including budget and presentation board.

_ Completed Bath Design with appropriate drawings, documentation including budget and presentation board.

1. Explain
2. ~~Explain -
Field Trips - Kitchen and Bath Store, Major Appliance Center, Reports required~~
3. ~~Explain -
Reading from the text~~

Equity Based Curriculum

- _ Assignments
Address _
Flexible Assessment Methods: Assessments will be designed to accommodate different learning styles and needs, allowing students to demonstrate their understanding in varied ways, whether through projects, presentations, or written assignments.

Typical Assignments

Typical Assignments

1. Assignment Type Project
Add Assignment

1. ~~Projects~~

1. Study current layout of your bathrooms and kitchen

1. Evaluate layouts based on current industry recommended guidelines.

2. New Bathroom specs

1. Do a specification sheet for all materials.

2. Estimate and cost all materials.

3. New Kitchen specs

1. Do a specification sheet for all materials.

2. Estimate and cost all materials.

4. Bathroom Remodel

1. Draw new floor plan.

2. Do Specification sheet for all materials.

3. Estimate and cost all materials.

4. Do color board with design.

5. Draw details and elevations.

5. Kitchen Remodel

1. Draw new floor plan

2. Do Specification sheet for all materials

3. Estimate and cost all materials

4. Do color board with design

5. Draw details and elevations

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of INTD 45, students will be able to design~~ Design a kitchen or bath with a recognition of codes and guidelines affecting safety and functionality for the user.

2. Outcome Text

~~Upon completion of INTD 45, students will be~~ Be fully aware of the specific and unique challenges of kitchen and bath design.

3. Outcome Text

~~Upon completion of INTD 45, students will have~~ Have knowledge of various mechanical/technical infrastructure within their floor plan.

4. Outcome Text

~~Upon completion of INTD 45, students will have the ability to write~~ Write complete and correct materials and product specifications.

Methods of Evaluation

Methods

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

- Quizzes

Frequency

Monthly.

- Projects

Frequency

2 large scale project with presentations.

- Field Trips

Frequency

1 - 2 times a semester via in person, zoom or video.

- Class Work

Frequency

Weekly relating to the course content.

- Home Work

Frequency

Weekly.

- Lab Activities

Frequency

Weekly in lab activities of drafting, space planning and creating a floor plan.

Distance Education

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

Textbooks/Materials

Textbook

1. Title The Perfect Bath

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

This is the most recent edition, textbooks are harder to come by; not much has changed with kitchen/bath design, mostly problem solving of the space.

Or Equivalent ~~No~~ Yes

2. Title Designing Your Perfect House: Lessons from an Architect

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

Again, less and less textbooks are offered for design teaching.

Or Equivalent ~~No~~ Yes

Codes and Dates

Course Codes

Originator ~~Fenchel, Veronica~~ Hornbeck, Jill

Origination Date

~~11 / 01 04 / 2017~~ 2024

Parent Course

INTD 45 - Basic Kitchen and Bathroom Design

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

- State Approval

~~01/17/2018~~

- CC Approval

~~11/06/2017~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date -

~~08/15/2018~~

11/04/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Interior Design 45
Basic Kitchen and Bathroom Design
Effective: Fall 2025

Catalog Description:

INTD 45 - Basic Kitchen and Bathroom Design
3.00 Units

Survey of the field of kitchen and bathroom designs. Includes resources, materials, trends, costs and needs, both functional and aesthetic.

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

- A. Explain the human factors in designing functional and aesthetic kitchens and bathrooms
- B. Explain current technologies and trends in kitchen and bathroom design
- C. Demonstrate familiarity with the materials, fixtures, and business practices in this

- field
- D. Devise ways to pre-plan the realignment of fixtures in updating kitchens and bathrooms
 - E. Explain the roles and responsibilities of designers, contractors and suppliers
 - F. Draw accurate floor plans and specify materials and estimate cost of materials and installations
 - G. Plan functional storage areas

Course Content:

Lab:

Prepare floor plans using standard dimensions of fixtures and components in the market.

Lecture:

1. Study floor plans and elevations of kitchen and bathrooms to determine how they fulfill the functional needs of individuals and take into consideration the human factors of space design.
2. Survey materials used in kitchen and bathroom design including, tile, marble, granite, quartz, synthetics, wood.
3. Learn about resources for materials, fixtures, cabinetry, designers and support services.
4. Information regarding the National Kitchen and Bath Association and the Society of Certified Kitchen Designers.
5. Estimating, drafting, presentation, and Title 24 requirements.

Methods of Instruction:

1. Projects - Completed Kitchen Design with appropriate drawings, documentation including budget and presentation board. Completed Bath Design with appropriate drawings, documentation including budget and presentation board.
2. Audio-visual Activity - Slides, Video
3. Guest Lecturers
4. Lecture - based on the text and current industry standards and practices
5. Field Trips - Kitchen and Bath Store, Major Appliance Center , reports required
6. Reading from the text

Typical Assignments

A. Project:

1. Study current layout of your bathrooms and kitchen
 1. Evaluate layouts based on current industry

recommended guidelines.

2. New Bathroom specs
 1. Do a specification sheet for all materials.
 2. Estimate and cost all materials.
3. New Kitchen specs
 1. Do a specification sheet for all materials.
 2. Estimate and cost all materials.
4. Bathroom Remodel
 1. Draw new floor plan.
 2. Do Specification sheet for all materials.
 3. Estimate and cost all materials.
 4. Do color board with design.
 5. Draw details and elevations.
5. Kitchen Remodel
 1. Draw new floor plan
 2. Do Specification sheet for all materials
 3. Estimate and cost all materials
 4. Do color board with design
 5. Draw details and elevations

Methods of Evaluating Student Progress

- A. Lab Activities
 1. Weekly in lab activities of drafting, space planning and creating a floor plan.
- B. Projects
 1. 2 large scale project with presentations.
- C. Field Trips
 1. 1 - 2 times a semester via in person, zoom or video.
- D. Class Work
 1. Weekly relating to the course content.
- E. Home Work
 1. Weekly
- F. Quizzes
 1. Monthly

Student Learning Outcomes

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

- A. Design a kitchen or bath with a recognition of codes and guidelines affecting safety and functionality for the user.

- B. Be fully aware of the specific and unique challenges of kitchen and bath design.
- C. Have knowledge of various mechanical/technical infrastructure within their floor plan.
- D. Write complete and correct materials and product specifications.

Textbooks (Typical):

Textbook:

1. NKBA *NKBA Kitchen and Bathroom Planning Guidelines with Access Standards*. 2nd ed., Wiley, 2016.
2. Barbara Sallick *The Perfect Bath*. 1st ed., Rizzoli, 2016.
3. William Hirsch *Designing Your Perfect House: Lessons from an Architect*. 2nd ed., Dalsimer Pres, 2017.

Other Materials Required of Students

Other Materials Required of Students:

1. Basic Drafting Supplies.
2. Other materials as noted in the syllabus. .

Equity Based Curriculum

•Assignments

Address

Flexible Assessment Methods: Assessments will be designed to accommodate different learning styles and needs, allowing students to demonstrate their understanding in varied ways, whether through projects, presentations, or written assignments.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000381872

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

B - Advanced Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: INTD 47 - Professional Practices

Course Modification: INTD 47 - Professional Practices (Launched - Implemented 12-29-2024)
compared with
INTD 47 - Professional Practices (Active - Implemented 08-15-2018)

Cover

Effective Term Fall ~~2018~~ 2025

Units/Hours

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

Course Content

Lecture Content

1. Interior Design as a Profession
2. Professional Advancement
3. Ethics and Professional conduct
4. Legal responsibilities
5. Interior Designers Work Space
6. Project Compensation and Design Fees
7. Preparing Design Contracts and Documents
8. Product Pricing
9. Selling of goods and services
10. Project Management and administration
11. Interior Design Practices and Business Plans

12. Business formations and Employee Management

13. Marketing, Advertising and Presentations

14. Money Management

15. Careers and Goals

Methods of Instruction

Check all that apply:

- Discussion
Comments
[Discussion on job listings](#)
- Field Trips
Comments
[1 - 3 a semester](#)
- Guest Lecturers
Comments
[Via video/zoom or in person](#)
- Lecture
Comments
[Weekly based on course content via video and powerpoint slides.](#)

Equity Based Curriculum

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

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Interview of a design professional and a 3 page write up on the questions and answers along with an analysis of their design business.
2. Business plan including type, name and marketing material about their business.
3. Completion of business forms including a contract and service fee sheet as well as all correspondence forms.
4. Final project includes a design board of their business complete with marketing plan, logo and company location and building design.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

Upon Create completion of INTD 47, students will be able to create a strategic plans proposal for operating a business using or applying for a contract job.

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

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various business types forms of written texts
- 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) _
_ _ **Communicate Visually and Symbolically** : Create, explain and interpret tables, graphs, charts, visual images and diagrams to explain concepts or ideas.
- 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 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) _
_ _ **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) .
 . . 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) .
 . . 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) .
 . 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
2. Outcome Text
~~Upon completion of INTD 47, students will have~~ Have knowledge of methods of compensation, marketing, public relations, and advertising included in a business plan.
3. Outcome Text
~~Upon completion of INTD 47, students have~~ Have the opportunity to engage with a designer to learn more about the business of Interior Design.

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
- ~~Quizzes~~
 Frequency -
Monthly
- Research Projects
 Frequency
2 times a semester
- ~~Papers~~ Portfolios
 Frequency
Choice of a portfolio as their final project.
- Oral Presentation
 Frequency
Final project/portfolio will be an oral presentation to the class.
- Projects
 Frequency
Choice of a project or portfolio
- Field Trips
 Frequency
1 - 3 a semester, in-person, zoom or via video

- Class Participation
Frequency
Weekly.
- Class Work
Frequency
Weekly.
- Home Work
Frequency
Weekly.

Distance Education

Effective Term Fall 2025

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

Yes

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

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

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **Fully Partially Online (FO)** : 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 ~~only~~ materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. ~~All Any approved portion instructional of contract a hours class are that is delivered through those online interactions follows a separate approval and meets the regular and effective contact regulation . Any synchronous requirements are listed in the~~ The schedule of classes indicates dates, times and locations of in-person meetings .

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

~~We~~ Offering ~~felt~~ HyFlex classes provides a valuable opportunity for international students to attend in person while allowing non-local students the flexibility to participate remotely. This format enhances accessibility for all learners, accommodating varying schedules and learning preferences. Additionally, it expands the market reach by attracting students from outside the local area, promoting a diverse learning community and fostering global connections within the classroom. By combining in-person and online learning experiences, HyFlex classes ensure that this every is student has the ~~only way~~ opportunity to ~~offer thrive the~~ academically. ~~course in case regardless of emergency, so that students in the program can finish their degree geographic without a delay~~ location .

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

If an emergency arises, we are able to take this course completely online.

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.

Textbooks/Materials

Textbook

1. Author(s) ~~Gordan Stephanie F A. Kendall, Heidi Painchaud~~ Clemons
Title ~~Designing Your Business Interiors : Professional Design, Practices Process, for and Interior Practice Designers~~
Publisher ~~Ringgold~~ Goodheart
ISBN-13 978-1645641407
Year ~~2016~~ 2019
Or Equivalent ~~No~~ Yes
2. Title Professional Practices for Interior Designers
Edition ~~5th~~ 6th
ISBN-13 978-1119554516
Year ~~2015~~ 2020
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
=
Or Equivalent ~~No~~ Yes
3. Author(s) ~~Stephanie Diane Clemons~~ Leone
Title How To Open & Operate A Financially Successful Interior Design Business
Publisher ~~Goodheart-Wilcox~~ Atlantic

ISBN-13 978-1601382627

Year ~~2017~~ 2021

Or Equivalent ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

~~08~~ 11 / ~~05~~ 04 / ~~2021~~ 2024

Parent Course

INTD 47 - Professional Practices

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/16/2018~~

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2025

Implementation Date

~~08~~ 12 / ~~15~~ 29 / ~~2018~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Interior Design 47
Professional Practices
Effective: Fall 2025

Catalog Description:

INTD 47 - Professional Practices
3.00 Units

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

Course Grading: Optional

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

Discipline:

Interior Design

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

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

Methods of Instruction:

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

Typical Assignments

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

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

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Create a strategic proposal for operating a business or applying for a job.
- B. Have knowledge of methods of compensation, marketing, public relations, and advertising included in a business plan.
- C. Have the opportunity to engage with a designer to learn more about the business of Interior Design.

Textbooks (Typical):

Textbook:

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

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

Other Materials Required of Students

Other Materials Required of Students:

1. Use of a computer.

Equity Based Curriculum

- DE Course Interaction

Address

The course will foster an environment of collaboration where students can share their experiences and perspectives, facilitating peer-to-peer learning and encouraging diverse viewpoints.

- Methods of Evaluation

Address

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

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Rationale for DE

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

Offering HyFlex classes provides a valuable opportunity for international students to attend in person while allowing non-local students the flexibility to participate remotely. This format enhances accessibility for all learners, accommodating varying schedules and learning preferences. Additionally, it expands the market reach by attracting students from outside the local area, promoting a diverse learning community and fostering global connections within the classroom. By combining in-person and online learning experiences, HyFlex classes ensure that every student has the opportunity to thrive academically, regardless of their geographic location.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

Student-Student Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 4 times per semester.
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: Once per semester.
- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*
Frequency: 4 times per semester.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: Four times per semester.
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: Once per semester.
- **Written papers:** *Papers will be written on various topics.*
Frequency: Once per semester.
- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Once per semester.

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

Frequency: Four Quizzes, Midterm, Final Exam.

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

Frequency: Weekly.

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

Frequency: Four times per semester.

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

Frequency: Two per semester (Virtual or In person).

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

Frequency: Four per semester.

•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: Once per semester.

•**Other:**

Frequency: Once per semester.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000367783

CB03: TOP Code

130200 - Interior Design and Merchandising

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

B - Advanced Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: KIN 18A - Athletic Training Practicum 1

Course Modification: KIN 18A - Athletic Training Practicum 1 (Launched - Implemented 12-23-2024)

compared with

KIN 18A - Athletic Training Practicum 1 (Active - Implemented 01-01-2024)

Cover

Effective Term Fall ~~2024~~ 2025

Units/Hours

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

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lecture Hours	
Lab Hours	54
Inside of Class Hours	54

Course Content

Lecture Content

Lab Content .

1. Training room policies and procedure
 1. Dress code
 2. Clinical decorum and professionalism
 3. Scope of practice
 4. Data entry and Record Keeping

5. Maintenance and Cleaning
6. Daily/weekly/monthly cleaning schedules
7. Maintain a tidy and organized clinical workspace
8. HIPAA and OSHA Compliance

2. Evaluation procedures

1. Use of HIPS/HOPS
2. Documentation and SOAP charting

3. Acute injury care

1. First Aid/Wound Care
2. Maintaining a sterile environment
3. Proper disposal of contaminated dressings
4. Splinting and Wrapping
5. Practical Experience

4. Emergency care of injured athlete

1. Identify a medical emergency and facilitate 911
2. Emergency action plan
3. Athlete management in an emergency situation
4. Utilizing staff and crowd control

5. Taping

1. Appropriate application incorporating all components of a tape job
2. Provide stability while being functional
3. Practical experience

6. Stretching techniques

1. Demonstration
2. Proper hand placement
3. Apply appropriate pressure to achieve goal (ROM, flexibility, reduce hypertonicity)
4. Practical experience

7. Modalities

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

8. Pre/post game operations

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

8. Post game take down

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Demonstration
Comments
[Taping techniques](#)
[Passive stretching](#)
- Lab
Comments
[Organization and management of the clinic](#)
- Observation
Comments
[Injury intake](#)
- Research
Comments
[Research evidence based articles on rehabilitation](#)

Other ~~No~~ Yes

1. [Explain](#) .
[The instructor will acknowledge and adjust their teaching methods in order to accommodate the needs of all students in the class.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Laboratory](#)
Add Assignment

[Skill Demonstrations. All skill-based and physical demonstrations used for assessment purposes including skill performance exams](#)
1. ~~Assignments~~
2. [Assignment](#) ~~based~~ Type ~~on~~ [Reading](#)
Add ~~reading~~ [Assignment](#) .

[Assessment tools that demonstrate understanding of material and/or require students to select, organize and explain ideas in writing.](#)

3. [Assignment Type - Other](#)
[Add Assignment -](#)

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

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

2. ~~Skill Demonstrations~~

1. ~~All skill-based and physical demonstrations used for assessment purposes including skill performance exams.~~

3. ~~Other~~

1. ~~Includes any assessment tools that do not logically fit into the above categories.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN 18A, students should be able to demonstrate~~ [Demonstrate](#) techniques in passive stretching.

2. Outcome Text

~~Upon completion of KIN 18A, students should be able to apply~~ [Apply](#) first aid and acute care for wounds and injuries.

3. Outcome Text

~~Upon completion of KIN 18A, students should be able to demonstrate~~ [Demonstrate](#) appropriate taping techniques for joint stability and injury prevention.

4. Outcome Text

~~Upon completion of KIN 18A, students should be able to complete~~ [Complete](#) an injury evaluation.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Comments [May be taken concurrently.](#)

Catalog View **Prerequisite:** KIN 17 with a minimum grade of C [May be taken concurrently.](#)

Methods of Evaluation

Methods

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

- Lab Activities
Frequency -
minimum of 5 per semester

Please Explain

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

~~orthopedic~~

~~Minimum tests~~

~~stretching of techniques~~

~~manual 5 therapy per techniques~~

~~taping and wrapping~~

~~Lab Activities~~

~~scenarios~~

~~discuss journal articles and their findings~~

~~practice history taking, evaluation skills, identifying injuries based on findings~~

~~semester~~

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.](#)

Textbooks/Materials

Textbook

1. **Author(s)** [Lorin A. Cartwright, Kimberly Peer](#)
Title [Fundamentals of Athletic Training and Sports Medicine-5th Edition](#)
Edition [5th](#)
Publisher [Human Kinetics](#)
Year [2025](#)
2. **Author(s)** William E Prentice
Title Principles of Athletic Training: A Guide to Evidence-Based Clinical Practice
Edition 17
Publisher Mc Graw Hill
Year 2022
3. **Author(s)** David Perri
Title Athletic Taping and Bracing
Edition 3rd
Publisher MA
Year - ~~2016~~
4. **Author(s)** Daniel Arnheim, William Prentice
Title Essentials of Athletic Injury Management
Edition 10th
Publisher McGraw Hill
Year [2016](#)
5. **Author(s)** Chad Starkey, Sara Brown
Title Examination of Orthopedic & Athletic Injuries
Edition 4th
Publisher Human Kinetics
ISBN-13 [9781492511111](#)
Year 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) [No](#)
Or Equivalent [No](#)

Codes and Dates

Course Codes

Origination Date

~~01~~ [10](#) / ~~27~~ [31](#) / ~~2023~~ [2024](#)

Parent Course

KIN 18A - Athletic Training Practicum 1

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/20/2023~~

- State Approval

~~07/06/2023~~

- CC Approval

~~03/20/2023~~

Instructional Services

Effective Term ~~Fall 2024~~ Fall 2025

Implementation Date

~~01/01/2024~~

11/05/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Kinesiology 18A Athletic Training Practicum 1

Effective: Fall 2025

Catalog Description:

KIN 18A - Athletic Training Practicum 1 1.00 Units

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

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

Course Grading: Letter Grade Only

Lab Hours	54
Inside of Class Hours	54

Discipline:

Athletic Training

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

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

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

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

Course Content:

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

3. Apply appropriate pressure to achieve goal (ROM, flexibility, reduce hypertonicity)
4. Practical experience
7. Modalities
 1. Appropriate application
 2. Choose proper settings
 3. Contraindications
8. Pre/post game operations
 1. Pre game set up
 2. Identify and eliminate potential hazards
 3. Playing surface is uncompromised
 4. Consider Environmental Conditions
 5. Heat/Cold
 6. Lightning safety
 7. Altitude
 8. Post game take down

Methods of Instruction:

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

Typical Assignments

- A. Laboratory:
Skill Demonstrations. All skill-based and physical demonstrations used for assessment purposes including skill performance exams
- B. Reading:
Assessment tools that demonstrate understanding of material and/or require students to select, organize and explain ideas in writing.
- C. Other:
Includes any assessment tools that do not logically fit into the above categories.

Methods of Evaluating Student Progress

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

Student Learning Outcomes

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

- A. Demonstrate techniques in passive stretching.
- B. Apply first aid and acute care for wounds and injuries.
- C. Demonstrate appropriate taping techniques for joint stability and injury prevention.
- D. Complete an injury evaluation.

Textbooks (Typical):

Textbook:

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

Equity Based Curriculum

- Methods of Instruction

Address

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

DE Proposal

Delivery Methods

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

- **Partially Online**

Rationale for DE

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

This course should be offered online for the flexibility and convenience of online learning and to accommodate and support students in their academic efforts.

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

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

Accessibility all materials must be accessible to students with disabilities

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

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

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

DE Course Interaction

Instructor-Student Interaction

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

discussions.

Frequency: Minimum four per semester

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

Frequency: Minimum three per semester

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

Frequency: Minimum five per semester

Requisite Skills

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

A. KIN 17

1. Analysis of the nature of injury
2. Demonstrate proper injury prevention techniques
3. Differentiate the skills necessary to tape or brace an athletic injury
4. Evaluate effective communication strategies with the sports medicine department
5. Design general organization and administration of a sports medicine facility

Student-Student Interaction

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

Frequency: Minimum four per semester

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

Frequency: 1 group project

Student-Content Interaction

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

Frequency: Minimum four per semester

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

Frequency: Minimum four per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000584329

CB03: TOP Code

122800 - Athletic Training and Sports Medicine

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: KIN FG1 - Footgolf 1

Course Modification: KIN FG1 - Footgolf 1 (Launched - Implemented 12-24-2024)
compared with
KIN FG1 - Footgolf 1 (Active - Implemented 08-15-2020)

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. History

1. Internationally (Federation of International Footgolf, FIGF)

2. Nationally (American Footgolf League, AFGL)

2. The rules, regulations of Footgolf

1. Current rules according to the Federation of International Footgolf (FIGF)

2. Regulations

1. Stroke play

2. Match play

3. Footgolf dress code, etiquette and scoring

1. Footwear and apparel

2. Appropriate actions with respect to other players and the course

3. Honesty, honor in scorekeeping activities

4. Physical Preparation

1. Warm up

2. Cool down

5. Footgolf putting technique

1. Approach to the ball

2. Plant foot

3. Kicking foot

4. Follow through

6. Skill development exercises for putting

7. Types of kicks

1. Toe

2. Inside of foot

3. Top of foot

8. Terminology of Golf

1. Addressing the ball
2. Approach
3. Fairway
4. Green
5. Honor
6. Sandtrap
7. Water hazard

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Individualized Instruction
Comments
Provide one-on-one instruction

Equity Based Curriculum

- Other Materials Required of Students
Address Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of putting
3. Perform a variety of putts from the green
4. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF1, the student will be able to analyze~~ Analyze the influence of alignment and grip on ball flight

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.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

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

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~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:~~
- ~~• - 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 Traditional 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 is 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 contact 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 -~~
~~Minimum four times per semester~~
- ~~• - **Discussion board:** - The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~

Frequency -

Minimum four times per semester

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

Frequency -

Minimum four times per semester

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

Frequency -

At least one per module, for a total of at least four times during the 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)~~

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

Frequency -

Minimum once per semester

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

Frequency -

Minimum four times 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 -

Minimum four times per semester

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

Frequency -

Minimum four times per semester

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

Frequency -

Minimum four times per semester

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

Frequency -

Minimum four times per semester

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

Frequency -

Minimum four times per semester

- - **Other:** -

Frequency -

Minimum once per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Bryce Barbara Gardene~~ A. Bushman
Title ~~Footgolf Fitness For Professionals~~ Beginners Handbook
Edition ~~4~~ 8th
Publisher ~~CreateSpace Human Independent Publishing Platform~~ Kinetics
Year ~~2017~~ 2025
2. Author(s) . Human Kinetics
Title . High Performance Training for Sports
Edition . 2
Publisher . Human Kinetics
Year . 2022
3. Author(s) Dylan Joseph
Title Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)
Edition 2nd
Publisher Understand LLC
~~Year - 2018~~
4. Author(s) Jonathan Erhman, Dennis Kerrigan, Steven Keteyian
Title Advanced Exercise Physiology
Edition 1
Publisher Human Kinetics
ISBN-13 .
Year . 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) .
Or Equivalent . No
5. Author(s) . Bryce Gardene
Title . Footgolf For Beginners
Edition . 1
Publisher . CreateSpace Independent Publishing Platform
ISBN-13 .

Year - 2017

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

Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~11/04/16~~ ~~05/2020~~ 2021

Proposal Type

~~New Course~~ ~~Course~~ Modification

Entry of Special Dates

-
-

Instructional Services

Implementation Date

~~08/15/2020~~

-
12/24/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Kinesiology FG1
Footgolf 1

Effective: Fall 2020

Catalog Description:

KIN FG1 - Footgolf 1
1.00 Units

This is an introductory course to the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the history, rules, and the etiquette of the sport and how to apply putting techniques effectively. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Explain the history and development of footgolf.
- B. Articulate the rules and regulations associated with the sport of footgolf.
- C. Recognize the dress code for the course, etiquette towards the rules of the game

- and the honor of scoring.
- D. Perform a physical warm up and cool down.
- E. Perform exercises and drills for putting.
- F. Apply the correct mechanics for putting.
- G. Compare kicking techniques according to the distance from the hole.
- H. Recall the terminology associated with golf.

Course Content:

1. History
 1. Internationally (Federation of International Footgolf, FIGF)
 2. Nationally (American Footgolf League, AFGL)
2. The rules, regulations of Footgolf
 1. Current rules according to the Federation of International Footgolf (FIGF)
 2. Regulations
 1. Stroke play
 2. Match play
3. Footgolf dress code, etiquette and scoring
 1. Footwear and apparel
 2. Appropriate actions with respect to other players and the course
 3. Honesty, honor in scorekeeping activities
4. Physical Preparation
 1. Warm up
 2. Cool down
5. Footgolf putting technique
 1. Approach to the ball
 2. Plant foot
 3. Kicking foot
 4. Follow through
6. Skill development exercises for putting
7. Types of kicks
 1. Toe
 2. Inside of foot
 3. Top of foot
8. Terminology of Golf
 1. Addressing the ball
 2. Approach
 3. Fairway
 4. Green

5. Honor
6. Sandtrap
7. Water hazard

Methods of Instruction:

1. Lecture - Explain concepts, principles, tactics of the sport.
2. Field Trips - Las Positas Golf Course
3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups and cool downs specific for footgolf
 2. Participate in drills designed for skill development in the technique of putting
 3. Perform a variety of putts from the green
 4. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

- A. Quizzes
 1. 1-2 times per semester
- B. Class Participation
 1. Daily
- C. Final Class Performance
 1. One Time

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Analyze the influence of alignment and grip on ball flight

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
2. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
3. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1

- ed., Human Kinetics, 2018.
4. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
 5. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.

Manual:

1. Oliver, Paul. Federation For International FootGolf Rule book. Federation for International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..

Equity Based Curriculum

•Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606137

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: KIN FG2 - Footgolf 2

Course Modification: KIN FG2 - Footgolf 2 (Launched - Implemented 12-24-2024)
compared with
KIN FG2 - Footgolf 2 (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Instructional Categories (check all that apply)

Lecture ~~Yes~~ No

TOTALS

Calculations

Lab Hours 54

Inside of Class Hours 54

Course Content

Lecture Content

Lab Content .

1. Physical preparation

1. Warm up

2. Cool down

2. Footgolf techniques for driving the ball

1. Approach to the ball
2. Plant foot
3. Plant leg
4. Kicking leg back swing
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

3. Skill development exercises for driving

4. Compare types of drives

1. Driven

1. Backspin
2. Topspin
3. Sidespin

2. Lofted

1. Backspin
2. Sidespin

5. Discuss types of drives

1. Driven

1. Backspin

2. Topspin

3. Sidespin

2. Lofted

1. Backspin

2. Sidespin

• ~~Lofted~~

1. ~~Backspin~~

2. ~~Sidespin~~

~~Lab Content -~~

Methods of Instruction

Check all that apply:

- Individualized Instruction

Comments

Provide one-on-one instruction

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type [Laboratory](#)

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the technique of driving
3. Perform a variety of drives from the tee box
4. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF2, the student will be able to illustrate~~ [Illustrate](#) how a golfer creates lag in the golf swing

Requisites/Requisite Validation

Catalog View [Recommended Course Preparation:](#) [KIN FG1 with a minimum grade of C](#) _

Distance Education

Does (or will) this course have a DE component? [No](#)

Textbooks/Materials

Textbook

1. Author(s) [Human Kinetics](#)
[Title](#) _ [High Performance Training for Sports](#)
[Edition](#) _ [2nd](#)
[Publisher](#) _ [Human Kinetics](#)
[Year](#) _ [2022](#)
2. [Author\(s\)](#) _ [Barbara A. Bushman](#)
[Title](#) _ [Fitness Professionals Handbook](#)
[Edition](#) _ [8th](#)
[Publisher](#) _ [Human Kinetics](#)
[Year](#) _ [2025](#)
3. [Author\(s\)](#) _ Bryce Gardene
Title Footgolf For Beginners
~~Edition~~ - [1](#)
Publisher CreateSpace Independent Publishing Platform
Year 2017
4. [Author\(s\)](#) Dylan Joseph
Title Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)
Edition 2nd
Publisher Understand LLC
[ISBN-13](#) _
Year 2018

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

5. Author(s) Jonathan Erhman, Dennis Kerrigan, Steven Keteyian

Title Advanced Exercise Physiology

Edition _ 1

Publisher Human Kinetics

ISBN-13 _

Year 2018

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

Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer

ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~02 10 / 14 22 / 2019~~ 2024

Proposal Type

~~New Course~~ ~~Course~~ Modification

Parent Course

KIN FG2 - Footgolf 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~03/18/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08 12 / 15 24 / 2020~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Kinesiology FG2

Footgolf 2

Effective: Fall 2025

Catalog Description:

KIN FG2 - Footgolf 2

1.00 Units

A second semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the first shot of teeing off and the different techniques to drive a ball for distance and accuracy. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Recommended Course Preparation: KIN FG1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
------------------	----

Inside of Class Hours	54
------------------------------	----

Discipline:

Physical 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. Perform a physical warm up and cool down.
- B. Perform exercises and drills for driving a ball.

- C. Apply the correct mechanics required to drive a ball for distance and accuracy.
- D. Compare different kicking techniques to drive a ball with back spin, top spin and side spin.
- E. Discuss the concept of spin when driving a ball.

Course Content:

- 1. Physical preparation
 - 1. Warm up
 - 2. Cool down
- 2. Footgolf techniques for driving the ball
 - 1. Approach to the ball
 - 2. Plant foot
 - 3. Plant leg
 - 4. Kicking leg back swing
 - 5. Kicking foot
 - 6. Follow through of kicking leg
 - 7. Push off of plant foot
- 3. Skill development exercises for driving
- 4. Compare types of drives
 - 1. Driven
 - 1. Backspin
 - 2. Topspin
 - 3. Sidespin
 - 2. Lofted
 - 1. Backspin
 - 2. Sidespin
- 5. Discuss types of drives
 - 1. Driven
 - 1. Backspin
 - 2. Topspin
 - 3. Sidespin
 - 2. Lofted
 - 1. Backspin
 - 2. Sidespin

Methods of Instruction:

- 1. Field Trips - Las Positas Golf Club
- 2. Lecture - Explain concepts, principles, tactics of the sport.

3. Individualized Instruction - Provide one-on-one instruction
4. Demonstration - Techniques and drills

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups and cool downs specific for footgolf
 2. Participate in drills designed for skill development in the technique of driving
 3. Perform a variety of drives from the tee box
 4. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

- A. Quizzes
 1. 1-2 times per semester
- B. Class Participation
 1. Daily
- C. Final Class Performance
 1. One time

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Illustrate how a golfer creates lag in the golf swing

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8th ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

Manual:

1. Oliver, Paul. Federation For International FootGolf Rule book. Federation for

International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .

Equity Based Curriculum

•Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606138

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: KIN FG3 - Footgolf 3

Course Modification: KIN FG3 - Footgolf 3 (Launched - Implemented 12-24-2024)
 compared with
 KIN FG3 - Footgolf 3 (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. Physical preparation
 1. Warm up
 2. Cool down

2. Footgolf techniques for fairway kicks
 1. Approach to the ball

2. Plant foot
3. Plant leg
4. Kicking leg back swing
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

3. Footgolf techniques for approach kicks

1. Approach to the ball
2. Plant foot
3. Plant leg
4. Kicking leg backspin
5. Kicking foot
6. Follow through of kicking leg
7. Push off of plant foot

4. Skill development exercises for fairway kicks

5. Skill development for approach kicks

6. Compare types of kicks

1. Fairway

1. Backspin

2. Topspin

3. Sidespin

2. Approach

1. Backspin

2. Sidespin

7. Discuss types of drives

1. Fairway

1. Backspin

2. Topspin

3. Sidespin

2. Approach

1. Backspin

2. Sidespin

- **Approach**

1. **Backspin**

2. **Sidespin**

Lab Content -

Methods of Instruction

Check all that apply:

- Individualized Instruction

Comments

Provide one-on-one instruction

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups and cool downs specific for footgolf
2. Participate in drills designed for skill development in the techniques for fairway kicks
3. Perform a variety of kicks from the fairway
4. Participate in drills designed for skill development in the techniques used to approach the green
5. Perform a variety of kicks used to approach the green
6. Demonstrate proper course etiquette for footgolf

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KINGF3 the student will be able to assess~~ Assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

Distance Education

Does (or will) this course have a DE component? No

Textbooks/Materials

Textbook

1. Author(s) Human Kinetics

Title - High Performance Training for Sports

- Edition - 2
Publisher - [Human Kinetics](#)
Year - 2022
2. Author(s) - [Barbara A. Bushman](#)
Title - [Fitness Professionals Handbook](#)
Edition - 8
Publisher - [Human Kinetics](#)
Year - 2025
3. Author(s) - Bryce Gardene
Title Footgolf For Beginners
Edition - 4
Publisher CreateSpace Independent Publishing Platform
Year 2017
4. Author(s) Dylan Joseph
Title Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)
Edition 2nd
Publisher Understand LLC
ISBN-13 -
Year 2018
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - No
5. Author(s) Jonathan Erhman, Dennis Kerrigan, Steven Keteyian
Title Advanced Exercise Physiology
Edition - 1
Publisher Human Kinetics
ISBN-13 -
Year 2018
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**
 Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~02 10 / 14 22 / 2019~~ 2024

Proposal Type

~~New Course~~ ~~Course~~ Modification

Parent Course

[KIN FG3 - Footgolf 3](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/13/2019~~

- CC Approval

~~03/18/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ [Fall 2025](#)

Implementation Date

~~08/15/2020~~

-

[12/24/2024](#)

Course CB Codes

CB22: Non Credit Course Category

[Y - Not Applicable, Credit course](#)



LAS POSITAS
COLLEGE

Admin Outline for Kinesiology FG3 Footgolf 3

Effective: Fall 2025

Catalog Description:

KIN FG3 - Footgolf 3 1.00 Units

A third semester course for the sport of Footgolf. Footgolf is a combination of the popular sports of soccer and golf. On a shortened golf course, players kick a regulation size 5 soccer ball into a large hole in as few shots as possible. This course will focus on the ways to kick when on the fairway and when approaching the green. The course will be offered on campus and at a local golf course. Students will be charged a minimal fee each time they use the Footgolf course.

Recommended Course Preparation: KIN FG2 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Perform a physical warm up and cool down.
- B. Perform exercises and drills for fairway kicks.
- C. Perform exercises and drills for approach to the green kicks.

- D. Apply the correct mechanics used for fairway kicks.
- E. Apply the correct mechanics used for approach kicks.
- F. Compare different techniques use for fairway and approach kicks with backspin, top spin and side spin.
- G. Discuss the concept of spin for fairway and approach kicks.

Course Content:

1. Physical preparation
 1. Warm up
 2. Cool down
2. Footgolf techniques for fairway kicks
 1. Approach to the ball
 2. Plant foot
 3. Plant leg
 4. Kicking leg back swing
 5. Kicking foot
 6. Follow through of kicking leg
 7. Push off of plant foot
3. Footgolf techniques for approach kicks
 1. Approach to the ball
 2. Plant foot
 3. Plant leg
 4. Kicking leg backspin
 5. Kicking foot
 6. Follow through of kicking leg
 7. Push off of plant foot
4. Skill development exercises for fairway kicks
5. Skill development for approach kicks
6. Compare types of kicks
 1. Fairway
 1. Backspin
 2. Topspin
 3. Sidespin
 2. Approach
 1. Backspin
 2. Sidespin
7. Discuss types of drives
 1. Fairway
 1. Backspin

2. Topspin
3. Sidespin
2. Approach
 1. Backspin
 2. Sidespin

Methods of Instruction:

1. Field Trips - Final at Las Positas Golf Club
2. Demonstration - techniques and drills
3. Lecture - Explain concepts, principles, tactics of the sport.
4. Individualized Instruction - Provide one-on-one instruction

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups and cool downs specific for footgolf
 2. Participate in drills designed for skill development in the techniques for fairway kicks
 3. Perform a variety of kicks from the fairway
 4. Participate in drills designed for skill development in the techniques used to approach the green
 5. Perform a variety of kicks used to approach the green
 6. Demonstrate proper course etiquette for footgolf

Methods of Evaluating Student Progress

- A. Quizzes
 1. 1-2 times per semester
- B. Class Participation
 1. Daily
- C. Final Class Performance
 1. One time

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Bryce Gardene *Footgolf For Beginners*. 1 ed., CreateSpace Independent Publishing Platform, 2017.
4. Dylan Joseph *Soccer Shooting & Finishing: A Step-by-Step Guide on How to Score (Understand Soccer)*. 2nd ed., Understand LLC, 2018.
5. Jonathan Erhman, Dennis Kerrigan, Steven Keteyian *Advanced Exercise Physiology*. 1 ed., Human Kinetics, 2018.

Manual:

1. Oliver, Paul. Federation For International FootGolf Rule book. Federation for International FootGolf, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper attire, including flat soled or short rubber studded indoor soccer shoes, a size 5 soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..

Equity Based Curriculum

•Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606139

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: KIN SI1 - Soccer - Indoor 1

Course Modification: KIN SI1 - Soccer - Indoor 1 (Launched - Implemented 12-24-2024)
 compared with
 KIN SI1 - Soccer - Indoor 1 (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. Proper warm-up for indoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of indoor soccer equipment.
3. Proper skills development and techniques for passing, dribbling, heading, shooting, trapping and receiving for indoor soccer.
4. Offensive techniques skills and strategies for indoor soccer.
5. Defensive techniques skills and strategies for indoor soccer.

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Skills assessment on passing, dribbling, heading, shooting and receiving
2. Demonstration of individual offensive and defensive skills will be done on a regular basis during the course
3. Performing course skills such as moving off the soccer ball and creating space

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN SI1, students should be able to demonstrate~~ Demonstrate beginning-level soccer skills.

2. Outcome Text

~~Upon completion of KIN SI1, students should be able to integrate~~ Integrate the rules of the soccer during small and large sided scrimmages.

3. Outcome Text

~~Upon completion of KIN SI1, students should be able to recognize~~ Recognize indoor soccer terminology.

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.~~

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency.~~

~~Explain how the decision was made to offer this course in a Distance Education mode.~~

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~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 is 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 contact – 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 -~~

~~Minimum four times per semester~~

- - ~~**Discussion board:** - The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Feedback on assignments:** - The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~

~~Frequency -~~

~~Minimum four times 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)~~

- ~~• - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Minimum once per semester~~
- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Minimum four times 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 -
Minimum four times per semester~~
- ~~• - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum four times per semester~~
- ~~• - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency -
Minimum once per semester~~

Textbooks/Materials

Textbook

1. **Author(s)** _ [Human Kinetics](#)
Title _ [High Performance Training for Sports](#)
Edition _ [2](#)
Publisher _ [Human Kinetics](#)
Year _ [2022](#)
2. **Author(s)** _ [Barbara A. Bushman](#)
Title _ [Fitness Professionals Handbooks](#)
Edition _ [8](#)
Year _ [2025](#)
3. **Author(s)** Gary Curneen
Title The Modern Soccer Coach: Position-Specific Training
Edition 1
Publisher Bennion Kearny Limited
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)
4. **Author(s)** Tony Strudwick
Title Soccer Science
Edition 1
Publisher _ [Human Kinetics](#)
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**
Proper indoor soccer equipment including clothes, shoes, safety equipment and soccer ball _ [Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.](#)

Codes and Dates

Course Codes

Origination Date

~~11~~ [10](#) / ~~16~~ [22](#) / ~~2020~~ [2024](#)

Parent Course

KIN SI1 - Soccer - Indoor 1

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~02/18/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-

12/24/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Kinesiology SI1
Soccer - Indoor 1
Effective: Fall 2025

Catalog Description:

KIN SI1 - Soccer - Indoor 1
1.00 Units

Students will practice the skills of kicking, passing, trapping and heading necessary for controlled indoor soccer play. Students will discuss and employ basic offensive and defensive strategies and tactics; and put into practice the rules governing soccer.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Demonstrate safety rules for playing indoor soccer.
- B. Identify the proper equipment for indoor soccer and its usage.
- C. Recognize common terminology and language for indoor soccer.
- D. Generalize differences between offensive and defensive play for indoor soccer.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, trapping and receiving ball in indoor soccer.

Course Content:

1. Proper warm-up for indoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of indoor soccer equipment.
3. Proper skills development and techniques for passing, dribbling, heading, shooting, trapping and receiving for indoor soccer.
4. Offensive techniques skills and strategies for indoor soccer.
5. Defensive techniques skills and strategies for indoor soccer.

Methods of Instruction:

1. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used
2. Lab - Actual hands-on exercises and participation with the soccer ball and with classmates

Typical Assignments

- A. Laboratory:
 1. Skills assessment on passing, dribbling, heading, shooting and receiving
 2. Demonstration of individual offensive and defensive skills will be done on a regular basis during the course
 3. Performing course skills such as moving off the soccer ball and creating space

Methods of Evaluating Student Progress

- A. Class Performance
 1. assessed daily
- B. Class Participation
 1. assessed daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate beginning-level soccer skills.
- B. Integrate the rules of the soccer during small and large sided scrimmages.
- C. Recognize indoor soccer terminology.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbooks*. 8 ed., Human Kinetics, 2025.
3. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.
4. Tony Strudwick *Soccer Science*. 1 ed., Human Kinetics, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper indoor soccer equipment including clothes, shoes, safety equipment and soccer ball. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility..

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612236

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: KIN SI2 - Soccer - Indoor 2

Course Modification: KIN SI2 - Soccer - Indoor 2 (Launched - Implemented 12-24-2024)
compared with
KIN SI2 - Soccer - Indoor 2 (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

Lab Hours 54

Inside of Class Hours 54

Course Content

Lecture Content

Lab Content .

1. Technical and tactical application of attacking principles.

1. Penetrating passes
2. Supporting angles
3. Movement off-the-ball
4. Width and depth
5. Switching the point of the attack.

2. Technical and tactical application of defensive principles.

1. Pressure
2. Delay
3. Depth
4. Balance
5. Compactness.

3. Technical instruction on how and why to apply:

1. Receiving
2. Passing
3. Dribbling

Lab Content -

Equity Based Curriculum

- Other Materials Required of Students
Address
Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory
Add Assignment

1. Participate in warm ups.
2. Perform soccer skills in drills and game play.
3. Demonstrate offensive and defensive tactics during game play.
4. Participate in cool-downs.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN SI2, students should be able to demonstrate~~ **Demonstrate** intermediate-level soccer skills.

Requisites/Requisite Validation

Catalog View **Recommended Course Preparation:** KIN SI1 with a minimum grade of C .

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.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~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 Traditional 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 is 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 contact 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 -
Minimum four times per semester~~
- ~~• - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
Minimum four times per semester~~
- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Minimum four times per semester~~
- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Minimum four times 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)~~

- ~~• - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Minimum once per semester~~
- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Minimum four times 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 -
Minimum four times per semester~~
- ~~• - **Quizzes, tests/exams:** - Quizzes will be used to make sure students completed assigned material and understood it.
Frequency -
Minimum four times per semester~~
- ~~• - **Practice quizzes, tests/exams:** - Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.
Frequency -
Minimum four times per semester~~
- ~~• - **Lecture:** - Students will attend or access synchronous or asynchronous lectures on course content.
Frequency -
Minimum four times per semester~~
- ~~• - **Video:** - Video will be used to demonstrate procedures and to help students visualize concepts.
Frequency -
Minimum once per semester~~

Textbooks/Materials

Textbook

- Author(s) - Human Kinetics
Title - High Performance Training for Sports
Edition - 2
Publisher - Human Kinetics
Year - 2022
- Author(s) - Barbara A. Bushman
Title - Fitness Professionals Handbook
Edition - 8
Publisher - Human Kinetics
Year - 2025
- Author(s) Peter Sturgess
Title Futsal: Training, Technique and Tactics
Edition 1
Publisher Bloomsbury Publishing
ISBN-13 -
Year 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - No
- Author(s) Gary Curneen

Title The Modern Soccer Coach: Position-Specific Training

Edition 1

Publisher Bennion Kearny Limited

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

Appropriate soccer equipment and attire will be necessary for this course. -

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course Codes

Origination Date

~~11~~ 10 / ~~16~~ 22 / ~~2020~~ 2024

Parent Course

KIN SI2 - Soccer - Indoor 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08~~ 12 / ~~15~~ 24 / ~~2020~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Kinesiology SI2
Soccer - Indoor 2
Effective: Fall 2025

Catalog Description:

KIN SI2 - Soccer - Indoor 2
1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Indoor Soccer 1 (SI1) while participating in both small sided and full sided play.

Recommended Course Preparation: KIN SI1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

Course Content:

1. Technical and tactical application of attacking principles.
 1. Penetrating passes
 2. Supporting angles
 3. Movement off-the-ball
 4. Width and depth
 5. Switching the point of the attack.
2. Technical and tactical application of defensive principles.
 1. Pressure
 2. Delay
 3. Depth
 4. Balance
 5. Compactness.
3. Technical instruction on how and why to apply:
 1. Receiving
 2. Passing
 3. Dribbling

Methods of Instruction:

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - Instructor will present technical, tactical, physiological and psychological components of indoor soccer.

Typical Assignments

- A. Laboratory:
 1. Participate in warm ups.
 2. Perform soccer skills in drills and game play.
 3. Demonstrate offensive and defensive tactics during game play.
 4. Participate in cool-downs.

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-3 per semester

- B. Class Participation
 - 1. assessed daily
- C. Final Performance
 - 1. one time per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate intermediate-level soccer skills.

Textbooks (Typical):

Textbook:

1. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
2. Barbara A. Bushman *Fitness Professionals Handbook*. 8 ed., Human Kinetics, 2025.
3. Peter Sturgess *Futsal: Training, Technique and Tactics*. 1 ed., Bloomsbury Publishing, 2017.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Appropriate soccer equipment and attire will be necessary for this course. Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility. .

Equity Based Curriculum

- Other Materials Required of Students

Address

Extra soccer balls will be provided by the department for student use and 'proper attire' includes a wide variety of athletic wear to ensure accessibility.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612237

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: KIN SO1 - Soccer - Outdoor 1

Course Modification: KIN SO1 - Soccer - Outdoor 1 (Launched - Implemented 12-24-2024)
 compared with
 KIN SO1 - Soccer - Outdoor 1 (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. Proper warm-up for outdoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of outdoor soccer equipment
3. Proper skills development and techniques for passing, dribbling, heading, shooting, receiving the soccer ball
4. Offensive techniques skills and strategies
5. Defensive techniques skills and strategies

~~Lab Content~~ -

Methods of Instruction

Check all that apply:

- Demonstration

Comments

Actual skills demonstration by instructor and highly skilled class individuals will be used.

Equity Based Curriculum

- Methods of Instruction

Address

Provide diverse methods of instruction to meet various learning styles including demonstration, verbal communication, and hands-on learning.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in appropriate warm up.
2. Perform soccer skills in drills, small-sided or large sided games.
3. Demonstrate knowledge of the rules of soccer.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN 501, students should be able to demonstrate~~ Demonstrate beginning level proficiency in trapping, passing, dribbling, and shooting.

2. Outcome Text

~~Upon completion of KIN 501, students should be able to demonstrate~~ Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

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.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals, in particular during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

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 Traditional 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 is 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 contact 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 -~~

~~Minimum four times per semester~~

- - ~~**Discussion board:** - The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Feedback on assignments:** - The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~

~~Frequency -~~

~~Minimum four times per semester~~

- - ~~**Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~

~~Frequency -~~

~~Minimum four times 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)~~

- ~~• - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Minimum once per semester~~
- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Minimum four times 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 -
Minimum four times per semester~~
- ~~• - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum four times per semester~~
- ~~• - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency -
Minimum once per semester~~

Textbooks/Materials

Textbook

1. Author(s) _ [Barbara A. Bushman](#)
Title _ [Fitness Professional Handbooks](#)
Edition _ [8th](#)
Publisher _ [Human Kinetics](#)
Year _ [2025](#)
2. Author(s) _ [Human Kinetics](#)
Title _ [High Performance Training for Sports](#)
Edition _ [2](#)
Publisher _ [Human Kinetics](#)
Year _ [2022](#)
3. Author(s) Tony Strudwick
Title Soccer Science
Edition 1st
Publisher Human Kinetics
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)
4. Author(s) Gary Curneen
Title The Modern Soccer Coach: Position-Specific Training
Edition 1
Publisher Bennion Kearny Limited
ISBN-13 _
Year 2016
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ [No](#)

Codes and Dates

Course Codes

Origination Date

~~11~~ [10](#) / ~~16~~ [22](#) / ~~2020~~ [2024](#)

Parent Course

[KIN SO1 - Soccer - Outdoor 1](#)

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-

12/24/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Kinesiology SO1 Soccer - Outdoor 1 **Effective:** Fall 2025

Catalog Description:

KIN SO1 - Soccer - Outdoor 1 1.00 Units

This course will teach students the rules of soccer and the fundamental skills of soccer including passing, receiving, shooting, and dribbling. Students will participate in both small-sided and full-sided play.

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Demonstrate safety rules for playing outdoor soccer.
- B. Identify the proper equipment for soccer and its usage.
- C. Recognize common terminology and language for soccer.
- D. Generalize differences between offensive and defensive play.
- E. Show exercises to improve such skills as passing, dribbling, heading, shooting, and receiving the soccer ball.

Course Content:

1. Proper warm-up for outdoor soccer, which includes proper cardiovascular exercises, specific drills and exercises as well as flexibility exercises.
2. Use of outdoor soccer equipment
3. Proper skills development and techniques for passing, dribbling, heading, shooting, receiving the soccer ball
4. Offensive techniques skills and strategies
5. Defensive techniques skills and strategies

Methods of Instruction:

1. Classroom Activity - Students will practice soccer skills in drills, small sided and full sided games.
2. Demonstration - Actual skills demonstration by instructor and highly skilled class individuals will be used.

Typical Assignments

- A. Laboratory:
 1. Participate in appropriate warm up.
 2. Perform soccer skills in drills, small-sided or large sided games.
 3. Demonstrate knowledge of the rules of soccer.

Methods of Evaluating Student Progress

- A. Class Participation
 1. assessed daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate beginning level proficiency in trapping, passing, dribbling, and shooting.
- B. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

Textbooks (Typical):

Textbook:

1. Barbara A. Bushman *Fitness Professional Handbooks*. 8th ed., Human Kinetics, 2025.

2. Human Kinetics *High Performance Training for Sports*. 2 ed., Human Kinetics, 2022.
3. Tony Strudwick *Soccer Science*. 1st ed., Human Kinetics, 2016.
4. Gary Curneen *The Modern Soccer Coach: Position-Specific Training*. 1 ed., Bennion Kearny Limited, 2016.

Other Materials Required of Students

Other Materials Required of Students:

1. Proper soccer attire..

Equity Based Curriculum

- Methods of Instruction

Address

Provide diverse methods of instruction to meet various learning styles including demonstration, verbal communication, and hands-on learning

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612238

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: KIN SO2 - Soccer - Outdoor 2

Course Modification: KIN SO2 - Soccer - Outdoor 2 (Launched - Implemented 12-24-2024)
compared with
KIN SO2 - Soccer - Outdoor 2 (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. Technical and tactical application of attacking principles.

1. - penetrating passes
2. supporting angles
3. movement off-the-ball
4. width and depth
5. switching the point of the attack.

2. Technical and tactical application of defensive principles.

1. - pressure
2. delay
3. depth
4. - balance
5. compactness.

3. Technical instruction on how and why to apply:

1. receiving
2. passing
3. dribbling

~~Lab Content -~~

Equity Based Curriculum

- Methods of Instruction
Address
Provide diverse methods of instruction to meet various learning styles including demonstration, visual aids, verbal communication, and hands-on learning.

Typical Assignments

Typical Assignments

1. Assignment Type Laboratory

Add Assignment

1. Participate in warm-ups
2. Perform soccer skills in drills and game play
3. Demonstrate offensive and defensive tactics during game play
4. Participate in cool-downs

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of KIN 502, students should be able to demonstrate~~ **Demonstrate** soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.

2. Outcome Text

~~Upon completion of KIN 502, students should be able to evaluate~~ **Evaluate**, with use of video playback, individuals' soccer technique when demonstrating the:
_ Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking and defensive heading.

3. Outcome Text

~~Upon completion of KIN 502, students should be able to your~~ **Your** opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and strategy that will prepare your team to outwit the opposition.

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.

~~Kinesiology faculty members agreed this course should be offered in distance education mode to support the students and their effort to complete their academic goals during a time of emergency.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~Kinesiology faculty members agreed that to best serve the students and their academic progress, this course's content could be delivered and met through the distance education mode.~~

~~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 Traditional 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 is 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 contact – 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 -
Minimum four times per semester~~
- ~~• - **Discussion board:** - *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency -
Minimum four times per semester~~
- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Minimum four times per semester~~
- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Minimum four times 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)~~

- ~~• - **Email:** - *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency -
Minimum once per semester~~
- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Minimum four times 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 -
Minimum four times per semester~~
- ~~• - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum four times per semester~~
- ~~• - **Practice quizzes, tests/exams:** - *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Minimum four times per semester~~
- ~~• - **Video:** - *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency -
Minimum once per semester~~
- ~~• - **Other:** -
Frequency -
One per semester~~

Textbooks/Materials

Textbook

- Author(s) - Barbara A. Bushman
Title - Fitness Professionals Handbooks
Edition - 8th
Year - 2025
- Author(s) - Human Kinetics
Title - High Performance Training for Sports
Edition - 2nd
Year - 2022
- Author(s) Brian Sharkey, Steven Gaskill

Title Fitness & Health

Edition 9th

Publisher - Human Kinetics

ISBN-13 -

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -

Or Equivalent - No

4. Author(s) Robert Murray, Larry Kenney

Title Practical Guide to Exercise Physiology

Edition 1st

Publisher - Human Kinetics

ISBN-13 -

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -

Or Equivalent - No

Codes and Dates

Course Codes

Origination Date

~~11~~ 10 / ~~16~~ 22 / ~~2020~~ 2024

Parent Course

KIN SO2 - Soccer - Outdoor 2

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-
12/24/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Kinesiology SO2
Soccer - Outdoor 2
Effective: Fall 2025

Catalog Description:

KIN SO2 - Soccer - Outdoor 2
1.00 Units

A second semester course for outdoor soccer. This course will focus on the defensive and offensive tactics of the sport. Students will use the skills covered in Soccer - Outdoor 1 (SO1) while participating in both small sided and full sided play.

Recommended Course Preparation: KIN SO1 with a minimum grade of C

Course Grading: Optional

Lab Hours	54
Inside of Class Hours	54

Discipline:

Physical 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. Explain the difference between a direct and indirect offensive style of play.
- B. Explain the difference between a low pressure and high pressure defensive style of play.
- C. Demonstrate offensive soccer skills, such as receiving, passing, dribbling, and during small sided and full sided game play.

Course Content:

1. Technical and tactical application of attacking principles.
 1. penetrating passes
 2. supporting angles
 3. movement off-the-ball
 4. width and depth
 5. switching the point of the attack.
2. Technical and tactical application of defensive principles.
 1. pressure
 2. delay
 3. depth
 4. balance
 5. compactness.
3. Technical instruction on how and why to apply:
 1. receiving
 2. passing
 3. dribbling

Methods of Instruction:

1. Demonstration - The instructor and highly advanced skilled soccer players will demonstrate specific soccer skills
2. Classroom Activity - Using a diagram/map of a soccer field, students are provided with visual instruction on how to apply the attacking and defensive principles of play.
3. Lecture - The instructor will explain offensive and defensive tactics of the sport of soccer

Typical Assignments

- A. Laboratory:
 1. Participate in warm-ups
 2. Perform soccer skills in drills and game play
 3. Demonstrate offensive and defensive tactics during game play
 4. Participate in cool-downs

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-3 per semester

- B. Class Participation
 - 1. assessed daily
- C. Final Performance
 - 1. one time per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.
- B. Evaluate, with use of video playback, individuals' soccer technique when demonstrating the: Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking and defensive heading.
- C. Your opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and strategy that will prepare your team to outwit the opposition.

Textbooks (Typical):

Textbook:

- 1. Barbara A. Bushman *Fitness Professionals Handbooks*. 8th ed., Human Kinetics, 2025.
- 2. Human Kinetics *High Performance Training for Sports*. 2nd ed., Human Kinetics, 2022.
- 3. Brian Sharkey, Steven Gaskill *Fitness & Health*. 9th ed., Human Kinetics, 2019.
- 4. Roberty Murray, Larry Kenney *Practical Guide to Exercise Physiology*. 1st ed., Human Kinetics, 2019.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Appropriate soccer equipment and attire will be necessary for this course. .

Equity Based Curriculum

•Methods of Instruction

Address

Provide diverse methods of instruction to meet various learning styles including demonstration, visual aids, verbal communication, and hands-on learning.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612239

CB03: TOP Code

083500 - Physical Education

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: MUS 1 - Introduction to Music

Course Modification: MUS 1 - Introduction to Music (Launched - Implemented 12-29-2024)
compared with
MUS 1 - Introduction to Music (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

Music for enjoyment and understanding through informed listening, analysis, evaluation and discernment of musical elements, forms, and repertoire. ~~Attendance at Live concerts concert and listening to a variety of music attendance~~ may be required.

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Music - Associate of Arts Degree (Launched) - Fall 2025
2. Program - Music - Associate in Arts Degree for Transfer (Active) - Fall 2023

Course Equivalency

1. Family -
Family Description -

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** Outline the broad history of music in the Western European ~~tradition~~ and American traditions , both sacred and secular

2. ~~Group Title - Demonstrate acceptable decorum at various kinds of musical events~~
3. **Group Title** Analyze music, whether familiar or unfamiliar using appropriate practices and techniques
4. **Group Title** Compare and contrast music from a variety of periods, forms, and functions

Course Content

Lecture Content

1. The elements and materials of music

1. Pitch

2. Rhythm – music in time

1. Meter

2. Tempo

3. Organization of patterns

3. Melody – musical line

1. Characteristics

2. Nature

3. Structure

4. Timbre – quality of sound

5. Texture

1. Monophonic

2. Polyphonic

3. Homophonic

4. Contrapuntal devices

6. Form – structure

1. Two part – binary
2. Three part – ternary
3. building blocks of form

7. Harmony

1. Function
2. Organization
3. Consonance and dissonance
4. The major-minor system

8. Medium

1. Vocal ensembles
2. Instrumental ensembles

2. Music of the Middle Ages

1. Culture of the Middle Ages

1. Medieval monastery and convent
2. Influences on the early Christian church
3. Hildegard of Bingen and medieval religious drama
4. Pope Gregory and the organization of chant

2. Sacred music and Religious Drama

1. Chant
2. Mass
3. Motet

3. Secular music of the Middle Ages

1. Minstrels and the trouvère tradition
2. Dances

1. Secular motet
2. Early instruments and instrumental music

4. Development of polyphony

5. Development of notation

3. Renaissance

1. The arts in the Renaissance
2. The musician in society'
3. Musical style
4. Sacred music of the Renaissance
 1. Mass
 2. Motet
 3. Dufay and the cantus firmus mass

4. Josquin Des Pres

5. Giovanni da Palestrina

5. Secular music of the Renaissance

1. Madrigals: Italian and English

2. Instrumental dances

3. Music in court and city life

6. Transition to Baroque style

1. Polychoral music

2. Giovanni Gabrieli

4. Baroque Styles

1. Monody

2. New harmonic structures

3. Rise of the virtuoso musician

4. Doctrine of the affections

5. Internationalism

6. Elements of the Baroque style

1. Terraced dynamics

2. Vigorous rhythm

3. Basso continuo and figured bass

4. Equal temperament
5. Establishment of major-minor tonality
6. Ground bass

7. Opera

1. Components of opera: aria, recitative, orchestra, libretto, ensembles, overture, chorus, costumes and scenery
2. Early operas – Claudio Monteverdi
3. Henry Purcell, George Frederic Handel

8. Cantata

1. Martin Luther
2. Chorale

9. Oratorio

10. Instrumental Music

1. Concerto – Vivaldi
2. Keyboard instruments
3. Suite
4. Sonata, passacaglia and overture

11. Johann Sebastian Bach

5. Eighteenth Century Classic Styles

1. Transition to the Classic era

1. Rococo
2. C.P.E. Bach
3. Changing opera style: John Gay and The Beggar's Opera
4. Gluck and opera reform

2. Form

1. Development of musical ideas
2. Sonata cycle
3. Sonata form

3. Intellectual climate of the time and the patronage system

4. Elements of Classical musical style

1. Lyrical melody
2. Diatonic harmony
3. Metrical rhythm
4. Folk elements

5. Chamber music

1. String quartet
2. Sonata
3. Serenade and other chamber music forms

6. Symphony

1. The classical orchestra
2. Form and structure
3. Development of themes

7. Opera

8. Choral music

9. Concerto

10. Wolfgang Amadeus Mozart

11. [Joseph Bologne, Chevalier de Saint-George](#)

12. Franz Josef Haydn

13. Ludwig van Beethoven and the transition to the romantic era

6. Nineteenth Century Romantic Styles

1. Spirit of Romanticism in European culture

1. The musician in society
2. Solo performers
3. Women in music
4. Rise of musical nationalism

2. Musical style

1. Singable melody
2. Expressive harmony

3. Expanded forms
4. Tempo rubato
5. Growth of the orchestra
6. Virtuoso performers
7. Folklore and the supernatural

3. Song: German lied

1. Franz Schubert
2. Johannes Brahms

4. Piano music

1. Frederic Chopin
2. Franz Liszt
3. Clara and Robert Schumann

5. Program music

1. Berlioz and the program symphony
2. Tone poem

6. Symphony

7. Concerto

8. Choral music

9. Opera

1. Verdi and the Italian Opera
2. Wagner and the Music Drama
3. Exoticism: Georges Bizet

10. Ballet

11. the Nationalist composers

7. Post-Romantic Era: Mahler, Strauss

8. Impressionism

1. Claude Debussy
2. Use of dissonance
3. Whole tone scale
4. Parallel chords

9. Post-Impressionism and Ravel

10. 20th Century Trends

1. Expressionism
2. Neoclassicism
3. Serialism
4. Polytonality, polyrhythms, atonality
5. Minimalism
6. New sound sources
7. Technology and music

8. Multiculturalism and music

11. Popular music

12. Musical theater

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments _
YouTube videos of performances are used
- Demonstration
Comments _
Concepts may be demonstrated on an instrument such as piano
- Discussion
Comments _
Weekly
- Field Trips
Comments _
Concert attendance may be required 1-2 times per semester
- Lecture
Comments
Weekly
- Projects
Comments _
1-2 per semester
- Research
Comments _
Final project will require research

Other ~~Yes~~ No

Equity Based Curriculum

- Course Content
Explain Address
Small Composers group of diverse backgrounds such as Joseph Bologne, Chevalier de Saint-George,
Fanny Mendelssohn, Scott Joplin, Florence Price, and whole Clara class Schumann discussion

- **Explain** will
~~Possible~~ be field included trip in the curriculum . ~~Example: attendance at a concert~~
- **Explain** -
~~Live presentations when available/feasible~~
- **Explain** -
~~Films and recordings~~

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

Attend or livestream a concert. Take notes during the performance on musical elements. Synthesize your notes into a 3-5 page paper.

1. ~~Reading:~~
2. Assignment Type - Writing
Add Assignment -

Select a recorded musical work by a female composer of the Romantic period. Listen several times and comment on the musical elements (such as melody, rhythm, texture, form, harmony) that you hear. Include your personal impressions of the work.

3. Assignment Type - Other
Add Assignment -

Listen to the song by Schubert "Erking", reading the translation of the German words as you listen, and following along with reading guides. Describe the relevant elements of the music in a short discussion board post. Reply to at least 2 of your peers.

1. ~~Read Unit IX, "Focus on Form" in Machlis' Enjoyment of Music, pages 215-223 with particular attention to the difference between sonata cycle and sonata form.~~
2. ~~Read Unit XVI, "The Nineteenth-Century Art Song in Machlis' Enjoyment of Music pages 315-327 and listen to the song by Schubert "Erking", reading the translation of the German words as you listen.~~
3. ~~Writing, listening, problem solving/critical thinking:~~

1. ~~Select a recorded musical work from the Baroque era. Listen several times and comment on the musical elements (such as melody, rhythm, texture, form, harmony) that you hear. Include your personal impressions of the work.~~
2. ~~Listen to two works, one from the Middle Ages and one from the Renaissance. Compare and contrast the use of the music elements and the expressive qualities in each piece.~~
4. Collaborative learning:
 1. ~~As a group, select a musical work that you consider representative of your assigned topic, early jazz, and play it for the class. Tell the class how the musical elements are used to create the style, and point out the important things to notice as they listen.~~
 2. ~~Prepare an oral report (not to exceed 20) minutes on the topic of American Folk Music. You may divide the work of the project any way you wish (not every person must speak, for example) and you must cover the history and style of American Folk Music and play representative examples. You will be graded 25% for history, 25% for style, 25% for quality of musical examples and 25% for overall presentation.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of MUS 1, the student will be able to analyze~~ Analyze particular musical works with regard to style and technical elements.

This SLO maps to the 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 MUS and 1. Define : ~~the~~ Demonstrate
~~student observation will skills when they identify and clearly define a problem to~~ be
~~able solved, task to outline be~~ the broad history of music in the Western European
~~tradition performed , both or sacred decision and to secular be made .~~

2. Outcome Text

~~Upon Outline completion the broad history. of MUS music 1, in the student Western will Art~~ Music tradition, both sacred and secular.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _

- - **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
 - - **Recognize and Define** : Demonstrate observation skills when they identify and clearly define a problem to be able 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) _
 - - **Understand Artistic Expression** : Analyze, synthesize, conceptualize, and/or present creative and artistic expression;
- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 - - **Interpret Influences** : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- 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.
- 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

3. Outcome Text _

Synthesize and integrate general musical analysis into short analytical papers about music.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
 - - **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
 - - **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) _
 - - **Interpret Influences** : Distinguish and interpret the effects of artistic and/or philosophical influences across a range of contexts and cultural heritages;
- 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.

- Quizzes
Frequency
~~Weekly~~
- - ~~Group Projects~~
Frequency -
1 -4
- Home Work
Frequency
Weekly

Please Explain

Outside listening assignments

Concert Reports

Distance Education

Effective Term Fall 2025

I have reviewed the course objectives of this course and considered ways to ensure the objectives can be achieved using DE modalities.

Yes

I have consulted with other discipline faculty regarding the creation of a DE addendum for this course. Yes

I have consulted with my Dean regarding the creation of a DE addendum for this course. Yes

Delivery Methods

The Curriculum Committee recommends selecting all possible methods to allow the most flexibility when offering courses using DE modalities. (This section is for courses which could be taught in DE format under usual circumstances. If a course has been taught in DE format in the past or is intended to be taught in DE format in the future please select all options below that apply.)

- **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.

- 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.

It already is approved and offered DE. The course works very well in any modality.

Explain how the decision was made to offer this course in a Distance Education mode.

~~Our Faculty Program consulted Review and states: "As a SCFF project, we are proposing to make two fully online certificates agreed that will be offered through the OE: course Music is History successful and Cultures and Teaching Piano Fundamentals. Faculty will be undergoing training and aligning courses this Fall, Spring, and Summer. Courses that will be made into as DE options include MUS 34, MUS 1, and MUS 13. Not only will this help the district and the new funding formula, but our GE DE classes are typically full, and offering them online will open up space in 4000 for other face-to-face classes. It will also decrease the scheduling conflicts that often arise with classes across campus."~~

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.~~

- -

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.](#)

Course Objectives Compared to a Traditional 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 is 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 contact - 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)

- **Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*

Frequency

~~Blogs~~ At least once per semester, blogs will be used as an interactive writing tool for the instructor and students to publicly discuss music and film and give feedback on topics relating to the field of study :

- ~~- **Telephone:** - The telephone will be used to interact with students individually to answer questions, review student work, etc.~~

~~**Frequency** -~~

~~The instructor will be available via telephone to interact with students one-on-one about course content .~~

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)

- **Blogs:** *Students will use blogs to discuss topics in the course.*

Frequency

Blogs At least once per semester, blogs will be used so that students may communicate with each other. For example, 1-2 collaborative writing assignments will be assigned, and blogs will be used so students may collaborate.

- **Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency

Students At least once per semester, students will give each other feedback on assignments through peer-editing and critique. An example is students will post a draft of an essay to a discussion board thread. Their peers will be assigned to provide feedback to at least 2 of their classmates' papers.

- **Wikis:** *Students will use wikis to work collaboratively.*

Frequency

Students At least once per semester, students will use wikis to work collaboratively on a project or paper. For example, students will create a presentation about an approach to film composition and collaborate on a wiki.

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)

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency

A minimum of one per semester. Students will use the Internet to research music appreciation questions, problems, events, and other important topics. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. For example, students will research Classical era composers, and choose one to focus on in a term paper.

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency

One quiz per module and two exams per semester. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual

knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: "What are the main characteristics of a typical rondo form? "

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of minimalist music, aleatoric music, and stochastic music, including influences, important representative composers, and a listening guide with playlist.

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency

Video will be used to elucidate course content and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. There are 5 purposes for videos: 1) the beginning of the video to posit a question that will give students an idea of what to expect, what to look for, and what might be worth thinking about regarding course content. 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned.

- **Field Trips:** *Students will attend live or virtual field trips.*

Frequency

Students At least once per semester, students will "attend" virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities. Here is an example field trip and corresponding activity: Students will take a virtual tour of a well known symphony orchestra hall. The 'visit' will include a rehearsal and performance by the orchestra. Following the field trip, students will post on the discussion board about their concrete impressions of the 'visit'.

- **Games:** - ~~*Games will be used to reinforce learned material.*~~

~~Frequency -~~

~~Games - Games will be used as review activities to reinforce previously learned material and to prepare for exams. For example a "Jeopardy" style game could be used for students to study for the final exam with questions like: "This period of western art music featured polyphonic textures, the birth of opera, and basso continuo instruments"~~

- - **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency

Brainstorming At least once per semester, brainstorming. will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board.

Here is an example brainstorming activity: In order to plan for a group presentation, students will brainstorm possible topics, how to approach and divvy up research, and a plan for execution.

- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency

In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be "Do you feel female composers are sufficiently represented in the classical repertoire?"

- **Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency

Debates At least once per semester, debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Compare and contrast the classical style to the baroque style using representative pieces.

- **Other Student presentations** : Students will prepare and present on a topic being studied.

Frequency

Students At least once per semester students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is for students to research an important composer, compile their findings into a research paper, and post to the discussion board.

Textbooks/Materials

Textbook

1. **Author(s)** Kristine Forney, Andrew Dell 'Antonio, Joseph Machlis
Title _ The Enjoyment of Music
Edition _ 14th
Publisher _ W. W. Norton & Company
Year _ 2022
2. **Author(s)** _ Craig Wright ,Lorenzo Candelaria
Title Listening to ~~Western~~ Music
Edition ~~8th~~ 9th
Publisher Cengage Learning
Year ~~2016~~ 2024
3. **Author(s)** Linda Phyllis Austern
Title Music, Sensation, and Sensuality (Critical and Cultural Musicology)
Edition 1st
Publisher - ~~Routledge~~
Year - ~~2016~~
4. **Author(s)** Steven Cornelius, Mary Natvig
Title Music: A Social Experience
Edition 1st (Kindle)
Publisher _ Routledge
Year _ 2016
5. **Author(s)** Jean Ferris
Title America's Musical Landscape
Edition 8th
Publisher - ~~McGraw-Hill~~
Year - ~~2019~~
6. **Author(s)** Katherine Charlton
Title Experience Music
Edition 5th
Publisher _ McGraw-Hill

ISBN-13 _

Year _ 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

General Education/Transfer Request

- Transfers to CSU

New Request ~~Yes~~ No

Already Approved ~~No~~ Yes

Cal-GETC Yes

- _ 3A - Arts

Comments _

New Request _ No

Already approved substantial change _ No

Already approved unsubstantial change _ No

Codes and Dates

Course Codes

Origination Date

~~09/10/27/08/2019~~ 2024

Parent Course

MUS 1 - Introduction to Music

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~10/21/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/13/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Music 1 Introduction to Music **Effective:** Fall 2025

Catalog Description:

MUS 1 - Introduction to Music 3.00 Units

Music for enjoyment and understanding through informed listening, analysis, evaluation and discernment of musical elements, forms, and repertoire. Live concert attendance may be required.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Music

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Apply the basic vocabulary of musical discourse
- B. Outline the broad history of music in the Western European and American traditions, both sacred and secular
- C. Recognize the differing styles of music from the Middle Ages, Renaissance, Baroque, Classic, Romantic and 20th Century eras
- D. Recognize the basic forms of music, such as symphony, sonata, opera, or concerto

- E. Distinguish the differences between a variety of musical textures and instrumentations
- F. Make choices as to what music to listen to or what concerts to attend based on knowledge of style and content of music
- G. Analyze music, whether familiar or unfamiliar using appropriate practices and techniques
- H. Compare and contrast music from a variety of periods, forms, and functions

Course Content:

- 1. The elements and materials of music
 - 1. Pitch
 - 2. Rhythm – music in time
 - 1. Meter
 - 2. Tempo
 - 3. Organization of patterns
 - 3. Melody – musical line
 - 1. Characteristics
 - 2. Nature
 - 3. Structure
 - 4. Timbre – quality of sound
 - 5. Texture
 - 1. Monophonic
 - 2. Polyphonic
 - 3. Homophonic
 - 4. Contrapuntal devices
 - 6. Form – structure
 - 1. Two part – binary
 - 2. Three part – ternary
 - 3. building blocks of form
 - 7. Harmony
 - 1. Function
 - 2. Organization
 - 3. Consonance and dissonance
 - 4. The major-minor system
 - 8. Medium
 - 1. Vocal ensembles
 - 2. Instrumental ensembles
- 2. Music of the Middle Ages
 - 1. Culture of the Middle Ages

1. Medieval monastery and convent
 2. Influences on the early Christian church
 3. Hildegard of Bingen and medieval religious drama
 4. Pope Gregory and the organization of chant
2. Sacred music and Religious Drama
 1. Chant
 2. Mass
 3. Motet
3. Secular music of the Middle Ages
 1. Minstrels and the trouvère tradition
 2. Dances
 1. Secular motet
 2. Early instruments and instrumental music
4. Development of polyphony
5. Development of notation
3. Renaissance
 1. The arts in the Renaissance
 2. The musician in society'
 3. Musical style
 4. Sacred music of the Renaissance
 1. Mass
 2. Motet
 3. Dufay and the cantus firmus mass
 4. Josquin Des Pres
 5. Giovanni da Palestrina
 5. Secular music of the Renaissance
 1. Madrigals: Italian and English
 2. Instrumental dances
 3. Music in court and city life
 6. Transition to Baroque style
 1. Polychoral music
 2. Giovanni Gabrieli
4. Baroque Styles
 1. Monody
 2. New harmonic structures
 3. Rise of the virtuoso musician
 4. Doctrine of the affections
 5. Internationalism
 6. Elements of the Baroque style
 1. Terraced dynamics

- 2. Vigorous rhythm
- 3. Basso continuo and figured bass
- 4. Equal temperament
- 5. Establishment of major-minor tonality
- 6. Ground bass
- 7. Opera
 - 1. Components of opera: aria, recitative, orchestra, libretto, ensembles, overture, chorus, costumes and scenery
 - 2. Early operas – Claudio Monteverdi
 - 3. Henry Purcell, George Frederic Handel
- 8. Cantata
 - 1. Martin Luther
 - 2. Chorale
- 9. Oratorio
- 10. Instrumental Music
 - 1. Concerto – Vivaldi
 - 2. Keyboard instruments
 - 3. Suite
 - 4. Sonata, passacaglia and overture
- 11. Johann Sebastian Bach
- 5. Eighteenth Century Classic Styles
 - 1. Transition to the Classic era
 - 1. Rococo
 - 2. C.P.E. Bach
 - 3. Changing opera style: John Gay and The Beggar's Opera
 - 4. Gluck and opera reform
 - 2. Form
 - 1. Development of musical ideas
 - 2. Sonata cycle
 - 3. Sonata form
 - 3. Intellectual climate of the time and the patronage system
 - 4. Elements of Classical musical style
 - 1. Lyrical melody
 - 2. Diatonic harmony
 - 3. Metrical rhythm
 - 4. Folk elements
 - 5. Chamber music
 - 1. String quartet

- 2. Sonata
- 3. Serenade and other chamber music forms
- 6. Symphony
 - 1. The classical orchestra
 - 2. Form and structure
 - 3. Development of themes
- 7. Opera
- 8. Choral music
- 9. Concerto
- 10. Wolfgang Amadeus Mozart
- 11. Joseph Bologne, Chevalier de Saint-George
- 12. Franz Josef Haydn
- 13. Ludwig van Beethoven and the transition to the romantic era
- 6. Nineteenth Century Romantic Styles
 - 1. Spirit of Romanticism in European culture
 - 1. The musician in society
 - 2. Solo performers
 - 3. Women in music
 - 4. Rise of musical nationalism
 - 2. Musical style
 - 1. Singable melody
 - 2. Expressive harmony
 - 3. Expanded forms
 - 4. Tempo rubato
 - 5. Growth of the orchestra
 - 6. Virtuoso performers
 - 7. Folklore and the supernatural
 - 3. Song: German lied
 - 1. Franz Schubert
 - 2. Johannes Brahms
 - 4. Piano music
 - 1. Frederic Chopin
 - 2. Franz Liszt
 - 3. Clara and Robert Schumann
 - 5. Program music
 - 1. Berlioz and the program symphony
 - 2. Tone poem
 - 6. Symphony
 - 7. Concerto
 - 8. Choral music

- 9. Opera
 - 1. Verdi and the Italian Opera
 - 2. Wagner and the Music Drama
 - 3. Exoticism: Georges Bizet
- 10. Ballet
- 11. the Nationalist composers
- 7. Post-Romantic Era: Mahler, Strauss
- 8. Impressionism
 - 1. Claude Debussy
 - 2. Use of dissonance
 - 3. Whole tone scale
 - 4. Parallel chords
- 9. Post-Impressionism and Ravel
- 10. 20th Century Trends
 - 1. Expressionism
 - 2. Neoclassicism
 - 3. Serialism
 - 4. Polytonality, polyrhythms, atonality
 - 5. Minimalism
 - 6. New sound sources
 - 7. Technology and music
 - 8. Multiculturalism and music
- 11. Popular music
- 12. Musical theater

Methods of Instruction:

- 1. Lecture - Weekly
- 2. Audio-visual Activity - YouTube videos of performances are used
- 3. Discussion - Weekly
- 4. Demonstration - Concepts may be demonstrated on an instrument such as piano
- 5. Projects - 1-2 per semester
- 6. Research - Final project will require research
- 7. Field Trips - Concert attendance may be required 1-2 times per semester

Typical Assignments

- A. Writing:
 - Attend or livestream a concert. Take notes during the performance on musical elements. Synthesize your notes into a 3-5 page paper.

- B. Writing:
Select a recorded musical work by a female composer of the Romantic period. Listen several times and comment on the musical elements (such as melody, rhythm, texture, form, harmony) that you hear. Include your personal impressions of the work.
- C. Other:
Listen to the song by Schubert "Erlking", reading the translation of the German words as you listen, and following along with reading guides. Describe the relevant elements of the music in a short discussion board post. Reply to at least 2 of your peers.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Two
- B. Quizzes
 - 1. 1-4
- C. Research Projects
 - 1. 1-3
- D. Papers
 - 1. 1-3
- E. Projects
 - 1. 1-3
- F. Home Work
 - 1. Weekly
- G. Outside listening assignments Concert Reports

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Analyze particular musical works with regard to style and technical elements.
- B. Outline the broad history of music in the Western Art Music tradition, both sacred and secular.
- C. Synthesize and integrate general musical analysis into short analytical papers about music.

Textbooks (Typical):

Textbook:

1. Kristine Forney, Andrew Dell 'Antonio, Joseph Machlis *The Enjoyment of Music*. 14th

- ed., W. W. Norton & Company, 2022.
2. Craig Wright, Lorenzo Candelaria *Listening to Music*. 9th ed., Cengage Learning, 2024.
 3. Linda Phyllis Austern *Music, Sensation, and Sensuality (Critical and Cultural Musicology)*. 1st ed., Routledge, 2016.
 4. Steven Cornelius, Mary Natvig *Music: A Social Experience*. 1st (Kindle) ed., Routledge, 2016.
 5. Jean Ferris *America's Musical Landscape*. 8th ed., McGraw-Hill, 2019.
 6. Katherine Charlton *Experience Music*. 5th ed., McGraw-Hill, 2019.

Equity Based Curriculum

- Course Content

- Address

- Composers of diverse backgrounds such as Joseph Bologne, Chevalier de Saint-George, Fanny Mendelssohn, Scott Joplin, Florence Price, and Clara Schumann will be included in the curriculum.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

It already is approved and offered DE. The course works very well in any modality.

Explain how the decision was made to offer this course in a Distance Education mode.

Faculty consulted and agreed that the course is successful as DE.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.

- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of MUS 1. Replies will be made as soon as possible.

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: The instructor will facilitate class discussion about various music appreciation topics, provide feedback, and prompt further investigations into course content. For example, the instructor will create weekly prompts on course topics and respond to 5-10 students individually about their posts

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: The instructor will provide regular ongoing academic feedback on all course assignments through email, canvas, or online conferencing technology. Students will gain clarity on why they received the grade they did, and how they can improve on future assignments. Grading rubrics will be used for MUS 1 written assignments.

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Instructor will post weekly academic announcements about MUS 1 course

content, upcoming due dates, and helpful links. Any changes to course schedule or policies will also be posted.

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: The instructor will communicate with students via webconferencing tools for virtual office hours and to deliver live content such as lectures and demonstrations.

•**Blogs:** *Blogs will be used as an interactive writing tool for the instructor and students to publicly discuss and give feedback on topics relating to the course.*

Frequency: At least once per semester, blogs will be used as an interactive writing tool for the instructor and students to publicly discuss music and film and give feedback on topics relating to the field of study.

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Students will be able to email each other to discuss MUS 1 course topics.

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: For each module, students will post on discussion boards with prompts from the instructor. Students will provide feedback for each other.

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: Students will work in small teams to complete one group project about a Music Appreciation related topic. An example would be a project about a specific musical genre, including its origins, characteristics, and standout examples.

•**Blogs:** *Students will use blogs to discuss topics in the course.*

Frequency: At least once per semester, blogs will be used so that students may communicate with each other. For example, 1-2 collaborative writing assignments will be assigned, and blogs will be used so students may collaborate.

•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Students will use chat rooms to communicate with each other in real time about MUS 1 topics.

•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: At least once per semester, students will give each other feedback on assignments through peer-editing and critique. An example is students will post a draft of an essay to a discussion board thread. Their peers will be assigned to provide feedback to at least 2 of their classmates' papers.

•**Social networking:** *A social network tool will be used so students can communicate on*

course topics.

Frequency: A social network tool will be created for students to share course topics with each other.

•**Wikis:** *Students will use wikis to work collaboratively.*

Frequency: At least once per semester, students will use wikis to work collaboratively on a project or paper. For example, students will create a presentation about an approach to film composition and collaborate on a wiki.

•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Students will interact in real time with each other to discuss MUS 1 coursework.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: Each module in MUS 1 will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. An example assignment is a post about Renaissance music, typical characteristics, and examples.

•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: There will be at least one group project during the semester. Students will collaborate in groups to solve problems, become experts on MUS 1 topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. class discussion board. An example assignment is for a small group to create a collaborative powerpoint presentation about a relevant topic such as a genre, an important composer, or comparing and contrasting two pieces from various time periods.

•**Written papers:** *Papers will be written on various topics.*

Frequency: Papers will be written on various MUS 1 topics. Prior to students submitting their work, papers will be checked by an anti plagiarism service to ensure that no plagiarism is involved. There will be short papers on topics such as important pieces, composers, genres, and cultural implications. There will be one term paper that will require outside research on an assigned topic.

•**Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: A minimum of one per semester. Students will use the Internet to research music appreciation questions, problems, events, and other important topics. Prior to

students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. For example, students will research Classical era composers, and choose one to focus on in a term paper.

• **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: One quiz per module and two exams per semester. Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "openbook", but the questions will be randomized so different students get different questions. Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set. A typical exam question is: "What are the main characteristics of a typical rondo form? "

• **Practice quizzes, tests/exams:** *Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content.*

Frequency: Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.

• **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly. Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of minimalist music, aleatoric music, and stochastic music, including influences, important representative composers, and a listening guide with playlist.

• **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Video will be used to elucidate course content and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content. There are 5 purposes for videos: 1) the beginning of the video to posit a question that will give students an idea of what to expect, what to look for, and what might be worth thinking about regarding course content. 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole- class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each. All videos will be close captioned.

• **Field Trips:** *Students will attend live or virtual field trips.*

Frequency: At least once per semester, students will "attend" virtual field trips to places on

web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities. Here is an example field trip and corresponding activity: Students will take a virtual tour of a well known symphony orchestra hall. The 'visit' will include a rehearsal and performance by the orchestra. Following the field trip, students will post on the discussion board about their concrete impressions of the 'visit'.

•**Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: At least once per semester, brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. Here is an example brainstorming activity: In order to plan for a group presentation, students will brainstorm possible topics, how to approach and divvy up research, and a plan for execution.

•**Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*

Frequency: In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. An example poll will be "Do you feel female composers are sufficiently represented in the classical repertoire?"

•**Debates:** *Debates will be used to expand upon both sides of an argument.*

Frequency: At least once per semester, debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. An example debate is: Compare and contrast the classical style to the baroque style using representative pieces.

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: At least once per semester students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. An example activity is for students to research an important composer, compile their findings into a research paper, and post to the discussion board.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000374779

CB03: TOP Code

100400 - Music

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 202 - Attitude in the Workplace

Course Modification: NBUS 202 - Attitude in the Workplace (Launched - Implemented 12-30-2024)
compared with
NBUS 202 - Attitude in the Workplace (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Course Equivalency

Is this course shared with Chabot? No

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - [Correspondence Ed course] (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. What is attitude?
 1. Where attitudes come from
 2. Common attitude problems at work
 3. How attitudes are communicated
2. How to adjust your attitude
 1. Listen to your self-talk
 2. Pursue happiness
 3. Seek comfort with change
 4. Value relationships
 5. Stop "should-ing" yourself

6. Practice an attitude of gratitude
3. How to maintain a positive attitude
 1. Start each day fresh
 2. Clarify and prioritize your life
 3. Enjoy the moment
 4. Express, don't suppress, your feelings
 5. Surround yourself with positive influences

4. Primary causes of a bad attitude

1. Low self-esteem
2. Fear
3. Unresolved conflict
4. Inability to accept change
5. Boredom
6. Resentment
7. Symptoms of all these bad attitudes in the workplace
8. How do these bad attitudes affect your workplace?
9. Turnaround strategies to battle them

Methods of Instruction

Check all that apply:

- Lecture

Comments

~~{Correspondence, At instructor-Student interaction}~~
~~Students will access asynchronous written lectures on course content.~~

~~frequency: least 3 asynchronous- per course semester~~

- Projects

Comments

Analysis of case scenarios (oral presentations and/or short paper) evaluated for correct
 _identification of causes of a bad attitude and appropriate identification of strategies to
 _counteract them in order to develop a more positive outlook.

1. Explain

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

2. Explain _

Feedback on Assignments - ~~[Correspondence, Instructor-Student Interaction] 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 homework, and quiz weekly

3. Explain

~~Quizzes, Tests/Exams - [Correspondence, Student-Content Interaction]~~

Quizzes, Tests/Exams- Quizzes and/or tests/exams will be used to make sure students completed assigned material and understood it.

~~Frequency: Minimum of 2 quizzes per course~~

Equity Based Curriculum

- Methods of Instruction

- Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

- Address

OER, or low cost textbooks help reduce barriers to completing the course.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. ~~Reading Assignments~~

1. ~~Selected handouts from the instructor covering attitudes, strategies, and ways to develop a more positive outlook.~~
2. ~~Current articles from newspapers and magazines as assigned.~~

2. ~~Projects, Activities, and other Assignments~~

1. ~~Analyze case scenarios and situations that highlight primary causes of bad attitude and strategies for handling them.~~

3. ~~Writing Assignments~~

1. Written scenario analysis on key skills in attitude adjustment.
2. Worksheets to reinforce how attitudes are communicated.
3. Journal entries on how student applied techniques learned in class to various environments including the workplace and at home.

2. Assignment Type Reading
Add Assignment

1. Selected handouts from the instructor covering attitudes, strategies, and ways to develop a more positive outlook.
2. Current articles from newspapers and magazines as assigned.

3. [Assignment Type](#) _ [Project](#)
[Add Assignment](#) _

1. [Analyze case scenarios and situations that highlight primary causes of bad attitude and strategies for handling them.](#)

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of NBUS 202, the student should be able to examine~~ [Examine](#) the primary causes of a bad _attitude and identify strategies to counteract them in order to develop a more positive outlook.
2. Outcome Text
~~Upon completion of NBUS 202, the student should be able to identify~~ [Identify](#) methods of obtaining a positive _attitude.

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

Publisher Textbooks ~~Yes~~ [No](#)

OER Textbooks [Yes](#)

OER

1. [Author\(s\)](#) _ [Paynton and Hahn](#)
[Title](#) _ [Introduction to Communication](#)
[Edition](#) _
[Publisher](#) _ [Libre Texts](#)
[URL](#)
_ [https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn))
[Year](#) _ [2022](#)

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

2. Author(s) _ J. Stewart Black

Title _ Organizational Behavior

Edition _

Publisher _ OpenStax textbooks

URL _ <https://openstax.org/details/books/organizational-behavior>

Year _ 2019

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~07/10/14~~ ~~02/2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 202 - Attitude in the Workplace

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/10/2019~~

- State Approval

~~06/30/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

-
12/30/2024



LAS POSITAS

COLLEGE

Admin Outline for Noncredit Business 202 Attitude in the Workplace **Effective:** Fall 2025

Catalog Description:

NBUS 202 - Attitude in the Workplace 9 Hours

This course introduces the key elements for attitude in the professional workplace. This course is beneficial for students seeking to improve their ability to communicate a positive attitude while at work. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Examine the primary causes of a bad attitude and identify strategies to counteract them in order to develop a more positive outlook.
- B. Identify primary causes of a bad attitude and possible solutions on a simulation or role-play.
- C. Identify methods of obtaining a positive attitude.
- D. Explain multiple methods for adjusting your attitude.

Course Content:

1. What is attitude?
 1. Where attitudes come from

2. Common attitude problems at work
3. How attitudes are communicated
2. How to adjust your attitude
 1. Listen to your self-talk
 2. Pursue happiness
 3. Seek comfort with change
 4. Value relationships
 5. Stop "should-ing" yourself
 6. Practice an attitude of gratitude
3. How to maintain a positive attitude
 1. Start each day fresh
 2. Clarify and prioritize your life
 3. Enjoy the moment
 4. Express, don't suppress, your feelings
 5. Surround yourself with positive influences
4. Primary causes of a bad attitude
 1. Low self-esteem
 2. Fear
 3. Unresolved conflict
 4. Inability to accept change
 5. Boredom
 6. Resentment
 7. Symptoms of all these bad attitudes in the workplace
 8. How do these bad attitudes affect your workplace?
 9. Turnaround strategies to battle them

Methods of Instruction:

1. Classroom Activity - Written scenarios analysis evaluated for completion and accuracy.
2. Projects - Analysis of case scenarios (oral presentations and/or short paper) evaluated for correct identification of causes of a bad attitude and appropriate identification of strategies to counteract them in order to develop a more positive outlook.
3. Written Exercises - Journal entries evaluated for completion.
4. Lecture - At least 3 per semester
5. Written Exercises - Written Papers- [Correspondence, Student-Content Interaction] Papers will be written on various topics. Frequency: 1 per course
6. Feedback on Assignments - Frequency: Feedback on every homework, and quiz weekly

7. Quizzes, Tests/Exams- Quizzes and/or tests/exams will be used to make sure students completed assigned material and understood it.
8. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Writing:
 1. Written scenario analysis on key skills in attitude adjustment.
 2. Worksheets to reinforce how attitudes are communicated.
 3. Journal entries on how student applied techniques learned in class to various environments including the workplace and at home.
- B. Reading:
 1. Selected handouts from the instructor covering attitudes, strategies, and ways to develop a more positive outlook.
 2. Current articles from newspapers and magazines as assigned.
- C. Project:
 1. Analyze case scenarios and situations that highlight primary causes of bad attitude and strategies for handling them.

Methods of Evaluating Student Progress

- A. Projects
 1. 1 per semester
- B. Class Work
 1. Daily
- C. Papers
 1. 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Examine the primary causes of a bad attitude and identify strategies to counteract them in order to develop a more positive outlook.
- B. Identify methods of obtaining a positive attitude.

Textbooks (Typical):

OER:

1. Paynton and Hahn *Introduction to Communication.*, Libre Texts, 2022.

[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).

2. J. Stewart Black *Organizational Behavior*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.

Equity Based Curriculum

- Methods of Instruction

- Address

- Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

- Address

- OER, or low cost textbooks help reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen

readers.

- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Each student will be emailed at least once per course

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on every homework, and quiz

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: 2 announcements per week

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: At least once per course

Student-Student Interaction

- Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per course
- Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per course
- Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency: 1 per course
- Written papers:** *Papers will be written on various topics.*
Frequency: 1 per course
- Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency: Minimum of 2 quizzes
- Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency: 2 asynchronous per course
- Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
Frequency: 1 short video per semester
- Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606923

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 203 - Decision Making and Problem Solving

Course Modification: NBUS 203 - Decision Making and Problem Solving (Launched - Implemented 12-30-2024)
compared with
NBUS 203 - Decision Making and Problem Solving (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Catalog Description

This noncredit course introduces the key elements for decision making and problem solving in the professional workplace. This course is beneficial for students seeking to improve their decision making and problem solving skills. Not applicable to associate degree.

Course Equivalency

Is this course shared with Chabot? No

Units/Hours

Instructional Categories (check all that apply)

Lab ~~Yes~~ No

~~Course Objectives~~~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - {Correspondence Ed course} (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. What is problem-solving and decision making?
 1. Is there a difference?
 2. Differentiating between decision making and problem-solving.
2. Steps in the decision-making process
 1. Define the problem

2. Gather facts and data

3. Sources of data

1. Primary data

2. b. Secondary data

4. Organize information

5. Alternative solutions

6. Make a decision

7. Evaluate the solution

8. Individual vs. group decisions

1. Advantages

2. Disadvantages

9. Examine the steps of decision making

3. Blocks to problem-solving

1. Perceptual

2. Cultural

3. Environmental

4. Emotional

5. Problem-solving blocks in your workplace

6. Identify various blocks to problem-solving

4. Problem-solving techniques

1. Force field analysis

2. Affinity diagram

3. Input form co-workers and supervisors

4. Analyze different problem-solving techniques

5. Creativity and problem solving

1. Why creativity?

2. Barriers to creativity

1. Fear of failure
2. Lack of support
3. Being practical
4. Supervisor's shadow
5. Distractions

3. Recognize the importance of creativity in problem-solving

Methods of Instruction

Check all that apply:

- Lecture

Comments

~~{Correspondence, Instructor-Student Interaction}~~

Students will access asynchronous written lectures Lectures on course content :

~~Frequency: 3 asynchronous per course~~

- Written Exercises

Comments

~~Written Papers- {Correspondence, Student-Content Interaction}~~ Papers will be written on various topics. Frequency: 1 per course

1. Explain

~~Feedback Foster on a Assignments classroom = culture {Correspondence, that Instructor-Student encourages interaction} open The dialogue instructor and will respect provide for regular diverse substantive viewpoints. academie Create feedback spaces for students to students share on their assignments own experiences and assessments insights related to entrepreneurship.~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction~~

~~Address the~~

~~Foster reason a classroom culture that encourages open dialogue and respect for the diverse grade viewpoints. they Create received spaces for students to share their own experiences and what insights they can do related to improve entrepreneurship. Frequency: Feedback on every homework, and quiz weekly~~

- ~~_ Typical Texts~~

~~Explain Address~~

~~Quizzes no textbook , Tests/Exams - {Correspondence OER , Student-Content Interaction} Quizzes, Tests/Exams- Quizzes and/ or tests/exams low will cost be used textbooks to make reduce sure barriers students to completed completing assigned material and understood it. Frequency: Minimum of 2 quizzes per the course.~~

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Reading Assignments~~

1. Selected handouts from the instructor showing how to differentiate between decision making and problem-solving.
2. ~~Projects,~~
2. Assignment Activities, Type and Writing
Add other Assignment Assignments
 1. ~~Role playing problem solving and decision-making techniques.~~
 2. ~~Discussions regarding decision making and problem-solving.~~
 3. ~~Oral presentations to identify various blocks to problem-solving.~~
1. ~~Writing Assignments~~
 1. Short paper- case analysis to examine the steps of decision making.
3. Assignment Type _ Project
Add Assignment _
 1. Role-playing problem solving and decision-making techniques.
 2. Discussions regarding decision making and problem-solving.
 3. Oral presentations to identify various blocks to problem-solving.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 203, the student should be able to differentiate~~ Differentiate between decision making and _ problem solving.
2. **Outcome Text**
~~Upon completion of NBUS 203, the student should acquire~~ Acquire the knowledge to recognize the _ importance of creativity, and identify various blocks to problem solving
3. **Outcome Text**
~~Upon completion of NBUS 203, the student should be able to apply~~ Apply problem _ solving techniques in a role-play
4. **Outcome Text**
~~Upon completion of NBUS 203, the student should be able to use~~ Use primary and _ secondary sources in their decision making process.

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.](#)

DE Course Interactions

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](#) [_](#)
[Minimum of 1](#)
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
[Frequency](#)
 Minimum of 2 quizzes
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
[Frequency](#)
 2 asynchronous per course
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
[Frequency](#)
 1 short video per course
- [_ **Role playing:** *Students will be divided into groups and assigned roles to "play" in a real- world situation.*](#)
[Frequency](#) [_](#)
[1 per course](#)
- [_ **Student presentations:** *Students will prepare and present on a topic being studied.*](#)
[Frequency](#)
 1 per course

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

OER

1. [_ Author\(s\)](#) [_ J. Stewart Black](#)
[_ Title](#) [_ Organizational Behavior](#)
[_ Edition](#) [_](#)
[_ Publisher](#) [_ OpenStax textbooks](#)
[_ URL](#) [_ https://openstax.org/details/books/organizational-behavior](#)
[_ Year](#) [_ 2019](#)
[_ Rationale for textbook older than 7 years. \(Most recent edition, considered classic, etc.\)](#) [_](#)
[_ Or Equivalent](#) [_ No](#)
2. [_ Author\(s\)](#) [_ Paynton and Hahn](#)
[_ Title](#) [_ Introduction to Communication](#)
[_ Edition](#) [_](#)
[_ Publisher](#) [_ Libre Texts](#)
[_ URL](#)
[_ https://socialsci.libretexts.org/Bookshelves/Communication/Introduction%20to%20Communication/Introduction%20to%20Communication%20\(Paynton%20and%20Hahn\)](#)
[_ Year](#) [_ 2022](#)

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) No
Or Equivalent No

Codes and Dates

Course Codes

Origination Date

~~07/10/14~~ ~~02/2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 203 - Decision Making and Problem Solving

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/10/2019~~

- State Approval

~~06/17/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2019~~

12/30/2024



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Business 203
Decision Making and Problem Solving
Effective: Fall 2025

Catalog Description:

NBUS 203 - Decision Making and Problem Solving
9 Hours

This noncredit course introduces the key elements for decision making and problem solving in the professional workplace. This course is beneficial for students seeking to improve their decision making and problem solving skills. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Differentiate between decision making and problem solving.
- B. Acquired the knowlege to recognize the importance of creativity in problem solving, and identifying various blocks to problem solving.
- C. Perform one of the problem solving techniques in a role-play.
- D. Perform secondary data research to help your analysis of a decision.
- E. Identify at least two of the blocks to decision making.

Course Content:

1. What is problem-solving and decision making?
 1. Is there a difference?

2. Differentiating between decision making and problem-solving.
2. Steps in the decision-making process
 1. Define the problem
 2. Gather facts and data
 3. Sources of data
 1. Primary data
 2. b. Secondary data
 4. Organize information
 5. Alternative solutions
 6. Make a decision
 7. Evaluate the solution
 8. Individual vs. group decisions
 1. Advantages
 2. Disadvantages
 9. Examine the steps of decision making
3. Blocks to problem-solving
 1. Perceptual
 2. Cultural
 3. Environmental
 4. Emotional
 5. Problem-solving blocks in your workplace
 6. Identify various blocks to problem-solving
4. Problem-solving techniques
 1. Force field analysis
 2. Affinity diagram
 3. Input from co-workers and supervisors
 4. Analyze different problem-solving techniques
5. Creativity and problem solving
 1. Why creativity?
 2. Barriers to creativity
 1. Fear of failure
 2. Lack of support
 3. Being practical
 4. Supervisor's shadow
 5. Distractions
 3. Recognize the importance of creativity in problem-solving

Methods of Instruction:

1. Classroom Activity - Short paper critiqued for mastery of creativity in problem

- solving.
2. Observation - Oral presentation and/or written case analysis evaluated by rubric for clarity, application of appropriate decision making and problem solving skills.
 3. Audio-visual Activity - Video showcases bad and good examples of problem-solving
 4. Lecture - Lectures on course content
 5. Written Exercises - Papers will be written on various topics. Frequency: 1 per course
 6. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Selected handouts from the instructor showing how to differentiate between decision making and problem-solving.
- B. Writing:
 1. Short paper- case analysis to examine the steps of decision making.
- C. Project:
 1. Role-playing problem solving and decision-making techniques.
 2. Discussions regarding decision making and problem-solving.
 3. Oral presentations to identify various blocks to problem-solving.

Methods of Evaluating Student Progress

- A. Group Projects
 1. 1 per semester
- B. Class Participation
 1. Daily
- C. Role-Playing -1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Differentiate between decision making and problem solving.
- B. Acquire the knowledge to recognize the importance of creativity, and identify various blocks to problem solving
- C. Apply problem solving techniques in a role-play
- D. Use primary and secondary sources in their decision making process.

Textbooks (Typical):

OER:

1. J. Stewart Black *Organizational Behavior*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.
2. Paynton and Hahn *Introduction to Communication*, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

no textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.

- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Each student will be emailed at least once per course

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on every homework, and quiz

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: 2 announcements per week

•**Face-to-face meetings (partially online courses only):** *Students will come to campus*

during face-to-face sessions (office hours, etc.) to discuss any facet of the course.

Frequency: At least once per course

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Weekly

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 1 per course

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: 1 per course

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 1 per course

•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: 1 per course

•**Written papers:** *Papers will be written on various topics.*

Frequency: Minimum of 1

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 2 quizzes

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

•**Role playing:** *Students will be divided into groups and assigned roles to "play" in a real-world situation.*

Frequency: 1 per course

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606503

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 205 - Team Building

Course Modification: NBUS 205 - Team Building (Launched - Implemented 12-30-2024)
compared with
NBUS 205 - Team Building (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Catalog Description

This course is designed to provide students with an understanding of how
_ teams work together, and common problems teams encounter and how to solve them. Not applicable to associate degree.

Course Equivalency

Is this course shared with Chabot? No

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - [Correspondence Ed course] (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. What is a team?
 1. The role of a team
 2. The importance of good teamwork
2. Personalities in the workplace
 1. Popular
 2. Powerful
 3. Peaceful
 4. Perfect

5. Understanding our own personality strengths and weaknesses

6. Appreciating other types of personalities

3. Characteristics of an effective team

1. Balanced participation

2. Communication and listening

3. Team diversity

4. Constructive conflict

5. Self-evaluation

6. Clear Purpose

4. Common team problems and what to do about them

1. Lack of participation

2. Gossiping

3. Poor communication

4. Infighting

5. Floundering

6. Lack of clear purpose

-

-

Methods of Instruction

Check all that apply:

- Lecture

Comments

~~{Correspondence, Instructor-Student Interaction}~~

Students will access asynchronous written lectures **Lectures** on course content :

~~Frequency: 3 asynchronous per course~~

- Observation

Comments

Evaluation of participation in discussions and role playing evaluated for application of

_critical thinking skills, demonstration of an understanding of key team building

_concepts such as communication and problem solving, and quality of

_contributions.

- Student Presentations

Comments

Oral presentation(s) evaluated for content (such as the correct identification of factors that define the characteristics of building an effective team that may include clear communication and problem solving.)

- Written Exercises

- **Comments**

Short paper evaluated for content and a demonstrated understanding of the role of a team and the importance of teamwork in implementing best practices.

1. **Explain**

~~Feedback Foster on a Assignments classroom = culture (Correspondence, that Instructor-Student encourages interaction) open The dialogue instructor and will respect provide for regular diverse substantive, viewpoints, academic Create feedback spaces for students to students share on their assignments own experiences and assessments insights related to entrepreneurship.~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction~~

- ~~Address the~~

~~Foster reason a classroom culture that encourages open dialogue and respect for the diverse grade viewpoints. they Create received spaces for students to share their own experiences and what insights they can do related to improve entrepreneurship. Frequency: Feedback on every homework, and quiz weekly~~

- ~~Typical Texts~~

- ~~Explain Address~~

~~Quizzes No textbook, Tests/Exams (Correspondence OER, Student-Content Interaction) Quizzes, Tests/Exams- Quizzes and/ or tests/exams low will cost be textbooks used reduce barriers to make completing sure students completed assigned material and understood it. Frequency: Minimum of 2 quizzes per the course.~~

Typical Assignments

Typical Assignments

1. **Assignment Type Reading**

- **Add Assignment**

1. **Reading Assignments**

1. Selected handouts from the instructor.

2. Current articles in newspapers and magazines.

2. **Projects;**

2. **Assignment Activities, Type and Writing**

- **Add other Assignment Assignments**

1. ~~Case scenario role-playing that analyzes the role of different personalities in the workplace.~~

2. ~~Discussion(s) of methods to solve common team problems.~~

3. ~~Oral presentations that define the characteristics of an effective team.~~

1. **Writing Assignments**

1. Short paper on how to define the role of a team and why teamwork is important

3. **Assignment Type** _

Add Assignment

1. Case scenario role-playing that analyzes the role of different personalities in the workplace.
2. Discussion(s) of methods to solve common team problems.
3. Oral presentations that define the characteristics of an effective team .

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 205, the student should be able to implement~~ **Implement** the best practices for building a team including, but not limited to, effective communication and problem solving.
2. **Outcome Text**
~~Upon completion of NBUS 205, the student should be able to identify~~ **Identify** different personalities in the workplace.
3. **Outcome Text**
~~Upon completion of NBUS 205, the student should be able to explain~~ **Explain** some of the common team problems and form solutions.
4. **Outcome Text**
~~Upon completion of NBUS 205, the student should be able to identify~~ **Identify** different characteristics of an efficient team.

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.

DE Course Interactions

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)

- **Student presentations:** - Students will prepare and present on a topic being studied.
- **Other:**
 - Frequency -
 - 1 per course

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

OER

1. Author(s) - J. Stewart Black
Title - Organizational Behavior
Edition -
Publisher - OpenStax textbooks
URL - https://openstax.org/details/books/organizational-behavior
Year - 2019
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - No
2. Author(s) - Paynton and Hahn
Title - Introduction to Communication
Edition -
Publisher - Libre Texts
URL
- https://socialsci.libretexts.org/Bookshelves/Communication/Introduction%20to%20Communication/Introduction%20to%20Communication%20(Paynton%20and%20Hahn)
Year - 2022
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - No

Codes and Dates

Course Codes

Origination Date

~~07/10/14~~ ~~02/2024~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 205 - Team Building

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/17/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2019~~

-
12/30/2024



LAS POSITAS

COLLEGE

Admin Outline for Noncredit Business 205

Team Building

Effective: Fall 2025

Catalog Description:

NBUS 205 - Team Building

9 Hours

This course is designed to provide students with an understanding of how teams work together, and common problems teams encounter and how to solve them. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Implement the best practices for building a team including, but not limited to, effective communication and problem solving.
- B. Identify different personalities in the workplace through video observation.
- C. Explain some of the common team problems and what to do about them.
- D. Identify different characteristics of an efficient team.

Course Content:

- 1. What is a team?
 - 1. The role of a team
 - 2. The importance of good teamwork

2. Personalities in the workplace
 1. Popular
 2. Powerful
 3. Peaceful
 4. Perfect
 5. Understanding our own personality strengths and weaknesses
 6. Appreciating other types of personalities
3. Characteristics of an effective team
 1. Balanced participation
 2. Communication and listening
 3. Team diversity
 4. Constructive conflict
 5. Self-evaluation
 6. Clear Purpose
4. Common team problems and what to do about them
 1. Lack of participation
 2. Gossiping
 3. Poor communication
 4. Infighting
 5. Floundering
 6. Lack of clear purpose

Methods of Instruction:

1. Observation - Evaluation of participation in discussions and role playing evaluated for application of critical thinking skills, demonstration of an understanding of key team building concepts such as communication and problem solving, and quality of contributions.
2. Written Exercises - Short paper evaluated for content and a demonstrated understanding of the role of a team and the importance of teamwork in implementing best practices.
3. Student Presentations - Oral presentation(s) evaluated for content (such as the correct identification of factors that define the characteristics of building an effective team that may include clear communication and problem solving.)
4. Classroom Activity - Quizzes covering the characteristics of building an effective team.
5. Lecture - Lectures on course content
6. Written Exercises - Written Papers- [Correspondence, Student-Content Interaction]

Papers will be written on various topics. Frequency: 1 per course

7. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Selected handouts from the instructor.
 2. Current articles in newspapers and magazines.
- B. Writing:
 1. Short paper on how to define the role of a team and why teamwork is important
- C. Other:
 1. Case scenario role-playing that analyzes the role of different personalities in the workplace.
 2. Discussion(s) of methods to solve common team problems.
 3. Oral presentations that define the characteristics of an effective team.

Methods of Evaluating Student Progress

- A. Quizzes
 1. Short Quizzes Daily
- B. Oral Presentation
 1. 1 per semester
- C. Class Participation
 1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Implement the best practices for building a team including, but not limited to, effective communication and problem solving.
- B. Identify different personalities in the workplace.
- C. Explain some of the common team problems and form solutions.
- D. Identify different characteristics of an efficient team.

Textbooks (Typical):

OER:

1. J. Stewart Black *Organizational Behavior.*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.
2. Paynton and Hahn *Introduction to Communication.*, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).

Equity Based Curriculum

- Methods of Instruction

- Address

- Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

- Address

- No textbook, OER, or low cost textbooks reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Each student will be emailed at least once per course

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on every homework, and quiz

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: 2 announcements per week

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: At least once per course

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Weekly

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 1 per course

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: 1 per course

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 1 per course

•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: 1 per course

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Short quizzes daily

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 per course

•**Other:**

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606505

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 206 - Time Management

Course Modification: NBUS 206 - Time Management (Launched - Implemented 12-30-2024)
compared with
NBUS 206 - Time Management (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Catalog Description

This course is designed to introduce students to time management principles and specific tools that assist in making the most efficient use of time. This course is beneficial for students seeking to improve their time management skills. Not applicable to associate degree.

Course Equivalency

Is this course shared with Chabot? No

Units/Hours

TOTALS

Calculations

Total Noncredit Hours 9

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - {Correspondence Ed course} (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. What is time management
 1. Dangers of poor time management
 2. Benefits of good time management
 3. Working smarter to enhance productivity
2. How good is your time management?

1. Identifying time Wasters

2. Workplace time wasters and what to do about them

1. Visitors

2. Telephone calls

3. Email

4. Social Media

5. Interruptions

3. Self-generated time wasters and what to do about them

1. Disorganization

2. Procrastination

3. Inability to say no

4. Perfection

3. Time management tips and techniques

1. To do lists

1. Importance of prioritization

2. Relativity

3. Estimating task timing

2. How to deal with large tasks

1. Making hors d'oeuvres out of elephants

3. Goal Setting – SMART Goals

1. Specific

2. Measurable

3. Attainable

4. Realistic

5. Timely

6. Value of goal setting in the workplace

4. Managing distractions

1. Minimize distractions
2. Manage interruptions
3. Improve your concentration
4. Managing email efficiently

5. The Art of scheduling

1. Contingency time
2. Discretionary time
3. Understanding your body clock

6. Delegation

1. How well do you delegate?
2. Tips for effective delegation
 1. Know your subordinates
 2. Delegate work evenly
 3. Follow up on delegated tasks
 4. Delegate with consistency
 5. Reinforce good performance
 6. Pitfalls of do-it-yourself managers

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

Evaluation of journal entries for completion and the demonstration of understanding of ___the value of goal setting, prioritization and elimination of time wasters, for efficient use ___of time in the workplace.

- Demonstration

Comments

Oral Presentation evaluated for ability to explain time management techniques including goal setting, and identify ways to best implement them.

- Lecture

Comments

~~{Correspondence, Instructor-Student Interaction}~~

~~Students will access asynchronous written lectures~~ Lectures on course content.

~~Frequency: 3 asynchronous per course~~

- Written Exercises

Comments

~~Written Papers- {Correspondence, Student-Content Interaction}~~ Papers will be written on various topics. Frequency: 1 per course

1. Explain

~~Feedback Foster on a Assignments classroom = culture {Correspondence, that instructor-Student encourages interaction} open~~
~~The dialogue instructor and will respect provide for regular diverse substantive; viewpoints. academic Create feedback spaces for~~
~~students to students share on their assignments own experiences and assessments insights related to entrepreneurship.~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction~~

~~Address the~~

~~Foster reason a classroom culture that encourages open dialogue and respect for the diverse grade viewpoints. they Create~~
~~received spaces for students to share their own experiences and what insights they can do related to improve entrepreneurship. Frequency:~~
~~Feedback on every homework, and quiz weekly~~

- ~~Typical Texts~~

~~Explain Address~~

~~Quizzes No textbook, Tests/Exams {Correspondence OER, Student-Content Interaction} Quizzes, Tests/Exams Quizzes and/ or~~
~~tests/exams low will cost be used textbooks to make reduce sure barriers students to completed completing, assigned material and~~
~~understood it. Frequency: Minimum of 2 quizzes per the course.~~

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Reading Assignments~~

1. Selected handouts from the instructor.

2. Current articles in newspapers and magazines.

2. Assignment Type Writing.

Add Assignment

1. ~~Projects, Journal Activities, entries addressing the importance of setting priorities~~ and ~~other establishing Assignments goals and~~
~~reflecting on the use and effectiveness of this practice in the workplace~~

3. Assignment Type Project

Add Assignment

1. Case analysis of real-world situations demonstrating the importance of self-diagnostic tools for improving time management.

2. Oral presentation explaining various time management techniques and identifying ways to implement them.

1. ~~Writing Assignments~~

1. ~~Journal entries addressing the importance of setting priorities and establishing goals and reflecting on the use and effectiveness of this practice in the workplace.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 206, the student should be able to create~~ Create goals that are specific, measurable, attainable, realistic, and timely (SMART) and evaluate the role goal setting plays in the workplace.
2. **Outcome Text**
~~Upon completion of NBUS 206, the student should be able to use~~ Use prioritization, elimination of time wasters, and effective scheduling practices through the development of a comprehensive time management strategy
3. **Outcome Text**
~~Upon completion of NBUS 206, the student should be able to create~~ Create a plan for approaching a team member regarding the delegation of a group project.

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.

DE Course Interactions

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)

- Other Student presentations** : Students will prepare and present on a topic being studied.

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

OER

1. Author(s) _ J. Stewart Black
Title _ Organizational Behavior
Edition _
Publisher _ OpenStax textbooks
URL _ https://openstax.org/details/books/organizational-behavior
Year _ 2019
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. Author(s) _ Paynton and Hahn
Title _ Introduction to Communication
Edition _
Publisher _ Libre Texts
URL
_ https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)
Year _ 2022
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~07/10/14~~ ~~02/2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 206 - Time Management

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/17/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/12/01~~ ~~30/2019~~ 2024



LAS POSITAS

COLLEGE

Admin Outline for Noncredit Business 206 Time Management **Effective:** Fall 2025

Catalog Description:

NBUS 206 - Time Management 9 Hours

This course is designed to introduce students to time management principles and specific tools that assist in making the most efficient use of time. This course is beneficial for students seeking to improve their time management skills. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Create goals that are specific, measurable, attainable, realistic, and timely (SMART) and evaluate the role goal setting plays in the workplace.
- B. Use prioritization, elimination of time wasters, and effective scheduling practices through the development of a comprehensive time management strategy.
- C. Create a plan for approaching a team member regarding the delegation of a group project.

Course Content:

1. What is time management
 1. Dangers of poor time management

2. Benefits of good time management
3. Working smarter to enhance productivity
2. How good is your time management?
 1. Identifying time Wasters
 2. Workplace time wasters and what to do about them
 1. Visitors
 2. Telephone calls
 3. Email
 4. Social Media
 5. Interruptions
 3. Self-generated time wasters and what to do about them
 1. Disorganization
 2. Procrastination
 3. Inability to say no
 4. Perfection
3. Time management tips and techniques
 1. To do lists
 1. Importance of prioritization
 2. Relativity
 3. Estimating task timing
 2. How to deal with large tasks
 1. Making hors d'oeuvres out of elephants
 3. Goal Setting – SMART Goals
 1. Specific
 2. Measurable
 3. Attainable
 4. Realistic
 5. Timely
 6. Value of goal setting in the workplace
 4. Managing distractions
 1. Minimize distractions
 2. Manage interruptions
 3. Improve your concentration
 4. Managing email efficiently
 5. The Art of scheduling
 1. Contingency time
 2. Discretionary time
 3. Understanding your body clock
 6. Delegation
 1. How well do you delegate?

2. Tips for effective delegation

1. Know your subordinates
2. Delegate work evenly
3. Follow up on delegated tasks
4. Delegate with consistency
5. Reinforce good performance
6. Pitfalls of do-it-yourself managers

Methods of Instruction:

1. Demonstration - Oral Presentation evaluated for ability to explain time management techniques including goal setting, and identify ways to best implement them.
2. Classroom Activity - Evaluation of journal entries for completion and the demonstration of understanding of the value of goal setting, prioritization and elimination of time wasters, for efficient use of time in the workplace.
3. Projects - Case analysis evaluated for completion and for clear explanation of the importance of using self-diagnostic tools for identifying areas for improvement in time management skills in an effort to improve those areas.
4. Lecture - Lectures on course content.
5. Written Exercises - Papers will be written on various topics. Frequency: 1 per course
6. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

A. Reading:

1. Selected handouts from the instructor.
2. Current articles in newspapers and magazines.

B. Writing:

1. Journal entries addressing the importance of setting priorities and establishing goals and reflecting on the use and effectiveness of this practice in the workplace

C. Project:

1. Case analysis of real-world situations demonstrating the importance of self-diagnostic tools for improving time management.
2. Oral presentation explaining various time management techniques and identifying ways to implement them.

Methods of Evaluating Student Progress

- A. Oral Presentation
 - 1. 1 per semester
- B. Class Participation
 - 1. Daily
- C. Class Work
 - 1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Create goals that are specific, measurable, attainable, realistic, and timely (SMART) and evaluate the role goal setting plays in the workplace.
- B. Use prioritization, elimination of time wasters, and effective scheduling practices through the development of a comprehensive time management strategy
- C. Create a plan for approaching a team member regarding the delegation of a group project.

Textbooks (Typical):

OER:

1. J. Stewart Black *Organizational Behavior*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.
2. Paynton and Hahn *Introduction to Communication*, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once per course
- Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis
- Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework, and quiz
- Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements per week
- Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: At least once per course

Student-Student Interaction

- Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per course
- Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per course
- Group work:** *Students will collaborate in private groups to solve problems, become experts*

on certain topics, etc. They will then present their findings to the class.

Frequency: 1 per course

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 2 quizzes

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

•**Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606506

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 207 - Conflict Resolution

Course Modification: NBUS 207 - Conflict Resolution (Launched - Implemented 12-30-2024)
compared with
NBUS 207 - Conflict Resolution (Active - Implemented 01-01-2019)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Catalog Description

This course is designed to introduce students to the meaning of conflict, the

causes of conflict, and strategies for resolving interpersonal conflict. This course is beneficial for students seeking to improve their conflict resolution skills.

Not applicable

to associate degree.

Course Equivalency

Is this course shared with Chabot? No

Course Content

Lecture Content

1. What is conflict?
 1. How does conflict make you feel?
 2. Where do we experience conflict?

2. What is your conflict style?
 1. How do different styles affect the workplace?
 2. Causes of conflict
 3. Recognizing the causes of conflict
 4. Skills for resolving interpersonal conflict

3. Bringing out the best in yourself and others
 1. Concern
 2. Compliment
 3. Consideration
 4. Companionship
 5. Consent

4. Conflict with customers

1. Let them vent
2. Avoid getting trapped in a negative filter
3. Express empathy
4. Begin active problem solving
5. Mutually agree on the solution
6. Follow up

Methods of Instruction

Check all that apply:

- Demonstration
Comments
Group presentations evaluated for accuracy, and effective application of concepts and _strategies in dealing with conflict.
- Simulations
Comments
Role-play scenario participation evaluated for application of critical thinking skills and _problem solving in designing strategies for interpersonal conflict management.

Other ~~No~~ Yes

1. [Explain _](#)
[Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.](#)

Equity Based Curriculum

- [_ Methods of Instruction](#)
[Address _](#)
[Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.](#)
- [_ Typical Texts](#)
[Address _](#)
[No textbook, OER, or low cost textbooks to reduce barriers to completing the course.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Reading](#)
Add Assignment

1. ~~Reading Assignments~~

1. Handouts as assigned by the instructor.

2. Current articles in newspapers and magazines that explain various types of conflict.
2. [Assignment Type _ Writing](#)
[Add Assignment _](#)
 1. ~~Projects, Short Activities, term paper that compares~~ and ~~contrasts one's own conflict style with~~ other ~~Assignments~~ styles.
3. [Assignment Type _ Project](#)
[Add Assignment _](#)
 1. Group presentations to determine facts, identify reasons and causes of conflict, and apply the concepts and strategies learned in dealing with conflict.
 2. Role-play scenarios that cover key concepts and strategies in dealing with interpersonal conflicts.
 1. ~~Writing Assignments~~
 1. ~~Short term paper that compares and contrasts one's own conflict style with other styles.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 207, the student should be able to describe~~ [Describe](#) the meaning of conflict, recognize the causes of conflict, and design conflict resolution strategies.
2. **Outcome Text**
~~Upon completion of NBUS 207, the student should be able to determine~~ [Determine](#) one's own conflict style and develop skills for resolving interpersonal conflict.
3. **Outcome Text**
~~Upon completion of NBUS 207, the student should be able to identify~~ [Identify](#) different conflict styles and how they affect the workplace.
4. **Outcome Text**
~~Upon completion of NBUS 207, the student should be able to define~~ [Define](#) the six steps in resolving conflict with customers.

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.](#)

DE Course Interactions

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)

- **Other Student presentations** : Students will prepare and present on a topic being studied.

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

Textbook

1. Author(s) _
Title _
Edition _
Publisher _
ISBN-13 _
Year _
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

OER

1. Author(s) _ J. Stewart Black
Title _ Organizational Behavior
Edition _
Publisher _ OpenStax textbooks
URL _ https://openstax.org/details/books/organizational-behavior
Year _ 2019
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. Author(s) _ Paynton and Hahn
Title _ Introduction to Communication
Edition _
Publisher _ Libre Texts
URL
_ https://socialsci.libretexts.org/Bookshelves/Communication/Introduction%20to%20Communication/Introduction%20to%20Communication%20(Paynton%20and%20Hahn)
Year _ 2022
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

10/ ~~05 02~~ / ~~2020~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 207 - Conflict Resolution

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/18/2019~~
- State Approval
~~06/17/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2019~~

-
12/30/2024



LAS POSITAS

COLLEGE

Admin Outline for Noncredit Business 207

Conflict Resolution

Effective: Fall 2025

Catalog Description:

NBUS 207 - Conflict Resolution

9 Hours

This course is designed to introduce students to the meaning of conflict, the causes of conflict, and strategies for resolving interpersonal conflict. This course is beneficial for students seeking to improve their conflict resolution skills. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Describe the meaning of conflict, recognize the causes of conflict, and design conflict resolution strategies.
- B. Determine one's own conflict style and develop skills for resolving interpersonal conflict.
- C. Identify different conflict styles and how they affect the workplace.
- D. Define the six steps in resolving conflict with customers.

Course Content:

1. What is conflict?
 1. How does conflict make you feel?

2. Where do we experience conflict?
2. What is your conflict style?
 1. How do different styles affect the workplace?
 2. Causes of conflict
 3. Recognizing the causes of conflict
 4. Skills for resolving interpersonal conflict
3. Bringing out the best in yourself and others
 1. Concern
 2. Compliment
 3. Consideration
 4. Companionship
 5. Consent
4. Conflict with customers
 1. Let them vent
 2. Avoid getting trapped in a negative filter
 3. Express empathy
 4. Begin active problem solving
 5. Mutually agree on the solution
 6. Follow up

Methods of Instruction:

1. Classroom Activity - Short term paper on personal conflict style evaluated for completion and accuracy.
2. Demonstration - Group presentations evaluated for accuracy, and effective application of concepts and strategies in dealing with conflict.
3. Simulations - Role-play scenario participation evaluated for application of critical thinking skills and problem solving in designing strategies for interpersonal conflict management.
4. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Handouts as assigned by the instructor.
 2. Current articles in newspapers and magazines that explain various types of conflict.
- B. Writing:

1. Short term paper that compares and contrasts one's own conflict style with other styles.
- C. Project:
1. Group presentations to determine facts, identify reasons and causes of conflict, and apply the concepts and strategies learned in dealing with conflict.
 2. Role-play scenarios that cover key concepts and strategies in dealing with interpersonal conflicts.

Methods of Evaluating Student Progress

- A. Papers
 1. 1 per semester
- B. Oral Presentation
 1. 1 per semester
- C. Class Work
 1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Describe the meaning of conflict, recognize the causes of conflict, and design conflict resolution strategies.
- B. Determine one's own conflict style and develop skills for resolving interpersonal conflict.
- C. Identify different conflict styles and how they affect the workplace.
- D. Define the six steps in resolving conflict with customers.

Textbooks (Typical):

OER:

1. J. Stewart Black *Organizational Behaviour.*, OpenStax textbooks, 2019.
<https://openstax.org/details/books/organizational-behavior>.
2. Paynton and Hahn *Introduction to Communication.*, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).

Textbook:

1. .

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Each student will be emailed at least once per course

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on every homework, and quiz

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: 2 announcements per week

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: At least once per course

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Weekly

•**Class discussion board:** *Students will post to the discussion board, answering questions*

posed by the instructor. They will also reply to each other's postings.

Frequency: 1 per course

- Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: 1 per course

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 1 per course

- Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: 1 per course

- Written papers:** *Papers will be written on various topics.*

Frequency: 1 per course

- Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 2 quizzes

- Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

- Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

- Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606507

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 210 - Customer Service

Course Modification: NBUS 210 - Customer Service (Launched - Implemented 12-30-2024)
compared with
NBUS 210 - Customer Service (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ ~~Fall~~ ~~2020~~ 2025

Catalog Description

This noncredit course covers key skills and attitudes necessary to effectively meet the customer's need and teaches students best practices for the importance of values and ethics in the workplace. Not applicable to associate degree.

Course Equivalency

Is this course shared with Chabot? No

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - (Correspondence Ed course) (i.) The same standards of course quality identified in the course outline of record can be applied. (iii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. What is customer service?
+
 1. Why customer service is important.
2:
 2. What's the difference between good customer service and outstanding customer service.
2. Who are your customers?
+
 1. Defining internal and external customers
2:

2. Team effort in customer service

3. Key elements of outstanding customer service

↑

1. Reliability

~~a.~~

1. Keep your promises to your customers

~~2.~~

2. Assurance

~~a.~~

1. Listen to your customers and note body language

~~3.~~

3. Tangibles

~~a.~~

1. Know the physical location of your business and ~~products~~

~~b.~~ product

2. Be aware of your appearance

~~c.~~

3. Proofread what you hand out to customers.

~~4.~~

4. Empathy

~~a.~~

1. Customers don't care what you know until they know that you care

~~5.~~

5. Responsiveness

~~a.~~

1. Respond to customers in a timely manner

~~b.~~

2. Acknowledge customers who are waiting

~~6.~~

6. Ethics and values

~~a.~~

1. We are here because of our customers

~~b.~~

2. Work hard to solve any problems
~~c.~~
3. Maintain a positive attitude
~~d.~~
4. Policies and procedures that encourage ethical action builds a positive corporate culture

4. Customer expectations

~~1.~~

1. What do we expect as customers?

~~2.~~

2. What do our customers expect?

~~a.~~

1. What baggage do customers bring with them?

~~b.~~

2. What unrealistic expectations do customers have?

5. Customer retention

~~1.~~

1. The importance of customer service and customer loyalty

~~2.~~

1. The value of long term customers

~~3.~~

2. Why customers leave

Methods of Instruction

Check all that apply:

- Lecture
Comments
~~{Correspondence, Instructor-Student Interaction}~~
Students will access asynchronous written lectures. Lectures on course content.
Frequency: 3 asynchronous per course
- Projects
Comments

Scenario analysis for Action Plan evaluated for content, appropriateness of identified actions, and timeliness.

- Written Exercises

Comments

~~Written Papers- {Correspondence, Student-Content Interaction}~~ Papers will be written on various topics. Frequency: 1 per course

1. Explain

~~Feedback Foster on a Assignments classroom - culture {Correspondence, that instructor-Student encourages interaction} open The dialogue instructor and will respect provide for regular diverse substantive, viewpoints, academic Create feedback spaces for students to students share on their assignments own experiences and assessments insights related to entrepreneurship.~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction Address the Foster reason a classroom culture that encourages open dialogue and respect for the diverse grade viewpoints, they Create received spaces for students to share their own experiences, and what insights they can do related to improve entrepreneurship.~~ Frequency: Feedback on every homework, and quiz weekly
- ~~_ Typical Texts Explain Address Quizzes No textbook, Tests/Exams - {Correspondence OER, Student-Content Interaction} Quizzes, Tests/Exams- Quizzes and/ or tests/exams low will cost be used textbooks to make reduce sure barriers students to completed completing, assigned material and understood it. Frequency: Minimum of 2 quizzes per the course.~~

Typical Assignments

Typical Assignments

1. Assignment Type Reading Add Assignment

1. ~~Reading Assignments~~

1. Selected readings from instructor handouts to identify and define outstanding customer service.
2. Current articles in newspapers and magazines, to show differentiation among internal and external customers.

2. ~~Projects,~~

2. Assignment Activities, Type and Writing Add ~~other Assignment Assignments~~

1. ~~Using case problems to determine facts, identify reasons, and apply the concepts learned in making decisions about Customer Service.~~
2. ~~Role playing that exposes students to several Customer service situations such as reliability, assurance, tangibles, empathy and responsiveness.~~

1. ~~Writing Assignments~~

1. Written scenario analysis for a Customer Service Action Plan that details the meaning of how to differentiate among internal and external customers.
2. Short term paper that demonstrates an understanding and recognition of the key elements of customer service including reliability, assurance, tangibles, empathy, and responsiveness.
3. Journal entries on how students can apply techniques learned in class to various environments including the workplace and at home.

3. [Assignment Type](#) [Project](#)
[Add Assignment](#)

1. [Using case problems to determine facts, identify reasons, and apply the concepts learned in making decisions about Customer Service.](#)
2. [Role-playing that exposes students to several Customer service situations such as reliability, assurance, tangibles, empathy and responsiveness.](#)

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 210, the student should be able to practice~~ [Practice](#) and apply outstanding customer service skills, including clear communication and relationship building to improve customer satisfaction and retention.
2. **Outcome Text**
~~Upon completion of NBUS 210, the student should be able to differentiate~~ [Differentiate](#) among internal and external customers to determine and meet their unique needs.
3. **Outcome Text**
~~Upon completion of NBUS 210, the student should be able to examine~~ [Examine](#) and apply the key elements of outstanding customer service, including reliability, assurance, tangibles, empathy, and responsiveness.
4. **Outcome Text**
~~Upon completion of NBUS 210, the student should be able to define~~ [Define](#) customer service and identify their customers.

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

Publisher Textbooks ~~Yes~~ [No](#)

OER Textbooks Yes

OER

1. Author(s) _ Paynton and Hahn
Title _ Introduction to Communication
Edition _ 1
Publisher _ Libre Texts
URL
_ [https://socialsci.libretexts.org/Bookshelves/Communication/Introduction to Communication/Introduction to Communication \(Paynton and Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction%20to%20Communication/Introduction%20to%20Communication_(Paynton_and_Hahn))
Year _ 2022
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. Author(s) _ Kerri Shields
Title _ Customer Centric Strategy
Edition _
Publisher _ Open Textbook Library
URL _ <https://open.umn.edu/opentextbooks/textbooks/1217>
Year _ 2021
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~07/10/14~~ 02/2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 210 - Customer Service

No Previous Course

Entry of Special Dates

- Board of Trustees
~~06/10/2019~~
- State Approval
~~06/30/2019~~
- CC Approval
~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

-
12/30/2024



LAS POSITAS
COLLEGE

Admin Outline for Noncredit Business 210

Customer Service

Effective: Fall 2025

Catalog Description:

NBUS 210 - Customer Service

9 Hours

This noncredit course covers key skills and attitudes necessary to effectively meet the customer's need and teaches students best practices for the importance of values and ethics in the workplace. Not applicable to associate degree.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Practice and apply outstanding customer service skills including clear communication and relationship building to improve customer satisfaction and retention.
- B. Differentiate among internal and external customers to determine and meet their unique needs.
- C. Examine and apply the key elements of outstanding customer service including reliability, assurance, tangibles, empathy, and responsiveness.
- D. Identify what is customer service and who are your customers.
- E. Develop a plan and strategy for customer retention.

Course Content:

1. What is customer service?
 1. Why customer service is important.
 2. What's the difference between good customer service and outstanding customer service.
2. Who are your customers?
 1. Defining internal and external customers
 2. Team effort in customer service
3. Key elements of outstanding customer service
 1. Reliability
 1. Keep your promises to your customers
 2. Assurance
 1. Listen to your customers and note body language
 3. Tangibles
 1. Know the physical location of your business and product
 2. Be aware of your appearance
 3. Proofread what you hand out to customers.
 4. Empathy
 1. Customers don't care what you know until they know that you care
 5. Responsiveness
 1. Respond to customers in a timely manner
 2. Acknowledge customers who are waiting
 6. Ethics and values
 1. We are here because of our customers
 2. Work hard to solve any problems
 3. Maintain a positive attitude
 4. Policies and procedures that encourage ethical action builds a positive corporate culture
4. Customer expectations
 1. What do we expect as customers?
 2. What do our customers expect?
 1. What baggage do customers bring with them?
 2. What unrealistic expectations do customers have?
5. Customer retention
 1. The importance of customer service and customer loyalty
 1. The value of long term customers
 2. Why customers leave

Methods of Instruction:

1. Classroom Activity - Review of journal entries evaluated for completion, application of key customer service skills, and timeliness.
2. Projects - Scenario analysis for Action Plan evaluated for content, appropriateness of identified actions, and timeliness.
3. Individualized Instruction - Short term paper evaluated for content, application of critical thought, and timeliness.
4. Lecture - Lectures on course content.
5. Written Exercises - Papers will be written on various topics. Frequency: 1 per course
6. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Selected readings from instructor handouts to identify and define outstanding customer service.
 2. Current articles in newspapers and magazines, to show differentiation among internal and external customers.
- B. Writing:
 1. Written scenario analysis for a Customer Service Action Plan that details the meaning of how to differentiate among internal and external customers.
 2. Short term paper that demonstrates an understanding and recognition of the key elements of customer service including reliability, assurance, tangibles, empathy, and responsiveness.
 3. Journal entries on how students can apply techniques learned in class to various environments including the workplace and at home.
- C. Project:
 1. Using case problems to determine facts, identify reasons, and apply the concepts learned in making decisions about Customer Service.
 2. Role-playing that exposes students to several Customer service situations such as reliability, assurance, tangibles, empathy and responsiveness.

Methods of Evaluating Student Progress

- A. Projects

- 1. 1 per semester
- B. Class Participation
 - 1. Daily
- C. Class Work
 - 1. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Practice and apply outstanding customer service skills, including clear communication and relationship building to improve customer satisfaction and retention.
- B. Differentiate among internal and external customers to determine and meet their unique needs.
- C. Examine and apply the key elements of outstanding customer service, including reliability, assurance, tangibles, empathy, and responsiveness.
- D. Define customer service and identify their customers.

Textbooks (Typical):

OER:

- 1. Paynton and Hahn *Introduction to Communication*. 1 /e, Libre Texts, 2022.
[https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_\(Paynton_and_Hahn\)](https://socialsci.libretexts.org/Bookshelves/Communication/Introduction_to_Communication/Introduction_to_Communication_(Paynton_and_Hahn)).
- 2. Kerri Shields *Customer Centric Strategy*., Open Textbook Library, 2021.
<https://open.umn.edu/opentextbooks/textbooks/1217>.

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- **Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once per course
- **Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis
- **Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework, and quiz
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements per week
- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: At least once per course

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per course
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per course
- **Group work:** *Students will collaborate in private groups to solve problems, become experts*

on certain topics, etc. They will then present their findings to the class.

Frequency: 1 per course

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Minimum of 2 quizzes

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606881

CB03: TOP Code

050630 - Management Development and Supervision

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 212 - Developing Your Business Plan

Course Modification: NBUS 212 - Developing Your Business Plan (Launched - Implemented 12-30-2024)

compared with

NBUS 212 - Developing Your Business Plan (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025

Course Equivalency

Is this course shared with Chabot? No

Units/Hours

Instructional Categories (check all that apply)

Lecture ~~No~~ Yes

Lab ~~Yes~~ No

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - [Correspondence Ed course] (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. A. The basic elements of the business plan will be covered:
 1. Executive summary - a short summary of the entire plan
 2. Description of company and personnel - Logo, name, people involved, and experience
 3. Description of product or service to be sold - identify the industry and the product or service classification
 4. Market analysis - competitor analysis, the economic, technological, and political landscape
 5. Description of marketing strategy - SWOT analysis, marketing mix, sales, and advertising
 6. Description of location - foot/car traffic analysis and cost to rent vs own
 7. Financial statements - Cash flow, budget, and initial investment needed

Methods of Instruction

Check all that apply:

- Audio-visual Activity

Comments

Watch – _ videos of successful and not successful business ventures

- Written Exercises

Comments

~~Written Papers - [Correspondence, Student-Content Interaction]~~ Papers will be written on various topics. Frequency: 1 per course

1. Explain

~~Feedback Foster on a Assignments classroom - culture [Correspondence, that instructor-Student encourages interaction] open The dialogue instructor and will respect provide for regular diverse substantive, viewpoints. academic Create feedback spaces for students to students share on their assignments own experiences and assessments insights related to entrepreneurship.~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction~~
~~Address the~~
~~Foster reason a classroom culture that encourages open dialogue and respect for the diverse~~
~~grade viewpoints. they Create received spaces for students to share their own experiences and~~
~~what insights they can do related to improve entrepreneurship . Frequency: Feedback on every~~
~~homework, and quiz weekly~~
- ~~_ Typical Texts~~
~~Explain Address~~
~~Quizzes No textbook , Tests/Exams – [Correspondence QER , Student-Content Interaction] Quizzes,~~
~~Tests/Exams– Quizzes and/ or tests/exams low will cost be used textbooks to make reduce~~
~~sure barriers students to completed completing assigned material and understood it. Frequency:~~
~~Minimum of 2 quizzes per the course .~~

Typical Assignments

Typical Assignments

1. Assignment Type Reading
Add Assignment

1. ~~Reading Assignments~~

1. Sample business plans to read and evaluate
2. Free Websites with resources for small businesses
3. Case studies and group discussions about the cases

2. ~~Projects,~~

2. Assignment Activities, Type and Writing
Add other Assignment Assignments

1. ~~Development of 30-second elevator pitch.~~

1. ~~How to distill the most important elements for a specific person.~~

1. ~~Writing Assignments~~

1. Students will customize a business plan outline for their proposed ventures. Requires business plan knowledge and theory of the firm knowledge.

2. Development of a marketing plan and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.
3. [Assignment Type](#)
[Add Assignment](#)
 1. [Development of 30-second elevator pitch.](#)
 1. [How to distill the most important elements for a specific person.](#)

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of NBUS 212, the student should be able to prepare~~ [Prepare](#) an outline of the elements in a business plan.
2. **Outcome Text**
~~Upon completion of NBUS 212, the student should be able to identify~~ [Identify](#) and describe a business' target
_ market.
3. **Outcome Text**
~~Upon completion of NBUS 212, the student should be able to identify~~ [Identify](#) multiple forms of capital attainment
_ for their new business venture.

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
Written test comprised of Multiple Choice and True/False questions that cover the
_ elements of a business plan. Daily
- Papers
Frequency
Evaluate written business plan outline for completion of criteria in accordance with
_ rubric. 1 per semester

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

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

OER

1. Author(s) Stephen J. Skripak
Title Fundamentals of Business
Edition 4
Publisher Open Textbook Library

URL _ <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-business>

Year _ 2023

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

2. Author(s) _ Lawrence J. Gitman

Title _ Introduction to Business

Edition _

Publisher _ Openstax

URL _ <https://openstax.org/details/books/introduction-business>

Year _ 2023

Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _

Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~07 10 / 14 02 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 212 - Developing Your Business Plan

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/29/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

-
12/30/2024



LAS POSITAS

COLLEGE

Admin Outline for Noncredit Business 212 Developing Your Business Plan

Effective: Fall 2025

Catalog Description:

NBUS 212 - Developing Your Business Plan

9 Hours

This is a course designed for students considering starting their own businesses. All major elements of a business plan will be covered, including financial statements, marketing, and competitive strategies.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Prepare an outline of the elements that will be in a business plan.
- B. Identify and describe a business' target market.
- C. Identify multiple forms of capital attainment for their new business venture.

Course Content:

1. A. The basic elements of the business plan will be covered:
 1. Executive summary - a short summary of the entire plan
 2. Description of company and personnel - Logo, name, people involved, and experience
 3. Description of product or service to be sold - identify the industry

- and the product or service classification
4. Market analysis - competitor analysis, the economic, technological, and political landscape
 5. Description of marketing strategy - SWOT analysis, marketing mix, sales, and advertising
 6. Description of location - foot/car traffic analysis and cost to rent vs own
 7. Financial statements - Cash flow, budget, and initial investment needed

Methods of Instruction:

1. Lecture - Importance and detail of a business plan
2. Discussion - Pros and cons of previous business plans
3. Audio-visual Activity - Watch videos of successful and not successful business ventures
4. Projects - Create a business plan
5. Lecture - [Correspondence, Instructor-Student Interaction] Students will access asynchronous written lectures on course content. Frequency: 3 asynchronous per course
6. Written Exercises - Papers will be written on various topics. Frequency: 1 per course
7. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Sample business plans to read and evaluate
 2. Free Websites with resources for small businesses
 3. Case studies and group discussions about the cases
- B. Writing:
 1. Students will customize a business plan outline for their proposed ventures. Requires business plan knowledge and theory of the firm knowledge.
 2. Development of a marketing plan and a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis.
- C. Other:
 1. Development of 30-second elevator pitch.
 1. How to distill the most important elements for a

specific person.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Written test comprised of Multiple Choice and True/False questions that cover the elements of a business plan. Daily
- B. Papers
 - 1. Evaluate written business plan outline for completion of criteria in accordance with rubric. 1 per semester
- C. Class Work
 - 1. Participation in group discussions evaluated for quality and quantity of engagement. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Prepare an outline of the elements in a business plan.
- B. Identify and describe a business' target market.
- C. Identify multiple forms of capital attainment for their new business venture.

Textbooks (Typical):

OER:

1. Stephen J. Skripak *Fundamentals of Business*. 4 /e, Open Textbook Library, 2023. <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-business>.
2. Lawrence J. Gitman *Introduction to Business*., Openstax, 2023. <https://openstax.org/details/books/introduction-business>.

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

- Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*
Frequency: Each student will be emailed at least once per course
- Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*
Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis
- Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency: Feedback on every homework, and quiz
- Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
Frequency: 2 announcements per week
- Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency: At least once per course

Student-Student Interaction

- Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
Frequency: Weekly
- Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency: 1 per course
- Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency: 1 per course

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency: 1 per course
- Group work:** *Students will collaborate in private groups to solve problems, become experts*

on certain topics, etc. They will then present their findings to the class.

Frequency: 1 per course

•**Written papers:** Papers will be written on various topics.

Frequency: 1 per course

•**Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.

Frequency: Short quiz/test daily

•**Lecture:** Students will attend or access synchronous or asynchronous lectures on course content.

Frequency: 2 asynchronous per course

•**Video:** Video will be used to demonstrate procedures and to help students visualize concepts.

Frequency: 1 short video per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606883

CB03: TOP Code

050640 - Small Business and Entrepreneurship

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NBUS 213 - Legal Aspects of Small Business

Course Modification: NBUS 213 - Legal Aspects of Small Business (Launched - Implemented 12-30-2024)

compared with

NBUS 213 - Legal Aspects of Small Business (Active - Implemented 01-01-2020)

Cover

Effective Term ~~Spring~~ Fall ~~2020~~ 2025

~~Course Objectives~~

~~Objectives~~

~~Upon completion of this course, the student should be able to:~~

- ~~1. **Group Title** - [Correspondence Ed course] (i.) The same standards of course quality identified in the course outline of record can be applied. (ii.) The content identified in the course outline of record can be presented effectively & with same degree of rigor. (iii.) A student can achieve the same goals and objectives identified in the COR. (iv.) Same assignments in COR can be completed by student, guided by instr. (v.) Same assessments and level of student accountability can be achieved~~

Course Content

Lecture Content

1. Description of legal forms of business ownership
2. Business licenses and other city/state requirements
3. Elements of contracts and leases
4. Human Resource Management

1. Overview of employee/independent contractor issues
 2. Examination of employer basic licenses, taxation and insurance
 3. Hiring and workplace legal requirements
 4. Sources of important information for the small business operator
-
5. Overview of intellectual property, copyright, patent, and trademark issues

Methods of Instruction

Check all that apply:

- Discussion
Comments
 Group discussions describing the legal forms of ownership, including their
 _ advantages and disadvantages.
 - Projects
Comments
 Students must prepare a written report that demonstrates an understanding of the legal issues involved
 in the student's proposed venture and the appropriate
 _ ownership form for that venture.
 - Written Exercises
Comments
~~Written Papers [Correspondence, Student-Content Interaction]~~ Papers will be written on various
 topics. Frequency: 1 per course
1. Explain
~~Feedback Foster on a Assignments classroom - culture [Correspondence, that instructor-
 Student encourages interaction] open The dialogue instructor and will respect provide for
 regular diverse substantive, viewpoints. academic Create feedback spaces for students to
 students share on their assignments own experiences and assessments insights related to
 entrepreneurship .~~

Equity Based Curriculum

- ~~Students Methods will of know Instruction~~
~~Address the~~

Foster ~~reason~~ a classroom culture that encourages open dialogue and respect for ~~the~~ diverse grade viewpoints. ~~they~~ Create ~~received~~ spaces for students to share their own experiences and what ~~insights they can do~~ related to ~~improve~~ entrepreneurship . ~~Frequency: Feedback on every homework, and quiz weekly~~

- Typical Texts

Explain Address

~~Quizzes No textbook , Tests/Exams – [Correspondence OER , Student-Content Interaction] Quizzes, Tests/Exams- Quizzes and/ or tests/exams low will cost be used textbooks to make reduce~~ sure barriers students to completed completing assigned material and understood it. ~~Frequency: Minimum of 2 quizzes per the course .~~

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. ~~Reading Assignments~~

1. Case studies and group discussions about the cases

2. Reading local city websites on small business rules and regulations

2. Assignment Type Writing

Add Assignment

1. ~~Projects, Students Activities, must prepare a written report that demonstrates an~~ understanding of the legal issues involved in the student's proposed venture and ~~other the~~ Assignments appropriate ownership form for that venture.

3. Assignment Type Other

Add Assignment

1. Group discussions describing the legal forms of ownership, including their advantages and disadvantages. Students are tasked with learning tax and legal liability consequences of different organizational forms.

2. Class discussions of Intellectual Property. Copyright, patents and trade secrets.

4. Assignment Type Project

Add Assignment _

1. Team presentations of legal issues and their impact on different proposed business ventures.
2. ~~Class discussions of Intellectual Property. Copyright, patents and trade secrets.~~

1. ~~Writing Assignments~~

1. ~~Students must prepare a written report that demonstrates an understanding of the legal issues involved in the student's proposed venture and the appropriate ownership form for that venture.~~

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of NBUS 213, the student should be able to identify~~ **Identify** and describe the legal forms of
_ ownership, including their advantages and disadvantages.

2. **Outcome Text**

~~Upon completion of NBUS 213, the student should be able to identify~~ **Identify** and describe legal risk issues that
_ will affect a proposed business venture.

3. **Outcome Text**

~~Upon completion of NBUS 213, the student should be able to explain~~ **Explain** the difference
_ between intellectual property, copyright, patent, and trademarks.

4. **Outcome Text**

~~Upon completion of NBUS 213, the student should be able to list~~ **List** at least five human resource laws or
_ regulations that will impact a business

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

Objective written tests that cover the legal aspects affecting businesses. These tests may
_ include multiple Choice, True/False, matching questions. Daily

- Oral Presentation

Frequency

Evaluating participation in class discussions and team presentations for quality and
_ content of contributions as identified in rubric. 1 per semester

- Class Work

Frequency

Evaluating written reports for demonstrated understanding of legal issues and
_ appropriate use of forms in accordance with rubric. Daily

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.

DE Course Interactions

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)

- **Other Student presentations** : *Students will prepare and present on a topic being studied.*

Textbooks/Materials

Publisher Textbooks ~~Yes~~ No

OER Textbooks Yes

OER

1. **Author(s)** _ Mirande Valbrune
Title _ Business Law I Essentials
Edition _
Publisher _ Openstax
URL _ https://openstax.org/details/books/business-law-i-essentials/
Year _ 2019
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No
2. **Author(s)** _ Melissa Randall
Title _ Fundamentals of Business Law
Edition _
Publisher _ Open Textbook Library
URL _ https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-business-law-randall
Year _ 2020
Rationale for textbook older than 7 years. (Most recent edition, considered classic, etc.) _
Or Equivalent _ No

Codes and Dates

Course Codes

Origination Date

~~07 10 / 14 02 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NBUS 213 - Legal Aspects of Small Business

No Previous Course

Entry of Special Dates

- Board of Trustees

~~06/18/2019~~

- State Approval

~~06/29/2019~~

- CC Approval

~~05/06/2019~~

Instructional Services

Effective Term ~~Spring 2020~~ Fall 2025

Implementation Date

~~01/01/2020~~

-
12/30/2024



LAS POSITAS
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Admin Outline for Noncredit Business 213
Legal Aspects of Small Business
Effective: Fall 2025

Catalog Description:

NBUS 213 - Legal Aspects of Small Business
9 Hours

This course is designed for students interested in establishing a business and who need information about the legal issues involved. Legal aspects such as forms of ownership, licensing, and taxes will be covered.

Course Grading: Pass/No Pass

Total Noncredit Hours 9

Discipline:

Vocational (short-term): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Identify and describe the legal forms of ownership, including their advantages and disadvantages.
- B. Identify and describe legal risk issues that will effect the proposed business venture.
- C. Demonstrate the difference between intellectual property, copyright, patent, and trademarks.
- D. List at least five human resource laws or regulations that will impact a business.
- E. Research local city laws for starting a small business in a chosen local city that the student would like to operate in.

Course Content:

1. Description of legal forms of business ownership
2. Business licenses and other city/state requirements
3. Elements of contracts and leases
4. Human Resource Management
 1. Overview of employee/independent contractor issues
 2. Examination of employer basic licenses, taxation and insurance
 3. Hiring and workplace legal requirements
 4. Sources of important information for the small business operator
5. Overview of intellectual property, copyright, patent, and trademark issues

Methods of Instruction:

1. Audio-visual Activity - Podcast/Video of small business laws, regulations, and their effects
2. Projects - Students must prepare a written report that demonstrates an understanding of the legal issues involved in the student's proposed venture and the appropriate ownership form for that venture.
3. Lecture - Business forms, laws, and regulations
4. Discussion - Group discussions describing the legal forms of ownership, including their advantages and disadvantages.
5. Lecture - [Correspondence, Instructor-Student Interaction] Students will access asynchronous written lectures on course content. Frequency: 3 asynchronous per course
6. Written Exercises - Papers will be written on various topics. Frequency: 1 per course
7. Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

Typical Assignments

- A. Reading:
 1. Case studies and group discussions about the cases
 2. Reading local city websites on small business rules and regulations
- B. Writing:
 1. Students must prepare a written report that demonstrates an understanding of the legal issues involved in the student's proposed venture and the appropriate ownership form for that venture.
- C. Other:
 1. Group discussions describing the legal forms of ownership,

including their advantages and disadvantages. Students are tasked with learning tax and legal liability consequences of different organizational forms.

2. Class discussions of Intellectual Property. Copyright, patents and trade secrets.

D. Project:

1. Team presentations of legal issues and their impact on different proposed business ventures.

Methods of Evaluating Student Progress

A. Oral Presentation

1. Evaluating participation in class discussions and team presentations for quality and content of contributions as identified in rubric. 1 per semester

B. Class Work

1. Evaluating written reports for demonstrated understanding of legal issues and appropriate use of forms in accordance with rubric. Daily

C. Exams/Tests

1. Objective written tests that cover the legal aspects affecting businesses. These tests may include multiple Choice, True/False, matching questions. Daily

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Identify and describe the legal forms of ownership, including their advantages and disadvantages.
- B. Identify and describe legal risk issues that will affect a proposed business venture.
- C. Explain the difference between intellectual property, copyright, patent, and trademarks.
- D. List at least five human resource laws or regulations that will impact a business

Textbooks (Typical):

OER:

1. Mirande Valbrune *Business Law I Essentials.*, Openstax, 2019. <https://openstax.org/details/books/business-law-i-essentials/>.
2. Melissa Randall *Fundamentals of Business Law.*, Open Textbook Library, 2020. <https://open.umn.edu/opentextbooks/textbooks/fundamentals-of-business-law-randall>.

Equity Based Curriculum

- Methods of Instruction

Address

Foster a classroom culture that encourages open dialogue and respect for diverse viewpoints. Create spaces for students to share their own experiences and insights related to entrepreneurship.

- Typical Texts

Address

No textbook, OER, or low cost textbooks to reduce barriers to completing the course.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

The subject matter lends itself to online instruction. There are no labs and all of the assignments, assessments, and activities can be completed remotely. By offering online it allows convenience and flexibility to all students including those that have a family or are working full-time. Offering this class DE would be beneficial if there was a safety emergency matter for example: wildfire, earthquake, or health crisis. Lastly, as a noncredit class it increases the appeal to new students or students who primarily are seeking skill based learning.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made discussing with fellow faculty, students, and our advisory board.

Additionally, we spoke to the Livermore Adult School and they expressed interest in these classes to run in parallel with their courses.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Each student will be emailed at least once per course

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Participate in 1 discussion board per semester, and provide feedback to each student on a per course basis

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Feedback on every homework, and quiz

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: 2 announcements per week

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: At least once per course

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Weekly

•**Class discussion board:** *Students will post to the discussion board, answering questions*

posed by the instructor. They will also reply to each other's postings.

Frequency: 1 per course

- Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: 1 per course

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 1 per course

- Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: 1 per course

- Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: Short quiz/test daily

- Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 2 asynchronous per course

- Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: 1 short video per course

- Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1 per course

Codes and Dates

Course CB Codes

CB00: State ID

CCC000606884

CB03: TOP Code

050640 - Small Business and Entrepreneurship

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

J - Workforce Preparation

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NESL 220A - Intermediate Grammar for Reading and Writing

Course Modification: NESL 220A - Intermediate Grammar for Reading and Writing (Launched - Implemented 12-30-2024)

compared with

NESL 220A - Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Units/Hours

Instructional Categories (check all that apply)

Lab ~~Yes~~ No

Course Content

Lecture Content

1. Parts of Speech/Parts of Sentence

1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause

2. Word Order

1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs

3. Compound Sentences

1. Review of form, meaning, and use of compound sentences with coordinating conjunctions

4. Adverb Clauses

1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
2. Form, meaning, and use of present, past, and future real (factual) conditionals

5. Adjective/relative clauses

1. Form and meaning (not production)

6. Verbs

1. Verb Types

1. Review of linking, intransitive, transitive, action, and non-action verbs

2. Verb Tense

1. Review all simple tenses, and present and past progressive
2. Form, meaning, and use of future progressive and present perfect

3. Passive Voice

1. Form, meaning, and use of passive voice in learned tenses

4. Verb Form

1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list

2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list
3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;

7. Modals

1. Present tense modals/modal expressions including: advice/suggestions, preferences, choice vs no choice (don't have to/must not)

8. Word Forms

1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list

9. Adjectives and Adverbs

1. Focus on present and past participles as adjectives)

10. Dictionary

1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.

11. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other ~~No~~ Yes

1. Explain .

Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction

- Address .

- Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Reading.

Add Assignment

1. ~~Writing Tasks~~

- ~~1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.~~
- ~~2. Write five sentences. Each sentence should have in infinitive of purpose to show a reason for doing something.~~
- ~~3. Write five sentences. Each sentence should contain a verb in the present perfect tense.~~

2. ~~Reading/Analysis Tasks~~

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, "*Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies.*"
2. Complete cloze exercises with either random or specific deletions

3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

2. **Assignment Type** - Writing
Add Assignment -

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have in infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of NESL 220A, the student should be able to discuss~~ **Discuss** aspects of English using standard grammar terminology, including the parts of
 _ speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple,
 _ compound, and complex sentences.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) -
 _ - **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) -
 _ - **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.

2. **Outcome Text**

~~Upon completion of NESL 220A, the student should be able to distinguish~~ **Distinguish** subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive
 _ phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

3. Outcome Text

~~Upon completion of NESL 220A, the student should be able to produce~~ **Produce** the verb forms (base form, past form, past participle, and present participle) and
_ verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

4. Outcome Text

~~Upon completion of NESL 220A, the student should be able to select~~ **Select** and use the correct verb tense (simple present and past, present and past
_ progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially
_ the irregular verbs.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) _
_ _ **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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 230B - High-Beginning Grammar for Reading and Writing(~~Active~~ Launched)

2. Requisite Type Prerequisite

Requisite Course ESL 130B - High-Beginning Grammar for Reading and Writing(~~Active~~ Launched)

Comments or - _ placement through the ESL assessment process

Catalog View **Prerequisite:** NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P _ or - _ placement through the ESL assessment process

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.

Course Objectives Compared to a Traditional Course:

Check all that apply to this Distance Education course proposal:

The same assessments and level of student accountability can be achieved. ~~No~~ Yes

If there are any topics you did not choose, use the text box below to explain why. ~~Yes~~ No

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07 11 / 28 02 / 2021~~ 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 220A - Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-

12/30/2024



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Admin Outline for Noncredit English as a Second Language 220A Intermediate Grammar for Reading and Writing

Effective: Fall 2025

Catalog Description:

NESL 220A - Intermediate Grammar for Reading and Writing 54 Hours

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Students are advised to enroll concurrently in NESL 220A and NESL 221A, and ESL 123 or ESL 126.

Prerequisite: NESL 230B with a minimum grade of P, or ESL 130B with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

English as a Second Language (ESL): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses (adverb clauses and adjective/relative clauses)
- C. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases,

- gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences
- D. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, transitive
 - E. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list in the following verb tenses: present, past, and future of simple and progressive tenses, and present perfect tense
 - F. Identify and correctly use passive voice in the present, past and future of simple and progressive tenses, and present perfect tense
 - G. Identify and correctly use the base, simple past, past participle, and present participle forms of verbs from the "1000-2000 Most Frequent Words" list
 - H. Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
 - I. Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
 - J. Identify and correctly use present, past, and future real/factual conditionals
 - K. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
 - L. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

1. Parts of Speech/Parts of Sentence
 1. Review of parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, subject, verb, object, independent clause, dependent clause
2. Word Order
 1. Review of word order in simple, compound, and complex sentences; adjectives and adverbs
3. Compound Sentences
 1. Review of form, meaning, and use of compound sentences with coordinating conjunctions
4. Adverb Clauses
 1. Review form, meaning, and use of adverb clauses (after, before, although, when, while, etc.)
 2. Form, meaning, and use of present, past, and future real (factual) conditionals
5. Adjective/relative clauses

1. Form and meaning (not production)
6. Verbs
 1. Verb Types
 1. Review of linking, intransitive, transitive, action, and non-action verbs
 2. Verb Tense
 1. Review all simple tenses, and present and past progressive
 2. Form, meaning, and use of future progressive and present perfect
 3. Passive Voice
 1. Form, meaning, and use of passive voice in learned tenses
 4. Verb Form
 1. Review of base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
 2. Base, simple past, past participle, and present participle forms of verbs on the "1000-2000 Most Frequent Words" list
 3. Gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;
7. Modals
 1. Present tense modals/modal expressions including: advice/ suggestions, preferences, choice vs no choice (don't have to/must not)
8. Word Forms
 1. Forms of nouns, adjectives, and adverbs on the "1000-2000 Most Frequent Words" list
9. Adjectives and Adverbs
 1. Focus on present and past participles as adjectives)
10. Dictionary
 1. Use of an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.
11. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor

information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of present perfect tense
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between simple past and present perfect tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities will reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Reading:

1. Identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive phrases in sentences and dependent clauses. For example, *"Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Underline the adjective clause and draw an error to the noun/pronoun that it modifies."*
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Identify and correct errors in a writing sample, focusing on verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

B. Writing:

1. Write five sentences. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
2. Write five sentences. Each sentence should have an infinitive of purpose to show a reason for doing something.
3. Write five sentences. Each sentence should contain a verb in the present perfect tense.

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. Minimum of two, including a department-created comprehensive final
- B. Quizzes
 - 1. Minimum of every other week
- C. Class Work
 - 1. Weekly
- D. Home Work
 - 1. Approximately 6 hours per week

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.
- C. Produce the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.
- D. Select and use the correct verb tense (simple present and past, present and past progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Raymond Murphy *Grammar in Use Student Book with Answers and Interactive eBook for Intermediate Learners of English*. 4 ed., Cambridge University Press, 2018.
2. Sandra Elbaum *Grammar in Context 2*. 6 ed., Cengage, 2016.
3. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
4. Marilyn Marquis, Sarah Nielsen *One World Many Voices: The Book of Firsts*. 1 ed., Wingspan Press, 2010.

Equity Based Curriculum

- Methods of Instruction

Address

Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.

Explain how the decision was made to offer this course in a Distance Education mode.

All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.

- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: At least 4 times per semester.

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Weekly.

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Weekly.

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: At least 4 times per semester.

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: A minimum of twice per semester when the course is offered in the OFI mode.

Requisite Skills

Before entering this course, it is required that a student be able to:

A. NESL 230B

1. Discuss English grammar using standard grammar terminology
2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and

present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list

7. Identify verbs in sentences as transitive, intransitive, or linking
8. Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
9. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
10. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
11. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
12. Identify and correctly use high frequency prepositions of time, place, and movement
13. Identify the referent and correctly use subject and object pronouns
14. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
15. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
16. Use technology (Canvas, etc.) effectively to enhance and monitor learning

B. ESL 130B

1. Discuss English grammar using standard grammar terminology
2. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
4. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
5. Identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses
6. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
7. Identify verbs in sentences as transitive, intransitive, or linking
8. Recognize, spell, and use the base, past, past participle, and present

participle forms of verbs from the "500-1000 Most Frequent Words" list

9. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
10. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
11. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
12. Identify and correctly use high frequency prepositions of time, place, and movement
13. Identify the referent and correctly use subject and object pronouns
14. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
15. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
16. Use technology (Canvas, etc.) effectively to enhance and monitor learning

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: At least twice per semester.

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: Weekly.

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: At least twice per semester.

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: Weekly.

•**Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: At least twice per semester.

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned*

material and understood it.

Frequency: Minimum of quizzes every other week; minimum of 2 exams, including a comprehensive final.

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly.

•**Other:**

Frequency: Weekly classwork; approximately six hours of homework.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602605

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

B - Two levels below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: NESL 220B - High-Intermediate Grammar for Reading and Writing

Course Modification: NESL 220B - High-Intermediate Grammar for Reading and Writing
(Launched - Implemented 12-30-2024)

compared with

NESL 220B - High-Intermediate Grammar for Reading and Writing (Active - Implemented 08-15-2019)

Cover

Effective Term Fall ~~2019~~ 2025

Course Content

Lab Content

1. Parts of Speech/Parts of Sentence
 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object

2. Word Order
 1. Review of word order in simple, compound, and complex sentences

3. Compound/Complex Sentences
 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses

4. Adverb Clauses

1. Form, meaning, and use of present and past unreal (hypothetical) conditionals

5. Adjective Clauses

1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying, clauses

6. Noun Clauses

1. Noun clauses as reported/embedded speech

7. Verbs

1. Verb Tense

1. Review of present perfect tense
2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
3. Review of all verb tenses

2. Passive Voice

1. Review of passive voice in simple tenses
2. Form, meaning, and use of passive voice in progressive and perfect tenses

8. Modals

1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past

9. Dictionary

1. Use of a English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s

10. Technology

1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction

Other No Yes

1. Explain .
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Equity Based Curriculum

- Methods of Instruction
Address .
Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. Writing Tasks

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

2. Reading/Analysis

2. Assignment Tasks - Type Add Assignment

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of NESL 220B, the student should be able to use~~ Use standard grammar terminology to analyze and discuss English in written discourse:

- _ parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and
- _ simple, compound, and complex sentences.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) _
_ _ Read Critically : Locate, interpret and analyze various types of written texts
- 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) _

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.

2. Outcome Text

~~Upon completion of NESL 220B, the student should be able to distinguish~~ **Distinguish** subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) **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.

3. Outcome Text

~~Upon completion of NESL 220B, the student should be able to produce~~ **Produce** verb forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) **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.

4. Outcome Text

~~Upon completion of NESL 220B, the student should be able to select~~ **Select** and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

This SLO maps to the following Institutional Learning Outcomes (ILOs), please check all that apply:

- CLO(ILO) to SLO Map Top ILO Grouping(Delta) **Read Critically** : Locate, interpret and analyze various types of written texts
- 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) **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.

Requisites/Requisite Validation

Requisites

1. Group Title

1. Requisite Type Prerequisite

Requisite Course NESL 220A - Intermediate Grammar for Reading and Writing(~~Active~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- ~~• - Identify and correctly use verbs from the "1000-2000 Most Frequent Words" list that are followed by either a gerund or an infinitive
Degree of Importance - Required~~
- Identify and correctly use modals/modal expressions to express advice/suggestions, preferences, and choice/no choice in the present tense
Degree of Importance Recommended
- Identify and correctly use present, past, and future real/factual conditionals
Degree of Importance Required
- Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
Degree of Importance Recommended
- Use technology (Canvas, etc.) to assist and monitor learning
Degree of Importance - Recommended

2. Requisite Type Prerequisite

Requisite Course ESL 120A - Intermediate Grammar for Reading and Writing(~~Active~~ Launched)

Comments or - placement through the ESL assessment process

Catalog View **Prerequisite:** NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P - placement through the ESL assessment process

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.~~

- - ~~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.

~~This course should be offered in Distance Education FO mode in emergency case situations only, when it is necessary in order for students to continue ESL course work because of the closure of campus. This course should be offered in Distance Education OFI mode because it would provide access to students who cannot come to campus on a weekly basis to complete course work. the In-Person Component is necessary as a best practice for assessment in English language learning classrooms.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~All three modes were evaluated by the full-time ESL faculty at LPC. The decision was made collectively to apply, to all ESL and NESL courses, the FO mode as a response to current and future emergencies. The decision was made collectively to apply, to all ESL and NESL courses, the OFI mode in non-emergency situations in order to have the ability to offer these courses in an online mode in the future should that benefit student, faculty and program needs, as well as meet the requirements of best practices.~~

Accessibility

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 Traditional 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

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 is 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 contact 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 -~~

~~At least 4 times per semester.~~

- ~~• - **Discussion board:** - The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.~~

~~Frequency -~~

~~Weekly.~~

- ~~• - **Feedback on assignments:** - The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~

~~Frequency -~~

~~Weekly.~~

- ~~• - **Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~

~~Frequency -~~

~~At least 4 times per semester.~~

- ~~• - **Face-to-face meetings (partially online courses only):** - Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.~~

~~Frequency -~~

~~A minimum of twice per semester when the course is offered in the OFI mode.~~

~~Student-Student Interaction~~

~~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 -
At least twice per semester.~~
- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
Frequency -
Weekly.~~
- ~~• - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency -
At least twice per semester.~~

~~Student-Content Interaction~~

~~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 -
Weekly.~~
- ~~• - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
At least twice per semester.~~
- ~~• - **Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*
Frequency -
Minimum of quizzes every other week, minimum of 2 exams, including a midterm and final.~~
- ~~• - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly.~~
- ~~• - **Other:** -
Frequency -
A minimum of two, either individual or group presentations.~~
- ~~• - **Other:** -~~

Frequency -

~~Weekly classwork, weekly vocabulary journal, a minimum of 4 hours of homework weekly.~~

Codes and Dates

Course Codes

Originator ~~McGurk, Julia~~ Payne, Leslie

Origination Date

~~07/11/20~~ 02/2024 2024

Proposal Type

~~New Noncredit~~ Course ~~Proposal~~ Modification

Parent Course

NESL 220B - High-Intermediate Grammar for Reading and Writing

No Previous Course

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~03/01/2019~~

- CC Approval

~~12/03/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Fall 2025

Implementation Date

~~08/15/2019~~

-
12/30/2024



LAS POSITAS
COLLEGE

Admin Outline for Noncredit English as a Second Language 220B High-Intermediate Grammar for Reading and Writing

Effective: Fall 2025

Catalog Description:

NESL 220B - High-Intermediate Grammar for Reading and Writing 54 Hours

This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Students are advised to enroll concurrently in NESL 220B and NESL 221B, and ESL 123 or ESL 126.

Prerequisite: NESL 220A with a minimum grade of P, or ESL 120A with a minimum grade of P or placement through the ESL assessment process

Course Grading: Pass/No Pass

Total Noncredit Hours 54

Discipline:

English as a Second Language (ESL): Noncredit

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound, and complex sentences in written discourse

- C. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses as reported/embedded speech
- D. Demonstrate mastery in form, meaning, and use of all verb tenses
- E. Identify verbs from the "1000-2000 Most Frequent Words" list as linking, intransitive, or transitive
- F. Identify and correctly use the passive voice in all verb tenses
- G. Identify and correctly use the base, simple past, present participle, and past participle forms of verbs from the "1000-2000 Most Frequent Words" list
- H. Identify and correctly use modals/modal expressions to express advice/suggestion in present and past and guess/speculation in present and past
- I. Identify and correctly use the forms of nouns, adjectives, and adverbs from the "1000-2000 Most Frequent Words" list
- J. Use an English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- K. Use technology (Canvas, etc.) to assist and monitor learning

Course Content:

- 1. Parts of Speech/Parts of Sentence
 - 1. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses
 - 2. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- 2. Word Order
 - 1. Review of word order in simple, compound, and complex sentences
- 3. Compound/Complex Sentences
 - 1. Review of coordinating and subordinating conjunctions in compound and complex sentences with adverb clauses
- 4. Adverb Clauses
 - 1. Form, meaning, and use of present and past unreal (hypothetical) conditionals
- 5. Adjective Clauses
 - 1. Form, meaning, and use of adjective/relative clauses, including identifying vs non-identifying clauses

6. Noun Clauses
 1. Noun clauses as reported/embedded speech
7. Verbs
 1. Verb Tense
 1. Review of present perfect tense
 2. Form, meaning, and use of past perfect, past perfect progressive, future perfect, and future perfect progressive tenses
 3. Review of all verb tenses
 2. Passive Voice
 1. Review of passive voice in simple tenses
 2. Form, meaning, and use of passive voice in progressive and perfect tenses
8. Modals
 1. Form, meaning, and use of modals to express advice/suggestion in the past and guess/speculation in the past
9. Dictionary
 1. Use of a English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms and definition/s
10. Technology
 1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

Methods of Instruction:

1. Lecture - for example, explaining the formation and use of unreal conditionals
2. Classroom Activity - for example, analysis of grammar in an authentic text
3. Discussion - for example, small group discussion of the difference between past perfect and past perfect progressive tense
4. Individualized Instruction - for example, working one-on-one to assist with a student's formation of a verb tense
5. Projects - for example, individual or small group projects covering a specific grammar concept
6. Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Typical Assignments

A. Writing:

1. Write five complex sentences. Each sentence should have one past unreal conditional.
2. Write five sentences. Each sentence should use a modal to express advice or a guess in the past.
3. Write five sentences. Each sentence should have at least one adjective/relative clause.

B. Other:

1. Identify specific grammatical features in a text. For example, "Read the following article. Underline the adjective clauses and draw a line to the noun/pronoun each refers to. Explain why the clause is identifying or non-identifying.
2. Complete cloze exercises with either random or specific deletions
3. Find and copy five sentences with target grammar from one paragraph in the extensive reading book
4. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals

Methods of Evaluating Student Progress

A. Home Work

1. Approximately 6 hours per week

B. Exams/Tests

1. Minimum of two, including a department-created comprehensive final

C. Quizzes

1. Minimum of every other week

D. Class Work

1. Weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Use standard grammar terminology to analyze and discuss English in written discourse: parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- B. Distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.

- C. Produce verb forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.
- D. Select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.

Textbooks (Typical):

Textbook:

1. Marilyn Marquis, Sarah Nielsen *One World Many Voices: Living in the USA*. 1 ed., Wingspan Press, 2010.
2. Raymond Murphy *English Grammar in Use Book with Answers and Interactive eBook*. 4 ed., Cambridge University Press, 2018.
3. Marjorie Fuchs, Margaret Bonner *Grammar Express Intermediate with Answer Key*. 1 ed., Pearson Education, Inc, 2002.
4. Sandra Elbaum *Grammar in Context 3*. 6 ed., Cengage, 2016.

Equity Based Curriculum

- Methods of Instruction

- Address

- Sample readings, grammar practice, and activities reflect diverse communities and a variety of perspectives.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000602606

CB03: TOP Code

493087 - English as a Second Language - Integrated

CB04: Credit Status

N - Non Credit

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

B - Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

A - One level below transfer

CB22: Non Credit Course Category

A - English as a Second Language (ESL)

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: PCN 13 - Cultural Identity and Diversity in Social Work and Human Services

Course Modification: PCN 13 - Cultural Identity and Diversity in Social Work and Human Services (Launched - Implemented 12-29-2024)
compared with
PCN 13 - Multicultural Issues in Contemporary America (Active - Implemented 08-15-2018)

Cover

Course Title ~~Multicultural Cultural Issues Identity and Diversity~~ in ~~Social Contemporary Work America and Human Services~~

Effective Term Fall ~~2018~~ 2026

Catalog Description

~~Exploration This course explores~~ of issues relating to the multicultural community in which we live ~~today: with interpersonal a relations and communication. Focus focus~~ on improving individuals understanding of other cultures and how those ~~different~~ cultures impact the American lifestyle. ~~Through includes a exploration social work and counseling lens, students will analyze how the convergence of myths race, ethnicity, gender, sexuality, ability, age, and misunderstandings: class Discussion interact to shape the experiences of four specific cultures or sub-cultures from the following groups: 1) African-American individuals, 2) including Asian-American, interpersonal 3) relations Hispanic-American, and 4) communication. Native-American, 5) Middle Eastern-American, 6) European-American, 7) Gay/Lesbian American, 8) Disabled-American.~~

Units/Hours

Instructional Categories (check all that apply)

Max Units 0.000

Min Units -

Min Units 0.000

~~Min Units~~ -

Max Units 0.000

Course Objectives

Objectives

Upon completion of this course, the student should be able to:

1. ~~Group Objective Title Text~~

Compare and contrast the impact of various cultures on the modern American ~~lifestyle~~ culture

2. ~~Group~~ Objective ~~Title~~ Text
Describe important myths and stereotypes associated with different cultural groups
3. ~~Group~~ Objective ~~Title~~ Text
Identify the contributions and value of various cultures to American society today
4. ~~Group~~ Objective ~~Title~~ Text
Evaluate critical elements necessary to improve interpersonal relations and communication between members of different cultural groups
5. ~~Group~~ Objective ~~Title~~ Text
Explain the operational definition of culture that is used in cross-cultural research studies
6. ~~Group~~ Objective ~~Title~~ Text
Analyze cultural differences and similarities with respect to gender roles, emotion, cognition, social behavior, and health issues
7. ~~Group~~ Objective ~~Title~~ Text
Describe current local and state cultural demographics
8. ~~Group~~ Objective ~~Title~~ Text
Identify the main behavioral and psychological aspects which define each specific cultural group
9. ~~Group~~ Objective ~~Title~~ Text
Define and utilize "cultural diversity competence" skills to establish positive relationships with individuals from different cultural backgrounds

Methods of Instruction

Check all that apply:

- Audio-visual Activity
Comments
~~Utilization~~ Examination of ~~streaming~~ multiple cultures, cultural identity development in videos ~~online, DVDs,~~ and ~~CD-ROM~~ mainstream ~~media~~ movies
- ~~Demonstration~~ Classroom Activity
Comments
~~Demonstrations~~ May include group activities, identifying, and ~~simulations~~ dispelling stereotypes and racism
- Clinical
Comments Sharing of personal experiences
- Discussion
Comments
Group discussion and problem solving of significant and controversial issues
- Lecture
Comments
Lectures on major themes and concepts such culture and education, race, cultural identity, development
- Student Presentations
Comments Group presentations on researched topics, such as how subcultures in society are being treated regarding race, health care, education

- Written Exercises

Comments

Written assignments will include reaction papers to videos, movies and/or discussions

Equity Based Curriculum

- DE Course Interaction
Explain Address
Student Will include online discussion forums with emphasis on responding to other students' discussion postings.
- Measurable Objectives
Address See student learning outcomes.
- Course Content
Address Content is delivered through a social justice lens that recognizes and addresses the impact of historical and systemic oppression on marginalized groups. Incorporates a range of perspectives and worldviews, creating opportunities for critical thinking and understanding. By presenting diverse viewpoints, students gain a better understanding of the complexity and diversity of the world around them. Additionally, this approach encourages students to challenge their assumptions and biases and fosters a more inclusive and respectful learning environment.
- Methods of Instruction
Address Multiple modes of instruction (e.g. audio, video, text) are offered to accommodate different learning styles. Providing a variety of instructional formats not only supports diverse learners, but also promotes engagement and retention of course content. This approach allows students to choose the mode of instruction that works best for them, empowering students to take control of their own learning.
- Assignments
Address Assignments incorporate diverse examples and case studies that represent a range of cultures, communities, and experiences. This approach creates opportunities for students to share their personal backgrounds, experiences, and perspectives, in addition to validating their lived experiences. This inclusive approach to assignments fosters an environment that encourages diverse perspectives and ideas, contributing to a richer learning experience for all students.
- Methods of Evaluation
Address Self - **led** assessments **presentations** provide students with the opportunity to reflect on their learning, how it connects to course content/objectives and assess their individualized progress. Peer assessments allow students to provide feedback to peers, promoting collaboration and a deeper understanding of course content.
- Typical Texts
Address

Texts incorporate diverse perspectives and experiences that acknowledge intersectionality and its impact on oppression and privilege. This approach provides a more comprehensive understanding of the complex factors that shape individuals' experiences and create an inclusive and respectful learning environment that encourages critical thinking and challenges students to consider multiple perspectives.

Typical Assignments

Typical Assignments

1. Assignment Type Project

Add Assignment

1. Reading Small group projects:

1. Intersectionality Analysis: Analyze the intersectionality of race and ~~discussion~~

1. Read tribal Chapter 4, "Communication Differences" citizenship in Multicultural Native Psychology American communities , Understanding with Our a Diverse particular Communities focus by on Jeffery the Mio, experiences et of at Native American women . Be Explore prepared the historical and contemporary ways in which systemic inequalities based on race and tribal citizenship have intersected to discuss shape experiences. Groups will present their analysis to the cultural differences in non-verbal behaviors.
2. Read Chapter 5 "Social Cognition class and Categorization" propose in solutions Psychology on of strategies Diversity, for Beyond promoting. Prejudice equity and Racism social by James Jones, et al. Be prepared change to compare address and the contrast-social groupings across various cultures issues .
3. Health Inequality Analysis: Research the disparities that exist in healthcare for marginalized communities, such as access to quality healthcare, health outcomes, and healthcare provider bias. Research the causes and impacts of these disparities, including factors such as systemic racism, historical trauma, poverty, and inadequate representation of BIPOC in healthcare leadership positions. Groups will present findings to the class, highlighting causes of these disparities and propose solutions to address them.

2. Assignment Type Writing

Add Assignment

1. Writing

1. ~~Based~~ Draw on assigned the readings work concerning of cultural critical diversity race competence theorists skills such as Mari Matsuda or Eric Yamamoto , write to a brief summary report discussing explore the five ways stages in which race, class, and immigration intersect to shape Asian American communities experiences of marginalization and discrimination, and to highlight the cultural diversity competence change process.
2. ~~Write a brief paper identifying examples~~ strategies of resistance and empowerment that Asian Americans have developed.
3. Drawing on theories and concepts developed by Black feminist scholars, such as Patricia Hill Collins or bell hooks, explore the twelve basic aspects of culture for a specific cultural group being studied ways in the which course.
4. ~~Research~~ African American women have historically been marginalized and write oppressed, a and term highlight paper their pertaining agency and resistance to one this of oppression. Examine the primary various topic-areas discussed in this course (e.g. strategies , Testing Cognitive Abilities Across Cultures). Cite references in proper APA format practices , footnote sources and include movements a that bibliography: African American women have developed to challenge their marginalized status

3. Assignment Type - Reading

Add Assignment -

1. ~~After Read viewing Parillo the Chapter video (film) 6, "Dances Dominant-Minority with Relations" Wolves"; and be prepared to write discuss: a What short is paper the concerning role how of Native allyship in challenging dominant - Americans minority relations? How can individuals from dominant groups become effective allies to minority communities in promoting social justice and Native American culture is represented in the film differently than in usual media presentations: equity?~~
2. Read Mio Chapter 5, "Immigrants Refugees and the Acculturation Process" and be prepared to discuss: Challenges that immigrants and refugees face as they navigate the process of acculturation and how factors such as language, race, socioeconomic status, and legal status impact the acculturation process?

1. Collaborative Learning

1. ~~As a small group project, select a specific cultural group and interview at least four persons of that cultural background using the series of cross-cultural interview research questions discussed~~

~~earlier in the course:~~

- ~~1. Based on the information obtained from these interviews and other available sources of information (background readings, personal experiences, movies, news programs, etc.,) develop an overall cultural behavioral profile of the group following the model presented in the textbook.~~
- ~~2. Prepare a PowerPoint media presentation that will illustrate the most significant behavioral aspects of the cultural group.~~

2. Internet Research

- ~~1. Go to the following web site: <http://www.apa.org/pubinfo/answers.html>~~
 - ~~1. After reviewing the American Psychological Association's "Answers to Your Questions About Sexual Orientation and Homosexuality", post on the class discussion board a list of at least three things that you have learned about Gay men and women that increased your awareness of this social cultural group.~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of PCN 13, the student will be able to demonstrate~~ **Demonstrate** an understanding of the historical and contemporary experiences of Americans who _ are in the minority (e.g., ethnic minorities, LGBT, disabled, etc.) and who have experienced marginalization.

2. Outcome Text

~~Upon completion of PCN 13, the student will be able to explain~~ **Explain** and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism.

3. Outcome Text

~~Upon completion of PCN 13, the student will be able to demonstrate~~ **Demonstrate** an understanding of the identity development theories and apply the course _ concepts to case studies.

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 -
- Quizzes
Frequency
Course will have 10 multiple choice quizzes
- Research Projects
Frequency
Final group project and presentation
- Papers
Frequency
2-3 per term
- Oral Presentation
Frequency
1 per term
- ~~Group~~ Projects
Frequency
Final group project and presentation
- Class Participation
Frequency
Weekly
- 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

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.
- **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.

This course is offered in DE mode to allow greater accessibility, flexibility, and inclusivity, enabling a diverse range of learners to engage with the content from various locations and accommodate different schedules.

Explain how the decision was made to offer this course in a Distance Education mode.

~~1) This class is already offered as Web-Based only.~~

~~2) The counseling faculty also decided decision to potentially offer this course as in DE mode was made during a hybrid department to meeting allow of students the to Faculty meet Counseling each Department other with in the aim of enhancing accessibility for a class broader setting, range share of classrooms with other classes (limited room capacity), and potentially increase enrollment 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)

- 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.

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 Traditional 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 is 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 contact - 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
Weekly
- **Feedback on assignments:** The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.
Frequency
With each assignment that is given
- **Announcements:** Regular announcements that are academic in nature will be posted to the class.

Frequency .

Weekly

- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency .

Weekly

- **Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency .

Weekly

Student-Student Interaction

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 .

Weekly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency .

Weekly meetings, presentation at the end of semester

- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency .

Weekly

Student-Content Interaction

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 .

Weekly.

- **Written papers:** Papers will be written on various topics.
Frequency 2-3 per term
- **Research Assignments:** Students will use the Internet and library resources to research questions, problems, events, etc.
Frequency Final project and presentation
- **Quizzes, tests/exams:** Quizzes will be used to make sure students completed assigned material and understood it.
Frequency At least 10 quizzes per semester
- **Projects:** Students will complete projects that demonstrate their mastery of outcomes of the course.
Frequency Final project and presentation
- **Case studies:** Students will evaluate real-world problems, situations, etc.
Frequency Weekly

Textbooks/Materials

Textbook

1. Author(s) ~~Jack Joseph Elter~~ Healey, Andi Stepnick
Title ~~Culture Diversity~~ and ~~Diversity Society: in Race, the Ethnicity, United and States Gender~~
Edition ~~1st~~ 7th
Publisher ~~Routledge~~ Sage
Year ~~2015~~ 2022
2. Title Race, Class, and Gender in the United States, An Integrated Study
Edition ~~9th~~ 12
Year ~~2014~~
3. ~~Author(s) - Aaron Thompson, Joseph Cuseo~~
~~Title - Diversity and the College Experience: Research-Based Strategies for Appreciating Human Differences~~
~~Edition - 2nd~~
~~Publisher - Kendall Hunt~~
~~ISBN-13 -~~
~~Year - 2014~~ 2023
4. Author(s) Jeffery Scott Mio, Lori A Barker, ~~Jaydee~~ Melanie ~~Tumambing~~ M Domenech Rodríguez,
John Gonzalez
Title Multicultural Psychology: Understanding Our Diverse Communities
Edition ~~4th~~ 6
Publisher Oxford Press
ISBN-13 978-0-19-764127-9
Year ~~2016~~ 2023

5. Author(s) ~~James Vincent N Jones, John Dovidio, Deborah Vietze~~ Parrillo
 Title ~~The Understanding. Psychology of Diversity. Beyond Prejudice~~ Race and Racism Ethnic Relations
 Edition ~~1st~~ 5
 Publisher ~~Wiley-Blackwell~~ Pearson
 Year ~~2014~~ 2021
6. Author(s) Maurianne Adams
 Title Readings for Diversity and Social Justice
 Edition 3
 Publisher Routledge
 Year 2018

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

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Other Materials Required of Students

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1. Enter Required Material Access to a computer with reliable internet connectivity.

General Education/Transfer Request

- Transfers to CSU
 New Request ~~Yes~~ No
 Already Approved ~~No~~ Yes

Cal-GETC Yes

- 4 - Social and Behavioral Sciences
Comments
New Request No
Already approved substantial change No
Already approved unsubstantial change Yes
- Transfers to UC
 Already approved unsubstantial change Yes
- 4 - Social and Behavioral Sciences
Comments
New Request No
Already approved substantial change No
Already approved unsubstantial change Yes

Codes and Dates

Course Codes

Originator ~~Lee, Christina~~ Gecox, Heike

Origination Date

~~10/07/30~~ 01/2017 2022

Entry of Special Dates

-
-

Instructional Services

Effective Term ~~Fall 2018~~ Fall 2026

Implementation Date

~~08/15/2018~~

11/11/2024

Course CB Codes

CB11: Course Classification Status

Y - Credit Course

CB27: Upper Division Status - N - Course is not an upper division course



Admin Outline for Psychology-Counseling 13
Cultural Identity and Diversity in Social Work and Human Services
Effective: Fall 2026

Catalog Description:

PCN 13 - Cultural Identity and Diversity in Social Work and Human Services
3.00 Units

This course explores of issues relating to the multicultural community in which we live with a focus on improving individuals understanding of other cultures and how those different cultures impact the American lifestyle. Through a social work and counseling lens, students will analyze how the convergence of race, ethnicity, gender, sexuality, ability, age, and class interact to shape the experiences of individuals, including interpersonal relations and communication.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Counseling

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Compare and contrast the impact of various cultures on the modern American culture
- B. Describe important myths and stereotypes associated with different cultural groups

- C. Identify the contributions and value of various cultures to American society today
- D. Evaluate critical elements necessary to improve interpersonal relations and communication between members of different cultural groups
- E. Explain the operational definition of culture that is used in cross-cultural research studies
- F. Analyze cultural differences and similarities with respect to gender roles, emotion, cognition, social behavior, and health issues
- G. Describe current local and state cultural demographics
- H. Identify the main behavioral and psychological aspects which define each specific cultural group
- I. Define and utilize "cultural diversity competence" skills to establish positive relationships with individuals from different cultural backgrounds

Course Content:

- 1. Concept of Culture
 - 1. Defining culture
 - 2. Culture and diversity
 - 3. Understanding culture through identity groups
 - 4. Cultural metaphors
 - 5. Cultural relativism and ethnocentrism
 - 6. Multiculturalism as a movement and field of study
- 2. Cross-Cultural Research Methods
 - 1. Types of cross-cultural research
 - 2. Special issues concerning cross-cultural research
 - 3. Measuring ethnic identity
 - 4. Guidelines for reviewing cross-cultural research
- 3. Local and State Demographic Information
 - 1. Department of Commerce: Census Bureau Statistics
 - 2. Analyzing demographic information
 - 3. Concept of minority-majority community
- 4. Profiles of at least four specific cultures from the following American Cultural Groups including media representations in both creative and news outlets
 - 1. European-American
 - 2. African-American
 - 3. Asian-American
 - 4. Hispanic-American
 - 5. Native-American
 - 6. Middle Eastern-American
 - 7. Lesbian, Gay, Bisexual, and Transgender Americans

8. Americans with Disabilities
5. Ethnocentrism, Prejudice, and Stereotypes
 1. Psychological factors contributing to ethnocentrism and intergroup attitudes
 2. Cultural mythology and cultural filters
 3. Development of stereotypes: psychological analysis
 4. Racism, classism, and sexism
 5. Institutional discrimination
 6. Recognizing one's own level of ethnocentrism and stereotypic thinking
6. Culture, Self and Personality
 1. Different cultural conceptualizations of self
 2. Interrelated and isolated self-concepts
 3. Consequences for cognition, emotion and motivation
 4. Measurement of personality across cultures
 5. Culture and indigenous personalities
7. Intercultural Communication
 1. Language differences across cultures
 2. Role of culture in the communication process
 3. Intracultural versus intercultural communication
 4. Differences in non-verbal behavior
 5. Differences in emotional expression
 6. Differences in perception
 7. Improving intercultural communication
8. Culture and Gender Issues
 1. Cross cultural views of women and men
 2. Similarities and differences in gender roles and stereotypes
 3. Other psychological gender differences across cultures
 4. Ethnicity and gender role expectations
9. Culture and Health
 1. Differences in the definition of health
 2. Culture and conceptions of the body
 3. Cultural influences on attitudes and beliefs related to health and disease
 4. Cultural differences in dealing with illness
10. Social Behavioral Issues in a Multicultural Society
 1. Cultural differences in ingroup-outgroup relationships
 2. Treatment of abnormal behavior across diverse cultures
 3. Guidelines to improving cross-cultural relationships
11. Impact and Contribution of Cultural Diversity on Modern Lifestyle

1. Language and communication style
2. Religion and belief systems
3. Artistic/Aesthetic (music, art, fashion, food/cuisine, literature, etc)
12. Four Skills of Cultural Diversity Competence
 1. Understanding culture as multilevel
 2. Understanding barriers to effective intercultural relationships
 3. Practicing culturally-centered communication
 4. Designing and implementing organizational-cultural competence

Methods of Instruction:

1. Discussion - Group discussion and problem solving of significant and controversial issues
2. Written Exercises - Written assignments will include reaction papers to videos, movies and/or discussions
3. Lecture - Lectures on major themes and concepts such culture and education, race, cultural identity development
4. Audio-visual Activity - Examination of multiple cultures, cultural identity development in videos and mainstream movies
5. Classroom Activity - May include group activities, identifying and dispelling stereotypes and racism
6. Clinical - Sharing of personal experiences
7. Student Presentations - Group presentations on researched topics, such as how subcultures in society are being treated regarding race, health care, education
8. Readings from the texts, supplementary materials, primary source materials

Typical Assignments

- A. Project:
 1. Small group projects:
 1. Intersectionality Analysis: Analyze the intersectionality of race and tribal citizenship in Native American communities, with a particular focus on the experiences of Native American women. Explore the historical and contemporary ways in which systemic inequalities based on race and tribal citizenship have intersected to shape experiences. Groups will present their analysis to the class and propose solutions on strategies for promoting equity and social change to address the

issues.

2. Health Inequality Analysis: Research the disparities that exist in healthcare for marginalized communities, such as access to quality healthcare, health outcomes, and healthcare provider bias. Research the causes and impacts of these disparities, including factors such as systemic racism, historical trauma, poverty, and inadequate representation of BIPOC in healthcare leadership positions. Groups will present findings to the class, highlighting causes of these disparities and propose solutions to address them.

B. Writing:

1. Draw on the work of critical race theorists such as Mari Matsuda or Eric Yamamoto, to explore the ways in which race, class, and immigration intersect to shape Asian American communities experiences of marginalization and discrimination, and to highlight the strategies of resistance and empowerment that Asian Americans have developed.
2. Drawing on theories and concepts developed by Black feminist scholars, such as Patricia Hill Collins or bell hooks, explore the ways in which African American women have historically been marginalized and oppressed, and highlight their agency and resistance to this oppression. Examine the various strategies, practices, and movements that African American women have developed to challenge their marginalized status

C. Reading:

1. Read Parillo Chapter 6, "Dominant-Minority Relations" and be prepared to discuss: What is the role of allyship in challenging dominant-minority relations? How can individuals from dominant groups become effective allies to minority communities in promoting social justice and equity?
2. Read Mio Chapter 5, "Immigrants Refugees and the Acculturation Process" and be prepared to discuss: Challenges that immigrants and refugees face as they navigate the process of acculturation and how factors such as language, race, socioeconomic status, and legal status impact the acculturation process?

- A. Papers
 - 1. 2-3 per term
- B. Oral Presentation
 - 1. 1 per term
- C. Class Participation
 - 1. Weekly
- D. Home Work
 - 1. Weekly
- E. Quizzes
 - 1. Course will have 10 multiple choice quizzes
- F. Research Projects
 - 1. Final group project and presentation
- G. Projects
 - 1. Final group project and presentation

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate an understanding of the historical and contemporary experiences of Americans who are in the minority (e.g., ethnic minorities, LGBT, disabled, etc.) and who have experienced marginalization.
- B. Explain and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism.
- C. Demonstrate an understanding of the identity development theories and apply the course concepts to case studies.

Textbooks (Typical):

Textbook:

1. Joseph Healey, Andi Stepnick *Diversity and Society: Race, Ethnicity, and Gender*. 7th ed., Sage, 2022.
2. Paula Rothenberg, Kelly Mayhew *Race, Class, and Gender in the United States, An Integrated Study*. 12 ed., Worth Publishers, 2023.
3. Jeffery Scott Mio, Lori A Barker, Melanie M Domenech Rodríguez, John Gonzalez *Multicultural Psychology: Understanding Our Diverse Communities*. 6 ed., Oxford Press, 2023.
4. Vincent N Parrillo *Understanding Race and Ethnic Relations*. 5 ed., Pearson, 2021.
5. Maurianne Adams *Readings for Diversity and Social Justice*. 3 ed., Routledge, 2018.

Other Materials Required of Students

Other Materials Required of Students:

1. Access to a computer with reliable internet connectivity. .

Equity Based Curriculum

- DE Course Interaction

Address

Will include online discussion forums with emphasis on responding to other students' discussion postings

- Measurable Objectives

Address

See student learning outcomes

- Course Content

Address

Content is delivered through a social justice lens that recognizes and addresses the impact of historical and systemic oppression on marginalized groups. Incorporates a range of perspectives and worldviews, creating opportunities for critical thinking and understanding. By presenting diverse viewpoints, students gain a better understanding of the complexity and diversity of the world around them. Additionally, this approach encourages students to challenge their assumptions and biases and fosters a more inclusive and respectful learning environment.

- Methods of Instruction

Address

Multiple modes of instruction (e.g. audio, video, text) are offered to accommodate different learning styles. Providing a variety of instructional formats not only supports diverse learners, but also promotes engagement and retention of course content. This approach allows students to choose the mode of instruction that works best for them, empowering students to take control of their own learning.

- Assignments

Address

Assignments incorporate diverse examples and case studies that represent a range of cultures, communities, and experiences. This approach creates opportunities for students to share their personal backgrounds, experiences, and perspectives, in addition to validating their lived experiences. This inclusive approach to assignments fosters an environment that encourages diverse perspectives and ideas, contributing to a richer learning experience for all students.

- Methods of Evaluation

Address

Self-assessments provide students with the opportunity to reflect on their learning, how it connects to course content/objectives and assess their individualized progress. Peer

assessments allow students to provide feedback to peers, promoting collaboration and a deeper understanding of course content.

- Typical Texts

Address

Texts incorporate diverse perspectives and experiences that acknowledge intersectionality and its impact on oppression and privilege. This approach provides a more comprehensive understanding of the complex factors that shape individuals' experiences and create an inclusive and respectful learning environment that encourages critical thinking and challenges students to consider multiple perspectives.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Online with the Flexible In-Person Component (OFI)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

This course is offered in DE mode to allow greater accessibility, flexibility, and inclusivity, enabling a diverse range of learners to engage with the content from various locations and accommodate different schedules.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision to offer this course in DE mode was made during a department meeting of the Faculty Counseling Department with the aim of enhancing accessibility for a broader range of students.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Email:** *The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities.*

Frequency: Weekly

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Weekly

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: With each assignment that is given

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Weekly

•**Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*

Frequency: Weekly

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Weekly

Student-Student Interaction

•**Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*

Frequency: Weekly

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: Weekly

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: Weekly meetings, presentation at the end of semester

•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Weekly

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: Weekly

•**Written papers:** *Papers will be written on various topics.*

Frequency: 2-3 per term

•**Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: Final project and presentation

•**Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: At least 10 quizzes per semester

•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: Final project and presentation

•**Case studies:** *Students will evaluate real-world problems, situations, etc.*

Frequency: Weekly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589417

CB03: TOP Code

210400 - Human Services

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

D - Possibly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB11: Course Classification Status

Y - Credit Course

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status N - Course is not an upper division course

Course Modification: THEA 1 - Conservatory Readiness

Course Modification: THEA 1 - Conservatory Readiness (Launched - Implemented 12-29-2024)
compared with
THEA 1 - Conservatory Readiness (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students ~~are~~ may be expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Complete individual and group physical and vocal warmups with precision, intentionality, and focus
2. Fully explore character development through textual, vocal, and physical analysis
3. Perform a prepared monologue from a selected genre of post-modern theater, comedic or dramatic (no more than 3 minutes)
4. Scrutinize monologue after directorial feedback for application and adjustment, making requested adjustments as appropriate with professionalism and immediacy
5. Perform a prepared selection of musical from within the musical theater genre, 16 measures (no more than 32), with accompanist/collaborative pianist.

1. Present a short understanding of basic music theory

6. Learn a short series of dance patterns and common steps for performance.
 1. May include jazz, leaps, traveling, tap, or partnering

7. Resume building and creation (resume provided by student for analysis and correction)

8. Headshot review and analysis (headshots provided by students)

9. Self Evaluation
 1. Professionalism

 2. Skill

 3. Readiness

 4. Criticism Receipt

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
[Development of organization systems and communication techniques surrounding conflict resolution and professionalism.](#)
- Critique
Comments
[Performance of monologues, solos, and short dance sequences, as assigned.](#)
- Demonstration
Comments
[Performance of monologues, solos, and short dance sequences, as assigned.](#)
- Student Presentations
Comments
[Performance of monologues, solos, and short dance sequences, as assigned.](#)

Equity Based Curriculum

- Assignments
Address Equity is addressed by providing students with options that reflect diverse industry experiences, allowing them to explore pathways suited to their unique backgrounds and goals.
- Other Materials Required of Students
Address Equity is prioritized by encouraging students to choose material that represents their identities and experiences, fostering an inclusive environment where diverse perspectives are celebrated and supported.

Typical Assignments

Typical Assignments

1. **Assignment Type** Other
Add Assignment
 1. Present a rehearsed and memorized monologue for feedback and revision (no more than 3 minutes in length, from any post-modern theatre genre).
 2. Sing a prepared musical theater song, with supplied accompanist/collaborative pianist (at least 16 measures). Music must be provided in your key with appropriate cuttings.
 3. Memorize and perform a given musical theater dance number, in the style of tap and/or jazz. Choreography to be taught during class.
 4. Present a headshot and resume for review and analysis.

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of THEA 1, the student should be able to perform~~ Perform a monologue for audition or live audience presentation.
2. **Outcome Text**
~~Upon completion of THEA 1, the student should be able to learn~~ Learn a short series of dance patterns and common steps for performance
3. **Outcome Text**
~~Upon completion of THEA 1, the student should be able to perform~~ Perform with confidence 16 measures of music from a selected musical theater piece.
4. **Outcome Text**

~~Upon completion of THEA 1, the student should be able to present~~ Present a professional resume.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Class Participation

Frequency

~~warm~~ Weekly Warm -ups
and demonstration

- Home Work

Frequency

At least one per semester of a headshot ~~✓~~ and resume ~~✓~~ .

- Class Performance

Frequency

At least one monologue/song/dance routine ~~✓~~ per semester

- Final Class Performance

Frequency

~~✓~~ One per semester

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, our Dean, and hearing from
_ students their desire to continue to move forward with their educational goals.

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

Textbook

1. Author(s) ~~Tim Evanicki~~ Julia Cameron
Title ~~The College Artist's Audition Way: A 25th Guide Anniversary for High School Students Preparing for a Degree in Theatre~~ Edition
Edition ~~4~~ Audiobook
Publisher ~~CreateSpace Penguin Independent Publishing Platform~~ Audio
Year ~~2018~~ 2021
2. Author(s) ~~Amy Rogers~~ Adam Schwartzreich Wachter
Title ~~The Your Ultimate Rep Musical Book: Theater How College to Find, Choose, and Prepare Successful Audition Guide: Advice from the People Who Make the Decisions.~~ Songs
Publisher ~~Oxford Methuen Univ. Press~~ Drama
ISBN-13 978-1350417663
Year ~~2019~~ 2024

Other Materials Required of Students

v

1. Enter Required Material
Students will be required to select and provide the following items:
 - 1) Headshot ;
 - 2) Resume ;
 - 3) Monologue of their choosing for performance ;and
 - 4) 16 measures of musical theater of their choosing for performances

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 22 / ~~2020~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

No Previous Course

THEA 1 - Conservatory Readiness

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08 12 / 15 29 / 2020~~ 2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Theater Arts 1
Conservatory Readiness
Effective: Fall 2025

Catalog Description:

THEA 1 - Conservatory Readiness
1.00 Units

This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students may be expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

Course Grading: Pass/No Pass

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Analyze, explain, and then apply character development in monologue performance
- B. Perform a monologue for audition or live audience presentation
- C. Perform with confidence 16 measures of music from a selected musical theater

- piece
- D. Practice and perform a given number of musical theater dance, ideally rooted in Jazz or Tap
 - E. Present a professional resume showcasing performance experience, professionalism, and education/special skills training
 - F. Demonstrate a professional attitude, maturity, and readiness for higher level artistic work through class warm up, participation, feedback receipt, and critical analysis of performance

Course Content:

- 1. Complete individual and group physical and vocal warmups with precision, intentionality, and focus
- 2. Fully explore character development through textual, vocal, and physical analysis
- 3. Perform a prepared monologue from a selected genre of post-modern theater, comedic or dramatic (no more than 3 minutes)
- 4. Scrutinize monologue after directorial feedback for application and adjustment, making requested adjustments as appropriate with professionalism and immediacy
- 5. Perform a prepared selection of musical from within the musical theater genre, 16 measures (no more than 32), with accompanist/collaborative pianist.
 - 1. Present a short understanding of basic music theory
- 6. Learn a short series of dance patterns and common steps for performance.
 - 1. May include jazz, leaps, traveling, tap, or partnering
- 7. Resume building and creation (resume provided by student for analysis and correction)
- 8. Headshot review and analysis (headshots provided by students)
- 9. Self Evaluation
 - 1. Professionalism
 - 2. Skill
 - 3. Readiness
 - 4. Criticism Receipt

Methods of Instruction:

- 1. Classroom Activity - Development of organization systems and communication techniques surrounding conflict resolution and professionalism.
- 2. Critique - Performance of monologues, solos, and short dance sequences, as assigned.
- 3. Demonstration - Performance of monologues, solos, and short dance sequences, as assigned.

4. Student Presentations - Performance of monologues, solos, and short dance sequences, as assigned.

Typical Assignments

- A. Other:
 1. Present a rehearsed and memorized monologue for feedback and revision (no more than 3 minutes in length, from any post-modern theatre genre).
 2. Sing a prepared musical theater song, with supplied accompanist/collaborative pianist (at least 16 measures). Music must be provided in your key with appropriate cuttings.
 3. Memorize and perform a given musical theater dance number, in the style of tap and/or jazz. Choreography to be taught during class.
 4. Present a headshot and resume for review and analysis.

Methods of Evaluating Student Progress

- A. Class Participation
 1. Weekly. Warm-ups and demonstration
- B. Home Work
 1. At least one per semester of a headshot and resume.
- C. Class Performance
 1. At least one monologue/song/dance routine per semester
- D. Final Class Performance
 1. One per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Perform a monologue for audition or live audience presentation.
- B. Learn a short series of dance patterns and common steps for performance
- C. Perform with confidence 16 measures of music from a selected musical theater piece.
- D. Present a professional resume.

Textbooks (Typical):

Textbook:

1. Julia Cameron *The Artist's Way: 25th Anniversary Edition*. Audiobook ed., Penguin

Audio, 2021.

2. Adam Wachter *Your Rep Book: How to Find, Choose, and Prepare Successful Audition Songs*. 1 ed., Methuen Drama, 2024.

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be required to select and provide the following items: 1) Headshot 2) Resume 3) Monologue of their choosing for performance 4) 16 measures of musical theater of their choosing for performances.

Equity Based Curriculum

- Assignments

Address

Equity is addressed by providing students with options that reflect diverse industry experiences, allowing them to explore pathways suited to their unique backgrounds and goals.

- Other Materials Required of Students

Address

Equity is prioritized by encouraging students to choose material that represents their identities and experiences, fostering an inclusive environment where diverse perspectives are celebrated and supported.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course prepares students for a rigorous two-year training program in acting, musical theater, and dance. Students are expected to perform monologues, solos, and short dance sequences in this course, as well as participate in mentorship and cohort activities throughout the semester.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: 1 graded discussion thread per unit (4 per semester)

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Weekly

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

•**Frequency:** Weekly

Web conferencing: *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly office hours / weekly assignments and performance feedback

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Bi-weekly

•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: 2 times per month

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 4 per semester

•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Weekly

•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: 4 times per semester

•**Social networking:** *A social network tool will be used so students can communicate on course topics.*

Frequency: 1 per week

•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: 2 times per month

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 4 per semester

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly synchronous lectures

•**Simulations:** *Simulations will be used by students so they can participate in and learn from processes.*

Frequency: 3 per semester (monologue, musical theater, dance)

•**Field Trips:** *Students will attend live or virtual field trips.*

Frequency: 1 per semester, virtual

•**Games:** *Games will be used to reinforce learned material.*

Frequency: Weekly - improvisational warmups

•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 4 per semester

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 4 per semester

•**Other:**

Frequency: 3 performance presentations per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612035

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 1B - Theory/Practice of Acting II

Course Modification: THEA 1B - Theory/Practice of Acting II (Launched - Implemented 12-29-2024)

compared with

THEA 1B - Theory/Practice of Acting II (Active - Implemented 08-15-2020)

Cover

Effective Term ~~Fall~~ Spring ~~2020~~ 2026

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Theater Arts - Associate in Arts Degree for Transfer (Active) - Fall 2023
2. Program - Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Review of the basics of acting studied in Theater Arts 1A (beats of action, subtext, playing objectives, listening/reacting, etc.)
2. Exercises (basic acting technique exercises and exercises specific to the particular styles studied)
 1. Application of theories and methods of acting.
 2. Craft and methods for performance.
 3. Textual analysis for creating a role.
 4. Practical approaches to creating the physical life of a character.
 5. Practical application of theatre terminology and vocabulary.

6. Attendance of a live performance.
3. An introduction to period acting and acting styles e.g. Greek, Roman, Elizabethan, Commedia Del 'Arte, Comedy of Manners, Asian, Ritualistic, Theater of the Absurd, Television and Film, etc.
4. Vocal techniques for the particular acting styles being studied
5. Movement techniques for the particular acting styles studied
6. Characterization
 1. Physical life
 2. Vocal life
 3. Inner life
7. Scene/monologue Preparation
 1. Equity is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a wide range of expressive forms.
 2. Character scene and play analysis
 3. Memorization of lines
 4. Rehearsals with partner in and outside of class
 5. Blocking
8. Scene Presentation
 1. Performing the scene before the class and instructor
 2. Feedback and coaching from instructor and class members
 3. Second presentation of scene after feedback

Methods of Instruction

Check all that apply:

- Classroom Activity

Explain **Comments**

Student participation in warm up exercises and acting technique work

- Lecture

Explain **Comments**

Lectures, demonstrations and discussions on characterization and on the styles of acting to be studied

- Student Presentations

Comments

Prepared performances of scenes and monologues. Evaluation and critique of this performance work by instructor and class members

1. **Explain**

In-class and outside-of-class rehearsal of scenes and monologues, with as much coaching and guidance from the instructor as possible

2. **Explain**

~~Video feedback through the taping of scenes and monologues~~

3. **Explain** -

Reading and analyzing the plays from which scenes are taken

4. **Explain**

Reading from textbooks or handouts

Equity Based Curriculum

- Course Content

Explain **Address**

~~Prepared~~ Equity performances is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a wide range of expressive forms.

- Assignments

Address

Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.

- Typical Texts

Address

Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of this acting performance work by instructor and class members styles.

Typical Assignments

Typical Assignments

1. Assignment Type Other
Add Assignment

1. Presenting a rehearsed scene in class, with lines memorized and blocking created, using acting techniques and principles learned in class
2. Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.
3. "Scoring" of the Shakespearean scene to be performed. i.e. Thinking through and writing down on the rehearsal script, the beats of action, objectives, feelings and inner monologue of the character as the scene progresses.
4. Writing a paraphrase in contemporary language of what the character is saying.
5. Live performance review of a play in a performed or studied style in the class

Student Learning Outcomes

Learning Outcomes

1. Outcome Text
~~Upon completion of THEA 1B, students should be able to demonstrate~~ Demonstrate the various rehearsal techniques necessary to perform specific styles of theater beyond contemporary realism.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Requisite Course THEA 1A - Theory/Practice of Acting I(~~Historical~~ Launched)

Requisite Validation ~~Content~~ CCN/C-ID ~~Review~~ Requirement

~~Skills Analysis~~

~~Requisite Course Objective(s)~~

- ~~Have acquired an understanding of the basic techniques and principles of acting~~
~~Degree of Importance~~ - Required
- ~~Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements~~
~~Degree of Importance~~ - Required
- ~~Have participated in acting improvisations, warm-ups, technique work and scene study~~
~~Degree of Importance~~ - Required

- - Perform in both scripted and improvisational scenes in front of an audience
Degree of Importance - Required
- - Use and apply a basic craft of acting in performance
Degree of Importance - Required
- - Work individually and with a partner in the process of rehearsing and performing an acting scene
Degree of Importance - Required
- - Analyze a character, scene, and play as part of the actor's preparation
Degree of Importance - Required
- - Compose a character analysis
Degree of Importance - Required
- - Analyze dramatic textual components as they pertain to performance
Degree of Importance - Required
- - Utilize appropriate theatrical terminology and jargon
Degree of Importance - Required
- - Critically evaluate the acting performances of other students and other actors
Degree of Importance - Required
- - Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation
Degree of Importance - Required

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

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.)

- **Emergency Fully Online (FØ EFO):** ~~Instruction taught involving regular and effective fully online interaction that takes place synchronously or asynchronously and is supported by only materials in and activities delivered through the college's learning management system, and through the use case of other an 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 emergency.~~

Explain why this course should be offered in Distance Education mode.

~~In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the program are not prolonging their academic career due to an emergency beyond their control.~~

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from
_ students their desire to continue to move forward with their educational goals.

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.

Allowing this intermediate acting class to be taught fully online in an emergency situation, like a pandemic, ensures that students can continue developing their skills safely and without interruption. Online platforms offer tools for virtual performance, feedback, and peer interaction, enabling students to explore acting techniques, including realism and alternative styles, through adapted assignments, digital performances, and recorded scenes that maintain educational continuity and uphold engagement.

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~~ Modifying color assignment contrast 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 .](#)

DE Course Interactions

Instructor-Student Interaction

Regular effective contact between the instructor and students is 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 contact - 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

~~1 graded discussion thread per unit (6 per semester)~~ [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~~ [weekly](#)

- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency

~~Weekly~~

- ~~- **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*~~

~~Frequency -~~

~~Weekly office hours / weekly assignments and performance feedback~~

- ~~- **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~2 times per month, as allowed by campus safety standards and policies~~

- ~~- **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*~~

~~Frequency -~~

~~2 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

~~6 per semester~~ monthly

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency

~~3 times per semester~~

- - ~~**Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*~~

Frequency -

~~Weekly~~

- - ~~**Peer editing/critiquing:** - *Students will complete peer editing assignments.*~~

Frequency -

~~3 times per semester~~

- - ~~**Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*~~

Frequency -

~~Weekly~~ 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)

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency

~~6 per semester~~ 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

~~4 performances per semester~~ weekly

- **Written papers:** *Papers will be written on various topics.*

Frequency

~~5~~ 1-2 per semester

~~1 live performance review~~

- - ~~**Quizzes, tests/exams:** - *Quizzes will be used to make sure students completed assigned material and understood it.*~~

Frequency -

~~1 final exam, 4 quizzes on assigned readings~~

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency

~~Weekly synchronous lectures and course work at scheduled times - at least 18 per semester~~

- - **Simulations:** - ~~Simulations will be used by students so they can participate in and learn from processes.~~

Frequency -

~~4 performances per semester~~

- - **Field Trips:** - ~~Students will attend live or virtual field trips.~~

Frequency -

~~1 per semester, digitally, to view theater~~ weekly.

- **Projects:** ~~Students will complete projects that demonstrate their mastery of outcomes of the course.~~

Frequency

~~4 performances~~ 2-3 per semester

- **Student presentations:** ~~Students will prepare and present on a topic being studied.~~

Frequency

~~4 performances per semester~~

- - **Other:** -

Frequency -

~~4 performances~~ 2-3 per semester

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. Author(s) ~~Wesley Varr Terry Tasset~~ John Bates

Title ~~Clues~~ Acting for the Stage: A Complete Guide to ~~Acting Level Shakespeare~~ 2 and 3

Edition ~~3rd~~ 2nd

Publisher ~~Allworth~~ Routledge

Year ~~2018~~

2. Author(s) - ~~Ellen Novack~~

Title - ~~Taming the Cyclops, How to Do Your Best Work in an On-Camera Audition~~

Edition - ~~1st~~

Publisher - ~~Smith & Kraus~~

Year - ~~2018~~ 2022

3. Author(s) ~~Robert Cohen~~

Title ~~Style for Actors: A Handbook for Moving Beyond Realism~~

Edition ~~2nd~~ 3rd

Publisher ~~Routledge~~

Year ~~2010~~

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~

~~There are limited numbers of textbooks that speak to historical periods of acting style. This is the best book on the market for it.~~

4. Author(s) - ~~Kenneth Stilson, Larry Clark, Charles McGraw~~

Title - ~~Acting is Believing~~

Edition - ~~12th~~

Publisher - ~~Cengage Learning~~

Year - ~~2014~~ 2021

5. **Author(s)** Bari Rolfe
 Title Movement for Period Plays
Edition - 1st
 Publisher Charlemagne Press
 Year 2013
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
6. **Author(s)** Graham Ley
 Title Acting Greek Tragedy
 Edition 1
 Publisher University of Exeter Press
~~ISBN-13~~ -
 Year 2015
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -
~~Or Equivalent~~ - ~~No~~
7. **Author(s)** Andrew Hartley
 Title Shakespeare on the University Stage
~~Edition~~ - ~~1st~~
 Publisher Cambridge University Press
~~ISBN-13~~ -
 Year 2014
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)~~ -

~~Or~~ Other Equivalent Learning Materials

1. Other ~~No~~
Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of acting styles.

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 30 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 1B - Theory/Practice of Acting II

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/21/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Spring 2026

Implementation Date

~~08/15/2020~~

-

12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 1B
Theory/Practice of Acting II
Effective: Spring 2026

Catalog Description:

THEA 1B - Theory/Practice of Acting II
3.00 Units

Continued exploration of the theory and practice of acting, focusing on more complex characterization and character analysis. Introduction to theatrical styles and period acting with emphasis on monologues and scenes.

Prerequisite: THEA 1A with a minimum grade of C or equivalent acting class or acting performance experience.

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Have widened his/her acting range through study, technique work and performances in various acting styles

- B. Demonstrate the various techniques of acting in performance
- C. Develop an expanded range and flexibility as an actor
- D. Have broadened his/her acting range by playing a character(s) somehow different from their own personality
- E. Analyze a character, scene and play as part of the actor's preparation
- F. Create a character using textual analysis
- G. Work individually and with a partner in the process of rehearsing and performing an acting scene
- H. Perform a scene and monologue in the particular style(s) focused on in the course
 - I. Apply elements of effective acting techniques as a personal standard
 - J. Explain the uniqueness in performing in the particular acting styles(s) focused on in the course
- K. Evaluation of acting technique in a live performance
- L. Critically evaluate the acting performances of other students and other actors
- M. Evaluate scene work developed from published plays

Course Content:

1. Review of the basics of acting studied in Theater Arts 1A (beats of action, subtext, playing objectives, listening/reacting, etc.)
2. Exercises (basic acting technique exercises and exercises specific to the particular styles studied)
 1. Application of theories and methods of acting.
 2. Craft and methods for performance.
 3. Textual analysis for creating a role.
 4. Practical approaches to creating the physical life of a character.
 5. Practical application of theatre terminology and vocabulary.
 6. Attendance of a live performance.
3. An introduction to period acting and acting styles e.g. Greek, Roman, Elizabethan, Commedia Del 'Arte, Comedy of Manners, Asian, Ritualistic, Theater of the Absurd, Television and Film, etc.
4. Vocal techniques for the particular acting styles being studied
5. Movement techniques for the particular acting styles studied
6. Characterization
 1. Physical life
 2. Vocal life
 3. Inner life
7. Scene/monologue Preparation
 1. Equity is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a

- wide range of expressive forms.
- 2. Character scene and play analysis
- 3. Memorization of lines
- 4. Rehearsals with partner in and outside of class
- 5. Blocking
- 8. Scene Presentation
 - 1. Performing the scene before the class and instructor
 - 2. Feedback and coaching from instructor and class members
 - 3. Second presentation of scene after feedback

Methods of Instruction:

- 1. Classroom Activity - Student participation in warm up exercises and acting technique work
- 2. Lecture - Lectures, demonstrations and discussions on characterization and on the styles of acting to be studied
- 3. Student Presentations - Prepared performances of scenes and monologues. Evaluation and critique of this performance work by instructor and class members
- 4. In-class and outside-of-class rehearsal of scenes and monologues, with as much coaching and guidance from the instructor as possible
- 5. Reading and analyzing the plays from which scenes are taken
- 6. Reading from textbooks or handouts

Typical Assignments

- A. Other:
 - 1. Presenting a rehearsed scene in class, with lines memorized and blocking created, using acting techniques and principles learned in class
 - 2. Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.
 - 3. "Scoring" of the Shakespearean scene to be performed. i.e. Thinking through and writing down on the rehearsal script, the beats of action, objectives, feelings and inner monologue of the character as the scene progresses.
 - 4. Writing a paraphrase in contemporary language of what the character is saying.
 - 5. Live performance review of a play in a performed or studied style in the class

Methods of Evaluating Student Progress

- A. Exams/Tests
 - 1. 1-2 times per semester
- B. Quizzes
 - 1. 1-2 times per semester
- C. Papers
 - 1. 1-2 times per semester
- D. Class Participation
 - 1. daily
- E. Grading of prepared scenes and monologues, based on the objective quality of the work, the discipline and seriousness demonstrated in rehearsals, and the amount of improvement and growth shown by the student. Grading of written play/character analyses Grading of test or quizzes Judgement of the participation by the student in technique work and discussions Attendance

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Demonstrate the various rehearsal techniques necessary to perform specific styles of theater beyond contemporary realism.

Textbooks (Typical):

Textbook:

- 1. Terry John Bates *Acting for the Stage: A Complete Guide to Level 2 and 3*. 2nd ed., Routledge, 2022.
- 2. Robert Cohen *Style for Actors: A Handbook for Moving Beyond Realism*. 3rd ed., Routledge, 2021.
- 3. Bari Rolfe *Movement for Period Plays*. 1st ed., Charlemagne Press, 2013.
- 4. Graham Ley *Acting Greek Tragedy*. 1 ed., University of Exeter Press, 2015.
- 5. Andrew Hartley *Shakespeare on the University Stage*. 1st ed., Cambridge University Press, 2014.

Other Learning Materials:

- 1. Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of acting styles..

Other Materials Required of Students

Other Materials Required of Students:

1. Floor length skirt or suit jacket. .

Equity Based Curriculum

- Course Content

Address

Equity is addressed by incorporating diverse cultural approaches to realism and non-realistic styles, encouraging students to explore a wide range of expressive forms.

- Assignments

Address

Equity is supported by allowing students to select scenes and monologues that resonate with their unique backgrounds and identities.

- Typical Texts

Address

Equity is prioritized by including works from playwrights across varied cultural, social, and historical contexts, fostering an inclusive and representative exploration of acting styles.

DE Proposal

Delivery Methods

- **Emergency Fully Online (EFO)**

Rationale for DE

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: monthly

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: weekly

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: weekly

Requisite Skills

Before entering this course, it is required that a student be able to:

A. THEA 1A

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: monthly

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: weekly

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: monthly

•**Group work:** *Students will collaborate in private groups to solve problems, become experts*

on certain topics, etc. They will then present their findings to the class.

Frequency: weekly

•**Written papers:** *Papers will be written on various topics.*

Frequency: 1-2 per semester

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: weekly

•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 2-3 per semester

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 2-3 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000562189

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 3A - Beginning Improvisation

Course Modification: THEA 3A - Beginning Improvisation (Launched - Implemented 12-30-2024)

compared with

THEA 3A - Beginning Improvisation (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

An entry level course designed to introduce to students to concepts of improvisation and creative dramatics . It will encourage students to "think out of the box", promoting creative problem solving within a supportive ensemble. Recommended for non-majors (Early Childhood education, Business, Speech/Communication majors especially encouraged) as well as Theatre ~~AA~~ students.

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

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 Express ~~him/herself~~ self effectively both verbally and physically.

Course Content

Lecture Content

1. Introduction to improvisation

1. Purposes

2. Rules and Etiquette

2. Warm Ups and Preparation Exercises

1. Body

1. Relaxation
2. Centering
3. Energizing

2. Voice

1. Breath support
2. Articulation
3. Resonation

3. Mind

1. Concentration
2. Imagination
3. Awareness

4. Examples

1. Mirroring
2. Stretches and shakes
3. Tongue twisters
4. Guided imagery

3. Improvisations and Theater Games

1. Establishing setting
2. Creating character
3. Establishing, building and progressing scenes
4. Work on rhythm and timing
5. Staging and blocking
6. Objectives and emotions
7. Use of improvisational techniques with scripted scenes
8. Improvising with music

4. Improvisation Backgrounds

1. Commedia del Arte
2. Creative Dramatics
3. Viola Spolin and Theater games
4. Improvisation in various non-theatrical career fields

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

[Improvisational games and activities in the style of short-format improv.](#)

- Demonstration

Comments

[Performance in group games and activities in the style of short-format improv.](#)

- Lecture

Comments

[Lecture on the style and techniques of short-format improv.](#)

- Student Presentations

Comments

[Performance in group games and activities in the style of short-format improv.](#)

Equity Based Curriculum

- [_ Course Content](#)

[Address](#) _

[Expressing a sense of self, and lived human experiences, through the content and stories developed and explored in short-format improvisational games.](#)

- [_ Methods of Instruction](#)

[Address](#) _

[Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Writing](#)

[Add Assignment](#)

1. [Keeping a journal of in-class activities](#)

1. [Description of the game or exercise](#)

2. [Assignment Type](#) _ [Reading](#)

[Add Assignment](#) _

1. [Reading articles on the history of improvisations](#)

3. [Assignment Type](#) _ [Other](#)

[Add Assignment](#) _

1. Active, creative participation in the activities of each class session

2. ~~Keeping a journal of in-class activities~~

1. ~~Description of the game or exercise~~

3. Level of participation by the students

1. Personal observations of their own work and reaction to the improv or exercise (e.g. Thing learned or discovered)

4. Observations of the work of other students

5. ~~Reading articles on the history of improvisations~~

6. Individual and group performance assignments

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of THEA 3A, the student should be able to apply~~ **Apply** the rules of improvisation to in-class performances.

2. **Outcome Text**

~~Upon completion of THEA 3A, the student should be able to define~~ **Define** vocabulary terms used in Improvisation.

3. **Outcome Text**

~~Upon completion of THEA 3A, the student should be able to demonstrate~~ **Demonstrate** creative and supportive ensemble participation.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- **Field Trips**

Frequency .

- Field Trips

Frequency .

One per semester

- Class Participation

Frequency

daily

- Class Performance

Frequency

weekly

Please Explain

~~Student response and participation in the workshop sessions~~

~~Demonstration of growing awareness Journal , imagination one and per creativity~~

~~Completion and quality of required projects~~

~~Journal~~

~~Leadership of a class session~~

~~Improv group field trip~~

~~Evidence of ability to handle self-directed material~~

~~Evidence of ability to work actively and supportively with others~~

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.~~
- ~~- **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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, so that students are not forced to suspend their engagement in this course. This course is required for students interested in participating in the Actors Conservatory at Las Positas College. This course also fulfills GE requirements and degree requirements in Theater and other programs on campus, such as Business.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All 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 Traditional 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 is 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 contact 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 -~~

~~1-2 times per semester~~

- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~Monthly~~

- ~~• - **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*~~

~~Frequency -~~

~~Weekly~~

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 -~~

~~1-2 times per semester~~

- ~~• - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*~~

Frequency -

Weekly

- - **Chat:** - ~~Students will use the class chatroom to discuss assignments and course material in realtime.~~

Frequency -

Weekly

- - **Peer-editing/critiquing:** - ~~Students will complete peer-editing assignments.~~

Frequency -

Weekly

- - **Web conferencing:** - ~~Students will interact in real time with each other to discuss coursework and assignments.~~

Frequency -

Weekly

Student-Content Interaction

~~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 -

1-2 times per semester

- - **Group work:** - ~~Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.~~

Frequency -

Weekly

- - **Written papers:** - ~~Papers will be written on various topics.~~

Frequency -

2 times per month

- - **Quizzes, tests/exams:** - ~~Quizzes will be used to make sure students completed assigned material and understood it.~~

Frequency -

1-2 times per semester

- - **Lecture:** - ~~Students will attend or access synchronous or asynchronous lectures on course content.~~

Frequency -

Weekly

- - **Field Trips:** - ~~Students will attend live or virtual field trips.~~

Frequency -

1 per semester, virtual

- - **Games:** - ~~Games will be used to reinforce learned material.~~

Frequency -

Weekly

- - **Brainstorming:** - *Brainstorming will be used to promote creative thinking.*
Frequency -
Weekly
- - **Student presentations:** - *Students will prepare and present on a topic being studied.*
Frequency -
Weekly
- - **Other:** -
Frequency -
Monthly

Textbooks/Materials

Textbook

1. Author(s) ~~Annie Loui~~ Jason Moran
Title ~~The Physical Actor~~ Improvisation: Contact A Improvisation Practical from Guide Studio to Stage (
Edition ~~2nd~~
Publisher ~~Routledge~~ The Crowood Press
ISBN-13 9781785009310
Year ~~2018~~ 2021
2. Author(s) ~~Richard Bennett~~ Mark Jane
Title ~~inside~~ Creating Improvisation: Improvised The Theatre Science Tools, Behind Theatrical Improvisation Techniques, and How Theories to for Get Short Better Form and Narrative Improvisation
Publisher ~~Academy of Improvisation Press~~ Routledge
Year ~~2018~~ 2022
3. Author(s) _ T.J. Jagodowski
Title _ Improvisation at the Speed of Life: The TJ and Dave Book
Edition _ 1st
Publisher _ Solo Roma, Inc
ISBN-13 _ 978-0977309337
Year _ 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) _
Only edition of this text
4. Author(s) Spolin, Viola,
Title Improvisation for the Theater
Edition 3rd
Publisher Northwestern University Press
~~ISBN-13 -~~
Year 1999
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Viola Spolin's improvisational techniques changed the very nature and practice of modern theater -
this book has not had an edition since 1999 but remains central to an understanding in modern

improv and performance technique.

5. Author(s) ~~Caines, Charna Rebecca, Halpern~~

Title ~~Spontaneous Truth Acts~~ in Comedy

Edition 1st

Publisher ~~Routledge Meriwether Press~~ Publishing

ISBN-13 . 978-1566080033

Year ~~2014~~ 1994

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

This text centers the improvisation practice pattern recognition and subversion of the audience's expectation in a clear instructional textbook. It is the only edition of this text.

Or Equivalent . No

General Education/Transfer Request

- Transfers to CSU
New Request ~~Yes~~ No
Already Approved ~~No~~ Yes
- Transfers to UC
Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 22 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 3A - Beginning Improvisation

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/22/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Theater Arts 3A
Beginning Improvisation
Effective: Fall 2025

Catalog Description:

THEA 3A - Beginning Improvisation
3.00 Units

An entry level course designed to introduce to students to concepts of improvisation and creative dramatics. It will encourage students to "think out of the box", promoting creative problem solving within a supportive ensemble. Recommended for non-majors (Early Childhood education, Business, Speech/Communication majors especially encouraged) as well as Theatre students.

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Participate comfortably in improvised (spontaneous) acting exercises.
- B. Express self effectively both verbally and physically.
- C. Experience a greater sensitivity to and awareness of self and others.
- D. Identify and be able to apply the basic rules of improvisation.

Course Content:

1. Introduction to improvisation
 1. Purposes
 2. Rules and Etiquette
2. Warm Ups and Preparation Exercises
 1. Body
 1. Relaxation
 2. Centering
 3. Energizing
 2. Voice
 1. Breath support
 2. Articulation
 3. Resonation
 3. Mind
 1. Concentration
 2. Imagination
 3. Awareness
 4. Examples
 1. Mirroring
 2. Stretches and shakes
 3. Tongue twisters
 4. Guided imagery
3. Improvisations and Theater Games
 1. Establishing setting
 2. Creating character
 3. Establishing, building and progressing scenes
 4. Work on rhythm and timing
 5. Staging and blocking
 6. Objectives and emotions
 7. Use of improvisational techniques with scripted scenes
 8. Improvising with music
4. Improvisation Backgrounds
 1. Commedia del Arte
 2. Creative Dramatics
 3. Viola Spolin and Theater games
 4. Improvisation in various non-theatrical career fields

Methods of Instruction:

1. Demonstration - Performance in group games and activities in the style of short-format improv.
2. Classroom Activity - Improvisational games and activities in the style of short-format improv.
3. Student Presentations - Performance in group games and activities in the style of short-format improv.
4. Lecture - Lecture on the style and techniques of short-format improv.
5. Instructor responses to the work/play
 1. Evaluation
 - a. Of individual performances
 - b. Of the group performing
 2. Coaching

Typical Assignments

- A. Writing:
 1. Keeping a journal of in-class activities
 1. Description of the game or exercise
- B. Reading:
 1. Reading articles on the history of improvisations
- C. Other:
 1. Active, creative participation in the activities of each class session
 2. Level of participation by the students
 1. Personal observations of their own work and reaction to the improv or exercise (e.g. Thing learned or discovered)
 3. Observations of the work of other students
 4. Individual and group performance assignments

Methods of Evaluating Student Progress

- A. Exams/Tests
 1. 1-2 per semester
- B. Quizzes
 1. 1-2 per semester
- C. Class Participation
 1. daily
- D. Class Performance
 1. weekly
- E. Field Trips
- F. Field Trips
 1. One per semester
- G. Journal, one per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Apply the rules of improvisation to in-class performances.
- B. Define vocabulary terms used in Improvisation.
- C. Demonstrate creative and supportive ensemble participation.

Textbooks (Typical):

Textbook:

1. Jason Moran *Improvisation: A Practical Guide* (., The Crowood Press, 2021.
2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation*. 1st ed., Routledge, 2022.
3. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book*. 1st ed., Solo Roma, Inc, 2015.
4. Spolin, Viola, *Improvisation for the Theater*. 3rd ed., Northwestern University Press, 1999.
5. Charna Halpern *Truth in Comedy*. 1st ed., Meriwether Publishing, 1994.

Other Materials Required of Students

Other Materials Required of Students:

1. Loose, comfortable clothing.
2. A journal or notebook.

Equity Based Curriculum

- Course Content

Address

Expressing a sense of self, and lived human experiences, through the content and stories developed and explored in short-format improvisational games.

- Methods of Instruction

Address

Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000377155

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 3B - Intermediate Improvisation

Course Modification: THEA 3B - Intermediate Improvisation (Launched - Implemented 12-30-2024)

compared with

THEA 3B - Intermediate Improvisation (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

This course will teach students Long-Form Improvisation. The class will concentrate on finding ~~—~~ style and improving skills through various in class, supportive, exercises. ~~We~~ Students will focus on accepting/supporting, creating honest and strong relationship, and developing complex and engaging circumstances.

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Introduction to ~~improvisation~~ Improvisation

1. Review Rules of Review

2. Preparation Exercises

1. Development

1. Space Work
2. Character Believability
3. Justification
4. Beats and Patterns
5. Written/ Scripted Material
6. Concentration
7. Listening/ - memorization

3. Introduction to and development of original piece of Commedia Dell' Arte

4. Improvisations and Theater Games

1. Finding and developing material for group improvisation
2. Extended group improvisation, scenes and sketches
3. Use of improvisational techniques with scripted scenes
4. Improvising with music
5. Beginning Level Competitive Theater Sports

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
[Exercises and games in the style of Long-Form Improvisation](#)
- Demonstration
Comments
[Performances in the style of Long-Form Improvisation](#)
- Lecture
Comments

[Lecture on the history, style, and development of the style of Long-Form Improvisation](#)

- Student Presentations

Comments

[Performances in the style of Long-Form Improvisation](#)

Equity Based Curriculum

- [Methods of Instruction](#)

Address

[Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.](#)

- [Assignments](#)

Address

[Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views.](#)

Typical Assignments

Typical Assignments

1. Assignment Type [Writing](#)

Add Assignment

1. [Keeping a journal of in-class activities](#)

1. [Description of the game or exercise](#)

2. [Level of participation by the students](#)

2. [Attending a performance of an off-campus improv group, including a written evaluation](#)

2. Assignment Type [Reading](#)

Add Assignment

1. [Reading articles on the history of improvisations](#)

3. Assignment Type

Add Assignment

1. Active, creative participation in the activities of each class session

2. ~~Keeping a journal of in-class activities~~

1. ~~Description of the game or exercise~~

2. ~~Level of participation by the students~~

3. Personal observations of the work of others in class (e.g., Thing learned or discovered)

1. Observations of the work of other students

4. Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views

1. ~~Attending a performance of an off-campus improv group, including a written evaluation~~

2. ~~Reading articles on the history of improvisations~~

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of THEA 3B, the student should be able to critique~~ Critique a live improvisation and identify the use of accepted rules of engagement.

2. Outcome Text

~~Upon completion of THEA 3B, the student should be able to demonstrate~~ Demonstrate the ability to act appropriately and spontaneously to a variety of audio, visual, or
_ written materials without prior rehearsal.

3. Outcome Text

~~Upon completion of THEA 3B, the student should be able to synthesize~~ Synthesize the ideas of others within an improvisation.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Requisite Course THEA 3A - Beginning Improvisation(~~Historical~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- Express ~~him/herself~~ self effectively both verbally and physically ; .
- Experience a greater sensitivity to and awareness of self and others ; .

Methods of Evaluation

Please Explain

~~Student Journal response (one and per participation in the workshop sessions~~

~~Demonstration of growing awareness, imagination and creativity~~

~~Completion and quality of required projects~~

~~Journal~~

~~Evidence of ability to handle self-directed material~~

~~Evidence of ability to work actively and supportively with others~~

~~Tests on reading material~~

semester).

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 why this course should be offered in Distance Education mode.

~~In~~ Offering discussing online modalities increases accessibility, allowing students from diverse backgrounds and locations to engage with ~~my the~~ theater arts colleagues material and ~~our Dean, we felt that there has to be a~~ way to offer the course progress in ~~case of an emergency, so that students are not forced to suspend~~ their ~~engagement~~ academic in this course goals. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from

students their desire to continue to move forward with their educational goals.

Accessibility

All 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.](#)

Textbooks/Materials

Textbook

1. Author(s) ~~Richard Bennett~~ [Jason Moran](#)
 Title ~~Inside~~ [Improvisation: A Practical Guide](#)
 Edition [_](#)
 Publisher [_ The Crowood Press](#)
 Year [_ 2021](#)
2. Author(s) [_ Mark Jane](#)
 Title [_ Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative](#)
 Improvisation
 Edition [_](#)
 Year [_ 2022](#)
3. Author(s) [_ T.J. Jagodowski](#)
 Title [_ Improvisation at the Speed of Life : The ~~Science Behind Theatrical Improvisation~~ \[TJ\]\(#\) and ~~How Dave to Get Better~~ \[Book\]\(#\)](#)
 Edition 1st
 Publisher ~~Academy Solo of Roma~~ [Improvisation Inc](#)
 ISBN-13 ~~Press~~ [_ 978-0977309337](#)
 Year ~~2018~~ [_ 2015](#)
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) [_](#)
[This is the most recent edition.](#)
4. Author(s) ~~Annie Loui~~ [Charna Halpern](#)
 Title ~~The Truth Physical in~~ [Actor: Contact Improvisation from Studio to Stage](#) [Comedy](#)
 Edition 1st [_](#)
 Publisher [_ Meriwether Publishing](#)
 ISBN-13 [_ 978-1566080033](#)
 Year ~~2018~~ [_ 1994](#)
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#) [_](#)
[This is the most recent edition.](#)
5. Author(s) [Spolin, Viola](#),
 Title [Improvisation for the Theater](#)
 Edition 3rd
 Publisher [Northwestern University Press](#)
~~ISBN-13~~ [_](#)
 Year 1999
[Rationale for textbook older than 5 years. \(Most recent edition, considered classic, etc.\)](#)
[_](#)

6. ~~Author(Viola Spolin's) Jeanne improvisational keep~~
~~Title techniques Theatrical changed improvisation: the Short very Form, Long Form, nature~~
~~and Sketch-Based practice improv~~
~~Edition of 2~~
~~Publisher modern Palgrave-Macmillan~~
~~ISBN-13 -~~
~~Year - 2013~~
~~Rationale for textbook older than 5 years theater . (Most This is the most recent edition ;~~
~~considered classic, etc.)~~
~~-~~
7. ~~Author(s) - Ruth Zaporah~~
~~Title - improvisation On the Edge: Notes from On and Off Stage~~
~~Edition - 4~~
~~Publisher - North Atlantic Books~~
~~Year - 2014~~
~~Rationale for textbook older than 5 years . (Most recent edition, considered classic, etc.) -~~
8. ~~Author(s) - Bonczek, Rose Burnett,~~
~~Title - Ensemble Theater Making~~
~~Edition -~~
~~Publisher - Routledge Press~~
~~ISBN-13 -~~
~~Year - 2012~~
~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~
~~Or Equivalent - No~~

General Education/Transfer Request

- Transfers to CSU
 New Request ~~Yes~~ No
 Already Approved ~~No~~ Yes
- Transfers to UC
 Already approved unsubstantial change ~~No~~ Yes

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 22 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 3B - Intermediate Improvisation

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/22/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

10/25/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 3B Intermediate Improvisation

Effective: Fall 2025

Catalog Description:

THEA 3B - Intermediate Improvisation 3.00 Units

This course will teach students Long-Form Improvisation. The class will concentrate on finding style and improving skills through various in class, supportive, exercises. Students will focus on accepting/supporting, creating honest and strong relationship, and developing complex and engaging circumstances.

Prerequisite: THEA 3A with a minimum grade of C

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Participate comfortably and creatively within group scenes and sketches utilizing the long format style, popularized and developed by groups such as the

- Groundlings and Second City.
- B. Contribute to the creation of group scenes and sketches as well as incorporating the ideas of others.
 - C. Evaluate in writing and in speaking the effectiveness and artistry of improvised scenes.
 - D. Apply a greater sensitivity to and awareness of self and others while performing the long format style.

Course Content:

- 1. Introduction to Improvisation
 - 1. Review Rules of Review
- 2. Preparation Exercises
 - 1. Development
 - 1. Space Work
 - 2. Character Believability
 - 3. Justification
 - 4. Beats and Patterns
 - 5. Written/ Scripted Material
 - 6. Concentration
 - 7. Listening/memorization
- 3. Introduction to and development of original piece of Commedia Dell' Arte
- 4. Improvisations and Theater Games
 - 1. Finding and developing material for group improvisation
 - 2. Extended group improvisation, scenes and sketches
 - 3. Use of improvisational techniques with scripted scenes
 - 4. Improvising with music
 - 5. Beginning Level Competitive Theater Sports

Methods of Instruction:

- 1. Demonstration - Performances in the style of Long-Form Improvisation
- 2. Lecture - Lecture on the history, style, and development of the style of Long-Form Improvisation
- 3. Student Presentations - Performances in the style of Long-Form Improvisation
- 4. Classroom Activity - Exercises and games in the style of Long-Form Improvisation
- 5. Instructor responses to the work/play
 - 1. Evaluation
 - a. Of individual performances
 - b. Of the group performing
 - 2. Coaching
- 6. Leadership of class discussions and evaluations

Typical Assignments

- A. Writing:
 - 1. Keeping a journal of in-class activities
 - 1. Description of the game or exercise
 - 2. Level of participation by the students
 - 2. Attending a performance of an off-campus improv group, including a written evaluation
- B. Reading:
 - 1. Reading articles on the history of improvisations
- C. Other:
 - 1. Active, creative participation in the activities of each class session
 - 2. Personal observations of the work of others in class (e.g., Thing learned or discovered)
 - 1. Observations of the work of other students
 - 3. Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views

Methods of Evaluating Student Progress

- A. Quizzes
 - 1. 1-2 per semester
- B. Oral Presentation
 - 1. 1-2 per semester
- C. Field Trips
 - 1. 1-2 per semester
- D. Class Participation
 - 1. daily
- E. Class Performance
 - 1. weekly
- F. Final Performance
 - 1. 1 per semester
- G. Journal (one per semester)

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Critique a live improvisation and identify the use of accepted rules of engagement.
- B. Demonstrate the ability to act appropriately and spontaneously to a variety of

- audio, visual, or written materials without prior rehearsal.
- C. Synthesize the ideas of others within an improvisation.

Textbooks (Typical):

Textbook:

1. Jason Moran *Improvisation: A Practical Guide.*, The Crowood Press, 2021.
2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation.*, Routledge, 2022.
3. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book.* 1st ed., Solo Roma, Inc, 2015.
4. Charna Halpern *Truth in Comedy.* 1st ed., Meriwether Publishing, 1994.
5. Spolin, Viola, *Improvisation for the Theater.* 3rd ed., Northwestern University Press, 1999.

Other Materials Required of Students

Other Materials Required of Students:

1. Loose, comfortable clothing.
2. A journal or notebook.

Equity Based Curriculum

•Methods of Instruction

Address

Instructors will provide diverse methods of instruction to meet various learning styles including lecture, demonstration, games, and student presentations.

•Assignments

Address

Performances in the style of Long-Form Improvisation, developed and performed by students, as a reflection of selves and lived experiences and world views.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

Offering online modalities increases accessibility, allowing students from diverse backgrounds

and locations to engage with the material and progress in their academic goals. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: 1-2 times per semester

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

•**Frequency:** Weekly

Announcements: *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Weekly

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*

Frequency: Weekly

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: Monthly

•**Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: Weekly

Requisite Skills

Before entering this course, it is required that a student be able to:

A. THEA 3A

1. Participate comfortably in improvised (spontaneous) acting exercises.
2. Express self effectively both verbally and physically.
3. Experience a greater sensitivity to and awareness of self and others.
4. Identify and be able to apply the basic rules of improvisation.

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 1-2 times per semester

•**Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency: Weekly

•**Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: Weekly

•**Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: Weekly

•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: Weekly

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on*

course content posed by the instructor.

Frequency: 1-2 times per semester

- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency: Weekly

- **Written papers:** *Papers will be written on various topics.*

Frequency: 3 times per month

- **Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 1 per semester

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: 1-2 times per semester

- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly

- **Field Trips:** *Students will attend live or virtual field trips.*

Frequency: 1 per semester, virtual

- **Games:** *Games will be used to reinforce learned material.*

Frequency: Weekly

- **Brainstorming:** *Brainstorming will be used to promote creative thinking.*

Frequency: Weekly

- **Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: Weekly

- **Other:**

Frequency: Monthly

Codes and Dates

Course CB Codes

CB00: State ID

CCC000560699

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 3C - Improvisation in Performance

Course Modification: THEA 3C - Improvisation in Performance (Launched - Implemented 12-30-2024)

compared with

THEA 3C - Improvisation in Performance (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2025

Catalog Description

From Saturday Night Live to Flash Mobs - Improvisation is part of our culture. — Students will get the opportunity to perform as well as teach improvisation techniques and creative dramatics in a supportive and fun atmosphere. — The ~~students~~ Students will also have opportunities to attend and critique the work various local improvisation troupes.

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Introduction to performance level improvisation
 1. Description of different improvisation troupes, significant innovators in Creative Dramatics and their historical context
 2. Review of Rules and Etiquette unique to performances
 3. Use of Improvisation and Creative Dramatics in educational and corporate settings
2. Warm Ups and Preparation Exercises

1. Body - Gestures, Tableaus, non-verbal character work

2. Voice - Projection and articulation work

3. Mind

1. Thematic & character specific improvised scenes

2. Concentration and memorization exercises

3. Improvisations and Theater Games

1. Activities from "Theater of the Oppressed" - Augusto Boal

2. Long form (Harold) version

4. Improvisation troupes

1. Bay Area Theater Sports

2. Comedy Sportz

3. Second City, The Groundlings

4. Flash mobs

5. Playback Theater

6. Discussion of Improvisation in Drama Therapy

7. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices, drawing on own experiences.

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.
- Demonstration
Comments
Teach improvisation techniques and creative dramatics in the style of short and long form improv.
- Field Trips
Comments
Visit local theater improvisation companies, as available, for review and study.
- Lecture
Comments
Lecture on techniques in the style of short and long form improv.
- Student Presentations
Comments
Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.

Equity Based Curriculum

- Course Content
Address Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.
- Methods of Instruction
Address Provide diverse methods of instruction to meet various learning styles including lecture, demonstration, field trips, and classroom activities.
- Assignments
Address Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Typical Assignments

Typical Assignments

1. Assignment Type Writing
Add Assignment

1. ~~Active, creative participation in the activities of each class session~~

2. ~~Leading a class session, individually or as part of a group~~

1. ~~Advance planning, including a written outline~~

2. ~~Leading the session~~

3. ~~Evaluating the session in terms of student participation and goals accomplished~~

3. Attending a performance of an off-campus improv group, including a written evaluation - _

2. Assignment Type - Reading

Add Assignment -

1. Reading articles on the history of improvisations

3. Assignment Type - Other

Add Assignment -

1. Active, creative participation in the activities of each class session

2. Leading a class session, individually or as part of a group

1. Advance planning, including a written outline

2. Leading the session

3. Evaluating the session in terms of student participation and goals accomplished

3. Organize, publicize and perform in public improvisation event

4. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of THEA 3C, the student should be able to determine~~ Determine audience appropriate language within an improvisational performance.

2. **Outcome Text**

~~Upon completion of THEA 3C, the student should be able to evaluate~~ Evaluate in writing effective performance techniques of observed improvisation
_ performances.

3. **Outcome Text**

~~Upon completion of THEA 3C, the student should be able to perform~~ Perform effective vocal and physical performance techniques within an improvisational
_ performance.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite

Requisite Course THEA 3B - Intermediate Improvisation(~~Historical~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- Participate comfortably and creatively within group scenes and sketches ~~utilizing~~ utilizing the long format style, popularized and developed by groups such as the Groundlings and Second City ; _
- Contribute to the creation of group scenes and sketches as well as incorporating the ideas of others ; _
- Evaluate in writing and in speaking the effectiveness and artistry of improvised scenes ; _
Degree of Importance ~~Required~~ Recommended
- Apply a greater sensitivity to and awareness of self and others while performing the long format style _

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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, so that students are not forced to suspend their engagement in this course.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All 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 is 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 contact – 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 -
1-2 times per semester~~
- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Weekly~~
- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Weekly~~
- ~~• - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*
Frequency -
Weekly~~
- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency -
Monthly~~
- ~~• - **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency -
Weekly~~

~~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 -

1-2 times per semester

- - **Group work:** - ~~Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.~~

Frequency -

Weekly

- - **Chat:** - ~~Students will use the class chatroom to discuss assignments and course material in realtime.~~

Frequency -

Weekly

- - **Peer-editing/critiquing:** - ~~Students will complete peer-editing assignments.~~

Frequency -

Weekly

- - **Web conferencing:** - ~~Students will interact in real time with each other to discuss coursework and assignments.~~

Frequency -

Weekly

Student-Content Interaction

~~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 -

1-2 times per semester

- - **Group work:** - ~~Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.~~

Frequency -

Weekly

- - **Written papers:** - ~~Papers will be written on various topics.~~

Frequency -

3 times per month

- - **Research Assignments:** - ~~Students will use the Internet and library resources to research questions, problems, events, etc.~~

Frequency -

1 per semester

- - **Quizzes, tests/exams:** - ~~Quizzes will be used to make sure students completed assigned material and understood it.~~

Frequency -

1-2 times per semester

- - **Lecture:** - ~~Students will attend or access synchronous or asynchronous lectures on course content.~~

Frequency -

Weekly

- - **Field Trips:** - ~~Students will attend live or virtual field trips.~~

Frequency -

1 per semester, virtual

- - **Games:** - ~~Games will be used to reinforce learned material.~~

Frequency -

Weekly

- - **Brainstorming:** - ~~Brainstorming will be used to promote creative thinking.~~

Frequency -

Weekly

- - **Student presentations:** - ~~Students will prepare and present on a topic being studied.~~

Frequency -

Weekly

- - **Other:** -

Frequency -

Monthly

Textbooks/Materials

Textbook

1. Author(s) ~~Donald~~ Jason Malmgren Moran
Title ~~Create Story Stock Theatre Image View From Larger Folktales; Image Improvisation: Fairytales, A Fables; Practical Myths And Legends Through Improvisation Guide~~
Edition 4
Publisher ~~Outskirts~~ The Crowood Press, Inc
Year ~~2017~~ 2021
2. Author(s) ~~Georgina~~ Mark Born, Eric Lewis Jane
Title ~~Improvisation Creating and Improvised Social Theatre Aesthetics (Improvisation Tools, Community Techniques, and Social Theories Practice) for Short Form and Narrative Improvisation~~
Edition 4
Publisher ~~Duke University Press Books~~ Routledge
Year ~~2017~~ 2022
3. Author(s) ~~Tom~~ Viola Salinsky Spolin
Title ~~The Improvisation Improv for the Theater: A Handbook: The of Ultimate Teaching Guide and to Directing. Improvising Techniques (Drama and Performance Studies)~~
Edition 4 3rd
Publisher ~~Bloomsbury Methuen~~ Northwestern Drama University Press
ISBN-13 978-0810140080
Year ~~2017~~ 1995

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)

Viola Spolin's improvisational techniques changed the very nature and practice of modern theater. This is the most recent edition of her book. A theatrical classic.

4. Author(s) ~~Richard Bennett~~ T.J. Jagodowski
Title ~~Inside Improvisation~~ Improvisation at the Speed of Life : The ~~Science Behind Theatrical Improvisation~~ TJ and How Dave to Get Better ~~Book~~
Publisher ~~Academy Solo of Roma, Improvisation Press Inc~~
ISBN-13 978-0977309337
Year ~~2018~~ 2015
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition
5. Author(s) ~~Annie-Lou~~ Charna Halpern, Del Close, and Kim 'Howard' Johnson
Title Truth in Comedy: The Physical manual ~~Actor. of~~ Contact Improvisation from Studio to Stage ~~improvisation~~
Edition ~~2nd~~ 1st
Publisher ~~Routledge~~ Meriwether Publishing
ISBN-13 978-1566080033
Year ~~2018~~ 1994
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.)
Most recent edition

Codes and Dates

Course Codes

Origination Date

10/ ~~19~~ 22 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 3C - Improvisation in Performance

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/22/2020~~
- CC Approval
~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2025

Implementation Date

~~08/15/2020~~

-

12/30/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 3C
Improvisation in Performance
Effective: Fall 2025

Catalog Description:

THEA 3C - Improvisation in Performance
3.00 Units

From Saturday Night Live to Flash Mobs - Improvisation is part of our culture. Students will get the opportunity to perform as well as teach improvisation techniques and creative dramatics in a supportive and fun atmosphere. Students will also have opportunities to attend and critique the work various local improvisation troupes.

Prerequisite: THEA 3B with a minimum grade of C

Course Grading: Optional

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Lead a class in doing theater games, warm ups and improvisations.
- B. Evaluate in writing the work of local professional and amateur improvisation

- troupes.
- C. Describe the unique presentation styles and groups such as Bay Area Theater sports, the Groundlings, Second City, Comedysportz and Flash-mobs.
 - D. Demonstrate improvisation techniques within a performance setting.
 - E. Clearly articulate the principals of improvisation within a workshop setting.

Course Content:

- 1. Introduction to performance level improvisation
 - 1. Description of different improvisation troupes, significant innovators in Creative Dramatics and their historical context
 - 2. Review of Rules and Etiquette unique to performances
 - 3. Use of Improvisation and Creative Dramatics in educational and corporate settings
- 2. Warm Ups and Preparation Exercises
 - 1. Body - Gestures, Tableaus, non-verbal character work
 - 2. Voice - Projection and articulation work
 - 3. Mind
 - 1. Thematic & character specific improvised scenes
 - 2. Concentration and memorization excercises
- 3. Improvisations and Theater Games
 - 1. Activities from "Theater of the Oppressed" - Augusto Boal
 - 2. Long form (Harold) version
- 4. Improvisation troupes
 - 1. Bay Area Theater Sports
 - 2. Comedy Sportz
 - 3. Second City, The Groundlings
 - 4. Flash mobs
 - 5. Playback Theater
 - 6. Discussion of Improvisation in Drama Therapy
 - 7. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices, drawing on own experiences.

Methods of Instruction:

- 1. Field Trips - Visit local theater improvisation companies, as available, for review and study.
- 2. Lecture - Lecture on techniques in the style of short and long form improv.
- 3. Demonstration - Teach improvisation techniques and creative dramatics in the style

- of short and long form improv.
4. Classroom Activity - Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.
 5. Student Presentations - Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv.
 6. Leadership of the theater games, warm ups and improvisations
 7. Instructor responses to the work/play 1. Evaluation a. Of individual performances b. Of the group performing 2. Coaching
 8. Leadership of class discussions and evaluations

Typical Assignments

- A. Writing:
 1. Attending a performance of an off-campus improv group, including a written evaluation
- B. Reading:
 1. Reading articles on the history of improvisations
- C. Other:
 1. Active, creative participation in the activities of each class session
 2. Leading a class session, individually or as part of a group
 1. Advance planning, including a written outline
 2. Leading the session
 3. Evaluating the session in terms of student participation and goals accomplished
 3. Organize, publicize and perform in public improvisation event
 4. Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Methods of Evaluating Student Progress

- A. Research Projects
 1. 1-2 per semester
- B. Field Trips
 1. 1-2 per semester
- C. Group Projects
 1. 1-2 per semester
- D. Class Participation
 1. daily
- E. Class Performance

- 1. weekly
- F. Final Public Performance
 - 1. 1 per semester
- G. Exams/Tests
 - 1. 1-2 per semester
- H. Student response and participation in the workshop sessions Demonstration of growing awareness, imagination and creativity Completion and quality of required projects Review of a local Improvisation troupe Leadership of a class session Research into various improvisation troupes Evidence of ability to handle self-directed material Evidence of ability to work actively and supportively with others

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Determine audience appropriate language within an improvisational performance.
- B. Evaluate in writing effective performance techniques of observed improvisation performances.
- C. Perform effective vocal and physical performance techniques within an improvisational performance.

Textbooks (Typical):

Textbook:

- 1. Jason Moran *Stock Image View Larger Image Improvisation: A Practical Guide.*, The Crowood Press, 2021.
- 2. Mark Jane *Creating Improvised Theatre Tools, Techniques, and Theories for Short Form and Narrative Improvisation.*, Routledge, 2022.
- 3. Viola Spolin *Improvisation for the Theater: A Handbook of Teaching and Directing Techniques (Drama and Performance Studies)*. 3rd ed., ? Northwestern University Press, 1995.
- 4. T.J. Jagodowski *Improvisation at the Speed of Life: The TJ and Dave Book*. 1st ed., Solo Roma, Inc, 2015.
- 5. Charna Halpern, Del Close, and Kim 'Howard' Johnson *Truth in Comedy: The manual of improvisation*. 1st ed., Meriwether Publishing, 1994.

Other Materials Required of Students

Other Materials Required of Students:

- 1. Loose, comfortable clothing.

Equity Based Curriculum

- Course Content

- Address

- Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

- Methods of Instruction

- Address

- Provide diverse methods of instruction to meet various learning styles including lecture, demonstration, field trips, and classroom activities.

- Assignments

- Address

- Perform as well as teach improvisation techniques and creative dramatics in the style of short and long form improv, using lived experiences to inform acting choices.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000589053

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 11 - Stage to Screen

Course Modification: THEA 11 - Stage to Screen (Launched - Implemented 12-29-2024)
compared with
THEA 11 - Stage to Screen (Active - Implemented 08-15-2021)

Cover

Effective Term ~~Fall~~ Spring, 2024, 2025

Catalog Description

~~Major~~ This course examines and evaluates major plays which subsequently have been made into films. Analysis of each playscript is augmented by a viewing and analysis of the film adaptation. ~~Major areas~~ Selection of ~~concentration~~ works may viewed vary and from critiqued semester will to cover semester a wide variety of contemporary and classical plays and films, and will be reflective of a broad and dynamic audience, reflective of the rich diversity of students .

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Theater Arts - Associate of Arts Degree (Active) - Fall 2022
2. Program - Film Studies - Associate of Arts Degree (Active) - Fall 2022

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 - Identify important movements and developments in theater and film history;~~
2. **Group Title** Critically evaluate and compare a written play with its film adaptation
 1. **Objective Text**
Script/screenplay/language
 2. **Objective Text**
Blocking/staging/filming techniques
 3. **Objective Text**
Design and visual elements
 4. **Objective Text**
Characterizations

5. **Objective Text**
Theme/purpose;
3. **Group Title** Write a critical review and a compare/contrast essay of a film adaptation;
4. **Group Title** Imagine, create and communicate a plan for adapting a written play to a film format;
5. **Group Title** Develop an appreciation for quality theater and film.

Course Content

Lecture Content

1. Elements of dramatic art
 1. Plot/dramatic action
 1. Linear/climactic
 2. Episodic
 2. Character and acting
 1. Elements of characterization
 2. Basic elements of acting
 3. Acting for the stage
 4. Acting for the camera
 3. Theme/idea - including purposes of dramatic art
 1. Entertainment
 2. Reflection of society and human behavior
 3. Venue for celebration and community
 4. Instrument for social criticism and change
 4. Spectacle

1. Basic elements of scenery, lighting, costumes and properties
2. Blocking and choreography for the stage
3. Blocking for film, including camera positioning and editing

5. Language

1. Language of the script
2. Language in presentation by actors

6. Sound and music

1. In theater
2. In film

2. Basic vocabulary of both mediums

1. Examples:

1. Theater: proscenium, thrust, round, black box, environmental staging
2. Film: over the shoulder, point of view, establishing shot

3. ~~Brief overview of the history of theater and film~~

4. Study of plays which have been adapted to the screen (at least four)

1. Background of the playwright and the original production
2. Analysis of the play in terms of the elements of dramatic art listed above

3. Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.
4. If at all possible, viewing a production of the play on stage either live or through video
5. Background of the screen adaptation – personnel, cast, setting, public response
6. Viewing the film adaptation
7. Comparing and contrasting the stage and film adaptations
 1. Script and dialogue
 1. Cuts
 2. Additions
 3. Changes
 2. Setting and visual elements
 1. "Opening up" of the play
 2. Time and place
 3. Set, costume, lighting props
 4. Editing and cinematography
 3. Character interpretations
 4. Themes and ideas
 5. Sound and music
8. Choice of plays/films to be studied can be
 1. Wide ranging to reflect a variety of plays/films such as Shakespeare's Hamlet, Tom Stoppard's Amadeus, Neil Simon's Brighton Beach Memoirs;

2. Focused on a particular period, theme or playwright such as film adaptations of Shakespeare's plays, including various film adaptations of the same play – King Lear, Ran, 100 Acres;
3. A combination of a and b.

Methods of Instruction

Check all that apply:

- ~~Lecture~~ Discussion
Comments -

~~Other~~ - Yes

1. ~~Explain~~
Class and small group discussion
2. ~~_ Lecture~~
~~Explain~~ Comments
~~in-class~~ Direct acted instruction out on readings selected of texts scenes for from viewing plays and reading
3. ~~_ Observation~~
~~Explain~~ Comments ~~_~~
Viewing of films
4. ~~_ Projects~~
Comments
Stage to film adaptation project – adapting a play to film
1. ~~to include:~~ Research and creative process
2. ~~Written~~ written outline
3. ~~, and~~ In-class verbal presentation

Other - No

Equity Based Curriculum

- ~~_ Course Content~~
~~Explain~~ Address
Reading assignments
1. ~~Plays being studied~~
2. ~~Timelines~~ Selection of theater works viewed and film critique history
3. ~~will~~ Model cover critical a reviews wide variety of contemporary and comparison classical

papers, plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

- Methods of Evaluation

Explain Address

Attendance at live performances. Methods of plays evaluation studied will be diverse in nature to give opportunities for students with diverse learning styles including exams, written assignments, and projects.

- Typical Texts

Explain Address

Viewing. Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

Typical Assignments

Typical Assignments

1. Assignment Type Reading

Add Assignment

1. Read and be prepared to discuss in class Aaron Sorkin's stage script for *A Few Good Men*. Include comparison to the film of the same name.
2. Read either *The Real Inspector Hound*, *Trifles* or *The Unseen Hand* play scripts. Create a "pitch" for an assumed producer that describes how you would transfer that stage script to the screen. Include elements like changes to the script, degree of "opening up" of the setting, casting criteria, theme and purpose. ~~Create~~ Create an outline for the presentation. Then, present this to the class in a ten minute spoken "pitch."

2. Assignment Type - Writing

Add Assignment -

1. Write a five page compare-and-contrast paper of the stage and screen versions of Amadeus.

Methods of Evaluation

Methods

Typical classroom assessment techniques include the following. Please address frequency in the text areas once method is selected.

- Research Projects

Frequency

~~3-4~~ 1 per semester

- Papers
Frequency
~~3-4~~ 2 per semester

Distance Education

Effective Term Fall 2024

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, our Dean, and hearing from
_ students their desire to continue to move forward with their educational goals.

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.

Textbooks/Materials

Other ~~No~~ Yes

Textbook

1. Author(s) _ Deborah Cartmell and Imelda Whelehan
Title _ Screen Adaptation: Impure Cinema
Edition _
Publisher _ Red Globe Press
Year _ 2022
2. **Author(s)** John Wyver
Title Screening the Royal Shakespeare Company: A Critical History?
Edition 1st
Publisher The Arden Shakespeare, Bloomsbury
Year 2020
3. **Author(s)** Samuel Cowl
Title Screen Adaptations: Shakespeare's Hamlet: The Relationship between Text and Film

Edition - 4

Publisher Bloomsbury Arden Shakespeare

Year 2014

4. **Author(s)** Steven Neale

Title Screening the Stage: Case Studies of Film Adaptations of Stage Plays and Musicals

Publisher John Libbey Publishing

Year 2017

5. **Author(s)** Shaun May

Title A Philosophy of Comedy on Stage and Screen: You Have to be There

Edition - 1

Publisher Bloomsbury Methuen Drama

Year 2015

6. **Author(s)** Michael Ingham

Title Stage-Play and Screen-Play: The intermediality of theatre and cinema

Edition - 1st

Publisher Routledge

Year 2016

7. **Author(s)** Benjamin Poore

Title Sherlock Holmes from Screen to Stage: Post-Millennial Adaptations in British Theatre

Publisher Palgrave Macmillan

Year 2017

8. **Author(s)** Robert Edgar, John Marland

Title Adaptation for Screenwriters

Edition - 1st

Publisher Bloomsbury Academic?

ISBN-13 -

Year 2019

Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -

Or Equivalent - No

Other Learning Materials

1. **Other -**

Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

Other Materials Required of Students

v

1. **Enter Required Material -**

Students may, depending on their access to viewing platforms, need to purchase viewing rights for films (depending on the availability across streaming platforms).

Codes and Dates

Course Codes

Origination Date

~~08~~ 10 / ~~24~~ 23 / ~~2020~~ 2024

Parent Course

No Previous Course

THEA 11 - Stage to Screen

Entry of Special Dates

- Board of Trustees

~~01/19/2021~~

- State Approval

~~01/25/2021~~

- CC Approval

~~10/19/2020~~

Instructional Services

Effective Term ~~Fall 2021~~ Spring 2025

Implementation Date

~~08/15/2021~~

-
12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Theater Arts 11 Stage to Screen **Effective:** Spring 2025

Catalog Description:

THEA 11 - Stage to Screen 3.00 Units

This course examines and evaluates major plays which subsequently have been made into films. Analysis of each playscript is augmented by a viewing and analysis of the film adaptation. Selection of works viewed and critiqued will cover a wide variety of contemporary and classical plays and films, and will be reflective of a broad and dynamic audience, reflective of the rich diversity of students.

Course Grading: Letter Grade Only

Lecture Hours	54
Inside of Class Hours	54
Outside of Class Hours	108

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. List and describe the elements of dramatic art;
- B. Compare and contrast the expression of these elements in live theater and film
 1. Differences in the creative process

2. Differences in the final product;
- C. Define important terms in the creation of plays and films;
- D. Critically evaluate and compare a written play with its film adaptation
 1. Script/screenplay/language
 2. Blocking/staging/filming techniques
 3. Design and visual elements
 4. Characterizations
 5. Theme/purpose;
- E. Write a critical review and a compare/contrast essay of a film adaptation;
- F. Imagine, create and communicate a plan for adapting a written play to a film format;
- G. Develop an appreciation for quality theater and film.

Course Content:

1. Elements of dramatic art
 1. Plot/dramatic action
 1. Linear/climactic
 2. Episodic
 2. Character and acting
 1. Elements of characterization
 2. Basic elements of acting
 3. Acting for the stage
 4. Acting for the camera
 3. Theme/idea - including purposes of dramatic art
 1. Entertainment
 2. Reflection of society and human behavior
 3. Venue for celebration and community
 4. Instrument for social criticism and change
 4. Spectacle
 1. Basic elements of scenery, lighting, costumes and properties
 2. Blocking and choreography for the stage
 3. Blocking for film, including camera positioning and editing
 5. Language
 1. Language of the script
 2. Language in presentation by actors
 6. Sound and music
 1. In theater

2. In film
2. Basic vocabulary of both mediums
 1. Examples:
 1. Theater: proscenium, thrust, round, black box, environmental staging
 2. Film: over the shoulder, point of view, establishing shot
3. Study of plays which have been adapted to the screen (at least four)
 1. Background of the playwright and the original production
 2. Analysis of the play in terms of the elements of dramatic art listed above
 3. Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.
 4. If at all possible, viewing a production of the play on stage either live or through video
 5. Background of the screen adaptation – personnel, cast, setting, public response
 6. Viewing the film adaptation
 7. Comparing and contrasting the stage and film adaptations
 1. Script and dialogue
 1. Cuts
 2. Additions
 3. Changes
 2. Setting and visual elements
 1. "Opening up" of the play
 2. Time and place
 3. Set, costume, lighting props
 4. Editing and cinematography
 3. Character interpretations
 4. Themes and ideas
 5. Sound and music
 8. Choice of plays/films to be studied can be
 1. Wide ranging to reflect a variety of plays/films such as Shakespeare's Hamlet, Tom Stoppard's Amadeus, Neil Simon's Brighton Beach Memoirs;
 2. Focused on a particular period, theme or playwright such as film adaptations of Shakespeare's plays, including various film

adaptations of the same play – King Lear, Ran, 100 Acres;

3. A combination of a and b.

Methods of Instruction:

1. Lecture - Direct instruction on selected texts for viewing and reading
2. Discussion - Class and small group discussion
3. Projects - Stage to film adaptation project – adapting a play to film to include: Research and creative process, written outline, and In-class verbal presentation
4. Observation - Viewing of films

Typical Assignments

A. Reading:

1. Read and be prepared to discuss in class Aaron Sorkin's stage script for *A Few Good Men*. Include comparison to the film of the same name.
2. Read either *The Real Inspector Hound*, *Trifles* or *The Unseen Hand* play scripts. Create a "pitch" for an assumed producer that describes how you would transfer that stage script to the screen. Include elements like changes to the script, degree of "opening up" of the setting, casting criteria, theme and purpose. Create an outline for the presentation. Then, present this to the class in a ten minute spoken "pitch."

B. Writing:

1. Write a five page compare-and-contrast paper of the stage and screen versions of *Amadeus*.

Methods of Evaluating Student Progress

- A. Class Participation
 1. weekly
- B. Home Work
 1. weekly
- C. Exams/Tests
 1. 1 per semester
- D. Quizzes
 1. 1 per month
- E. Research Projects

- 1. 1 per semester
- F. Papers
 - 1. 2 per semester
- G. Projects
 - 1. 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Upon completion of THEA 11, the student should be able to analyze motion pictures utilizing proper film vocabulary.
- B. Upon completion of THEA 11, the student should be able to compare and contrast stage scripts and film adaptations.
- C. Upon completion of THEA 11, the student should be able to discuss the purposes of dramatic art (film and theatrical).
- D. Upon completion of THEA 11, the student will be able to identify important movements and developments in theater and film history.

Textbooks (Typical):

Textbook:

- 1. Deborah Cartmell and Imelda Whelehan *Screen Adaptation: Impure Cinema.*, Red Globe Press, 2022.
- 2. John Wyver *Screening the Royal Shakespeare Company: A Critical History?*. 1st ed., The Arden Shakespeare, Bloomsbury, 2020.
- 3. Samuel Crowl *Screen Adaptations: Shakespeare's Hamlet: The Relationship between Text and Film*. 1 ed., Bloomsbury Arden Shakespeare, 2014.
- 4. Steven Neale *Screening the Stage: Case Studies of Film Adaptations of Stage Plays and Musicals*. 1 ed., John Libbey Publishing, 2017.
- 5. Shaun May *A Philosophy of Comedy on Stage and Screen: You Have to be There*. 1 ed., Bloomsbury Methuen Drama, 2015.
- 6. Michael Ingham *Stage-Play and Screen-Play: The intermediality of theatre and cinema*. 1st ed., Routledge, 2016.
- 7. Benjamin Poore *Sherlock Holmes from Screen to Stage: Post-Millennial Adaptations in British Theatre*. 1st ed., Palgrave Macmillan, 2017.
- 8. Robert Edgar, John Marland *Adaptation for Screenwriters*. 1st ed., Bloomsbury Academic?, 2019.

Other Learning Materials:

- 1. Selection of works viewed and critique will cover a wide variety of contemporary

and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students. .

Other Materials Required of Students

Other Materials Required of Students:

1. Students may, depending on their access to viewing platforms, need to purchase viewing rights for films (depending on the availability across streaming platforms). .

Equity Based Curriculum

- Course Content

Address

Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

- Methods of Evaluation

Address

Methods of evaluation will be diverse in nature to give opportunities for students with diverse learning styles including exams, written assignments, and projects.

- Typical Texts

Address

Selection of works viewed and critique will cover a wide variety of contemporary and classical plays and films. Selections will be reflective of a broad and dynamic audience, and reflective of the rich diversity of students.

DE Proposal

Delivery Methods

- **Fully Online (FO)**
- **Partially Online**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the program are not prolonging their academic career due to an emergency beyond their control. This course also fulfills General Ed requirements, so we want to continue to make it accessible to all students on campus. This course serves as an elective for the AA degree in Theater, as well as Film.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: Weekly

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: Weekly

•**Announcements:** *Regular announcements that are academic in nature will be posted to the class.*

Frequency: Weekly

•**Web conferencing:** *The instructor will use web conferencing to interact with students in real*

time.

Frequency: 2 times per month

- Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*

Frequency: 2 times per month

Student-Student Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: Weekly

- Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency: 2 times per month

- Peer-editing/critiquing:** *Students will complete peer-editing assignments.*

Frequency: 1-2 times per semester

- Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: 2 times per month

Student-Content Interaction

- Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: Weekly

- Written papers:** *Papers will be written on various topics.*

Frequency: 3-4 per semester

- Research Assignments:** *Students will use the Internet and library resources to research questions, problems, events, etc.*

Frequency: 3-4 per semester

- Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*

Frequency: 1 quiz per month, 1 final exam per semester

- Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: Weekly

- Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*

Frequency: Weekly

- Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 1 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000366929

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 31A - Drama Workshop - Beginning

Course Modification: THEA 31A - Drama Workshop - Beginning (Launched - Implemented 12-30-2024)

compared with

THEA 31A - Drama Workshop - Beginning (Active - Implemented 08-15-2019)

Cover

Effective Term ~~Fall~~ Spring, ~~2019~~ 2026

Catalog Description

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances. Casting subject to in class audition. Enrollment open to anyone!

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Analysis of the script and the author's intentions
2. Basic acting techniques
3. Incorporation of props, furniture, sets and costumes
4. Public performances

Lab Content

1. Participation by the students as actors or crew in the preparation and performance of one act plays, scenes, or other projects
2. Auditioning for the plays

3. Memorization of lines
4. Creation of a character through an understanding of the behavioral, emotional and physical life suggested by the script
5. Blocking and staging led by the play's director
6. Rehearsals - working with other actors and the director to create believable portrayals, appropriate physical action and interaction

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
 - - Critique
Comments -
 - - Demonstration
Comments -
 - - Individualized Instruction
Comments -
 - - Lecture
Comments -
 - - Observation
Comments -
 - - Student Presentations
Comments -
1. Explain -
~~Learning by doing.~~ Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
 2. Explain
~~Observation of student directors working with the student actors~~ Critique
 3. Explain Comments
Coaching and guidance of student directors through discussions and individual conversations
 4. Individualized Instruction
Comments Observation of student actors working with the student directors, designers, and staff in service of a performance objective.
 5. Student Presentations
Comments

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester.

1. **Explain**

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Equity Based Curriculum

- Methods of Instruction

- Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

Typical Assignments

1. **Assignment Type** Writing

Add Assignment

Having read Boleslavsky's "Acting," write a written response to chapter on "Concentration." How are you like/unlike the Creature?

2. **Assignment Type** Laboratory

Add Assignment

1. Using short form improvisation technique, execute an audition in the style of commedia dell arte.
2. Working in pairs, prepare a cold read audition with conventional stage blocking and character creation.
3. Incorporate a specific request of direction from student director.
4. ~~Having read Boleslavsky's "Acting," write a written response to chapter on "Concentration." How are you like/unlike the Creature?~~
5. Having completed line memorization, perform off book for director notes and feedback.

Student Learning Outcomes

Learning Outcomes

1. Outcome Text

~~Upon completion of THEA 31A, the student should be able to create~~ **Create** and dramatize the behavioral life of a character in rehearsal and performance using
_ basic acting skills.

2. Outcome Text

~~Upon completion of THEA 31A, the student should be able to demonstrate~~ **Demonstrate** a responsible work ethic within a professional framework of collaboration with
_ directors and fellow actors in rehearsal and performance.

3. Outcome Text

~~Upon completion of THEA 31A, the student should be able to evaluate~~ **Evaluate** and analyze a script for rehearsal and performance.

4. Outcome Text

~~Upon completion of THEA 31A, the student should be able to use~~ **Use** basic production elements such as props, costumes, and sets to create the world of a
_ play.

Methods of Evaluation

Other ~~Yes~~ **No**

Please Explain

Grading of participation in the process of creating the student projects

Spirit and discipline

Quality of performance

Amount of improvement

Ensemble support and cooperation

Attendance

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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control; while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling complications within the discipline for students and staff. This course and its flexible production types are also beneficial for the Actors Conservatory program.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All 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 Traditional 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 is 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 contact 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 -~~

~~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 -~~

~~1 per semester~~

- ~~• - **Feedback on assignments:** - The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Web conferencing:** - The instructor will use web conferencing to interact with students in real time.~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Face-to-face meetings (partially online courses only):** - Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.~~

~~Frequency -~~

~~1-2 times per week~~

- ~~• - **Chat:** - The instructor will use chat to interact with students, textually and/or graphically, in realtime.~~

Frequency -

1 time 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 -

1 per semester

- - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*

Frequency -

Weekly

- - **Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*

Frequency -

1 time per semester

- - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*

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)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency -

1 per semester

- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*

Frequency -

Weekly

- - **Written papers:** - *Papers will be written on various topics.*

Frequency -

2-3 per semester

- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly
- - **Games:** - *Games will be used to reinforce learned material.*
Frequency -
Weekly
- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency -
1 per semester
- - **Student presentations:** - *Students will prepare and present on a topic being studied.*
Frequency -
Weekly
- - **Other:** -
Frequency -
2-3 per semester
- - **Other:** -
Frequency -
Final Performance: 1 per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Phil Damon Smith Kiely~~
Title ~~Making Play Site-Specific Theatre and Performance~~ Directing : A The Handbook Basics
Edition ~~1st~~
Publisher ~~Palgrave~~ Routledge
Year ~~2019~~ 2023
2. Author(s) ~~O'Neill, Norman Rosary A. Hartel, Bert~~
Title ~~The More Actor's One-Act Checklist: Creating Plays a for Complete Acting.~~
Character Students
Edition ~~4th~~
Publisher ~~Thomson, Meriwether Wadsworth Publishing~~
Year ~~2014~~
3. Author(s) - Sarah Sigal
Title - Writing in Collaborative Theatre-Making
Edition - 1st
Publisher - Red Globe Press
ISBN-13 -
Year - 2017
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - No 2022

Codes and Dates

Course Codes

Origination Date

~~11/10/02~~ ~~30/2020~~ 2024

Parent Course

No Previous Course

THEA 31A - Drama Workshop - Beginning

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/24/2019~~

- CC Approval

~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Spring 2026

Implementation Date

~~08/15/2019~~

-

12/30/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS

COLLEGE

Admin Outline for Theater Arts 31A Drama Workshop - Beginning **Effective:** Spring 2026

Catalog Description:

THEA 31A - Drama Workshop - Beginning 3.00 Units

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances. Casting subject to in class audition. Enrollment open to anyone!

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Prepare, rehearse and perform in a one act play or scene
- B. Create a character that is believable and appropriate to the script
- C. Memorize lines and cues and deliver them confidently in rehearsal and performance

- D. Explain some basic techniques of acting
- E. Participate collaboratively with other cast members in the process of creating a play or production
- F. Establish a cooperative and creative working relationship with a student director in the process of creating a play for production

Course Content:

Lab:

1. Participation by the students as actors or crew in the preparation and performance of one act plays, scenes, or other projects
2. Auditioning for the plays
3. Memorization of lines
4. Creation of a character through an understanding of the behavioral, emotional and physical life suggested by the script
5. Blocking and staging led by the play's director
6. Rehearsals - working with other actors and the director to create believable portrayals, appropriate physical action and interaction

Lecture:

1. Analysis of the script and the author's intentions
2. Basic acting techniques
3. Incorporation of props, furniture, sets and costumes
4. Public performances

Methods of Instruction:

1. Classroom Activity - Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
2. Individualized Instruction - Observation of student actors working with the student directors, designers, and staff in service of a performance objective.
3. Student Presentations - Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester.
4. Critique - Coaching and guidance of student directors through discussions and individual conversations
5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all

voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

- A. Writing:
Having read Boleslavsky's "Acting," write a written response to chapter on "Concentration." How are you like/unlike the Creature?

- B. Laboratory:
 - 1. Using short form improvisation technique, execute an audition in the style of commedia dell arte.
 - 2. Working in pairs, prepare a cold read audition with conventional stage blocking and character creation.
 - 3. Incorporate a specific request of direction from student director.
 - 4. Having completed line memorization, perform off book for director notes and feedback.

Methods of Evaluating Student Progress

- A. Home Work
 - 1. weekly
- B. Class Performance
 - 1. 2-3x per semester
- C. Final Class Performance
 - 1. 1x per semester
- D. Final Public Performance
 - 1. 1x per semester
- E. Class Participation
 - 1. weekly
- F. Class Work
 - 1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Create and dramatize the behavioral life of a character in rehearsal and performance using basic acting skills.
- B. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
- C. Evaluate and analyze a script for rehearsal and performance.
- D. Use basic production elements such as props, costumes, and sets to create the

world of a play.

Textbooks (Typical):

Textbook:

1. Damon Kiely *Play Directing: The Basics.*, Routledge , 2023.
2. Norman A. Bert *More One-Act Plays for Acting Students.*, Meriwether Publishing, 2022.
3. Amanda Breed, Tim Prentki *Performance and Civic Engagement.* 1st ed., Palgrave Macmillan, 2017.

Equity Based Curriculum

- Methods of Instruction

- Address

- Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000552337

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 31B - Drama Workshop - Intermediate

Course Modification: THEA 31B - Drama Workshop - Intermediate (Launched - Implemented 12-30-2024)

compared with

THEA 31B - Drama Workshop - Intermediate (Active - Implemented 08-15-2019)

Cover

Effective Term ~~Fall~~ Spring, ~~2019~~ 2026

Catalog Description

Participation as an ~~experienced actor~~ actor or crew member in ~~one~~ experimental act workshop plays, ~~original student scripts,~~ ~~or~~ and other projects, possibly leading to scheduled performances. ~~Casting~~ subject to in class audition. Students from all backgrounds and majors welcome!

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Character analysis - including physical characteristics, emotional life, history, background, lines that reflect character
2. Coaching to develop in-the-moment spontaneity in acting

-
-
-
-
-
-
-

Lab Content

1. Participation by the students as actors in the preparation and performance of one act plays or other projects
- auditioning, memorization, script analysis, blocking, rehearsals, public performances.
2. Physical exercises to advance the creation of a specific character
3. Vocal exercises for the development of projection, articulation and resonance

Methods of Instruction

Check all that apply:

- Classroom Activity
- Comments
- - Critique
~~Comments~~ -
 - - Demonstration
~~Comments~~ -
 - - Individualized Instruction
~~Comments~~ -
 - - Lecture
~~Comments~~ -
 - - Observation
~~Comments~~ -
 - - Student Presentations
~~Comments~~ -
1. ~~Explain~~ -
~~Coaching and guidance of student directors through discussions and individual conversations~~
 2. ~~Explain~~ -
~~Learning by doing.~~ Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
 3. Critique
~~Explain~~ Comments -
Coaching and guidance of student directors through discussions and individual conversations
 4. Individualized Instruction
Comments
Observation of student directors actors working with the student directors, designers, and staff in service of a performance objective.

5. Student Presentations

Comments

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester.

1. Explain

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Equity Based Curriculum

- Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. Please write a character analysis consisting of the character's background, objectives, physical and emotional life. –
2. ~~Participate in warm up exercises that emphasize the development of character. Use of archetypes required.~~
3. Having read Boleslavsky's "Acting" write a written response to chapter on "Memory of Emotion and Dramatic Action." How are you like/unlike the Creature?

2. Assignment Type Laboratory

Add Assignment

1. Participate in warm up exercises that emphasize the development of character. Use of archetypes required.
2. Having completed line memorization, perform off book for director notes and feedback.

Student Learning Outcomes

Learning Outcomes

- Outcome Text**
~~Upon completion of THEA 31B, the student should be able to assist~~ Assist in the design of basic production elements such as props, costumes, and sets to
_ create the world of a play.
- Outcome Text**
~~Upon completion of THEA 31B, the student should be able to create~~ Create and dramatize the behavioral life of a character in rehearsal and performance using
_ intermediate acting skills.
- Outcome Text**
~~Upon completion of THEA 31B, the student should be able to demonstrate~~ Demonstrate a responsible work ethic within a professional framework of collaboration with
_ directors and fellow actors in rehearsal and performance.
- Outcome Text**
~~Upon completion of THEA 31B, the student should be able to evaluate~~ Evaluate and analyze a script for rehearsal and performance.

Requisites/Requisite Validation

Requisites

- Requisite Type** Prerequisite
Requisite Course THEA 31A - Drama Workshop - Beginning(~~Active~~ Launched)

Methods of Evaluation

Other ~~Yes~~ No

Please Explain

~~Evaluation of the student's ability to create specific characters as evidenced in their physical, vocal and emotional attributes.~~

~~Grading of participation in the process of creating the student projects~~

~~Discipline and level of cooperation with director, cast members and crew~~

~~Quality of performance~~

~~Amount of improvement~~

~~Ensemble support and cooperation~~

~~Ability at creating specific characters through their physical, vocal and emotional attributes~~

~~Attendance~~

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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control, while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling complications within the discipline for students and staff. This course and its flexible production types are also beneficial for the Actors Conservatory program.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All 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 Traditional 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 is 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 contact 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 -~~

~~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 -~~

~~1 per semester~~

- - ~~**Feedback on assignments:** - The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.~~

~~Frequency -~~

~~Weekly~~

- - ~~**Announcements:** - Regular announcements that are academic in nature will be posted to the class.~~

~~Frequency -~~

~~Weekly~~

- - ~~**Web conferencing:** - The instructor will use web conferencing to interact with students in real time.~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*~~

~~Frequency -~~

~~1-2 times per week~~

- ~~• - **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*~~

~~Frequency -~~

~~1 time 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 -~~

~~1 per semester~~

- ~~• - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*~~

~~Frequency -~~

~~Weekly~~

- ~~• - **Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*~~

~~Frequency -~~

~~1 time per semester~~

- ~~• - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*~~

~~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)~~

- ~~• - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*~~

~~Frequency -~~

~~1 per semester~~

- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
Weekly
- - **Written papers:** - *Papers will be written on various topics.*
Frequency -
2-3 per semester
- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly
- - **Games:** - *Games will be used to reinforce learned material.*
Frequency -
Weekly
- - **Projects:** - *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency -
1 per semester
- - **Student presentations:** - *Students will prepare and present on a topic being studied.*
Frequency -
Weekly
- - **Other:** -
Frequency -
2-3 per semester
- - **Other:** -
Frequency -
Final Performance: 1 per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Kenneth Norman & A. Stilson, Larry D Clark, Charles McGaw~~ Bert
Title More One-Act Plays for Acting ~~is Believing~~ Students
Edition ~~12th~~
Publisher ~~Cengage~~ Meriwether Learning Publishing
Year ~~2015~~ 2022
2. Author(s) ~~Rosary Damon O'Neill~~ Kiely
Title Play Directing: The Actor Checklist: Creating the Complete Character Basics
Edition ~~4th~~
Publisher ~~Cengage~~ Routledge Learning
Year ~~2014~~
3. ~~Author(s) - Phil Smith~~
Title - ~~Making Site-Specific Theatre and Performance: A Handbook~~
Publisher - ~~Palgrave~~
Year - ~~2019~~ 2023

4. **Author(s)** Amanda Breed, Tim Prentki
Title Performance and Civic Engagement

~~**Edition** - 1st~~

Publisher Palgrave McMillan

~~**ISBN-13** -~~

Year 2017

~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -**~~

~~**Or Equivalent** - No~~

5. ~~**Author(s)** - Sarah Sigal~~

~~**Title** - Writing in Collaborative Theatre-Making~~

~~**Edition** - 1st~~

~~**Publisher** - Red Globe Press~~

~~**ISBN-13** -~~

~~**Year** - 2017~~

~~**Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -**~~

~~**Or Equivalent** - No~~

Codes and Dates

Course Codes

Origination Date

~~11/10/02~~ 30/2020 2024

Parent Course

No Previous Course

THEA 31B - Drama Workshop - Intermediate

Entry of Special Dates

- Board of Trustees

~~01/15/2019~~

- State Approval

~~01/24/2019~~

- CC Approval

~~11/05/2018~~

Instructional Services

Effective Term ~~Fall 2019~~ Spring 2026

Implementation Date

~~08/15/2019~~

-

12/30/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 31B
Drama Workshop - Intermediate
Effective: Spring 2026

Catalog Description:

THEA 31B - Drama Workshop - Intermediate
3.00 Units

Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances. Casting subject to in class audition. Students from all backgrounds and majors welcome!

Prerequisite: THEA 31A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Develop and create a specific character as called for in a play script
- B. Use effective and appropriate physical movement in becoming a character in a play.

- C. Exhibit a vibrant vocal life in portraying a role (volume, diction, resonance)
- D. Prepare, rehearse and perform at an experienced level in a one act play or other project
- E. Perform with consistency, but also with spontaneity and freshness
- F. Discover and portray a strong inner life for a character based on subtext and inner monologue.
- G. Establish a cooperative and creative working relationship with a student director and cast members in the process of creating a play for production

Course Content:

Lab:

1. Participation by the students as actors in the preparation and performance of one act plays or other projects - auditioning, memorization, script analysis, blocking, rehearsals, public performances.
2. Physical exercises to advance the creation of a specific character
3. Vocal exercises for the development of projection, articulation and resonance

Lecture:

1. Character analysis - including physical characteristics, emotional life, history, background, lines that reflect character
2. Coaching to develop in-the-moment spontaneity in acting

Methods of Instruction:

1. Classroom Activity - Student actors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, concentration, character development, vocal development, physicality, focus, and style application.
2. Individualized Instruction - Observation of student actors working with the student directors, designers, and staff in service of a performance objective.
3. Student Presentations - Participation as an actor or crew member in experimental workshop plays, original student scripts, and other projects, possibly leading to

- scheduled performances at the end of the semester.
4. Critique - Coaching and guidance of student directors through discussions and individual conversations
 5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Writing:

1. Please write a character analysis consisting of the character's background, objectives, physical and emotional life.
2. Having read Boleslavsky's "Acting" write a written response to chapter on "Memory of Emotion and Dramatic Action." How are you like/unlike the Creature?

B. Laboratory:

1. Participate in warm up exercises that emphasize the development of character. Use of archetypes required.
2. Having completed line memorization, perform off book for director notes and feedback.

Methods of Evaluating Student Progress

A. Class Performance

1. 2-3x per semester

B. Final Class Performance

1. 1x per semester

C. Final Public Performance

1. 1x per semester

D. Class Participation

1. weekly

E. Class Work

1. weekly

F. Home Work

1. weekly

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Assist in the design of basic production elements such as props, costumes, and sets

- to create the world of a play.
- B. Create and dramatize the behavioral life of a character in rehearsal and performance using intermediate acting skills.
 - C. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
 - D. Evaluate and analyze a script for rehearsal and performance.

Textbooks (Typical):

Textbook:

1. Norman A. Bert *More One-Act Plays for Acting Students.*, Meriwether Publishing, 2022.
2. Damon Kiely *Play Directing: The Basics.*, Routledge , 2023.
3. Amanda Breed, Tim Prentki *Performance and Civic Engagement.* 1st ed., Palgrave McMillan, 2017.

Equity Based Curriculum

•Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000552338

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 31C - Drama Workshop - Technical Theater

Course Modification: THEA 31C - Drama Workshop - Technical Theater (Launched - Implemented 12-30-2024)

compared with

THEA 31C - Drama Workshop - Technical Theater (Active - Implemented 08-15-2020)

Cover

Effective Term ~~Fall~~ Spring, ~~2020~~ 2026

Catalog Description

Participation as designer or stage crew in one act plays, ~~—~~ _ original student scripts, or other projects developed in collaboration with students in Theater 31 A and 31B ._possibly leading to scheduled performances . Students from all backgrounds and majors welcome!

Material fees apply to this course? No

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Analysis of the play as a whole including the author's intent, historical and sociological background, dramatic action, message, and use of language.
2. Active participation in the creation of designs for theatrical production.
 1. Creation of a concept and scheme.
 2. Assistance in selection and ordering of materials and equipment.
 3. Produce the paperwork necessary to implement a design.
 4. Analyze a design in terms of budget requirements.

5. Work collaboratively with student assistants or tech crew to serve as executer of design in one of the following:

1. Scenic
2. Costume
3. Props
4. Lighting
5. Sound
6. Marketing/Publicity

6. Creation and maintenance of production elements, in cooperation with director.

Lab Content

1. Participation as a designer in the preparation and performance of one act plays or other projects
2. Design and implement production elements including, but not limited to (students may participate in more than one technical area):

1. scenic
2. costume
3. props
4. lighting or sound

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

- ~~Student Critique~~
~~Comments~~ designers,
- ~~will Demonstration~~
~~Comments~~ be
evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.

- Individualized Instruction

Comments

Student designers, will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.

- Lecture

Comments

- ~~Coaching Observation~~
~~Comments~~ and
guidance of student designers through discussions and individual conversatio

- Student Presentations

Comments

Student designers are involved in the entire collaborative process and will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.

1. Explain

~~Lecture; Equity discussion~~ is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of various the styles selected text, ensuring that all voices are respected and genres of theater

2. Explain -

~~Coaching and guidance of student designers through discussions and individual conversations~~

3. Explain -

~~Learning by doing. Student designers are involved in~~ given the entire opportunity collaborative to process contribute meaningfully.

Equity Based Curriculum

- Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

Typical Assignments

1. Assignment Type [Research](#)

Add Assignment

1. Research the author and the historic period of the plays and present findings in an oral presentation to the other cast and crew members.

2. [Assignment Type](#) - [Laboratory](#)

[Add Assignment](#) -

1. Create an initial design concept in an area of technical theater relates to the production. Areas may include:

1. Scenic
2. Costume
3. Props
4. Lighting
5. Sound
6. Marketing/Publicity

2. Work collaboratively with other crew and designers to execute concepts. Assignments may include, but are not limited to:

1. Constructing and painting scenery
2. Renting, pulling, or buying costumes for production
3. Creating or renting props
4. Researching and editing sound design and elements
5. Hanging and focusing lights
6. Working as a running crew

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of THEA 31C, the student should be able to create~~ **Create** and dramatize the behavioral life of a character in rehearsal and performance using
_ advanced acting skills.
2. **Outcome Text**
~~Upon completion of THEA 31C, the student should be able to assist~~ **Assist** in the design of basic production elements such as props, costumes, and sets to
_ create the world of a play.
3. **Outcome Text**
~~Upon completion of THEA 31C, the student should be able to demonstrate~~ **Demonstrate** a responsible work ethic within a professional framework of collaboration with
_ directors and fellow actors in rehearsal and performance.
4. **Outcome Text**
~~Upon completion of THEA 31C, the student should be able to evaluate~~ **Evaluate** and analyze a script for rehearsal and performance.

Requisites/Requisite Validation

Requisites

1. **Requisite Type** Prerequisite
Requisite Course THEA 50 - Stagecraft(~~Active~~ **Launched**)
2. **Requisite Type** Recommended Course Preparation
Requisite Course THEA 48A - Technical Theater in Production - Beginning(~~Historical~~ **Active**)
Requisite Validation ~~Content Review~~ **Advisory**
Skills Analysis
~~**Requisite Course Objective(s)**~~
 - - ~~Demonstrate proficiency in the skills required for a technical theatre crew, specifically as they relate to backstage skills, running crew, costume crew, prop management, and general costume management and assistance.~~
~~**Degree of Importance** - Required~~
 - - ~~Employ basic skills to address the technical demands of a theatrical production, as a member of the backstage and/or pre-production crew.~~
~~**Degree of Importance** - Required~~
 - - ~~Execute assignment responsibilities in technical rehearsals, during production run, and strike.~~
~~**Degree of Importance** - Required~~
 - - ~~Work safely and effectively in one or more of the following areas of technical theater:~~
~~**Degree of Importance** - Required~~
 - - ~~Props construction~~
~~**Degree of Importance** - Required~~
 - - ~~Set construction~~
~~**Degree of Importance** - Required~~

- - Scenery painting
~~Degree of Importance - Required~~
- - Lighting equipment rigging
~~Degree of Importance - Required~~
- - Work on a running crew
~~Degree of Importance - Required~~
- - Costume construction
~~Degree of Importance - Required~~

Methods of Evaluation

Other ~~Yes~~ No

Please Explain

~~Grading of participation in the process of creating the student projects~~

~~Spirit and discipline~~

~~Quality of work~~

~~Amount of improvement~~

~~Ensemble support and cooperation~~

~~Ability at creating specific technical elements~~

~~Attendance~~

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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling need, so that students in the program are not prolonging their academic career due to an emergency beyond their control, while at the same time, we are looking to the possibility of alternate instructional models that benefit students, such as Partially Online, to free up scheduling complications within the discipline for students and staff. This course and its flexible production types are also beneficial for the Actors Conservatory program.~~

Explain how the decision was made to offer this course in a Distance Education mode.

~~The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.~~

Accessibility

All 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 Traditional 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 is 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 contact – 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 -
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 -
1 per semester~~
- ~~• - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
Weekly~~
- ~~• - **Announcements:** - *Regular announcements that are academic in nature will be posted to the class.*
Frequency -
Weekly~~
- ~~• - **Web conferencing:** - *The instructor will use web conferencing to interact with students in real time.*
Frequency -
Weekly~~
- ~~• - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency -
1-2 times per week~~
- ~~• - **Chat:** - *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
Frequency -
1 time 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 -
1 per semester
- - **Group work:** - *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
Frequency -
Weekly
- - **Chat:** - *Students will use the class chatroom to discuss assignments and course material in realtime.*
Frequency -
1 time per semester
- - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*
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)

- - **Class discussion board:** - *Students will post to the discussion board, answering questions on course content posed by the instructor.*
Frequency -
1 per semester
- - **Group work:** - *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
Frequency -
Weekly
- - **Written papers:** - *Papers will be written on various topics.*
Frequency -
2-3 per semester
- - **Research Assignments:** - *Students will use the Internet and library resources to research questions, problems, events, etc.*
Frequency -
1 per semester
- - **Lecture:** - *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency -
Weekly
- - **Games:** - *Games will be used to reinforce learned material.*

Frequency -

Weekly

- - **Projects:** - ~~Students will complete projects that demonstrate their mastery of outcomes of the course.~~

Frequency -

1 per semester

- - **Student presentations:** - ~~Students will prepare and present on a topic being studied.~~

Frequency -

Weekly

- - **Other:** -

Frequency -

1 per semester, oral presentation

- - **Other:** -

Frequency -

Final Performance: 1 per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Drew Robert Campbell~~ B. Smith and Paul L. Harkins
Title An Introduction to Technical ~~Theater for Nontechnical People~~ Theatre
Edition ~~3rd~~
Publisher ~~Allworth Open Press~~ Textbook Library
Year ~~2016~~ 2022
2. Author(s) ~~John D. Kaluta~~ S. Lively
Title ~~The Introduction Perfect Stage Crew. The Complete~~ to Technical ~~Guide Theater: for An~~ High Overview School, of College, the and Technical Community Production
Theater Process
Edition ~~3rd~~
Publisher ~~Allworth Press~~ Routledge
Year ~~2016~~
3. **Author(s)** - ~~Phil Smith~~
Title - ~~Making Site-Specific Theatre and Performance. A Handbook~~
Edition - ~~1st~~
Publisher - ~~Palgrave~~
ISBN-13 -
Year - ~~2019~~
Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -
Or Equivalent - ~~No~~ 2022

Codes and Dates

Course Codes

Origination Date

~~11 10 / 02 30 / 2020~~ 2024

Parent Course

No Previous Course

THEA 31C - Drama Workshop - Technical Theater

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/27/2020~~

- CC Approval

~~12/02/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Spring 2026

Implementation Date

~~08/15/2020~~

-

12/30/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 31C
Drama Workshop - Technical Theater
Effective: Spring 2026

Catalog Description:

THEA 31C - Drama Workshop - Technical Theater
3.00 Units

Participation as designer or stage crew in one act plays, original student scripts, or other projects developed in collaboration with students in Theater 31 A and 31B, possibly leading to scheduled performances. Students from all backgrounds and majors welcome!

Prerequisite: THEA 50 with a minimum grade of C, **Recommended Course Preparation:** THEA 48A with a minimum grade of C

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Stagecraft, or Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Prepare, design and construct at an advanced level technical elements necessary for

- production.
- B. Analyze a play thoroughly to discover author's intent, historical and sociological background, dramatic action and use of language.
 - C. Establish a schedule for completion of project, including deadlines and staff required.
 - D. Execute project completion over a period of time in order to prepare production for public performance.
 - E. Communicate consistently and thorough with directors in order to collaboratively execute an approved design in relationship to a selected script.

Course Content:

Lab:

- 1. Participation as a designer in the preparation and performance of one act plays or other projects
- 2. Design and implement production elements including, but not limited to (students may participate in more than one technical area):
 - 1. scenic
 - 2. costume
 - 3. props
 - 4. lighting or sound

Lecture:

- 1. Analysis of the play as a whole including the author's intent, historical and sociological background, dramatic action, message, and use of language.
- 2. Active participation in the creation of designs for theatrical production.
 - 1. Creation of a concept and scheme.
 - 2. Assistance in selection and ordering of materials and equipment.
 - 3. Produce the paperwork necessary to implement a design.
 - 4. Analyze a design in terms of budget requirements.
 - 5. Work collaboratively with student assistants or tech crew to serve as executer of design in one of the following:
 - 1. Scenic
 - 2. Costume
 - 3. Props
 - 4. Lighting
 - 5. Sound
 - 6. Marketing/Publicity
 - 6. Creation and maintenance of production elements, in cooperation with director.

Methods of Instruction:

1. Classroom Activity - Student designers, will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
2. Individualized Instruction - Student designers, will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
3. Student Presentations - Student designers are involved in the entire collaborative process and will be evaluated during each (via rubric) on professionalism, design materials, and completion of design concepts.
4. Lecture - Coaching and guidance of student designers through discussions and individual conversatio
5. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

A. Research:

1. Research the author and the historic period of the plays and present findings in an oral presentation to the other cast and crew members.

B. Laboratory:

1. Create an initial design concept in an area of technical theater relates to the production. Areas may include:
 1. Scenic
 2. Costume
 3. Props
 4. Lighting
 5. Sound
 6. Marketing/Publicity
2. Work collaboratively with other crew and designers to execute concepts. Assignments may include, but are not limited to:
 1. Constructing and painting scenery
 2. Renting, pulling, or buying costumes for production
 3. Creating or renting props
 4. Researching and editing sound design and elements
 5. Hanging and focusing lights
 6. Working as a running crew

Methods of Evaluating Student Progress

- A. Class Participation
 - 1. weekly
- B. Class Work
 - 1. weekly
- C. Lab Activities
 - 1. weekly
- D. Projects
 - 1. as needed by production
- E. Oral Presentation
 - 1. 1x per semester
- F. Final Public Performance
 - 1. 1x per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Create and dramatize the behavioral life of a character in rehearsal and performance using advanced acting skills.
- B. Assist in the design of basic production elements such as props, costumes, and sets to create the world of a play.
- C. Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance.
- D. Evaluate and analyze a script for rehearsal and performance.

Textbooks (Typical):

Textbook:

- 1. Robert B. Smith and Paul L. Harkins *An Introduction to Technical Theatre.*, Open Textbook Library, 2022.
- 2. D. S. Lively *Introduction to Technical Theater: An Overview of the Technical Production Process.*, Routledge, 2022.

Equity Based Curriculum

- Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are

respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612245

CB03: TOP Code

100600 - Technical Theater

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course



Course Modification: THEA 31D - Drama Workshop - Directing

Course Modification: THEA 31D - Drama Workshop - Directing (Launched - Implemented 12-30-2024)

compared with

THEA 31D - Drama Workshop - Directing (Active - Implemented 08-15-2020)

Cover

Effective Term ~~Fall~~ Spring, ~~2020~~ 2026

Catalog Description

Participation as a director or assistant director of one act plays, ~~—~~ _ original student scripts, or other projects, leading to scheduled performances.

Units/Hours

CB22: Non Credit Course Category Y - Not Applicable, Credit course

Course Content

Lecture Content

1. Play selection
2. Script analysis
3. Casting
4. Pacing
5. Design concept and leadership
6. Coordination of all elements into a unified whole
7. Guidance and instruction by the teacher in all aspects of the process of creating a play
8. Evaluation and discussion of the process and production

Lab Content

1. Blocking and staging - work collaboratively with selected cast to establish blocking and staging for a given or selected script.
2. Actor coaching -Provide notes and direction to actors in areas such as staging, character development, movement, voice, gesture, and collaboration for creation of a scene or play for public performance.
3. Design Collaboration and oversight - work with department staff, techs, technical director, designers, and students to execute the completed designs for public performance.

Methods of Instruction

Check all that apply:

- Classroom Activity

Comments

- - Critique

Comments -

- - Demonstration

Comments -

- - Individualized Instruction

Comments -

- - Lecture

Comments -

- - Observation

Comments -

- - Student Presentations

Comments directors.

1. Explain having

learning been by involved doing in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, directorial process, communication, and final product execution . ~~The directors are leading all aspects of a play's production from casting to performance.~~

2. Explain -

3. Explain -

Meetings and discussions between the instructor and the student directors at every class session dealing with all aspects of the director's job - play selection, casting, rehearsal discipline and etiquette, staging and blocking, actor coaching, pacing and rhythm, technical aspects of the production. ~~Also, dealing with problems that arise.~~

4. _ Critique

Explain Comments

Discussions Coaching about and the guidance show of after student public directors performances through have discussions occurred and individual conversations

5. _ Individualized Instruction

Explain Comments

Observation of student directors working with the student actors, designers, and staff in service of a performance objective.

6. Observation

Comments

Observation of student directors working with the student actors.

7. Student Presentations

Comments

Participation as a director in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester

1. **Explain**

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Equity Based Curriculum

- Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

Typical Assignments

1. Assignment Type Writing

Add Assignment

1. ~~Creating a plan for the blocking of the play. Note suggested blocking in the director's script before the blocking rehearsal.~~
2. ~~Preparing the director's script for the technical rehearsal, marking all the lighting and sound cues.~~
3. Writing an evaluation of the process and production after public performances have occurred.e.g. What things went especially well? What things would you do differently if you had a chance to direct the show again?

2. [Assignment Type](#) - [Laboratory](#)
[Add Assignment](#) -

1. [Creating a plan for the blocking of the play. Note suggested blocking in the director's script before the blocking rehearsal.](#)
2. [Preparing the director's script for the technical rehearsal, marking all the lighting and sound cues.](#)

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**
~~Upon completion of THEA 31D, the student should be able to create~~ [Create](#) the staging of a play using basic principles of blocking.
2. **Outcome Text**
~~Upon completion of THEA 31D, the student should be able to demonstrate~~ [Demonstrate](#) a responsible work ethic within a professional framework of collaboration with student actors and fellow directors in rehearsal and performance.
3. **Outcome Text**
~~Upon completion of THEA 31D, the student should be able to design~~ [Design](#) production elements such as props, costumes, and sets to create the world of a play, in collaboration with the technical director.
4. **Outcome Text**
~~Upon completion of THEA 31D, the student should be able to evaluate~~ [Evaluate](#) and analyze a script for rehearsal and performance using basic principles of directing.
5. **Outcome Text**
~~Upon completion of THEA 31D, the student should be able to interpret~~ [Interpret](#) the behavioral life of characters in rehearsal and performance using basic directing skills.

Methods of Evaluation

Other ~~Yes~~ [No](#)

Please Explain

~~Observation of the directors in rehearsals working with the actors~~

~~Written preparations - blocking script, ground plan, technical cue sheet~~

~~Participation in directors' meetings at the end of each class~~

~~Quality of the finished product - the public performance~~

~~Attendance and punctuality~~

Distance Education

Does (or will) this course have a DE component? [No](#)

Textbooks/Materials

Textbook

1. Author(s) ~~Lenore DeKoven~~ [Avra Sidiropoulou](#)
Title ~~Changing Directions~~ [Direction for Directing : A Practical Approach to Directing Actors in Film Theatre](#) and ~~Theatre Method~~
Edition ~~2nd~~
Publisher ~~Routledge~~ [Routledge](#)
Year ~~2018~~
2. ~~Author(s) - Robin Schraft~~
~~Title - The Director's Toolkit~~
~~Edition - 1st~~
~~Year - 2018~~ [2023](#)
3. Author(s) Michael - ~~_~~ [Wainstein](#)
Title Stage Directing: A Director ~~'s~~ [Itinerary](#)
Edition ~~2nd~~
[Year - 2023](#)
4. [Author\(s\) - Paul B. Crook](#)
[Title - The Art and Practice of Directing for Theatre](#)
[Edition -](#)
Publisher ~~Focus~~ [Routledge](#)
Year ~~2019~~ [2022](#)

Codes and Dates

Course Codes

Origination Date

~~09 10 / 26 30 / 2019~~ [2024](#)

Parent Course

No Previous Course

[THEA 31D - Drama Workshop - Directing](#)

Entry of Special Dates

- Board of Trustees
~~01/21/2020~~
- State Approval
~~01/21/2020~~
- CC Approval
~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Spring 2026

Implementation Date

~~08/15/2020~~

-

12/30/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



LAS POSITAS
COLLEGE

Admin Outline for Theater Arts 31D
Drama Workshop - Directing
Effective: Spring 2026

Catalog Description:

THEA 31D - Drama Workshop - Directing
3.00 Units

Participation as a director or assistant director of one act plays, original student scripts, or other projects, leading to scheduled performances.

Course Grading: Letter Grade Only

Lecture Hours	36
Lab Hours	54
Inside of Class Hours	90
Outside of Class Hours	72

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Select an appropriate play for production
- B. Analyze a play script and create a vision and concept for how that script can be expressed in a live theatrical production
- C. Cast a play with appropriate actors

- D. Stage and block a theatrical production
- E. Coach actors in terms of all elements of acting including characterization, vocal life, physical life, presence and energy
- F. Guide the pacing of a play
- G. Lead design elements of a production - set, lighting, props, costumes
- H. Coordinate all elements of a play production into a unified whole
 - I. Establish a cooperative and creative working relationship student actors and backstage workers

Course Content:

Lab:

1. Blocking and staging - work collaboratively with selected cast to establish blocking and staging for a given or selected script.
2. Actor coaching -Provide notes and direction to actors in areas such as staging, character development, movement, voice, gesture, and collaboration for creation of a scene or play for public performance.
3. Design Collaboration and oversight - work with department staff, techs, technical director, designers, and students to execute the completed designs for public performance.

Lecture:

1. Play selection
2. Script analysis
3. Casting
4. Pacing
5. Design concept and leadership
6. Coordination of all elements into a unified whole
7. Guidance and instruction by the teacher in all aspects of the process of creating a play
8. Evaluation and discussion of the process and production

Methods of Instruction:

1. Classroom Activity - Student directors, having been involved in auditions, rehearsals and performances, will be evaluated during each (via rubric) on professionalism, directorial process, communication, and final product execution. Meetings and discussions between the instructor and the student directors at every class session dealing with all aspects of the director's job - play selection, casting, rehearsal discipline and etiquette, staging and blocking, actor coaching, pacing and rhythm,

- technical aspects of the production.
2. Individualized Instruction - Observation of student directors working with the student actors, designers, and staff in service of a performance objective.
 3. Student Presentations - Participation as a director in experimental workshop plays, original student scripts, and other projects, possibly leading to scheduled performances at the end of the semester
 4. Critique - Coaching and guidance of student directors through discussions and individual conversations
 5. Observation - Observation of student directors working with the student actors.
 6. Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Typical Assignments

- A. Writing:
 1. Writing an evaluation of the process and production after public performances have occurred.e.g. What things went especially well? What things would you do differently if you had a chance to direct the show again?
- B. Laboratory:
 1. Creating a plan for the blocking of the play. Note suggested blocking in the director's script before the blocking rehearsal.
 2. Preparing the director's script for the technical rehearsal, marking all the lighting and sound cues.

Methods of Evaluating Student Progress

- A. Class Participation
 1. daily
- B. Class Work
 1. weekly
- C. Home Work
 1. weekly
- D. Class Performance
 1. weekly
- E. Final Class Performance
 1. 1x per semester
- F. Final Public Performance
 1. 1x per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Create the staging of a play using basic principles of blocking.
- B. Demonstrate a responsible work ethic within a professional framework of collaboration with student actors and fellow directors in rehearsal and performance.
- C. Design production elements such as props, costumes, and sets to create the world of a play, in collaboration with the technical director.
- D. Evaluate and analyze a script for rehearsal and performance using basic principles of directing.
- E. Interpret the behavioral life of characters in rehearsal and performance using basic directing skills.

Textbooks (Typical):

Textbook:

1. Avra Sidiropoulou *Directions for Directing: Theatre and Method.*, Routledge, 2023.
2. Michael Wainstein *Stage Directing: A Director's Itinerary.*, Routledge, 2023.
3. Paul B. Crook *The Art and Practice of Directing for Theatre.*, Routledge, 2022.

Equity Based Curriculum

- Methods of Instruction

Address

Equity is addressed by fostering an inclusive environment where student actors and directors collaborate on the development of the selected text, ensuring that all voices are respected and given the opportunity to contribute meaningfully.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000552422

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

A - Transferable to both UC and CSU.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

Course Modification: THEA 60 - Business of Acting

Course Modification: THEA 60 - Business of Acting (Launched - Implemented 12-29-2024)
compared with
THEA 60 - Business of Acting (Active - Implemented 08-15-2020)

Cover

Effective Term Fall ~~2020~~ 2026

Catalog Description

Students with an interest in pursuing acting beyond the community college setting will work on preparations to audition for theater, film and four-year schools and develop an understanding of the expectations of professional actors. ~~Work This on class monologues will explore union affiliation pros and showcase scenes cons , cold artist reading representation, technique financial included: management for artists, and more!~~

Material fees apply to this course? No

This course is part of an existing program(s) ~~No~~ Yes

1. Program - Actors Conservatory - Certificate of Achievement (16 to fewer than 30 units) (Active) - Fall 2024

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 Perform classical and contemporary short monologues~~
2. ~~Group Title - Give critical feedback to the audition work of others~~
3. ~~Group Title - Create an actor "showcase" for an audience of directors, agents and casting directors~~
4. ~~Group Title - Find appropriate material for monologue and showcase auditions~~
5. ~~Group Title - Perform short scenes in a "Showcase" format~~
6. ~~Group Title Perform "cold-read" auditions~~
7. ~~Group Title Assemble a Headshot and Resume for the purposes of auditioning~~
8. Group Title - Create an actor "showcase" for an audience of directors, agents and casting directors

Course Content

Lecture Content

~~Discussion of the audition process:~~

1. ~~Study Discussion Classical of and the contemporary audition monologues process.~~
 1. Selection of appropriate material : and monologues for auditions
 2. Memorization and rehearsal of chosen pieces.
 3. Perform chosen monologues.
 4. Feedback from instructor and other students.
 5. Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.

~~Work on short "Showcase" scenes:~~

2. Work on short "Showcase"
 1. Selection of appropriate material
 2. Memorization and rehearsal of chosen pieces in partnership
 3. Perform chosen scenes
 4. Feedback from instructor and other students
 5. Perform as part of a showcase

~~Cold read audition technique~~

3. Cold read audition technique
 1. Discussion of cold read technique

2. Read audition scenes from plays
3. Receive criticism from instructor and students

~~Develop headshot and resume~~

4. Develop headshot and resume
 1. View examples of headshots and resumes
 2. Create resumes
 3. Get headshots taken by photographer

Methods of Instruction

Check all that apply:

- Classroom Activity
Comments
Perform chosen scenes for feedback from instructor
- Guest Lecturers
Comments
Guest artists, agents, casting directors and accountants, as available.
- Lecture
Comments
- Union ~~Observation~~
~~Comments~~ affiliation
pros and cons, artist representation, financial management for artists
- Student Presentations
Comments
Cold readings, monologues, and ~~showcase~~ scenes

Equity Based Curriculum

- DE Course Interaction

Address _

Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.

- Course Content

Address _

Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.

Typical Assignments

Typical Assignments

1. **Add Assignment**

Typical Assignments

1. Develop and actors portfolio of performable repertoire for theater, musical theater, and film
2. Read complete plays from which monologues have been selected
3. Memorize, rehearse and perform monologues and ~~showcase~~ scenes
4. Compare and contrast effective headshots amongst theater and film professionals (and emerging artists)
5. Prepare, edit, and upload an Actor Demo Reel to digital media sites, such as YouTube or a private domain (in partnership with Acting for the Camera class)

Student Learning Outcomes

Learning Outcomes

1. **Outcome Text**

~~Upon completion of THEA 60, students should be able to assemble~~ Assemble a headshot and resume for the

_ purposes of auditioning and marketing materials.

2. **Outcome Text**

~~Upon completion of THEA 60, students should be able to give~~ Give critical feedback to the audition work of

_ others.

3. **Outcome Text**

~~Upon completion of THEA 60, students should be able to perform~~ Perform classical and contemporary short

_ monologues.

4. Outcome Text

~~Upon completion of THEA 60, students should be able to perform~~ Perform short scenes in a "Showcase" format.

Requisites/Requisite Validation

Requisites

1. Requisite Type Prerequisite

Requisite Course THEA 1A - Theory/Practice of Acting I (~~Historical~~ Launched)

Skills Analysis

Requisite Course Objective(s)

- ~~Have acquired an understanding of~~ Discuss the basic techniques and principles of acting
Degree of Importance ~~Required~~ Not Necessary
- Read and analyze works of theater by 20th century playwrights for cultural connection to 20th century realism and social/cultural issues
Degree of Importance Not Necessary
- Recognize theater performance as an aesthetic and creative process, analyzing live performance for theatrical style and cultural narrative
Degree of Importance Not Necessary
- Use written analysis and/or group discussion to explore personal reflection to prominent works for culturally responsive contemporary theater
Degree of Importance Not Necessary
- Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements
- Participate in acting improvisations, warm-ups, technique work and scene study
Degree of Importance Required
- ~~Have~~ Work participated individually and with a partner in ~~acting the improvisations, process warm-ups, of technique work~~ rehearsing and performing an acting scene
Degree study of Importance Required
- Use and apply a basic craft of acting in performance
Degree of Importance Required
- Perform in both scripted and improvisational scenes in front of an audience
Degree of Importance Required
- ~~Use and apply a basic craft of acting in performance~~
- ~~- Work individually and with a partner in the process of rehearsing and performing an acting scene~~
~~Degree of Importance~~ ~~- Recommended~~
- ~~- Analyze a character, scene, and play as part of the actor's preparation~~
Degree of Importance ~~Recommended~~ Required
- Compose a character analysis
Degree of Importance ~~Not Necessary~~ Required
- Analyze dramatic textual components as they pertain to performance
Degree of Importance ~~Not Necessary~~ Required
- Utilize appropriate theatrical terminology and jargon

Degree of Importance ~~Not Necessary~~ Required

- Critically evaluate the acting performances of other students and other actors

Degree of Importance ~~Not Necessary~~ Recommended

- Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation

Degree of Importance ~~Recommended~~ Required

Distance Education

Does (or will) this course have a DE component? Yes

Effective Term Spring 2027

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.)

- **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 discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

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.

This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

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 Traditional 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 is 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 contact - 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 -
1-2 per semester
- - **Feedback on assignments:** - *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*
Frequency -
weekly
- - **Face-to-face meetings (partially online courses only):** - *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*
Frequency -
2-3 per semester

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 -
2-3 per semester
- - **Web conferencing:** - *Students will interact in real time with each other to discuss coursework and assignments.*
Frequency -
weekly

Student-Content Interaction

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 2-3 per semester
- **Written papers:** *Papers will be written on various topics.*
Frequency 1 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
Frequency weekly.
Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
Frequency 1-2 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
Frequency 1-2 per semester

Textbooks/Materials

Textbook

1. Author(s) ~~Sharron JoBe Sorrentino~~ Cerny
Title ~~The How~~ Audition Actors Room Make Money and Create Careers : A ~~Down~~ Practical Guide
to ~~Earth the~~ Guide Business of Professional Acting
Edition ~~2nd~~
Publisher ~~Book~~ Shakespeare Guild and Ltd Co.
Year ~~2017~~ 2023
2. Author(s) ~~Gerry Michael Cousins~~ Vezo
Title ~~In~~ Inside the ~~Moment~~ Business of Show : ~~Audition How~~ Workbook to for Create the a
~~Trained Sustainable,~~ Actor Professional Acting Career
Edition ~~1st~~
Publisher ~~Strategic~~ Shakespeare Book and Publishing & Rights Agency, LLC Co.
Year ~~2016~~
3. ~~Author(s) - Carla Renata~~
Title - ~~The Actor's Guide to Self-Marketing: How to Brand and Promote Your Unique Image~~

Edition - 1st

Publisher - Allworth

ISBN-13 -

Year - 2019

~~Rationale for textbook older than 5 years. (Most recent edition, considered classic, etc.) -~~

~~Or Equivalent - No~~ 2022

Codes and Dates

Course Codes

Origination Date

~~05~~ 10 / ~~09~~ 30 / ~~2019~~ 2024

Proposal Type

~~New~~ Course ~~Course~~ Modification

Parent Course

No Previous Course

THEA 60 - Business of Acting

Entry of Special Dates

- Board of Trustees

~~01/21/2020~~

- State Approval

~~01/24/2020~~

- CC Approval

~~10/07/2019~~

Instructional Services

Effective Term ~~Fall 2020~~ Fall 2026

Implementation Date

~~08/15/2020~~

-

12/29/2024

Course CB Codes

CB22: Non Credit Course Category

Y - Not Applicable, Credit course



Admin Outline for Theater Arts 60
Business of Acting
Effective: Fall 2026

Catalog Description:

THEA 60 - Business of Acting
1.00 Units

Students with an interest in pursuing acting beyond the community college setting will work on preparations to audition for theater, film and four-year schools and develop an understanding of the expectations of professional actors. This class will explore union affiliation pros and cons, artist representation, financial management for artists, and more!

Prerequisite: THEA 1A with a minimum grade of C

Course Grading: Optional

Lecture Hours	18
Inside of Class Hours	18
Outside of Class Hours	36

Discipline:

Drama/Theater Arts

Number of Times Course May Be Taken for Credit:

1

Course Objectives:

Upon completion of this course, the student should be able to:

- A. Demonstrate audition technique through performance in an audition process
- B. Find appropriate material for monologue and showcase auditions

- C. Perform "cold-read" auditions
- D. Assemble a Headshot and Resume for the purposes of auditioning
- E. Create an actor "showcase" for an audience of directors, agents and casting directors

Course Content:

- 1. Discussion of the audition process.
 - 1. Selection of appropriate material and monologues for auditions
 - 2. Memorization and rehearsal of chosen pieces.
 - 3. Perform chosen monologues.
 - 4. Feedback from instructor and other students.
 - 5. Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.
- 2. Work on short "Showcase"
 - 1. Selection of appropriate material
 - 2. Memorization and rehearsal of chosen pieces in partnership
 - 3. Perform chosen scenes
 - 4. Feedback from instructor and other students
 - 5. Perform as part of a showcase
- 3. Cold read audition technique
 - 1. Discussion of cold read technique
 - 2. Read audition scenes from plays
 - 3. Receive criticism from instructor and students
- 4. Develop headshot and resume
 - 1. View examples of headshots and resumes
 - 2. Create resumes
 - 3. Get headshots taken by photographer

Methods of Instruction:

- 1. Lecture - Union affiliation pros and cons, artist representation, financial management for artists
- 2. Student Presentations - Cold readings, monologues, and scenes
- 3. Guest Lecturers - Guest artists, agents, casting directors and accountants, as available.
- 4. Classroom Activity - Perform chosen scenes for feedback from instructor

Typical Assignments

A. Other:

Typical Assignments

1. Develop and actors portfolio of performable repertoire for theater, musical theater, and film
2. Read complete plays from which monologues have been selected
3. Memorize, rehearse and perform monologues and scenes
4. Compare and contrast effective headshots amongst theater and film professionals (and emerging artists)
5. Prepare, edit, and upload an Actor Demo Reel to digital media sites, such as YouTube or a private domain (in partnership with Acting for the Camera class)

Methods of Evaluating Student Progress

A. Portfolios

1. 1 per semester

B. Class Participation

1. weekly

C. Class Performance

1. 2-3 per semester

D. Final Public Performance

1. demo reel - 1 per semester

Student Learning Outcomes

Upon the completion of this course, the student should be able to:

- A. Assemble a headshot and resume for the purposes of auditioning and marketing materials.
- B. Give critical feedback to the audition work of others.
- C. Perform classical and contemporary short monologues.
- D. Perform short scenes in a "Showcase" format.

Textbooks (Typical):

Textbook:

1. JoBe Cerny *How Actors Make Money and Create Careers: A Practical Guide to the Business of Professional Acting.*, Shakespeare and Co., 2023.
2. Michael Vezo *Inside the Business of Show: How to Create a Sustainable, Professional*

Other Materials Required of Students

Other Materials Required of Students:

1. Students will be expected to have a headshot taken at their own expense..

Equity Based Curriculum

- DE Course Interaction

Address

Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.

- Course Content

Address

Course content emphasizes equitable participation by using accessible tools and creating an inclusive online environment where all students can engage fully in discussions, activities, and networking resources.

DE Proposal

Delivery Methods

- **Partially Online**
- **Emergency Fully Online (EFO)**

Rationale for DE

Explain why this course should be offered in Distance Education mode.

In discussing with my theater arts colleagues and our Dean, we felt that there has to be a way to offer the course in case of an emergency, or alternate scheduling needs, so that students in the Conservatory program are not forced to suspend their engagement in that program. This course is required for students interested in participating in the Actors Conservatory at Las Positas College.

Explain how the decision was made to offer this course in a Distance Education mode.

The decision was made after discussion with colleagues, our Dean, and hearing from students their desire to continue to move forward with their educational goals.

Accessibility all materials must be accessible to students with disabilities

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.

- Utilizing headers/styles for text formatting to make web pages accessible for screen readers.
- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
- Formatting and coding to make tables accessible for screen readers.
- Exploratory links.
- Proper color contrast.
- Modifying assignment time limits for students with accommodations.

Course Objectives: Compared to a traditional course, check all that apply to the proposed distance education course:

- The same standards of course quality identified in the course outline of record can be applied.
- The content identified in the course outline of record can be presented effectively and with the same degree of rigor.
- A student can achieve the same goals and objectives identified in the course outline of record.
- The same assignments in the course outline of record can be completed by the student and graded by the instructor.
- The same assessments and level of student accountability can be achieved.

DE Course Interaction

Instructor-Student Interaction

•**Discussion board:** *The instructor will regularly participate in discussions that deal with academic content, will consistently provide substantive feedback, and will facilitate all discussions.*

Frequency: 1-2 per semester

•**Feedback on assignments:** *The instructor will provide regular substantive, academic feedback to students on assignments and assessments. Students will know the reason for the grade they received and what they can do to improve.*

Frequency: weekly

•**Face-to-face meetings (partially online courses only):** *Students will come to campus during face-to-face sessions (office hours, etc.) to discuss any facet of the course.*

Frequency: 2-3 per semester

Requisite Skills

Before entering this course, it is required that a student be able to:

A. THEA 1A

1. Demonstrate basic skills of acting, including physical, vocal, imaginative, analytical, and emotional elements
2. Participate in acting improvisations, warm-ups, technique work and

scene study

3. Work individually and with a partner in the process of rehearsing and performing an acting scene
4. Use and apply a basic craft of acting in performance
5. Perform in both scripted and improvisational scenes in front of an audience
6. Analyze a character, scene, and play as part of the actor's preparation
7. Compose a character analysis
8. Analyze dramatic textual components as they pertain to performance
9. Utilize appropriate theatrical terminology and jargon
10. Critically evaluate the acting performances of other students and other actors
11. Critique a scene from an observer's point of view, identifying the strengths and weaknesses of that presentation

Student-Student Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*

Frequency: 2-3 per semester

•**Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*

Frequency: weekly

Student-Content Interaction

•**Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*

Frequency: 2-3 per semester

•**Written papers:** *Papers will be written on various topics.*

Frequency: 1 per semester

•**Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: weekly. Equity is addressed by including strategies for navigating industry challenges that underrepresented actors may face, ensuring students are prepared to access opportunities equitably.

•**Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*

Frequency: 1-2 per semester

•**Student presentations:** *Students will prepare and present on a topic being studied.*

Frequency: 1-2 per semester

Codes and Dates

Course CB Codes

CB00: State ID

CCC000612039

CB03: TOP Code

100700 - Dramatic Arts

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

E - Non-Occupational

CB10: Cooperative Work Experience

N - Is not part of a cooperative work experience education program.

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

Y - Not Applicable (funding not used to develop course)

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

5.2 Program Modifications

- Art History, AA-T
- Art: Emphasis in Painting, AA
- Automotive Alternative Fuels/Hybrid Technology, AS
- Automotive Electronics Technology, AS
- Automotive Light Duty Diesel, AS
- Automotive Master, AS
- Automotive Smog Technician, AS
- Biology, AA
- Biology: Allied Health, AS
- Biology, AS-T
- Biology UC Pathway, AS
- Chemistry, AS
- Chemistry Education, AS
- Civil/Mechanical Engineering, AS
- Computer Information Systems, AA
- Computer Information Technologist, AS
- Computer Science, AS
- Early Childhood Development, AA
- Early Childhood Education, AS-T
- Early Childhood Intervention, AA
- Electrical Engineering, AS
- Electrical Engineering UC Pathway, AS
- Engineering, AS
- Environmental Science, AS
- Fire Officer Leadership and Management, AS
- Fire Service Technology, AS
- Geology, AS-T
- Global Studies, AA-T
- History, AA-T
- Horticulture, AS
- Interior Design, AS
- Journalism and Media Studies, AA
- Music, AA-T
- Photography, AA
- Physics, AS
- Spanish, AA-T
- Theater Arts, AA
- Theater Arts, AA-T
- Welding Technology, AS



Guided Map: Art: Emphasis in Painting - Associate of Arts Degree

The AA in Art: Emphasis in Painting provides students with broad exposure to art courses, allowing students to explore and refine their studio arts practice. This degree is designed for art majors in addition to those who are pursuing an arts education for its own merit.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
ARTS 23	2-D Design	3.0	Major/Required	
ARHS 1	Introduction to Art History	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 4	Western Art History - Ancient to Medieval	3.0	Major/Required	
ARTS 3A	Figure and Composition I	3.0	Major/Required	
List A Course		3.0	Major/Required	
MATH 47		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 3 - Summer Semester**Units: 3.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 5	Western Art History - Renaissance to Contemporary	3.0	Major/Required
ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required
OR			
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required
ARTS 24	Three-Dimensional Design and Modeling	3.0	Major/Required
Health (Area 8)		3.0	General Education
Natural Sciences (Area 5)		3.0	General Education

Term 5 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 7A	Introduction to Watercolor Painting	3.0	Major/Required	
OR				
ARTS 12A	Oil/Acrylic Painting: Beginning I	3.0	Major/Required	
List A Courses		6.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Total: 61.0



Guided Map: Art History - Associate in Arts Degree for Transfer

The Associate in Arts in Art History for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Art History. Completion of the Art History Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Art History or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 4	Western Art History - Ancient to Medieval	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	
ARHS 1		3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ARTS 2A	Introduction to Drawing	3.0	Major/Required	
List A Course		3.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

MATH 47	3.0	General Education
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Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List B Course	3.0	Major/Required	
List C Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ARHS 5 Western Art History - Renaissance to Contemporary	3.0	Major/Required	
Biological Science (Area 5B)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Humanities (Area 3B)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	2.0	Elective	

Total: 60.0

Guided Map: Automotive Alternative Fuels/Hybrid Technology - Associate of Science Degree

The Associate of Science in Automotive Alternative Fuels/Hybrid Technology degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program concentrates on Hybrid technologies which will allow students to gain employment with manufacturers. The current climate in the automotive industry has a focus on Hybrid training and this program will give our students a leg up on the competition. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	

Term 4 - Fall Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7 Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8 Engine Performance	5.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 5 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L3 Light Duty Hybrid/Electric Vehicles	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
MATH 47	3.0	General Education	

Total: 66.0

Guided Map: Automotive Electronics Technology - Associate of Science Degree

The LPC Automotive Electronics Technology degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester
Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester
Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO LABA	Automotive Lab	2.0	Major/Required	
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	

Term 3 - Summer Semester
Units: 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

English Composition (Area 1A)	3.0	General Education
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Term 4 - Fall Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7 Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8 Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 5 - Spring Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
MATH 47	3.0	General Education	

Total: 67.0

Guided Map: Automotive Light Duty Diesel - Associate of Science Degree

The Associate of Science in Automotive Light Duty Diesel degree can provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Diesel technology is currently on the forefront of the automotive industry with the addition of several small diesel engines to the line up from most manufacturers. The emissions system on diesel are very complicated and this program will allow student to learn the emissions and drivability of diesel powered vehicles. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	

Term 4 - Fall Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7 Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8 Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 5 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A9 Light Vehicle Diesel Engines	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
MATH 47	3.0	General Education	

Total: 66.0



Guided Map: Automotive Master - Associate of Science Degree

The Associate of Science in Automotive Master degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. This program follows ASE and NATEF for the requirements of a Master automotive technician. It will create a pathway for students to become master ASE certified. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 18.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABB	Automotive Lab Advanced	2.0	Major/Required	

Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	

Term 4 - Fall Semester

Units: 19.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A7 Automotive Heating and Air Conditioning	4.0	Major/Required	
AUTO A8 Engine Performance	5.0	Major/Required	
AUTO A9 Light Vehicle Diesel Engines	4.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	

Term 5 - Spring Semester

Units: 15.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L1 Advanced Engine Performance	5.0	Major/Required	
AUTO L3 Light Duty Hybrid/Electric Vehicles	4.0	Major/Required	
AUTO L1L2 Smog Level One and Level Two	5.5	Major/Required	
Kinesiology (Area 7)	1.0	General Education	

Term 6 - Fall Semester

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO SDR Specified Diagnostic and Repair	5.0	Major/Required	

Social and Behavioral Sciences (Area 4)	3.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
Arts and Humanities (Area 3)	3.0	General Education
MATH 47	3.0	General Education

Total: 87.5

Guided Map: Automotive Smog Technician - Associate of Science Degree

The Associate of Science in Automotive Smog Technician degree will provide the skills necessary for students to qualify as trained entry-level technicians, as well as for career advancement. Students work side-by-side and hands-on with industry professionals in a fully equipped and up-to-date facility.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO INTR	Automotive Service and Introduction	4.0	Major/Required	
AUTO A1	Engine Repair	4.0	Major/Required	
AUTO A2	Automatic Transmission/Transaxle	4.0	Major/Required	
AUTO A3	Manual Drive Train and Axles	4.0	Major/Required	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO A4	Suspension and Steering	4.0	Major/Required	
AUTO A5	Brakes	4.0	Major/Required	
AUTO A6	Electrical/Electronic Systems	5.0	Major/Required	
AUTO LABA	Automotive Lab	2.0	Major/Required	

Term 3 - Summer Semester

Units: 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered

English Composition (Area 1A)	3.0	General Education
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Term 4 - Fall Semester

Units: 17.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO L1L2 Smog Level One and Level Two	5.5	Major/Required	
AUTO A8 Engine Performance	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Natural Sciences (Area 5)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 5 - Spring Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
AUTO SDR Specified Diagnostic and Repair	5.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
MATH 47	3.0	General Education	

Total: 68.5



Guided Map: Biology - Associate of Arts Degree

The Associate of Arts in Biology degree is designed to prepare students for transfer, but also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. It also provides students with the basic understanding of human anatomy and physiology, along with an overview of microbiology that impacts humans.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A OR BIO 1B	General Botany 5.0 General Zoology 5.0	Major/Required Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
MATH 39	4.0	General Education	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A OR BIO 1B	General Botany 5.0 General Zoology 5.0	Major/Required Major/Required	
CHEM 1A	General College Chemistry I 5.0	Major/Required	
Oral Communication and Critical Thinking (Area	3.0	General Education	

1B)

Social and Behavioral
Sciences (Area 4)

3.0

General
Education

Term 3 - Fall Semester

Units: 15.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

BIO 1C Cell and Molecular Biology

5.0

Major/Required

CHEM 1B General College Chemistry II

5.0

Major/Required

PHYS 2A Introduction to Physics I

4.0

Major/Required

Kinesiology (Area 7)

1.0

General
Education

Term 4 - Spring Semester

Units: 14.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

PHYS 2B Introduction to Physics II

4.0

Major/Required

Health (Area 8)

3.0

General
Education

American Institutions
(Area 9)

3.0

General
Education

CSU Elective

1.0

Elective

Ethnic Studies (Area 6)

3.0

General
Education

Total: 60.0



Guided Map: Biology: Allied Health - Associate of Science Degree

The Associate of Science in Biology: Allied Health degree provides courses that are required for students entering nursing school or other programs in Allied Health fields, such as dental hygiene, radiology, surgical technician, kinesiology, physical therapy, occupational therapy, emergency medical technician, paramedic, medical assisting, and health information technology.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 30 Introduction to College Biology	4.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Kinesiology (Area 7)	1.0	Major/Required	
Arts and Humanities (Area 3)	3.0	General Education	
STAT C1000	4.0	General Education	

Term 2 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7A	Human Anatomy	5.0	Major/Required	
CHEM 30A	Introductory and Applied Chemistry I	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7B	Human Physiology	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Electives		7.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 7C	Microbiology	5.0	Major/Required	
AD Electives		10.0	Elective	

Total: 60.0



Guided Map: Biology - Associate in Science Degree for Transfer

The Las Positas College Biology program offers courses that lead to an Associate in Science in Biology for Transfer degree. The Associate in Science in Biology for Transfer degree is designed to prepare students for a seamless transfer into the CSU system to complete a baccalaureate degree in Biology or similar major. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Biology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. The course work required for the AS-T in Biology provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
UC Elective		1.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	

Social and Behavioral Sciences (Area 4)	3.0		
Oral Communication (Area 1C)	3.0	General Education	

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Arts (Area 3A)		3.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
UC Elective		3.0	Elective	

Total: 60.0

Guided Map: Biology UC Pathway - Associate of Science Degree

The Biology UC Pathway Associate of Science degree is designed to prepare students for for a seamless transfer into a biology major at a University of California campus. The degree also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. The primary difference between the Biology UC Pathway Associate of Science degree and the Associate in Science in Biology for Transfer (AS-T) degree is that the Biology UC Pathway Associate of Science degree follows the UC Transfer Pathway for admission as a biology major to University of California campuses. The transfer pathway is different for University of California and California State University campuses. If you plan to complete a baccalaureate degree related to biology (for example, Evolution and Ecology, Wildlife Biology, Genetics, etc.) then it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A General College Chemistry I	5.0	Major/Required	
MATH 1 Calculus I	5.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A General Botany	5.0	Major/Required	
OR			
BIO 1B General Zoology	5.0	Major/Required	

CHEM 1B	General College Chemistry II	5.0	Major/Required
MATH 2	Calculus II	5.0	Major/Required

Term 3 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 4 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1C	Cell and Molecular Biology	5.0	Major/Required	
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 61.0



Guided Map: Chemistry - Associate of Science Degree

The AS - Chemistry degree prepares students for transfer to four-year institutions for continued study in the field of chemistry or for pre-professional studies for medical and dental programs. This program fulfills the lower-division requirements recommended by the American Chemical Society and is typical of requirements at four-year institutions. The program also satisfies lower division requirements in chemistry for engineering and biology transfer majors. General Education courses should be selected carefully to meet the requirements of the intended transfer institution. Some transfer institutions require more general education units than are required by the A.S. degree. Students should consult the catalog of the transfer institution for requirements and should consult a counselor for additional information.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester**Units: 14.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required	
CHEM 1B	General College Chemistry II	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
PHYS 1A	General Physics I	5.0	Major/Required	
MATH 3	Multivariable Calculus	5.0	Major/Required	

Term 4 - Spring Semester**Units: 16.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
List A Course		5.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 61.0



Guided Map: Chemistry Education - Associate of Science Degree

The AS in Chemistry Education degree fulfills the lower-division requirements for four-year BA Chemistry programs designed for future high school and middle school science teachers. The AS Degree is designed to articulate directly with four-year-institution teacher preparation programs with a focus on chemistry education, including single subject teacher preparation in science with a concentration in chemistry. An AS in Chemistry Education would also be an appropriate transfer preparation for students considering chemistry-related interdisciplinary fields.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0-14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required	
CHEM 1A	General College Chemistry I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		2.0 - 1.0	Elective	

Term 2 - Spring Semester**Units:** 15.0-16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
OR				
BIO 30	Introduction to College Biology	4.0	Major/Required	
Kinesiology (Area 1A)		1.0	General Education	

Term 3 - Fall Semester**Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12A	Organic Chemistry I	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0		
Arts and Humanities (Area 3)		3.0	General Education	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	

Term 4 - Spring Semester**Units:** 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 12B	Organic Chemistry II	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0



Guided Map: Civil/Mechanical Engineering - Associate of Science Degree

The Associates of Science in Civil/Mechanical Engineering is offered to prepare students to transfer to a four-year institution as a Civil or Mechanical engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Civil/Mechanical Engineering degree is intended for transfer. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 18.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required
ENGR 1	Introduction to Engineering	2.0	Major/Required
ENGR 23	Engineering Graphics	3.0	Major/Required
CHEM 1A	General College Chemistry I	5.0	Major/Required
English Composition (Area 1A)		3.0	General Education

Term 2 - Spring Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required
PHYS 1A	General Physics I	5.0	Major/Required
Oral Communication and Critical Thinking (Area		3.0	General Education

1B)

Arts and Humanities
(Area 3)

3.0

General
Education

Kinesiology (Area 7)

1.0

General
Education

Term 3 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
ENGR 26	Computational Methods for Engineers and Scientists	3.0	Major/Required	
ENGR 35	Statics	3.0	Major/Required	

Term 4 - Spring Semester

Units: 17.5

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
ENGR 44	Introduction to Circuit Analysis	4.0	Major/Required	
ENGR 46	Materials of Engineering	4.0		
Ethnic studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Total: 68.5



Guided Map: Computer Information Systems - Associate of Arts Degree

The Associate of Arts in Computer Information Systems is designed to prepare students in a wide range of information systems skills applicable to the "real business world," such as office productivity applications (spreadsheets and databases), web development, systems analysis and design, programming, data communication and networking, communication technologies, and internet protocols. These skills will prepare a student to enter into or advance within careers requiring practice knowledge and experience with workplace applications and systems. The degree is also designed provide a foundation for those students who plan to complete a four-year program in computer information systems or related fields of study, and upgrade skills to facilitate assumption of greater responsibility in a current employment position.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 54	MS Excel Essentials	4.0	Major/Required	
CIS 66	Networking Fundamentals	3.0	Major/Required	
OR				
CNT 52	Networking Fundamentals	3.0	Major/Required	
CIS 43	Professional Communications	3.0	Major/Required	
OR				
CNT 43	Professional Communications	3.0	Major/Required	
OR				
CS 43	Professional Communications	3.0	Major/Required	
MATH 47		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 1 - Fall Semester**Units: 16.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 50	Introduction to Computing Information Technology	3.0	Major/Required	
CIS 55	Integrating Office Applications	4.0	Major/Required	
CIS 88A	Introduction to Microsoft Word	1.5	Major/Required	
CIS 88B	Adv Microsoft Word	1.5	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 57	Database Concepts	3.0	Major/Required	
List A Courses		6.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester**Units: 16.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Courses		6.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Health (Area 8)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
American Institutions (Area 9)		3.0	General Education	

Total: 63.0



Guided Map: Computer Information Technologist - Associate of Science Degree

The Associate of Science in Computer Information Technologist degree was developed in conjunction with our local national labs and industry partners to provide students with a breadth of coursework and practical hands-on experience needed by entry level IT professionals. The program includes core courses that provide students with a strong foundation in: computer programming, computer networking, and database design and administration. Additional electives in each of the areas, provide students with the flexibility to focus their studies in one of these areas based on their interests and talents. Another key component of the degree will be internships and work experience opportunities to provide real-world opportunities to put the skills students have learned in the classroom to practical use.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 7	Introduction to Computer Programming Concepts	3.0	Major/Required
CIS 66	Networking Fundamentals	3.0	Major/Required
OR			
CNT 52	Networking Fundamentals	3.0	Major/Required
English Composition (Area 1A)		3.0	General Education
Natural Sciences (Area 5)		3.0	General Education
Arts and Humanities (Area 3)		3.0	General Education

Term 2 - Spring Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 43	Professional Communications	3.0	Major/Required

OR			
CNT 43	Professional Communications	3.0	Major/Required
OR			
CS 43	Professional Communications	3.0	Major/Required
List B Course		4.0	Major/Required
MATH 47		3.0	General Education
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education
Kinesiology (Area 7)		1.0	General Education

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CIS 60	Systems Analysis and Design	3.0	Major/Required	
CS 41	Red Hat Linux Administration I	3.0	Major/Required	
OR				
CNT 7401	Red Hat Linux Administration I	3.0	Major/Required	
List A Course		3.0	Major/Required	
List A Course		3.0	Major/Required	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester**Units: 16.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CNT 69	Network Security; CompTIA Security + Certification	3.0	Major/Required	
CIS 9002	Introduction to Database Management	3.0	Major/Required	
List A Course		4.0	Major/Required	
List C Course		3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	

Total: 60.0



Guided Map: Computer Science - Associate of Science Degree

The Las Positas Computer Science department offers course that lead to an Associate of Science in Computer Science degree designed to prepare students to transfer into a baccalaureate program in Computer Science or a related field. These programs cover a wide range of computer related professions that include programming, systems analysis, data processing, database analysis and computer science. As technologies in computer science change, so will the content of this degree to assure graduates have what they need to be successful in both the current and future market places.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 1 Computing Fundamentals I	4.0	Major/Required	
MATH 1 Calculus I	5.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 2 Computing Fundamentals II	4.0	Major/Required	
MATH 2 Calculus II	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 17	Discrete Mathematical Structures	4.0	Major/Required	
OR				
MATH 10	Discrete Mathematical Structures	4.0	Major/Required	
CS 20	Advanced Programming with Data Structures/C++	4.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	
AD Electives		6.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CS 21	Computer Organization and Assembly Language Programming	4.0	Major/Required	
List A Course		3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		2.0	Elective	

Total: 60.0



Guided Map: Early Childhood Development - Associate of Arts Degree

The goals of the AA in Early Childhood Development degree are 1 - to prepare future teachers of children birth to five to provide developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices; and 2 - to provide foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 5 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
Natural Sciences (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		2.0	Elective	

Term 1 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	
ECE 95	Work Experience	1.0	Major/Required	
ECE 96	Work Experience Seminar	1.0	Major/Required	

English Composition (Area 1A)	3.0	General Education
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education

Term 2 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 56	Child Growth and Development	3.0	Major/Required	
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0	Major/Required	
ECE 79	Teaching in a Diverse Society	3.0	Major/Required	
MATH 27		3.0	General Education	
AD Elective		2.0	Elective	

Term 3 - Summer Semester

Units: 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
American Institutions (Area 9)		3.0	General Education	

Term 4 - Fall Semester**Units: 14.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 63	Early Childhood Curriculum	4.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0



Guided Map: Early Childhood Education - Associate in Science Degree for Transfer

The Associate in Science for Transfer in Early Childhood Education (ECE) degree provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of early childhood education. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. The degree was designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category. The Associate in Science for Transfer in Early Childhood Education degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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ECE 56	Child Growth and Development	3.0	Major/Required
ECE 79	Teaching in a Diverse Society	3.0	Major/Required
Critical Thinking and Composition (Area 1B)		3.0	General Education
Oral Communication (Area 1C)		3.0	General Education
MATH 47		3.0	General Education

Term 3 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 63	Early Childhood Curriculum	4.0	Major/Required	
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
HIST 7		3.0	General Education	
Humanities (Area 3B)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	

Term 4 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
HIST 8 or 14		3.0	General Education	
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Arts (Area 3A)		3.0	General Education	

Total: 60.0



Guided Map: Early Childhood Intervention - Associate of Arts Degree

The goals of the AA in Early Childhood Intervention degree is designed to provide specialized knowledge and experience with supporting and educating children who have suspected or documented exceptional needs or disabilities. Future teachers of children birth to five are prepared to provide inclusive and developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices. This degree also provides foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 50	Early Childhood Principles and Practices	3.0	Major/Required	
ECE 54	Child Health, Safety and Nutrition	3.0	Major/Required	
ECE 56	Child Growth and Development	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 40	Social and Emotional Foundations for Early Learning	3.0	Major/Required	
ECE 62	Child, Family and Community	3.0	Major/Required	
ECE 63	Early Childhood Curriculum	4.0	Major/Required	

ECE 79	Teaching in a Diverse Society	3.0	Major/Required
MATH 47		3.0	General Education

Term 3 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 60	Introduction to the Young Child with Exceptional Needs	3.0	Major/Required	
ECE 67	Infant and Toddler Development and Caregiving	3.0	Major/Required	
ECE 90	Practicum-Supervised Experience	4.0	Major/Required	
	Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
	Kinesiology (Area 7)	1.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
ECE 69	Child Study: Observation and Assessment	3.0	Major/Required	
ECE 91	Adaptive Curriculum For Children With Exceptional Needs	3.0	Major/Required	
	Natural Sciences (Area 5)	3.0	General Education	
	American Institutions (Area 9)	3.0	General Education	
	Arts and Humanities (Area 3)	3.0	General Education	

Total: 60.0



Guided Map: Electrical Engineering - Associate of Science Degree

The Associates of Science in Electrical Engineering is offered to prepare students to transfer to a California State University or other university (with the exception of University of California) as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Electrical Engineering degree is intended for transfer to a CSU or other non-UC university. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a UC as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering UC Pathway.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required
CHEM 1A	General College Chemistry I	5.0	Major/Required
ENGR 1	Introduction to Engineering	2.0	Major/Required
English Composition (Area 1A)		3.0	General Education

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required
PHYS 1A	General Physics I	5.0	Major/Required
Arts and Humanities (Area 3)		3.0	General Education

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
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Term 3 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 26 Computational Methods for Engineers and Scientists	3.0	Major/Required	
MATH 3 Multivariable Calculus	5.0	Major/Required	
PHYS 1C General Physics III	5.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
ENGR 44 Introduction to Circuit Analysis	4.0	Major/Required	
MATH 5 Ordinary Differential Equations	3.5	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	1.5	Elective	

Total: 60.0



Guided Map: Electrical Engineering UC Pathway - Associate of Science Degree

The Associates of Science in Electrical Engineering is offered to prepare students to transfer a school in the University of California system as an Electrical Engineering major. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Electrical Engineering degree is intended for transfer to the University of California system. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements. If interested in transferring to a CSU or other university not in the UC system as an Electrical Engineering major, please see the Associates of Science in Electrical Engineering.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1	Calculus I	5.0	Major/Required
CHEM 1A	General College Chemistry I	5.0	Major/Required
CS 1	Computing Fundamentals I	4.0	Major/Required
English Composition (Area 1A)		3.0	General Education

Term 2 - Spring Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2	Calculus II	5.0	Major/Required
PHYS 1A	General Physics I	5.0	Major/Required
Oral Communication and Critical Thinking (Area		3.0	General Education

1B)

Arts and Humanities
(Area 3)

3.0

General
Education

Kinesiology (Area 7)

1.0

General
Education

Term 3 - Fall Semester

Units: 18.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

MATH 3 Multivariable Calculus

5.0

Major/Required

PHYS 1B General Physics II

5.0

Major/Required

PHYS 1C General Physics III

5.0

Major/Required

Social and Behavioral
Sciences (Area 4)

3.0

General
Education

Term 4 - Spring Semester

Units: 17.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

ENGR 44 Introduction to Circuit Analysis

4.0

Major/Required

MATH 5 Ordinary Differential Equations

3.5

Major/Required

MATH 7 Elementary Linear Algebra

3.5

Major/Required

PHYS 1D General Physics IV

3.0

Major/Required

Ethnic Studies (Area 6)

3.0

General
Education

Total: 69.0



Guided Map: Engineering - Associate of Science Degree

The Associates of Science in Engineering is offered to prepare students to transfer to a four-year institution as an engineering major. The core courses required for this degree will fulfill many of the lower division requirements for most campuses in the UC and CSU systems. This program will enable students to develop a strong foundational understanding in engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on laboratory experiences in their engineering and science courses allowing them to learn by doing. The LPC Engineering degree is intended for transfer, but some students may be able to obtain employment as an engineering technician or engineering technologist. Students are encouraged to meet with a counselor early on and refer to the catalog of the prospective transfer institution to determine specific major requirements required for transfer since they can vary from university to university. Finally, because this program is a high-unit major, counselors can also assist in determining appropriate general education courses to complete the degree requirements.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 13.0-17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 1 Calculus I	5.0	Major/Required	
List B Course	2.0 - 4.0	Major/Required	
List B Course	3.0 - 5.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2 Calculus II	5.0	Major/Required	
PHYS 1A General Physics I	5.0	Major/Required	
List A Course	3.0	Major/Required	

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
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Term 3 - Summer Semester

Units: 3.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Ethnic Studies (Area 6)	3.0	General Education	

Term 4 - Fall Semester

Units: 17.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3 Multivariable Calculus	5.0	Major/Required	
PHYS 1B General Physics II	5.0	Major/Required	
List A Course	3.0	Major/Required	
List A Course	3.0	Major/Required	
Kinesiology (Area 7)	1.0	General Education	

Term 5 - Spring Semester

Units: 18.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5 Ordinary Differential Equations	3.5	Major/Required	
PHYS 1C General Physics III	5.0	Major/Required	
List A Course	4.0	Major/Required	
Arts and Humanities (Area 3)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Total: 67.5-71.5

Guided Map: Environmental Science - Associate of Science Degree

The Associate of Science in Environmental Science is a multi-disciplinary program which provides the scientific foundation for upper division coursework and career positions in environmental Science. Classes feature a broad background of preparation in math and science in such associated disciplines as mathematics, geology, physics, chemistry, biology, as well as economics.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A	General College Chemistry I	5.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B	General College Chemistry II	5.0	Major/Required	
ECON 1	Principles of Microeconomics	3.0	Major/Required	
EVST 5	Energy and Sustainability	3.0	Major/Required	
EVST 5L	Energy and Sustainability Laboratory	1.0	Major/Required	
GEOL 1	Physical Geology	3.0	Major/Required	
GEOL 1L	Physical Geology Laboratory	1.0	Major/Required	

Term 3 - Fall Semester

Units: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1A	General Botany	5.0	Major/Required	
OR				
BIO 1B	General Zoology	5.0	Major/Required	
PHYS 2A	Introduction to Physics I	4.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BIO 1B	General Zoology	5.0	Major/Required	
OR				
BIO 1A	General Botany	5.0	Major/Required	
PHYS 2B	Introduction to Physics II	4.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0



Guided Map: Fire Officer Leadership and Management - Associate of Science Degree

The target audience for our Fire Officer Leadership and Management Degree is working Firefighters who hold Firefighter 1 and Firefighter 2 certifications and are looking to promote to the rank of Lieutenant/Captain of Fire or above. There are many options to completing this degree which may include: Credit by prior learning, credit by work experience, and credit by examination, in addition attending DE or Face-to-Face classes. Here is a brief overview of our AS-FOLM degree: A Fire Officer is a mid-level supervisor who performs both supervisory and first-line managerial functions who has met all the job performance and certification requirement of Fire Officer I as defined in NFPA 1021, Standard for Fire Officer Professional Qualifications. Additionally, this individual has satisfied all the requirements in the Company Officer Certification Track with State Fire Training. Graduates of LPC FOLM AS Degree should be able to perform the following duties germane to the profession: 1. Evaluate member job performance; 2. Prepare a project or divisional budget, news releases, and/or new policy or changes in existing policies; 3. Conduct inspections to identify hazards and address violations, and conduct fire investigations to determine origin and preliminary causes; 4. Supervise multi-unit emergency operations, deploy assigned resources, and develop and conduct post-incident analysis; 5. Review injury, accident, and health exposure reports, identify unsafe work environments or behaviors, and take approved action to prevent their re-occurrence.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester**Units: 14.5**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
BUSN 87	Organizational Management and Leadership	3.0	Major/Required	
FST 20	CO 2A Human Resource Management for Company Officers	2.5	Major/Required	
FST 21	CO 2B General Administrative Functions for Company Officers	1.5	Major/Required	
FST 22	CO 2C Fire Inspections and Investigation for Company Officers	2.5	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		2.0	Elective	

Term 2 - Spring Semester**Units: 15.5**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 23	CO 2D All - Risk Command Operations for Company Officers	2.5	Major/Required	
FST 24	CO 2E Wildland Incident Operations for Company Officers	2.5	Major/Required	
FST 25	Instructor 1	2.5	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	
AD Elective		2.0	Elective	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
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Arts and Humanities (Area 3)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education
Natural Sciences (Area 5)	3.0	General Education
AD Electives	6.0	Elective

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 8 Fire Strategy and Tactics	3.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Electives	8.0	Elective	

Total: 60.0



Guided Map: Fire Service Technology - Associate of Science Degree

The main focus of the Fire Service Technology Program is to prepare our students for ENTRY level positions with Municipal, State, and Federal Fire Service agencies using a combination of training and education as our main foundation. The Associate Degree incorporates the standardized Fire Technology curriculum identified by the offices of the California State Chancellor and State Fire Marshal. You'll learn all the guidelines and regulations to ensure both the safety of you and the public. With this curriculum, you'll be prepared for any fire-related crisis, minimizing loss of life and property on a daily basis. LPC FST technology program is aligned with FESHE National FIRE model curriculum.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 1	Fire Protection Organization	3.0	Major/Required	
FST 2	Principles of Fire and Emergency Services Safety and Survival	3.0	Major/Required	
FST 3	Fire Behavior and Combustion	3.0	Major/Required	
FST 7	Fire Service Conditioning & Physical Agility Development	1.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
EMS 30 Recommended Elective		3.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 6	Building Construction for Fire Protection	3.0	Major/Required	
Oral Communication and Critical Thinking (Area		3.0	General Education	

1B)			
MATH 47		3.0	General Education
EMS 20 Recommended Elective		7.0	Elective

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
FST 4	Fire Prevention	3.0	Major/Required	
FST 5	Fire Protection Systems	3.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester

Units: 13.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Natural Sciences (Area 5)		3.0	General Education	
AD Electives		10.0	Elective	

Total: 60.0



Guided Map: Geology - Associate in Science Degree for Transfer

The Las Positas College Geology program offers courses that lead to an Associate in Science in Geology for Transfer degree. The major requirements for the Associate in Science in Geology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Geology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOL 1	Physical Geology	3.0	Major/Required	
GEOL 1L	Physical Geology Laboratory	1.0	Major/Required	
MATH 1	Calculus I	5.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
CSU Elective		2.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOL 2	Historical Geology	4.0	Major/Required	
MATH 2	Calculus II	5.0	Major/Required	
Critical Thinking and Composition (Area 1B)		3.0	General Education	
Biological Sciences (Area 5B)		3.0	General Education	

Term 3 - Summer Semester**Units: 3.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 4 - Fall Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1A General College Chemistry I	5.0	Major/Required	
Arts (Area 3A)	3.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	

Term 5 - Spring Semester**Units: 14.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
CHEM 1B General College Chemistry II	5.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Elective	3.0	Elective	

Total: 60.0



Guided Map: Global Studies - Associate in Arts Degree for Transfer

The Global Studies in Associate in Arts for Transfer degree provides the student with the skills to navigate today’s globalized world, where people of different cultures, nations, and world views are coming into contact more than ever before. The major will help students recognize and respond to this cultural interconnectedness through courses devoted to the study of cultures and societies, economic and political systems, geography, and language. Students will develop the skills of balancing personal and cultural beliefs with different ways of thinking, understanding and working through conflict, and increasing their comfort with cross-cultural interaction in their communities, work relationships, civic life, and travel experiences. Understanding the global dimensions of societal developments and challenges will boost students’ critical thinking skills and make them valuable assets to future employers. Students completing the Associate in Arts in Transfer in Global Studies degree receive a guarantee of admission with junior status into the California State University System.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
GEOG 2 Cultural Geography	3.0	Major/Required	
OR			
GEOG 5 World Regional Geography	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
Humanities (Area 3B)	3.0	General Education	
CSU Elective	2.0	Elective	

Term 2 - Spring Semester

Units: 16.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

ECON 2	Principles of Macroeconomics	3.0	Major/Required
List A Course		3.0	Major/Required
Critical Thinking and Composition (Area 1B)		3.0	General Education
STAT C1000		4.0	General Education
CSU Elective		3.0	Elective

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 1	Introduction to Global Studies	3.0	Major/Required	
OR				
SOC 5	Introduction to Global Studies	3.0	Major/Required	
GEOG 1	Introduction to Physical Geography	3.0	Major/Required	
List A Course		3.0	Major/Required	
GEOG 1L		1.0	General Education	
Oral Communication (Area 1C)		3.0	General Education	
CSU Elective		2.0	Elective	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
GS 2	Political, Economic, and Cultural Globalization	3.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Electives		6.0	Elective	

Total: 60.0



Guided Map: History - Associate in Arts Degree for Transfer

The discipline of history helps to nurture an informed public and is, therefore, of vital importance to a democratic society. The program for the Associates in Arts in History for Transfer exposes students to the great historical arguments on these issues, and prompts students to think for themselves on these important topics. Students progressing toward the AA-T in History will learn the tools of critical thinking. They will be expected to apply their skills to a variety of historical narratives. The transfer degree is especially intended to assist students in transferring into the California State University System. Students completing the degree receive a guarantee of admission with junior status into the California State University System and will have completed the common core of lower division courses required for a CSU baccalaureate degree in the field of History or a similar major.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST 7 US History Through Reconstruction	3.0	Major/Required	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
Cannot be a HIST course			
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
HIST 8 US History Post-Reconstruction	3.0	Major/Required	

List B Course	3.0	Major/Required
Critical Thinking and Composition (Area 1B)	3.0	General Education
MATH 47	3.0	General Education
CSU Elective	3.0	Elective

Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Oral Communication (Area 1C)	3.0	General Education	
Biological Science (Area 5B)	3.0		
CSU Elective	3.0	Elective	

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Laboratory (Area 5C)	1.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
CSU Electives	5.0	Elective	

Total: 60.0

Guided Map: Horticulture - Associate of Science Degree

The Associate of Science in Horticulture is designed to prepare students to have a broader education basis and writing ability that can give them an advantage for promotional opportunities in the field of Horticulture.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 50	Introduction to Horticulture	3.0	Major/Required	
HORT 51	Fall Plant Material Identification	3.0	Major/Required	
HORT 54	Landscape and Vineyard Soils, Fertilizers, and Irrigation	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 2 - Spring Semester

Units: 14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 52	Spring Plant Material Identification	3.0	Major/Required	
HORT 56	Arboriculture/Urban Forestry	3.0	Major/Required	
HORT 59	Landscape Design	2.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
MATH 47		3.0	General Education	

Term 3 - Summer Semester**Units: 2.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 57	Landscape and Turfgrass Management	2.0	Major/Required	

Term 4 - Fall Semester**Units: 14.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 53	Landscape and Vineyard Pest and Disease Management	3.0	Major/Required	
HORT 58	Landscape Construction	3.0		
HORT 63	Sustainable Landscape	2.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Arts and Humanities (Area 3)		3.0	General Education	

Term 5 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
HORT 60	Landscape Irrigation Systems	3.0	Major/Required	
HORT 62	California Native and Dry Landscapes	2.0	Major/Required	
HORT 73	Computer Aided Design	3.0	Elective	
Ethnic Studies (Area 6)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		3.0	Elective	

Total: 60.0



Guided Map: Interior Design - Associate of Science Degree

The Associate of Science in Interior Design offers students a creative approach to learning Interior Design, and the opportunity to earn their degree while working in the Interior Design field. This solid Interior Design program contains practical course content, work experience, and overall design projects that promote graduates to the working world of being an Interior Designer. Work experience or internships are encouraged.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 5	Principles of Interior Design	3.0	Major/Required	
INTD 10	Introduction to Textiles	3.0	Major/Required	
INTD 35	Residential Space Planning	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
AD Elective		3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 25	Materials and Resources	3.0	Major/Required	
INTD 30	Fundamentals of Lighting	3.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education	
STAT C1000		4.0	General Education	
AD Elective		2.0	Elective	

Term 3 - Fall Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 15	Drafting for Interior Design	3.0	Major/Required	
INTD 20	History of Interiors/Furnishings	3.0	Major/Required	
Natural Sciences (Area 5)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		2.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
INTD 40	Computer Aided Design	3.0	Major/Required	
INTD 45	Basic Kitchen and Bathroom Design	3.0	Major/Required	
INTD 47	Professional Practices	3.0	Major/Required	
Ethnic Studies (Area 6)		3.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	

Total: 60.0



Guided Map: Journalism and Media Studies - Associate of Arts Degree

The Associate of Arts in Journalism and Media Studies is designed to provide students a broad understanding of the principles of journalism and media as well as experience in the application of these principles to the campus media, including the newspaper, the journalistic magazine, and the literary magazine, all of which include multimedia components. Classes can be applied to meet transfer requirements at four-year institutions and for entry into careers in media, such as reporting, public relations, print production, copyediting, broadcasting, videography, and photography.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts and Humanities (Area 3)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	
AD Elective	5.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 11	Introduction to Reporting and Newswriting	3.0	Major/Required
JAMS 12	Introduction to Photojournalism	3.0	Major/Required
OR			
PHTO 72	Introduction to Photojournalism	3.0	Major/Required

Oral Communication and Critical Thinking (Area 1B)	3.0	General Education
MATH 40 or 47	3.0 - 4.0	General Education
AD Elective	3.0 - 2.0	Elective

Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 21A Express College Newspaper A	3.0	Major/Required	
List B Course	3.0	Major/Required	
Natural Sciences (Area 5)	3.0	General Education	
American Institutions (Area 9)	3.0	General Education	
Health (Area 8)	3.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
JAMS 23 Multimedia Reporting	3.0	Major/Required	
List B Courses	6.0	Major/Required	
Ethnic Studies (Area 6)	3.0	General Education	
AD Elective	3.0	Elective	

Total: 60.0



Guided Map: Music - Associate in Arts Degree for Transfer

A student earning the Associate in Arts in Music for Transfer Degree will utilize the theoretical elements of music to improve performance; perform music with regard to good use of pitch, tone, balance and expression; read and memorize music; improvise (as appropriate) and interpret music. Courses in the Music Department are designed to fulfill the needs of music majors, professional musicians, and those whose interest is avocational or recreational. Completion of the Associate in Arts in Music for Transfer Degree will provide a streamlined pathway for transfer to a CSU campus with a Music or similar major. Students are encouraged to contact a counselor and consult the Catalog for guidance when planning to transfer to a four-year institution in this major. Although not required to receive the AA-T in Music, the LPC Music department strongly recommends that its AA-T students complete MUS 1 – Music Literature and piano courses MUS 21A and 21B in preparation for piano placement exams. Students entering the BA in Music will be required to take placement exams in music theory and piano and audition on their major instrument.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 8A Music Theory and Musicianship 1	4.0	Major/Required	
MUS 38 Applied Lessons Large Ensemble Course	1.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered

MUS 8B	Music Theory and Musicianship 2	4.0	Major/Required
MUS 38	Applied Lessons	1.0	Major/Required
Large Ensemble Course		1.0	Major/Required
Oral Communication (Area 1C)		3.0	General Education
Critical Thinking and Composition (Area 1B)		3.0	General Education
MATH 47		3.0	General Education

Term 3 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10A	Music Theory and Musicianship 3	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Humanities (Area 3B)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MUS 10B	Music Theory and Musicianship 4	4.0	Major/Required	
MUS 38	Applied Lessons	1.0	Major/Required	
Large Ensemble Course		1.0	Major/Required	
Biological Science (Area 5B)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	

CSU Elective

2.0

Elective

Total: 60.0



Guided Map: Photography - Associate of Arts Degree

The Associate of Arts in Photography degree is designed to prepare students for employment in the field of professional photography. The program will give students the technical and creative skills needed to pursue a career in the field of photography as well as a broad based education that will augment those skills. Students earning the AA can also earn the Certificate of Achievement in Photography on their way to completion and earning the AA will make a student more employable than if they earn the Certificate of Achievement alone. Upon completion of the degree students will be able to work as an entry to mid level professional photographer.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 14.5

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 50	Introduction to Photography	3.0	Major/Required
PHTO 56	Introduction to Digital Photography	1.5	Major/Required
PHTO 58	Introduction to Videography	3.0	Major/Required
English Composition (Area 1A)		3.0	General Education
Kinesiology (Area 7)		1.0	General Education
Social and Behavioral Sciences (Area 4)		3.0	General Education

Term 2 - Spring Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
PHTO 64A	Artificial Light Photography	3.0	Major/Required
List A Courses		5.0	Major/Required
Oral Communication and Critical Thinking (Area		3.0	General Education

1B)

MATH 47

3.0

General
Education

Term 3 - Summer Semester

Units: 1.5

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

AD Elective

1.5

Elective

Term 4 - Fall Semester

Units: 15.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

PHTO 51A

Individual Projects A

1.5

Major/Required

PHTO 57

Intermediate Digital
Photography

1.5

Major/Required

PHTO 60

Intermediate Black and White
Photography

3.0

Major/Required

Health (Area 8)

3.0

General
Education

Natural Sciences (Area 5)

3.0

General
Education

AD Elective

3.0

Elective

Term 5 - Spring Semester

Units: 15.0

Course

Units

MAJ/GEN/ELEC

Semester(s)
Offered

PHTO 68

Color Field Photography

3.0

Major/Required

GDDM 70

Photoshop and Lightroom for
Photographers

3.0

Major/Required

OR

PHTO 70

Photoshop and Lightroom for
Photographers

3.0

Major/Required

American Institutions
(Area 9)

3.0

General
Education

Ethnic Studies (Area 6)

3.0

General
Education

AD Elective

3.0

Elective

Total: 60.0

Guided Map: Physics - Associate of Science Degree

The Associate of Science in Physics is designed to prepare students for to transfer ready for upper division work towards a bachelor's degree in Physics, Applied Physics, and related fields such as Astronomy and Astrophysics. The study of Physics encompasses a wide variety of disciplines and specializations, ranging from technology-driven fields to the study of the fundamental laws and structure of the universe.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
English Composition (Area 1A)	3.0	General Education	
MATH 1 Calculus I	5.0	Major/Required	
Arts and Humanities (Area 3)	3.0	General Education	
AD Elective	4.0	Elective	

Term 2 - Spring Semester

Units: 14.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 2 Calculus II	5.0	Major/Required	
PHYS 1A General Physics I	5.0	Major/Required	
Oral Communication and Critical Thinking (Area 1B)	3.0	General Education	
Kinesiology (Area 7)	1.0	General Education	

Term 3 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 3	Multivariable Calculus	5.0	Major/Required	
PHYS 1B	General Physics II	5.0	Major/Required	
Ethnic Studies (Area 6)		3.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	

Term 4 - Spring Semester

Units: 12.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 5	Ordinary Differential Equations	3.5	Major/Required	
PHYS 1C	General Physics III	5.0	Major/Required	
MATH 7		3.5	Elective	

Term 5 - Spring Semester

Units: 3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
PHYS 1D	General Physics IV	3.0	Major/Required	

Total: 60.0



Guided Map: Spanish - Associate in Arts Degree for Transfer

The Las Positas College Spanish program offers courses that lead to an Associate in Arts in Spanish for Transfer Degree. The major requirements for the Associate in Arts in Spanish for Transfer Degree align with the Intersegmental Transfer Model Curriculum (TMC) for Spanish. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1A Beginning Spanish	5.0	Major/Required	
English Composition (Area 1A)	3.0	General Education	
Arts (Area 3A)	3.0	General Education	
CSU Electives	4.0	Elective	

Term 2 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 1B Elementary Spanish	5.0	Major/Required	
Critical Thinking and Composition (Area 1B)	3.0	General Education	
MATH 47	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	1.0	Elective	

Term 3 - Fall Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2A Intermediate Spanish I	4.0	Major/Required	
OR SPAN 21 Spanish for Spanish Speakers I	5.0	Major/Required	
SPAN 23 Introduction to Hispanic Literature	3.0	Major/Required	
Physical Science (Area 5A)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	2.0 - 1.0	Elective	

Term 4 - Spring Semester**Units: 15.0**

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
SPAN 2B Intermediate Spanish II	4.0	Major/Required	
OR SPAN 22 Spanish for Spanish Speakers II	5.0	General Education	
Oral Communication (Area 1C)	3.0	General Education	

Biological Science (Area 5B)	3.0	General Education
Laboratory (Area 5C)	1.0	General Education
Ethnic Studies (Area 6)	3.0	General Education
CSU Elective	1.0 - 0.0	Elective

Total: 60.0

Guided Map: Theater Arts - Associate of Arts Degree

The Associate of Arts in Theater Arts is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to some similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 1A	Theory/Practice of Acting I	3.0	Major/Required	
THEA 50	Stagecraft	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	
Kinesiology (Area 7)		1.0	General Education	
AD Elective		2.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 47A	Performance in Production: Introduction to Live Performance	3.0	Major/Required	
OR				
THEA 48A	Technical Theater in Production - Beginning	3.0	Major/Required	
THEA 53	Script Analysis	3.0	Major/Required	
List A Course		3.0	Major/Required	

MATH 47	3.0	General Education
AD Elective	3.0	Elective

Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 10 Introduction to Dramatic Arts	3.0	Major/Required	
List A Course	3.0	Major/Required	
List B Course	3.0	Major/Required	
Health (Area 8)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	

Term 4 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
List B Course	1.0	Major/Required	
American Institutions (Area 9)	3.0	General Education	
Ethnic Studies (Area 6)	3.0	General Education	
AD Electives	5.0	Elective	

Total: 60.0



Guided Map: Theater Arts - Associate in Arts Degree for Transfer

The Theater Arts Associate in Arts for Transfer major is designed to provide knowledge, training, and practical experience in all aspects of theater arts. The curriculum provides the essential lower-division courses necessary for transfer to similar programs at four-year institutions, as well as assisting students towards employment in professional, academic and community theater. Upon completion, students can expect to be able to: apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work; understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater; and possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 3 - Fall Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Courses	6.0	Major/Required	
Humanities (Area 3B)	3.0	General Education	
Social and Behavioral Sciences (Area 4)	3.0	General Education	
CSU Elective	3.0	Elective	

Term 2 - Spring Semester

Units: 15.0

Course	Units	MAJ/GEN/ELEC	Semester(s) Offered
List A Course	3.0	Major/Required	
THEA 47A	Performance in Production: Introduction to Live Performance	3.0	Major/Required
OR			
THEA 48A	Technical Theater in Production - Beginning	3.0	Major/Required

THEA 53	Script Analysis	3.0	Major/Required
Oral Communication (Area 1C)		3.0	General Education
MATH 47		3.0	General Education

Term 1 - Fall Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
THEA 1A	Theory/Practice of Acting I	3.0	Major/Required	
THEA 10	Introduction to Dramatic Arts	3.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	
Physical Science (Area 5A)		3.0	General Education	
CSU Elective		3.0	Elective	

Term 4 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
Biological Science (Area 5B)		3.0	General Education	
Laboratory (Area 5C)		1.0	General Education	
Social and Behavioral Sciences (Area 4)		3.0	General Education	
Ethnic Studies (Area 6)		3.0	General Education	
CSU Electives		5.0	Elective	

Total: 60.0

Guided Map: Welding Technology - Associate of Science Degree

The Associate of Science in Welding Technology prepares students for the welding and manufacturing industry. Welding touches every aspect of our modern life from the shoes we wear to the food we eat. The Welder or Welding Technician is concerned with all of the activities related to the manufacturing, production, performance, and maintenance of welded products. Interest is primarily in the manufactured or fabricated product, including process selection, power sources, base and filler materials, manufacturing methods, hands-on skills training, inspection, quality control, performance evaluation, and equipment service. The broad range of welded products with which welders and welding technicians deal includes structures, such as bridges, buildings, utility equipment, wind turbines, and communication towers; pressure vessels and heat exchangers, such as nuclear systems, boilers, solar thermal systems, oil and natural gas exploration, chemical processing equipment, storage vessels, and transmission and distribution piping; transportation vehicles for water, land, air, and space travel; and production and processing machines of all types.

SEMESTER-BY-SEMESTER PROGRAM PLAN FOR FULL-TIME STUDENTS

All plans can be modified to fit the needs of part-time students by adding more semesters

Term 1 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 61	Welding Ferrous Metals	3.0	Major/Required	
WLDT 61AL	SMAW Skills Laboratory	2.0	Major/Required	
WLDT 62	Welding Nonferrous Metals	3.0	Major/Required	
WLDT 62AL	GTAW Skills Laboratory	2.0	Major/Required	
WLDT 73	Welding Workplace Safety	1.0	Major/Required	
List A Course		2.0	Major/Required	
English Composition (Area 1A)		3.0	General Education	

Term 2 - Spring Semester

Units: 15.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
MATH 39	Trigonometry	4.0	Major/Required	
WLDT 55	Print Reading for Industry	2.0	Major/Required	

WLDT 61BL	FCAW Skills Laboratory	2.0	Major/Required
WLDT 62BL	GMAW Skills Laboratory	2.0	Major/Required
List A Course		2.0	Major/Required
Oral Communication and Critical Thinking (Area 1B)		3.0	General Education

Term 3 - Summer Semester

Units: 2.0-3.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 1	Welding Camp	1.0	Major/Required	
OR				
WLDT 70	Introduction to Welding	2.0	Major/Required	
Kinesiology (Area 7)		1.0	General Education	

Term 4 - Fall Semester

Units: 16.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 66	Welding Inspection and Testing	2.0	Major/Required	
WLDT 69AL	Beginning Pipe Welding Skills Laboratory	2.0	Major/Required	
WLDT 75	Measurements and Calculations	4.0	Major/Required	
List A Course		2.0	Major/Required	
Arts and Humanities (Area 3)		3.0	General Education	
Natural Sciences (Area 5)		3.0	General Education	

Term 5 - Spring Semester

Units: 15.0-14.0

Course		Units	MAJ/GEN/ELEC	Semester(s) Offered
WLDT 63	Welding Layout and Fitting	2.0	Major/Required	
WLDT 69BL	Advanced Pipe Welding Skills Laboratory	2.0	Major/Required	

List A Course	3.0 - 2.0	Major/Required
List A Course	2.0	Major/Required
Ethnic Studies (Area 6)	3.0	General Education
Social and Behavioral Sciences (Area 4)	3.0	General Education

Total: 64.0

5.3 Policies

- CCP 1050 Credit for Prior Learning Criteria
- CCP 1060 Converting Noncredit to Credit
- CCP 1070 Course Approval Elements

CCP 1050 CREDIT FOR PRIOR LEARNING CRITERIA

Courses require approval of the Curriculum Committee to allow students to earn course credit through Credit for Prior Learning (CPL). The specific criteria for each method of CPL are outlined below:

Credit by Exam

There are no specific criteria required to request credit by exam, but a department-wide examination that measures a student's competency in both the Course Content and Course Outcomes is required for the assessment and must be checked for bias.

Credit by Portfolio

The specific elements of the Portfolio students are expected to submit must be identified.

Credit by Industry Recognized Training

The specific certification/licensure/credential/coursework, required recency, and issuing agency are required.

Credit by Military JST

There are no specific criteria required to request credit by military JST.

Adopted: March X, 2025

CCP 1060 CONVERTING NONCREDIT TO CREDIT

Students that successfully complete a mirrored noncredit course may request credit for the credit version of the course through credit by exam. The grade earned at the completion of the noncredit course is the grade the student will receive for the credit course.

Mirrored Noncredit Course

A mirrored noncredit course is the same course and course outline as a credit course but offered as noncredit. The expectations of the noncredit course are identical to the credit course, including, but not limited to: Course Content, Course Objectives, Student Learning Outcomes, Methods of Evaluation, and level of rigor.

Adopted: March X, 2025

CCP 1070 COURSE APPROVAL ELEMENTS

For both new and modified course approvals, the following elements are approved under each category:

Course Outline of Record

Approval of the Course Outline of Record includes approval of the course prefix/subject, course number, course title, catalog description, course content, course objectives, methods of evaluation, methods of instruction, grading options, discipline placement, number of times course may be taken for credit, typical assignments, typical textbooks, distance education addendum, and other materials required of students.

Enrollment Limitations

Approval of Enrollment Limitations include prerequisites, corequisites, non-course enrollment limitations, and the criteria used to justify any limitations.

Distance Education (DE)

Approval of Distance Education (DE) includes approval of the method of Distance Education the course can be taught using. Methods include Fully Online (FO), Partially Online (PO), Online with a Flexible In-Person Component (OFI), Emergency Fully Online (EFO), and Emergency Online with Flexible In-Person Component (EOFI).

CSU Transfer

Approval of CSU Transfer includes approval of the course to be considered at the CSU baccalaureate level and count towards the entrance requirements for CSU bound transfer students.

Associate Degree GE

Approval of Associate Degree GE includes approval of the course to satisfy one or more areas of the Las Positas College Associate Degree General Education (GE) pattern. Areas of GE and criteria for approval are listed in CCP 1040.

Credit for Prior Learning

Approval of Credit for Prior Learning (CPL) includes approval for students to earn credit for the course using a method of CPL. Types of CPL and the criteria for approval are listed in CCP 1050.

Adopted: March X, 2025

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