Las Positas College

Curriculum Committee Meeting

08/18/2025

5.0 First Reading Packet

5.1 Course Modifications

- ECE 78 Multilingual Language Development
- ECE 80A CA Preschool Foundations: Health

Course Modification: ECE 78 - Multilingual Language Development

> Course Modification: ECE 78 - Multilingual Language Development (Launched - Implemented 08-12-2025)
>
> compared with
>
> ECE 78 - Language Development (Active - Implemented 08-15-2019)

Admin Outline for Early Care and Education 78
 Multilingual Language Development
Effective: Fall ~~2019~~ 2026

Catalog Description:

ECE 78 - **Multilingual** Language Development
3.00 Units

Review of language acquisition theories and emergent literacy in both monolingual and ~~young English~~ multilingual language learners. ~~-~~ Includes oral and written language development, developmental stages of receptive and expressive language, print awareness, phonemic awareness and early reading and writing development . Identification of culturally and linguistically responsive language support practices . Examination of family patterns, cultural values, and environmental circumstances that affect language development and communication styles. Includes assessment and early identification of linguistic delays. ~~-~~
3 Units Lecture

Prerequisite: ECE 56 with a minimum grade of C .

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. ~~describe~~ Describe various theories of language and literacy as well as specific information related to dual language acquisition and literacy acquisition ;
B. ~~sequence~~ Sequence language development from birth to age five years ;
C. ~~identify~~ Identify potential concerns or delays in a child's speech and/or language development ;
D. ~~analyze~~ Analyze support strategies for dual language learning children ;
E. ~~describe~~ Describe approaches and goals for enhancing children's communication and literacy skills ;
F. ~~compare~~ Compare and contrast the role of family and culture in children ' s language and speech development ;
G. ~~prepare~~ Prepare appropriate print and language rich learning environments that support language and literacy activities ;
H. ~~develop~~ Develop appropriate language and literacy teaching strategies based on a child's learning style ;
I. ~~recognize~~ Recognize and explain basic principles of assessment, intervention, and referral .

Course Content:

1. Theories of language, ~~bilingual~~ bilingualism, and literacy development

2. Stages of monolingual language acquisition and development

    1. ~~Infant~~ Infants' and toddlers ' communication and language development

    2. Preschool age children

    3. Early school years

    4. Adult roles in fostering communication and language skills

    5. Speech and language delays

3. Stages of DLL (multi-languages)

    1. Bilingualism

        1. Simultaneous bilingualism

        2. Early Phase (Birth to three years)

        3. Middle Phase (three to four years)

        4. Later Phase (five to six years

   2. Successive Bilingualism

   3. Receptive Bilingualism

   4. Translanguaging

4. Theories of English language development with DLL

   1. First stage: Use home language to communicate

   2. Second stage: Observation and Listening period

   3. Third stage: Begins using new language

   4. Telegraphic speech

   5. Formulaic speech

   6. Fourth stage: Fluid language use

   7. Social English

   8. New vocabulary

   9. General understanding of the rules of English

5. Language and literacy development

   1. Environments, learning experiences and curriculum that foster language and literacy development

   2. Routines and transitions that support language and literacy acquisition

6. Literacy

1. Emerging literacy

2. Interactions with print and books

3. Connecting - pictures and words

4. Stages of letter formation, pretend and early writing ——— ———

5. Developing phonemic and alphabetic awareness in children

- ~~Culture~~ Cultural and ~~language~~ Language

  1. ~~Identifying needs~~ The multicultural classroom

  2. Children's identity and sense of ~~English language learning children to foster social~~ self

  3. Neuroplasticity and ~~emotional~~ culturally ~~development~~ responsive teaching

  4. Partnering with families in supporting children and families as they learn English

  5. Facilitating children's emerging skills and social competencies as they learn a new language

  6. Awareness and support of family and home contexts that affect language development and communication styles

- Linguistically responsive teaching practices

  1. Multiple languages in the classroom

  2. Children who have English as their primary language

  3. Heritage language strategies

- Developmentally appropriate assessment and individualized curriculum

  1. Developmentally appropriate practices and expectations

2. Promoting optimal English language development and school readiness

- Introduction to early identification of communicative and language delays

  1. Observation, informal and formal assessments

  2. Assessments and referral processes

  3. Criteria for accurate and authentic assessment

  4. Language disorder vs. a language difference

- Support and resources

  1. Public library

  2. Professional learning networks

  3. Enrollment home language survey

  4. Picture dictionary, Multilingual Learner Toolkit

Methods of Instruction:

1. Lecture - Steps of monolingual language development.
2. Classroom Activity - Students will brainstorm a list of the strengths of multilingual learners.
3. Student Presentations - Present examples of language-rich preschool environments.
4. Observation - Using a developmental milestone chart, observe a two-year old to identify what milestones have been achieved.
5. Research - The history of bilingualism theories.
6. Discussion - Example: What is your experience with infant language progression from babbling to one-word expressions?

Typical Assignments

A. ~~Other~~ Research :

   1. ~~Reading and writing~~

1. ~~In addition to the textbook, read articles provided by instructor on how children gather, organize and use language during the first 5 years. Develop a sequential chart in six month increments beginning with 6 months. Identity for each age group potential communication/language delays.~~

2. Research a "language rich" environment for preschool children. Be specific about what it is, how to achieve it, what languages should be included, and what value is it for children.

3. Research bilingual development. 2-3 page paper will include: Identify history of bilingualism theories, challenges for children, families and teachers, pragmatic skills, social emotional considerations and other areas of interest. Prepare to share paper in class

B. ~~Critical thinking~~ Reading:
In addition to the textbook, read articles provided by instructor on how children gather, organize and use language during the first 5 years. Develop a sequential chart in six month increments beginning with 6 months. Identity for each age group potential communication/language delays.

C. Project :

1. Thinking about the children from observations and your classrooms, prepare a week's curriculum for emergent readers and writers that will enhance their acquisition of language and appreciation of literature. Be specific about what methods and materials you select. Presented both orally and in written format.

2. ~~Research bilingual development. 2-3 page paper will include: Identify history of bilingualism theories, challenges for children, families and teachers, pragmatic skills, social emotional considerations and other areas of interest. Prepare to share paper in class~~

Methods of Evaluating Student Progress

A. Exams/Tests
  1. 1 midterm
B. Quizzes
  1. 2 per semester
C. Research Projects
  1. Once
D. Papers
  1. bi-weekly reflections
E. Group Projects
  1. once
F. Class Participation

1. weekly
G. observation of pre-verbal and emerging verbal skills children

Student Learning Outcomes

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

A. ~~Upon completion of ECE 78, students will be able to describe~~ Describe the role of culture and environment on children's language and literacy development.
B. ~~Upon completion of ECE 78, students will be able to identify~~ Identify specific strategies to support the language and literacy development of dual language - learners.
C. ~~Upon completion of ECE 78, students will be able to identify~~ Identify the stages of both oral and written language development in children birth to age 8.

Textbooks (Typical):

OER:

1. Gunjar, Meecham, Beecher _Methods of Teaching Early Literacy._ Online Text /e, Libretext, 2022. https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Methods_of_Teaching_Early_Literacy_(Gurjar_Meacham_and_Beecher).
2. CA Department of Education _California Preschool/Transitional Kindergarten Learning Foundations: Language and Literacy Development._ , CA Department of Education, 2024. https://www.cde.ca.gov/sp/cd/re/documents/ptklflanguageliteracydev.pdf.

Textbook:

1. Jennifer J. Chen _Responsive Practice for Dual Language Learners in Early Childhood Education: Theory and Case Studies._ , Readleaf Press, 2024.
2. Sandra Levey _Introduction to Language Development._ 3rd ed., Plural Publishing, Inc. , 2022.
3. Ofelia García, Jo Anne Kleifgen, Claudia Cervantes-Soon _Educating Emergent Bilinguals: Policies, Programs, and Practices for Multilingual Learners._ 1st ed., Teacher's College Press, 2025.
4. Otto, B, _Language Development in Early Childhood Education._ 4th ed., Pearson, 2014.
5. Machado, J, _Early Childhood Experiences in Language Arts: Early Literacy_ . 10th ed., Cengage, 2012.
6. Judith T. Lysaker _Wordless Picture Books and the Development of Reading in Young Children._ 1st ed., Teacher's College Press, 2018.
7. Mariana Souto-Manning, Jessica Martell _Reading, Writing, and Talk Inclusive Teaching Strategies for Diverse Learners, K–2._ 1st ed., Teacher's College Press, 2016.
8. Jennifer J. Chen, EdD _Connecting Right from the Start Fostering Effective Communication with Dual Language Learners._ 1st ed., Gryphon House, 2016.

Other Materials Required of Students

Equity Based Curriculum

- Course Content

Address

The course content will provide students with language development theories for monolingual English speakers and multilingual learners. Students will consider how to help families promote language development with their children during daily tasks in the the family's home language.

- Assignments

Address

Students will explain their family's language journey.

Requisite Skills

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

A. ECE 56

1. Demonstrate objective and ethical techniques and skills when observing , describing and evaluating behavior in children of all ages, taking into consideration bias
2. Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context
3. Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions
4. Articulate the connection between child development knowledge and appropriate practices
5. Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical physically , self - - esteem, socially, emotionally, language, and cognitive
6. Describe current trends in research about early childhood
7. Investigate and describe risk factors that impact child's development and their families ;
8. Describe typical development progression and milestones of development across all domains- children birth through adolescence
9. Differentiate characteristics of typical and atypical development at various stages
10. Examine ways in which developmental domains are continuous, sequential and inter-related
11. Identify the strengths and exceptional needs of the child in the context of his/her family
12. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
13. Evaluate the role of play and its relationship to development at various stages stage
14. Identify the teachers teacher's role and ethical responsibilities to children

DE Proposal

Delivery Methods

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

Rationale for DE

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

We want to ensure students can complete their coursework with as much flexibility as possible, to meet their needs. This is necessary to consider especially for unexpected circumstances when remote instruction may be required.

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

ECE routinely looks at our curriculum to determine if courses can have a DE option. Based on an awareness of emergency situations that can arise, we decided to take a second look at course offerings, outside of the time when we usually do it for program review. During that review we saw that since this course is lecture-based, we decided that this is one the courses we can offer with a DE option.

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: One 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: On every assignment
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: At least 5
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: At least 5 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: Every two weeks
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: At least 2 times per 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: Once per module
- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1 per semester

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 module
- **Group work:** *Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class.*
  Frequency: 1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: At least 6
- **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: 3 per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 1 per module
- **Other:**
  Frequency: 1 observation of pre-verbal and emerging verbal skills in children

Codes and Dates

Course CB Codes

CB00: State ID

CCC000370380

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

B - Transferable to CSU only.

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

Course Modification: ECE 80A - CA Preschool Foundations: Health

Course Modification: ECE 80A - CA Preschool Foundations: Health (Launched - Implemented 08-12-2025)

compared with

ECE 80A - CA Preschool Foundations: Health (Active - Implemented 08-15-2020)

Admin Outline for Early Care and Education 80A
CA Preschool Foundations: Health

Effective: Fall ~~2020~~ 2026

Catalog Description:

ECE 80A - CA Preschool Foundations: Health
1.00 Units

Introduction to the health domain of the California Preschool /Transitional Kindergarten Learning Foundations and Frameworks including strands of health habits, safety, and nutrition. Provides practical strategies for implementing the curriculum frameworks. Applicable to required or professional development units for Child Development Permit holders ~~;~~ ~~as well as~~ and pre-school, transitional kindergarten, and early-primary teachers.

1 Units Lecture

Course Grading: Letter Grade Only

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

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

Course Objectives:

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

A. Explain the roles of the ~~Health~~ California Preschool /Transitional Kindergarten Health Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental (DRDP), and content standards for California Public Schools (pre-kindergarten and kindergarten).

    A. Plan environments and experiences related to ~~the development of~~ developing healthy habits, personal safety, and nutrition based on ~~the observation of~~ observing children in classroom settings.

B. Articulate the teacher's role in collaboration with families to support the development of healthy habits ~~in young~~ inyoung children.

Course Content:

1. Introduction to the California Preschool /Transitional Kindergarten (PKTK) Learning Foundations: Health

    1. Purpose and use

    2. Relationship to Desired Results Development Profile (DRDP) and the Content Standards for California Public Schools (Transitional Kindergarten and Kindergarten)

2. Health strands

    1. Health Habits

    2. Safety

    3. Nutrition

3. Implementation of the Foundations and Frameworks

    1. Planning based on observation of children's interests, skills, and abilities

    2. Use of daily experiences and routines as a vehicle to promote children's understanding of good health

    3. Objects and materials to promote healthy habits

    4. Objects and materials that are relevant and meaningful

5. Integration of health - - related routines into all areas of the curriculum

4. Supporting English language learners in developing healthy habits as they concurrently acquire English

5. Partnership with parents and other caregivers in supporting children's good health.

Methods of Instruction:

1. Audio-visual Activity - Powerpoint presentations/lecture
2. Discussion - Class and group discussion about health related topics posted by the instructor
3. Observation - Teacher will post videos for students to observe and discuss.

Typical Assignments

A. ~~Other~~ Writing :

  1. ~~Written Assignments:~~ Students will be evaluated on their ability to promote healthy habits in young children through written curriculum plans

B. Other:

  1. Problem Solving Demonstration: Students will be evaluated on the ability to select appropriate health topics and materials based on their observations of individual children

  2. Skill Demonstration: Students will be evaluated on their descriptions of how health routines can be integrated across all areas of the curriculum

  3. Examination: Students will be evaluated in their knowledge of the health strands through multiple choice and/or essay exams as well as through their performance on course assignments

Methods of Evaluating Student Progress

A. Exams/Tests
  1. One final exam
B. Quizzes
  1. 2
C. Projects
  1. 3 curriculum activities based on observation
D. Class Participation
  1. 3 Discussions

E. Home Work

~~1. 6 Readings 1 Observation~~

1. 6 Readings 1 Observation

Student Learning Outcomes

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

A. ~~Upon completion of ECE 80A, the student should be able to explain~~ Explain the roles of the California Preschool Learning - Foundations and Frameworks in the education of young children - and their relationship to the Desired Results Developmental - Profile (DRDP), California Common Core State Standards for - kindergarten, and Content Standards for California Public - Schools (kindergarten).
B. ~~Upon~~ Plan ~~completion of ECE 80A, the student should be able to plan~~ environments and experiences related to the development of - healthy habits, personal safety, and nutrition, based on the - observation of children in classroom settings.
C. ~~Upon completion of ECE 80A, the student should be able to articulate~~ Articulate the teacher's role in collaboration with families to - support the development of healthy habits in young children.

Textbooks (Typical):

Textbook:

1. ~~CA~~ California Department of ~~Early~~ Education ~~Education~~ ~~CA~~ California Preschool Learning Foundations ~~,~~ ~~Volume~~ Vol. 2. ~~1 ed.~~, California ~~State~~ Department ~~Early~~ of Education, 2010 .
2. California Department of Education California Preschool/Transitional Kindergarten Learning Foundations: Introduction. , California Department of Education, 2024.
3. California Department of Education California Preschool/Transitional Kindergarten Learning Foundations: Health. , California Department of Education, 2024 .
4. Lynn R Marotz *Health, Safety, and Nutrition for the Young Child.* ~~9th~~ 11th ed., Cengage Learning, ~~2017~~ 2024 .
5. Early Education and Support Division *California Preschool Program Guidelines.* 1 ed., California Department of Education , 2015.

Other Materials Required of Students

Equity Based Curriculum

- - Course Content
  Address -
  Students will identify to support families with diverse healthy meal options that fit within their cultural menus.

Requisite Skills

DE Proposal

Delivery Methods

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

Rationale for DE

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

To increase student access

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

1) This class will mostly be taken by working teachers and needs to be accessible to them.

2) Faculty and Advisory Committee agreed that we need to make this class accessible to working students and to meet the needs of current students/workforce.

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: ~~Students~~ Each week, there will ~~get~~ be ~~assigned~~ a ~~readings~~ discussion prompt posted, and students will have two weeks to ~~discuss~~ complete ~~among~~ the ~~them. Instructor will monitor discussions and provide feedback, in a timely matter~~ discussion .
- **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: ~~Instructor~~ Each week, the instructor will provide ~~timely~~ feedback so students can have a feel of how they are doing in class.
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Announcements - ~~Instructor~~ Once a week, the instructor will post announcements as needed so students will be informed of changes, ~~up-coming~~ upcoming tests, etc. ~~Instructor~~ The instructor will post at least once a week ~~-~~ _ announcements that are academic in nature.
- **Web conferencing:** *The instructor will use web conferencing to interact with students in real time.*
  Frequency: ~~Webconferencing~~ Once a week the instructor will have office hours using webconferencing. This will be done ~~individualy~~ individually , ~~by~~ in groups , or ~~possible~~ possibly for the whole class.
- **~~Telephone~~ Face-to-face meetings (partially online courses only)** : ~~The telephone~~ Students will ~~be used~~ come to ~~interact~~ campus ~~with~~ during ~~students~~ face-to-face ~~individually~~ sessions (office hours, etc.) to ~~answer~~ discuss ~~questions;~~ any ~~review~~ facet ~~student~~ of ~~work;~~ the ~~etc~~ course .
  Frequency: ~~Instructor will provide "office hour" time so students can call on~~ At the ~~phone~~ discretion ~~if~~ of ~~needed.~~ the faculty

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  Frequency: Students will be encouraged to e-mails each other to ask questions, share ideas and help each other.
- **Class discussion board:** *Students will post to the discussion board, answering questions posed by the instructor. They will also reply to each other's postings.*
  Frequency: Students will post to the discussion board in each module, usually every two weeks, answering questions posted by the instructor. They will ~~-~~ _ then provide feedback on each others responses. For example, instructor will post a short reading ~~-~~ _ about universal precautions and ask students to post a response to the reading and to discuss about at least 3 other students' own responses.
- **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 ~~with~~ will work in small groups to complete a project together twice during the semester . Then, each group will share their project to all students for further discussion and feedback. For example, ~~student~~ students will be placed in small groups and ~~-~~ _ asked to create a ~~power point~~ PowerPoint presentation about different topics, such as "Injury Prevention". They will share their final project to the class and be asked to write a comment about at least ~~2~~ two other groups' projects. Students will be encouraged to "respond" to comments about their projects.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: ~~Instructor~~ The instructor will post discussions due every other week for each of the modules. Students will discuss health - - related topics -, posting their opinions -, ideas , and experiences related to the topic. As an example, the instructor will post a reading, "Guiding Principles for a Healthy Classroom . " ~~after~~ After reading , students will choose the 2 ~~more~~ most important guiding principles and explain why they've chosen them. Students then will reply to their classmates' posts.
- **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: ~~Groups~~ Twice in the semester, groups will be assigned to work on specific topics and to make a presentation on their findings. For example, each group will be assigned to become experts on Young children's Oral Health, Sun Safety, etc. Each group will post a power point presentation. Classmates will be required to ask questions or provide comments to at least 2 other presentations. Anybody from the group will respond to these questions/comments.
- **Written papers:** *Papers will be written on various topics.*
  Frequency: ~~Some~~ Two of the assignments will include written papers related to Children's health. ~~s.~~ Prior to students submitting - _ their work, papers will be checked by an anti-plagiarism service to _ ensure that no plagiarism is involved. ~~As an~~ For example, students will read the ~~section about~~ "Children's Knowledge on Wellness" section and write a reflection paper about it. They will ask to include personal experiences, ideas , and values.
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: ~~Some assignments~~ Twoassignments may require student to do an internet search such us, finding information about current children's health in California in Alameda County. Students will then share there graphs to all. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: A quiz will be included for each week in the module. ~~Quiz~~ The quiz may include multiple - - choice and short - - answer questions. ~~Exam~~ The exam will include essay questions and multiple -choice ~~choice~~ questions . Example of a exam question will be: What is the most effective way to prevent communicable disease? _ Provide 3 examples on how to encourage children to do it.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: ~~Written~~ Weekly, there will be 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 Guiding Principles, 2 principles per lecture, such as P. 1: Health Knowledge is individualized and P 2: Preschool children and their families posses diverse backgrounds and cultural practices - .
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: ~~Videos~~ Once every two weeks, videos related to the topics in this class will be posted by the instructor to enhance ~~student~~ students ' ~~s~~ understanding and application. Instructor will post a question at the beginning so students will know what to look for in the video. Students will be required to write a short paper about the video. It could be a reflection paper or they will be required to compare the videos' content to information from the book. All videos will be close captioned.

- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.* **Frequency:** Students will complete ~~a~~ one capstone project that demonstrates their - _ mastery of an outcome(s) of the course. This project will be submitted - _ either as a written paper, or an online presentation. An example will be to create a power point that includes appropriate health related materials and activities (curriculum) for a group of children previously observed.
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.* **Frequency:** ~~In order to~~ To begin a discussion on a controversial issue, twice in the semester, 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. As an example poll will be: What of the following improves health behaviors in children? 1. Parents that model healthy behaviors 2. Children enrolled in extra curricular sports programs 3. Children enrolled in quality pre-school program 4. Children who stay at home with a parent before Kindergarten.
- **Other:** **Frequency:** ~~Students~~ Once in the 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 do an individual presentation about Nutrition choices for preschoolers, or maybe Self-regulation of eating.

Codes and Dates

Course CB Codes

CB00: State ID

CCC000615856

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

CB04: Credit Status

D - Credit - Degree Applicable

CB05: Transfer Status

C - Not transferable

CB08: Basic Skills Status

N - Not Basic Skills

CB09: SAM Code

C - Clearly Occupational

CB10: Cooperative Work Experience

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

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

CB23: Funding Agency Category

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

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

    Y.   Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

5.2 Course Deactivations

- NTUT 200 Supervised Tutoring

Course Deactivation: NTUT 200 - Supervised Tutoring

Course Deactivation: NTUT 200 - Supervised Tutoring (Launched - Implemented 08-12-2025)
compared with
NTUT 200 - Supervised Tutoring (Active - Implemented 08-15-2019)

Admin Outline for Noncredit Tutoring 200 Supervised Tutoring

Effective: Fall ~~2019~~ 2026

Catalog Description:

NTUT 200 - Supervised Tutoring
0 Hours

Open-entry/open-exit supervised tutoring course provided to students requesting assistance or referred by a counselor or instructor. Tutoring is conducted in a learning center and is structured to strengthen student skills, reinforce student mastery, and help students achieve specific course objectives. Trained tutors and instructors will provide individualized/small group tutoring and learning assistance for basic skills, vocational skills, and academic subject matter areas including mathematics, English, science, social science, humanities and a variety of general education courses vital to the overall success and retention of students.

Course Grading: Pass/No Pass

Total Lecture Hours	0
Total Inside of Class Hours	0
Total Outside of Class Hours	0
Total Noncredit Hours	0

Justification for course proposal

NTUT 200 has not been offered since the 2021-2022 academic year for a variety of reasons. First, requiring students to sign up for NTUT 200 prior to receiving tutoring creates an unnecessary barrier. Getting students to sign up voluntarily is extremely difficult to do. Second, training tutors to coach students to sign up for NTUT 200 represents an enormous opportunity cost. Time is better invested in teaching tutors about pedagogy and best practices. Third, apportionment for NTUT 200 can not be collected if tutors are paid with categorical funds. Currently, ~65% of tutors are paid with categorical funds. Of note, during the last three semesters that NTUT 200 was offered, approximately 100 hours were invested in capturing apportionment equivalent to

Discipline:

Learning Assistance or Learning Skills Coordinators or Instructors, and Tutoring Coordinators

Number of Times Course May Be Taken for Credit:

Course Objectives:

Upon completion of this course, the student should be able to:
   A. identify the specific learning objectives and educational competencies for the course they are receiving tutoring for.
   B. identify their individual academic needs.
   C. use metacognitive strategies to formulate a plan to succeed.
   D. apply various learning strategies corresponding to their individual learning styles.

Course Content:

Methods of Instruction:

   1. Discussion
   2. Active listening and validation
   3. Reading
   4. Textbook review
   5. Skill building exercises
   6. Activities deemed appropriate to student's particular learning style.
   7. Analysis of sample problems to clarify theories
   8. Small group tutoring for students taking the same course or focusing on a similar writing issue
   9. One-on-one tutoring focusing on all aspects of the writing process
  10. Designated self-paced activities to be completed in the Writing Center and reviewed with a tutor

Typical Assignments

   A. Other:
      1. Recall information from textbook reading.
         1. Make an outline of material assigned in the text.
         2. Highlight important facts in the textbook.
      2. Assimilate information presented in class.
         1. Discuss how the time period studied in class compared to a film of the same era.
         2. Compare present day situations with historical ones.
         3. Apply understanding of the reading by explaining how it applies to own life.
      3. Demonstrate ability to label illustrations.
         1. Fill in missing operations on a diagram provided by tutor.

2. Label the parts of a diagram by memory.

4. Memorize subject-specific vocabulary

    1. Create index vocabulary cards.

    2. Match vocabulary words and their definitions.

    3. Orally define the meaning of given words.

5. Express desired goals and outcomes for a tutoring session.

6. Respond to the tutor's question, "How may I help you today?"

7. Successfully complete math problems as directed by tutor.

    1. Work problems written on the board by the tutor.

    2. Restate problems in text using different numerals and correctly solve.

8. Formulate questions.

9. Check for understanding of the concepts with the tutor by asking questions.

10. Address questions in Spanish to tutor to stimulate Spanish conversation

11. Participate in a group tutoring session

12. Collaborate with other students to adopt a plan for study.

13. Isolate main concerns to be discussed with a tutor.

14. Explain main ideas.

15. Describe current knowledge to help the tutor detect academic needs.

16. Explain the main idea of the reading selection.

17. Write three main ideas gained from the lecture to discuss with tutor.

18. Work with tutor to revise an essay, focusing on areas of need as determined by the student and tutor. These areas may include:

    1. formulating thesis statements,

    2. organizing paragraphs,

    3. developing a consistent argument,

    4. integrating and analyzing sources,

    5. incorporating researched materials,

    6. writing citations, and

    7. assessing grammar and style.

19. Review a set of assignment instructions and brainstorm possible topics for the assignment.

20. Complete an online grammar exercise and then review it with a tutor.

Methods of Evaluating Student Progress

A. Tutor will create quizzes and activities to evaluate progress in subject matter and will provide verbal feedback to students Tutor and student will informally evaluate each tutoring session and be given feedback on an ongoing basis. Attendance will be recorded No grade will be given

Student Learning Outcomes

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

A. Students who receive tutoring should experience a welcoming, empathetic, and supportive environment.

B. Students who receive tutoring should improve their course grade as a result of tutoring.

C. Students who receive tutoring should use the Tutoring Center again.

Textbooks (Typical):

Other Materials Required of Students

 Other Materials Required of Students:
1. Syllabus and textbook from the class at each tutoring session.
2. Assignments to be discussed and evaluated.
3. Appropriate study tools as necessary: calculators, pens, pencils, paper, and staplers.

Equity Based Curriculum

Requisite Skills

Codes and Dates

Course CB Codes

CB00: State ID

CCC000348273

CB03: TOP Code

493009 - Supervised Tutoring

CIP Code

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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

C - Elementary and Secondary Basic Skills

CB23: Funding Agency Category

B - This course was partially developed using Economic Development funds. (Economic Development funds exceed 40% of total development costs)

CB24: Program Status

2 - Not Program Applicable

CB25: Course General Education Status

   Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status