Las Positas College

Curriculum Committee Meeting

04/06/2026

6.0 Second Reading/Voting Packet

6.1. Course Modifications

Course Outline of Record – Effective Term: **Fall 2027**

- ECE 40 Social and Emotional Foundations for Early Learning
- ECE 60 Introduction to the Young Child with Exceptional Needs
- ECE 63 Early Childhood Curriculum
- ECE 64 Play: Materials and Environments
- ECE 69 Child Study: Observation and Assessment
- ECE 78 Multilingual Language Development
- ECE 90 Practicum – Supervised Experience
- ENGR 26 Computational Methods for Engineers and Scientists
- GEOG 12 Geography of California

Enrollment Limitations – Effective Term: **Fall 2027**

- ECE 60 Introduction to the Young Child with Exceptional Needs
- ECE 63 Early Childhood Curriculum
- ECE 64 Play: Materials and Environments
- ECE 69 Child Study: Observation and Assessment
- ECE 78 Multilingual Language Development
- ECE 90 Practicum – Supervised Experience
- ENGR 26 Computational Methods for Engineers and Scientists

Distance Education (DE) – Effective Term: **Fall 2027**

- GEOG 12 Geography of California (FO)

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 40 - Social and Emotional Foundations for Early Learning

Technical Course Revision: ECE 40 - Social and Emotional Foundations for Early Learning (Launched - Implemented 03-05-2026)

compared with

ECE 40 - Social and Emotional Foundations for Early Learning (Active - Implemented 01-01-2024)

Admin Outline for Early Care and Education 40
Social and Emotional Foundations for Early Learning

Effective: ~~Spring~~ Fall ~~2024~~ 2027

Catalog Description:

ECE 40 - Social and Emotional Foundations for Early Learning
3.00 Units

This course will focus on the healthy social and emotional development of young children ages 0-8, as the foundation for early learning. Students will identify the role of the teacher in establishing learning environments that promote the healthy social and emotional development of young children, the underlying basis for quality teacher-child interactions. 3 Units Lecture

Recommended Course Preparation:

- ~~ECE~~ CDEV ~~56~~ C1000
- ECE 62

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon completion of ECE 40, students will be able to identify~~ Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being.

Course Objectives:

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

A. Describe the foundational role of social-emotional health and academic success
B. Identify stages of social and emotional development in children birth to age 8
C. Describe the effects of childhood trauma on social and emotional development
D. Describe and evaluate adult-child interactions that support children's emotional health and their development of social skills
E. Recognize developmentally and culturally appropriate strategies to support social and emotional growth
F. Describe the partnerships between teachers, families, and mental health professionals required to develop solutions supporting the emotional wellness of children, both at home and school
G. Identify when intervention or assessment may be required
H. Identification of current assessment tools and resources

Course Content:

1. Social-emotional development
    1. Why social emotional development is important
        1. Current research
    2. Theories of social and emotional development
    3. Stages of social and emotional development
    4. Development of self-esteem and self-concept
    5. Emotional intelligence
    6. Temperamental differences
    7. Self-regulatory skill development
    8. The importance of early brain development
        1. Prenatal development
        2. First three years
        3. Sensitive and critical periods
    9. Environmental and genetic influences
        1. Affluence
        2. Poverty
        3. Resilience
        4. Trauma
            1. The physical and psychological effects of violence

        2. Influences of media, entertainment and electronic games
        3. Neighborhoods and community service
    5. Child abuse, maltreatment and neglect
        1. Signs
        2. Emotional state of abused children
        3. Family dynamics
        4. Breaking the cycle
    6. Impact of adult substance abuse
        1. Prenatal exposure
        2. Impact on the family unit
        3. Disorders specifically linked to substance abuse
2. Developmentally and culturally appropriate strategies
    1. Implementing the teaching pyramid
        1. Nurturing and positive relationships
            1. Getting "in tune" with children's needs
            2. Reciprocal relationships with children
            3. Knowledge of behaviors that are developmentally appropriate
            4. Modeling self-regulation
            5. Supporting resilience in children
            6. Including families in the program
            7. Home-school continuity
            8. Emotional health of teachers
            9. CLASS Assessment
        2. High Quality Environments
            1. Inclusion of child & family culture, including language
            2. Clear behavioral expectations and limits
            3. Play and social/emotional development
        3. Characteristics of developmentally appropriate environments and materials
            1. Encourage children to express feelings in a socially and culturally accepted manner
            2. Provide children with choices
            3. Develop self-esteem, empathy and peer relationships
        4. Targeted social and emotional supports
            1. Positive discipline practices
            2. Co-empowerment
            3. Supporting child autonomy
            4. Coaching children in social skills, problem solving and conflict resolution
3. When intervention may be needed
    1. Typical and atypical development
    2. Focused child observations and documentation of behaviors
    3. Partnering with families
        1. Communication
        2. Supporting families
        3. Confidentiality and consent
    4. Positive behavior support strategies
    5. Working as a team with other professionals

6. How to locate community resources for the teacher and the family

4. Assessment tools and resources
    1. CLASS
    2. CA Early Learning Foundations
    3. CA Curriculum Frameworks

Methods of Instruction:

1. Discussion
2. Lecture
3. Guest Lecturers
4. Written Exercises - Case Studies
5. Media
6.

Methods of Evaluation

A. Class Participation
    1. weekly
B. Class Work
    1. weekly
C. Final Class Performance
    1. 1
D. Group Projects
    1. 2
E. Oral Presentation
    1. occasionally
F. Quizzes
    1. after every chapter
G. Research Projects
    1. 1

Typical Outside-of-Class Assignments

A. Other:
    1. Within instructor created groups, identify specific resources in the community that support families and children who experience violence or trauma in their lives. Prepare both an oral report for a class presentation and a one page summary of the groups finding.
    2. Research and write a paper on a behavior disorder that impacts early care and education programs
    3. Analyze case study of a child and develop materials and curriculum that support child's positive social-emotional development

Textbooks (Typical):

Textbook:

1. Bronwyn Macfarlyne, Ellen Honeck *Social and Emotional Learning for Advanced Children in Early Childhood.* 1st ed., Routledge Taylor & Francis Group, 2023.
2. Nancy Frey, Douglas Fisher, Dominique Smith *The Social-Emotional Learning Playbook.* 1st ed., Corwin Press, Inc, 2022.
3. Maria Robinson *The Feeling Child.* 1st ed., Routledge Press, 2014.
4. Shonkoff, Jack P. and Phillips, Deborah A. Ed., *From Neurons to Neighborhoods.*, National Academy Press, 2000.
5. Crime and Prevention Center, *Child Abuse: Prevention Handbook.*, California Attorney General's Office Cal Image Marketing, 2000.
6. Janice E. Katz *Guiding Children's Social and Emotional Development: A Reflective Approach.* 1st ed., Pearson, 2014.
7. Michelle L. Rupiper *Children's Social Development: Theory to Practice,.* 5th ed., Cengage Publishing, 2015.
8. Peggy Daly Pizzo *Teaching and Leading with Emotional Intelligence: A Dilemma-Based Casebook .* 1st ed., Teacher's College Press, 2017.
9. Susan Elswick *Using Picture Books to Enhance Children's Social and Emotional Literacy.* 1st ed., Jessica Kingsley Publishers, 2018.

Other Materials Required of Students

Equity Based Curriculum

- Course Content
- ~~Measurable~~ Course Objectives

Requisite Skills

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

A. ~~ECE~~ CDEV ~~56~~ C1000

1. ~~Demonstrate objective techniques and skills when observing 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. ~~Articulate the connection between child development knowledge and appropriate practices~~
4. ~~Examine the importance of the early years and the impact of the interaction between environment, genetics, and culture on the child's development physical, self esteem, socially, emotionally, language, and cognitive~~
5. ~~Describe current trends in research about early childhood~~
6. ~~Investigate and describe risk factors that impact child's development and their families;~~
7. ~~Describe typical development milestones of children birth through adolescence~~
8. ~~Differentiate characteristics of typical and atypical development at various stages~~
9. ~~Identify the teachers role and ethical responsibilities to children~~

B. ECE 62

1. ~~Identify how the child develops within a system and is influenced by multiple factors of socialization, including culture, language, ability, economic class and ethnicity~~
2. ~~Describe the role of families within educational institutions and the importance of family-teacher partnerships~~

DE Proposal

Delivery Methods

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

During our program review process for fall 17 the faculty agreed to continue to assess ways to make courses more accessible to our students, many of whom are working, have young children and are themselves very comfortable working with online tools. We feel the content of this course would be compatible with being offered in a distance education format.

Accessibility:

- 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:

Course Objectives:

- 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
- **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: Occasionally
- **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: Each 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: Weekly
- **Announcements:** *Regular announcements that are academic in nature will be posted to the class.*
  Frequency: Bi-monthly
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  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: Each 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: Once during the semester

Student-Content Interaction

- **Written papers:** *Papers will be written on various topics.*
  Frequency: Once during the semester
- **Research Assignments:** *Students will use the Internet and library resources to research questions,problems, events, etc.*
  Frequency: Once during the course

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: Each Module
- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Occasionally
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: Occasionally

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000445537

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code

19.0709 - Child Care Provider/Assistant.

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 60 - Introduction to the Young Child with Exceptional Needs

Technical Course Revision: ECE 60 - Introduction to the Young Child with Exceptional Needs (Launched - Implemented 03-05-2026)
compared with
ECE 60 - Introduction to the Young Child with Exceptional Needs (Active - Implemented 04-06-2023)

Admin Outline for Early Care and Education 60
Introduction to the Young Child with Exceptional Needs

Effective: Fall ~~2023~~ 2027

Catalog Description:

ECE 60 - Introduction to the Young Child with Exceptional Needs
3.00 Units

Introduces the variations in development of infants and children with exceptional needs and the resulting impact on families. Includes an overview of historical and societal influences, laws relating to children with exceptional needs and the identification and referral process. Assessments, interventions and learning environments for infants and children with exceptional needs. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~56~~ C1000

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~Upon completion of ECE 60, students will be able to explain~~ Explain the terminology, systems, laws and services that addresses children with exceptionalities - and recommend supports for the child and their family.
B. ~~Upon completion of ECE 60, students will be able to use~~ Use observation to integrate curriculum goals and objectives across developmental domains, content - areas, and routines for children with special needs.

Course Objectives:

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

A. Differentiate typical and atypical sequence and interrelationship of development in infants and children
B. Examine the key contributions of developmental theorist, advocates and historical legal decisions in influencing best practices in early childhood special education
C. Define and describe the general purpose of laws protecting children with exceptional needs including Individual Development Education Act (IDEA), Individual Education Plan (IEP) and the Individual Family Service Plan (IFSP)
D. Summarize the steps in the referral process including observation, documentation, screening and assessment
E. Define and explain basic health and safety conditions which assures the least restrictive environment for young children
F. Identify available community resources that meet the needs of families with children with exceptional needs
G. Identify the benefits of using a strength-based approach in working with children with exceptional needs and their families
H. Explain various strategies that support collaborative practices in promoting the optimal development of children within the context of their family culture and community
I. Describe strategies for empowering families to be effective advocates for children with exceptional needs
J. Identify the family's stages of grief when their child has been identified with exceptional needs
K. Explain least restrictive environment, inclusion and natural environments and the impact on a typical classroom for young children

Course Content:

1. Typical and atypical child development
    1. Theory, theorist and research
    2. Developmental norms
    3. Prenatal and perinatal developmental risk factors

    4. Developmental delays
        1. Cognitive
        2. Physical and motor, including vision and hearing
        3. Communication/language
        4. Social and emotional
        5. Self-help skills and adaptive behavior
    5. Temperaments
    6. Environmental factors
2. Children with exceptional needs
    1. Autism spectrum
    2. Sensory
    3. Orthopedic
    4. Genetic and congential
    5. Attention Deficit Hyperactivity Disorder (ADHD)
    6. Mental health
    7. Social and emotional
    8. Other exceptional needs eligible for services
        1. Gifted and talented
        2. Second language learners
3. Laws and regulations that protect children with exceptional needs and their families
    1. History
    2. Current policies and best practices
    3. Individual Development Education Act (IDEA)
    4. Concerns and challenges of least restrictive environments
    5. Individual Education Plan (IEP) and Individual Family Service Plan (IFSP)
        1. Rights of child and family
        2. Confidentiality
        3. Working with other professionals
4. Observation, documentation, and assessment instruments and tools
    1. Role of the professional using screening and assessment tools
    2. Observational basis for developing IFSP and IEP
        1. Working as a team
        2. Other professionals
    3. Developmental assessment and referral process
5. Health, safety and nutrition
    1. Universal health precautions
    2. Basic health and safety practices
    3. Licensing requirements
    4. Nutritional and feeding practices
6. Meeting the needs of diverse families
    1. Strength based model
    2. Diverse perspectives
    3. Sensitivity to cultural and linguistic differences
    4. Developing partnerships
    5. Accessing community resources serving diverse families

7. Professional and ethical practices
    1. People First language
    2. Culturally sensitive practices with the team including other professionals and families
    3. Advocacy and public policy for children and families
    4. Empowering families
    5. Stages of grief
    6. Confidentiality
8. Introduction to early intervention strategies
    1. Adapting to meet the individual child's ability
    2. Specific techniques
    3. Support development of independence, self regulation and self esteem
    4. Facilitated within the context of children's play
    5. Least restrictive environment
    6. Environmental accommodations
    7. Working with families and community

Methods of Instruction:

1. Lecture -
2. Discussion -
3. Demonstration -
4. Audio-visual Activity -
5. Projects -
6. Guest Lecturers -
7. Simulations

Methods of Evaluation

A. Class Participation
    1. Weekly
B. Exams/Tests
    1. 2 per semester
C. Final Class Performance
    1. Once per semester.
D. Papers
    1. Weekly
E. Quizzes
    1. 3 per semester
F. Research Projects
    1. 1 per semester

Typical Outside-of-Class Assignments

A. Other:
    1. Reading and writing
        1. Read the section on identification of "At Risk" children.

1. Summarize the characteristics of atypical development and contrast those characteristics with those of typically developing children in a 3 page, typed paper
2. Select a disability from the instructor supplied list and research this disability.
    1. Write a 3-5 page typed paper.
    2. Orally present a 5-minute presentation on disability paper.
3. Analyze a case study and evaluate an IFSP or IEP.
4. Write a developmental observation of a child with exceptional needs related to the environment and interpersonal interactions.

2. Project
    1. Make arrangements to visit a program that is especially for or is practicing "inclusion".
        1. Observe and write about (but not limited to) the following:
            1. Staff ratio, composition of staff, educational requirements and training of teachers and staff, children's ages, disabilities, how assessed, funding, parent involvement, scope of program, etc.
        2. Paper is to be typed and presented in APA style.

Textbooks (Typical):

Textbook:

1. Samuel A. Kirk , James J. Gallagher , Mary Ruth Coleman *Educating Exceptional Children.* 15th ed., Cengage , 2023.
2. Ruth E. Cook, Anne Marie Richardson-Gibbs, Laurie Neilsen *Strategies for Including Children with Special Needs in Early Childhood Settings.* 2nd ed., Wadsworth Publishing, 2017.
3. Stephan Hooper, Warren Umansky *Young Children with Special Needs.* 6th ed., Pearson: Merrill Prentice Hall, 2014.
4. Richard Gargiulo, Jennifer L. Kilgo *Introduction to Young Children with Special Needs.* 4th ed., Pearson, 2014.
5. Jennifer Grisham-Brown, Ed.D., Mary Louise Hemmeter, Ph.D. *Blended Practices for Teaching Young Children in Inclusive Settings.* 2nd ed., Brookes Publishing Company, 2017.
6. Carmel Conn, Alison Murphy *Inclusive Pedagogies for Early Childhood Ed: Respecting & Responding to Differences in Learning.* 1st ed., Routledge, 2022.

Other Materials Required of Students

Equity Based Curriculum

- ~~Measurable~~ Course Objectives
- Typical Assignments
- DE Course Interaction

Requisite Skills

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

A. ~~ECE~~ CDEV ~~56~~ C1000

Required

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

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

After discussion with our teammates we want to ensure students can complete the course with as much flexibility as possible, to meet their needs.

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:

- 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:
Course Objectives:

- 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 each 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: 3 times during the 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: One 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: Once per semester
- **Other:**
  Frequency: There will be an always-available student Question and Answer discussion thread available where students can ask and answer one another's questions.

Student-Content Interaction

- **Class discussion board:** *Students will post to the discussion board, answering questions on course content posed by the instructor.*
  Frequency: Once per module
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 3 times during the semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2 Tests/Exams, 3 Quizzes per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: At least one per module
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: 1 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000589349

CB03: TOP Code
130520 - Children with Special Needs

CIP Code

13.1001 - Special Education and Teaching, 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 63 - Early Childhood Curriculum

Technical Course Revision: ECE 63 - Early Childhood Curriculum (Launched - Implemented 03-05-2026)
compared with
ECE 63 - Early Childhood Curriculum (Active - Implemented 01-01-2024)

Admin Outline for Early Care and Education 63
Early Childhood Curriculum

Effective: ~~Spring~~ Fall ~~2024~~ 2027

Catalog Description:

ECE 63 - Early Childhood Curriculum
4.00 Units

This course offers students the opportunity for professional application of the principles of child growth and development in the study of play based, inclusive, emergent curriculum within the physical environment of the infant, toddler and preschool classrooms. Students will use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. The learning experiences will include program content pertaining to the use of materials, the facilitation and guidance of all children's experiences based on what is culturally and developmentally appropriate for children. 3 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~50~~ C1000
- ECE ~~56~~ 50

Total Lecture Hours	54
Total Lab Hours	54
Total Inside of Class Hours	108
Total Outside of Class Hours	108
Total Student Learning Hours	216

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. ~~design~~ Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.
B. ~~Upon completion of ECE 63, students will be able to apply~~ Apply theories of children's learning and development to key curricular content areas, through documentation and evaluation of curriculum.
C. ~~use~~ Use reflective practices to evaluate the effectiveness of early childhood curriculum, classrooms, and teaching strategies.

Course Objectives:

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

A. Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum.
B. Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and environments.
C. Demonstrate and discuss the learning process in early childhood as it relates to play.
D. Observe and evaluate teacher behaviors, curriculum, and environments for best practices reflecting current research and the impact it has on children's learning and development.
E. Plan and evaluate curriculum and environment to meet the needs of groups, typical and atypical children.
F. Observe children as a basis for planning curriculum and environments.
G. Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
H. Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.
I. Explain how different teaching strategies could be used for a variety of curriculum goals.
J. Plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensorimotor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives.
K. Explain how different teaching strategies could be used for a variety of curriculum goals.
L. Describe guidance and interaction approaches to support social relationships and learning.

M. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.
N. Describe various strategies for engaging and partnering with families to support children's development and learning.

Course Content:

Lecture:

1. Theoretical Frameworks for Planning Curriculum and Environment
    1. Study of theories, including constructivist, as they pertain to child development and curriculum
    2. Translate theory and principles of human growth and development into curriculum planning and developmentally appropriate practices.
    3. Models of developmentally appropriate play based approaches such as:
        1. Emergent Curriculum
        2. Waldorf
        3. Reggio Emilio
        4. High Scope
        5. Montessori
2. Planning Early Childhood Curriculum
    1. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for:
        1. Infants and Toddlers
        2. Preschoolers
        3. School-Age Children
    2. Level of teacher involvement-teaching continuum
    3. Universal Design and Learning
    4. Teacher-Child Interactions
    5. Guidance and Discipline
    6. Relationship-Based Practices
    7. Effective use of questions
    8. Planning opportunities for children to support each other in learning
    9. Facilitating children's participation
    10. Promoting developmental growth
    11. Practical considerations
3. Cycle of observation
    1. Observe, plan, implememt, analyze, and assess
    2. Plan and reflect
    3. Accountability through documentation
4. Content Areas
    1. Application of teachers' discipline-based knowledge in the content area
    2. State and national content standards
5. Developmentally Appropriate inclusive, emergent, play based curriculum in a safe, secure and nurturing environment
    1. Math and Science
    2. Language Arts/Literacy

3. English language devlopment
4. History and social science
5. Socio-emotional development
6. Visual and performing arts: dramatic play, creative arts
7. Physical development
8. Sensori-motor
9. Outdoor play
10. Nutrition and health
11. Music and movement
12. Blocks and manipulatives

6. Developmentally appropriate practice
    1. Appropriate use of instructional technology
    2. Age appropriate (infant-8 years)
    3. Inclusive and individual
    4. Inclusion of children's culture and language
    5. Family engagement
    6. Promotes sense of self identity
    7. Builds competence across all domains
    8. Anti-bias perspectives
7. Adjustments to curriculum and environment to address children's individualized learning needs including:
    1. Culture and ethnicity
    2. Socioeconomic status
    3. Supports home language and the development of English as a second language
    4. Ability
    5. Gender
    6. Learning style
8. Planning Learning Environments
    1. Designs and impact of physical space
    2. Learning centers
    3. Selection of equipment and material
    4. Impact of routines and schedules
    5. Integration of content throughout the indoor and outdoor environments
    6. Indicators of quality
    7. Health, safety, and nutrition
    8. Staffing and zoning
    9. Environments impact on classroom management
9. Professionalism
    1. Code of Ethics
    2. Ethical and professional practices
    3. Establish respectful relationships with children, families, and staff
    4. Maintain confidential communication with families and colleagues
    5. Using reflection in correlation with current research to influence practice

Lab Activities:

Methods of Instruction:

1. Lecture
2. Discussion - On various curriculum program models
3. Projects - Individual and collaborative projects
4. Guest Lecturers
5. Demonstration - Simulated demonstration laboratory or laboratory experience
6. Audio-visual Activity
7. Field Trips - Montessori and/or Project Approach Preschool
8.

Methods of Evaluation

A. Class Participation
    1. 10 times during the semester
B. Class Work
    1. 10 times during the semester focusing on accommodating individual, family, and community needs in regards to curriculum.
C. Exams/Tests
    1. 1 Examination to assess understanding of various curriculum program models.
D. Field Trips
    1. 2 times during the semester
E. Group Projects
    1. 5 times during the semester
F. Lab Activities
    1. 17 times during the semester demonstrating the ability to recognize and begin to implement concepts in the curriculum, to observe/assess the impact of that curriculum.
G. Oral Presentation
    1. 3 times during the semester
H. Projects
    1. 1 time during the semester
I. Quizzes
    1. 4 times during the semester

Typical Outside-of-Class Assignments

A. Other:
    1. Reading and Writing
        1. Select and read two articles that focus on a specific pedagogy related to curriculum. Summarize the information and state how it substantiates or contradicts developmentally appropriate practice.

2. A reflection is to be written for each lab time. Summarize the daily events and reflect on the possible outcomes for future lab experiences.

2. In Class
    1. Discussions led by in -class student groups.
    2. Students will create curriculum in class and discuss the validity of such as it pertains to emergent curriculum
3. Quizzes
    1. Quizzes conducted to confirm reading of the material.
4. Projects/Presentations
    1. Curriculum Project (write an inclusive assignment and check these assignments)
        1. Prepare a written plan of an activity that includes the project's projected goals and objectives.
        2. The implementation and documentation section of the project will include an observation of the activity that was carried out at an early childhood educational setting. The interaction of children with the materials and one another is to be included.
        3. In the evaluation section assess if the activity met the goals and objectives. Justify any modifications that would be made if the activity was repeated.
        4. Present the totality of the observation, implementation, and evaluation utilizing a poster board or power point.

Textbooks (Typical):

Textbook:

1. Susan Stacy *Inquiry- Based Early Learning Environments: Creating, Supporting and Collaborating*. 1st ed., Redleaf Press, 2018.
2. Susan Stacey *Emergent Curriculum in Early Childhood Settings: From Theory to Practice*. 2nd ed., Redleaf Press, 2017.
3. California Department of Education, *California Preschool Learning Foundations*. Vol 1, 2, 3 ed., California Department of Education, WestEd, 2010.
4. California Department of Education, *California Infant/Toddler Learning and Development Foundations.*, California Department of Education, WestEd, 2010.
5. Copple, Carol and Bredecamp, S. , *Developmentally Appropriate Practice in Early Childhood Programs Serving Children Birth Through Age Eight*. Revised ed., National Association for the Education of Young Children, 2008.
6. Deb Curtis *Reflecting Children's Lives*. 2011 ed., Redleaf, 2011.
7. Jennifer Paris *introduction to Curriculum (OER)*. 1st ed., College of the Canyons, 2020.

Other Materials Required of Students

Equity Based Curriculum

- Typical Texts

Requisite Skills

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

A. CDEV C1000

Required

- Identify the typical progression of development across all domains.
- Summarize major theories of child development.

Recommended

- Evaluate the role of play and its relationship to development at various stage.
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level.
- Articulate the connection between child development knowledge and appropriate practices.
- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context.
- Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.

Not Necessary Skills

- Identify the teacher's role and ethical responsibilities to children.
- Identify the strengths and exceptional needs of the child in the context of his/her family.
- Examine ways in which developmental domains are continuous, sequential and inter-related.
- Investigate and describe risk factors that impact child's development and their families.
- Describe current trends in research about early childhood.
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive.
- Differentiate characteristics of typical and atypical development.
- Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.

B. ECE 50

Required

- Describe and compare children's developmental stages as it relates to developmentally appropriate practices for children from birth through age eight.
- Describe developmentally appropriate practice.

Recommended

- ~~Explain~~ Identify ~~how~~ program ~~theories~~ adaptations which may be needed to support children with diverse abilities
- Examine the role and value of ~~learning~~ play as a vehicle for developing skills, knowledge, dispositions and ~~development~~ strengthening ~~guide~~ relationships ~~early~~ among ~~childhood~~ young ~~environment design, curriculum, and teaching strategies.~~ children
- Document written objective observations based on specific criteria which informs curriculum
- Develop an initial personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).
- Explain the ongoing cycle and relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive

learning and development.

- ~~Examine~~ Explain ~~the~~ how ~~role~~ theories of learning and ~~value~~ development ~~of~~ guide ~~play~~ early ~~as~~ childhood ~~a~~ environment ~~vehicle for developing skills~~ design , ~~knowledge~~ curriculum , ~~dispositions~~ and ~~strengthening~~ teaching ~~relationships among young children~~
- ~~Identify program adaptations which may be needed to support children with diverse abilities~~ strategies.

Not Necessary Skills

- ~~Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.~~
- ~~Describe the role and purpose of environmental and interactional rating instruments.~~
- Describe historical and current issues ad global approaches for early care and education.
- Identify strategies to promote communication with multilingual families.
- Describe guidance and positive communication strategies which promote children's social competence in a caring community.
- Identify the roles and responsibilities of an early childhood educator for curriculum, teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
- Describe how culture influences early childhood programs and practices
- Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.
- Describe the role and purpose of environmental and interactional rating instruments.
- Identify supports for first and multilingual language learners in developing English language and literacy skills, including support for the home language.

C. ~~ECE 56~~

~~Required~~

- ~~Describe typical development progression and milestones of development across all domains- children birth through adolescence~~

~~Recommended~~

- ~~Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level~~
- ~~Evaluate the role of play and its relationship to development at various stage~~
- ~~Articulate the connection between child development knowledge and appropriate practices~~
- ~~Demonstrate objective and ethical techniques and skills when observing, describing and evaluating behavior in children of all ages, taking into consideration bias~~
- ~~Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context~~

~~Not Necessary Skills~~

- ~~Investigate and describe risk factors that impact child's development and their families~~
- ~~Differentiate characteristics of typical and atypical development at various stages~~
- ~~Examine ways in which developmental domains are continuous, sequential and inter-related~~
- ~~Identify the teacher's role and ethical responsibilities to children~~
- ~~Identify the strengths and exceptional needs of the child in the context of his/her family~~

- ~~Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive~~
- ~~Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions~~
- ~~Describe current trends in research about early childhood~~

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

In discussing with the other curriculum instructor and other department 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, Department chair and PDC, and hearing from students.

Accessibility:

- 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:

Course Objectives:

- The same standards of course quality identified in the course outline of record can be applied.
- 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: On a weekly basis
- **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 week
- **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: Minimum once 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: Minimum once per week to complete lab activities

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 week
- **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 4 times per semester
- **Web conferencing:** *Students will interact in real time with each other to discuss coursework and assignments.*
  Frequency: Minimum once per week

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 week
- **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: Four times 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: Eight quizzes per semester, one exam 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: Eight practice quizzes per semester
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*

Frequency: 15 times per semester (synchronous)

- **Video:** *Video will be used to demonstrate procedures and to help students visualize concepts.*
  Frequency: Minimum four per semester
- **Field Trips:** *Students will attend live or virtual field trips.*
  Frequency: Minimum twice per semester
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: Minimum once per semester
- **Polling/surveys:** *To begin a discussion on an issue, students will be polled to determine their stances.*
  Frequency: Minimum once per semester
- **Other:**
  Frequency: Minimum three times per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ECE 130 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000373079

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code

19.0709 - Child Care Provider/Assistant.

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 64 - Play: Materials and Environments

Technical Course Revision: ECE 64 - Play: Materials and Environments (Launched - Implemented 03-05-2026)
compared with
ECE 64 - Play: Materials and Environments (Active - Implemented 01-01-2024)

Admin Outline for Early Care and Education 64
Play: Materials and Environments

Effective: Fall ~~2024~~ 2027

Catalog Description:

ECE 64 - Play: Materials and Environments
3.00 Units

Application of principles of human growth and development in the consideration of play materials and environments for children birth through early elementary. The selection and development of play materials and environments that are developmentally, culturally, and age-appropriate. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~56~~ C1000
- ECE 50

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Students will select play materials and create environments that utilizes the principles of developmentally appropriate practices.

Course Objectives:

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

A. ~~describe~~ Describe the prevalent theories of play ~~;~~ .
B. ~~specify~~ Specify stages and types of play and its importance from birth through early elementary ~~;~~ .
C. ~~defend~~ Defend the importance of play based curriculum using brain research findings ~~;~~ .
D. ~~compare~~ Compare and contrast the play activities for different age groups ~~;~~ .
E. ~~select~~ Select , construct, and use play materials that demonstrate an understanding of developmentally appropriate practices ~~;~~ .
F. ~~educate~~ Educate others in the value of play ~~;~~ .
G. ~~describe~~ Describe the role of the teacher in setting up the environment to foster appropriate play ~~;~~ .
H. ~~analyze~~ Analyze environments, using assessment tools, to implement developmentally appropriate play materials and experiences.

Course Content:

1. Theories and philosophies embracing play
    1. Piaget
    2. Vygotsky
2. Stages and types of play
    1. Parten
    2. Smilansky
3. Brain Research on child development
    1. Research findings
    2. Implications for play
    3. Findings regarding language development and literacy
4. Social, cultural and content differences of play related to age and development
    1. Infant/toddler play
    2. Preschool age children's play
    3. School age children's play
5. Criteria for making and selecting play materials
    1. Aged based choices
    2. Teacher chosen to enhance children's competencies
    3. Focused on an individual's identified needs
6. Articulation of play benefits to other adults
    1. Families

2. Co-workers and directors
3. Community
4. Policy makers

7. The role of the teacher in setting up the environment to foster appropriate play
    1. Special arrangement that facilitates implementation of program and curricular goals
    2. Aesthetic considerations that enable children to feel secure and accepted
    3. Shows appreciation for diversity including cultural considerations
    4. Adapt environment to meet needs of children with differing needs
    5. Safety issues
8. Interactive strategies of the teacher to enhance children's play
    1. Authentic observation and assessment
    2. Using reflection for planning
    3. Implementation
        1. Provide supportive materials
        2. Enrich theme areas
        3. Support child initiated play
    4. Feedback to the child based on teacher observation

Methods of Instruction:

1. Field Trips - Field trip to a toy store to determine criteria for selecting play materials based on instructor provided criteria.
2. Lecture - Short lecture on the teacher's role in selecting materials with cultural considerations.
3. Projects - Create a developmentally appropriate play material based on age and skill development.
4. Observation - Use observation to compare and contrast children's social interaction during child-initiated play.
5. Discussion - Small group discussion, following field trip, on safety considerations regarding material selection.

Methods of Evaluation

A. Class Participation
    1. 2
B. Field Trips
    1. 1
C. Oral Presentation
    1. 1
D. Projects
    1. 1
E. Quizzes
    1. 3
F. Child observation/s

Typical Outside-of-Class Assignments

A. Other:

1. Prepare a written observation of a child in a play situation.
    1. Describe how scaffolding (from Vygotsky's theory of the Zone of Proximal Development) might be used to help the child achieve a higher level of performance.
    2. Discussion on providing scaffolding based on developmental level and age of child.
2. Design a toy, activity or game for a specific age group.
    1. Project may be done alone or in groups of 2-3 students
    2. Must be developmentally appropriate and inexpensive
    3. Provide complete written instruction for production.
    4. In class, orally justify why the creation is developmentally appropriate and what skills and dispositions are reinforced.
3. Observation of the same child during free choice time looking at both child-initiated play and a teacher directed activity.
    1. Compare and contrast the use of language, child's social interactions, emotional expression including facial affect and body language.
    2. Describe how findings may be documented and shared with families, teachers, stakeholders and adminstrators to depict the benefits of play.

Textbooks (Typical):

Textbook:

1. Dorothy Justus Sluss *Supporting Play in Early Childhood:Environment, Curriculum, Assessment.* 2nd ed., Delmar Cengage Learning, 2018.
2. Holly Bohart, Kathy Charner, Derry Koralek *Spotlight on Children: Exploring Play.* 1 ed., Teaching Strategies, Inc., 2015.
3. Marsha L. Nell, Walter F. Drew, Deborah E. Bush *From Play to Practice: Connecting Teachers' Play to Children's Learning.* 1 ed., NAEYC, 2013.
4. Miriam Beloglovsky , Lisa Daly *Loose Parts 4.* 4th ed., Red Leaf Press , 2020.
5. Lisa Daly *Transforming your Outdoor Early Learning Environment.* 1st ed., Red Leaf Press , 2022.

Other Materials Required of Students

1. No other material required.

Equity Based Curriculum

- Course Content
- Typical Assignments

Requisite Skills

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

A. ~~ECE~~ CDEV ~~56~~ C1000

Required

- ~~Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias~~
- ~~Describe typical development milestones of children birth through adolescence~~
- Evaluate the role of play and its relationship to development at various ~~stages~~

- ~~Examine ways in which developmental domains are continuous, sequential and inter-related~~ stage.
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level .
- Examine ways in which developmental domains are continuous, sequential and inter-related.
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive.
- Articulate the connection between child development knowledge and appropriate practices.
- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context .
- Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.
- Summarize major theories of child development.
- Differentiate characteristics of typical and atypical development ~~at various stages~~ .
- ~~Articulate~~ Identify the ~~connection~~ typical ~~between~~ progression ~~child~~ of development ~~knowledge~~ across all domains.
- Apply objective and ~~appropriate~~ ethical ~~practices~~
- ~~Examine the importance of the early years~~ techniques and ~~the~~ skills ~~impact~~ when ~~of the interaction between environment~~ observing , ~~genetics~~ describing , and ~~culture~~ evaluating behavior ~~on~~ in ~~the child's development physical, self esteem, socially, emotionally, language, and cognitive~~ children.

Recommended

- Identify the teacher's role and ethical responsibilities to children.
- Identify the strengths and exceptional needs of the child in the context of his/her family
- ~~Identify the teachers role and ethical responsibilities to children~~ .
- Investigate and describe risk factors that impact child's development and their families ~~;~~ .
- Describe current trends in research about early childhood .

B. ECE 50

Required

- Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.
- Identify the roles and responsibilities of an early childhood educator for curriculum, teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
- Identify supports for first and multilingual language learners in developing English language and literacy skills, including support for the home language.
- Describe developmentally appropriate practice.
- Describe and compare children's developmental stages as it relates to developmentally appropriate practices
- ~~Identify~~ ~~strategies~~ for ~~to~~ children ~~promote~~ from ~~communication~~ birth ~~with~~ through ~~English~~ age ~~learning families~~ eight.
- Describe how culture influences early childhood programs and practices

- ~~Define~~ Explain the ongoing cycle and ~~describe~~ relationship ~~the~~ between ~~theories~~ observation , ~~philosophies~~ planning , ~~goals~~ implementation , ~~objectives~~ and ~~methods~~ assessment ~~associated~~ in developing effective teaching strategies and positive learning and development.
- Identify strategies to promote communication with ~~contemporary~~ multilingual ~~group~~ families.
- Identify ~~care~~ program ~~and~~ adaptations ~~educational~~ which ~~systems~~ may ~~as~~ be ~~related~~ needed to ~~developmentally appropriate practices for all young~~ support children with ~~typical~~ diverse abilities
- Document written objective observations based on specific criteria which informs curriculum
- Describe guidance and ~~atypical~~ positive ~~development~~ communication strategies which promote children's social competence in a ~~play~~ caring ~~based~~ community.
- Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.

Recommended

- Develop an initial personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).
- Describe the role and purpose of environmental and interactional rating instruments.
- Examine the role and value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children
- ~~Describe guidance and positive communication strategies which promote children's social competence in a caring community~~
- ~~Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development~~
- ~~Document written objective observations based on specific criteria which informs curriculum~~
- ~~Identify program adaptations which may be needed to support children with diverse abilities~~

~~Recommended~~

- ~~Use environmental rating instruments~~
- ~~Develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP)~~
- ~~Explain the licensing and educational requirements of working in early childhood education and the potential for employment in the field~~
- ~~Explain the professional standards of early care and education and importance of establishing relationships with coworkers, families, children and the professional community~~

Not Necessary Skills

- Describe ~~the~~ historical ~~development~~ and ~~of~~ current ~~various~~ issues ~~group~~ ad global approaches for early care ~~systems~~ and ~~for all young children~~ education.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000584377

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code

19.0709 - Child Care Provider/Assistant.

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
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

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 69 - Child Study: Observation and Assessment

Technical Course Revision: ECE 69 - Child Study: Observation and Assessment (Launched - Implemented 03-05-2026)
compared with
ECE 69 - Child Study: Observation and Assessment (Active - Implemented 01-01-2024)

Admin Outline for Early Care and Education 69
Child Study: Observation and Assessment

Effective: ~~Spring~~ Fall ~~2024~~ 2027

Catalog Description:

ECE 69 - Child Study: Observation and Assessment
3.00 Units

Introduces the appropriate use of assessment and observation tools and strategies to document young children's development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. 3 Units Lecture

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~56~~ C1000

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
B. Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.
C. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

Course Objectives:

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

A. Describe and examine historical and contemporary issues related to standards and accountability in Early Care and Education;
B. Differentiate between various observation and assessment tools according to their purpose and validity
C. Describe methodologies for effective observation of all children, teachers and environments.
D. Discuss and apply awareness of logistical challenges, biases and preconceptions, temperament, and individual differences for their influences on viewing and interpreting observed situations.
E. Demonstrate basic formative and summative assessment technique
F. Describe legal and professional ethics and objectivity pertaining to observation, assessment, documentation, and record keeping.
G. Apply child developmental principles across all domains using authentic assessment, quantitative and observational skills to interpret observations and assessments
H. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.
I. Demonstrate how the use of observation and assessment tools are used to implement curriculum and environmental changes in support of both group and individual needs.
J. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
K. Formulate a communication plan with families and within the educational team
L. Demonstrate the development of essential writing skills to accurately and objectively record observations of children

Course Content:

1. Historical influences and contemporary issues
    1. Federal, state, and local involvement and expectations of Early Care and Education
    2. Foundations, standards and accountability
2. Observation and Assessment Based on Theories of Child Development and Learning
    1. California Infant-Toddler Learning and Development Foundations
    2. California Preschool Learning Foundations

3. Impact of Situational Factors in the Process of Observation and Assessment
    1. Factors outside of the school setting
    2. Demographics, cultural background, and perspectives of the children and families
    3. Observer's cultural perspectives, expectations and personal bias
4. Methods for effective observations of all children
5. Observing children, teachers and environment
6. Legal, professional and ethical responsibilities
7. Observation: key to authentic assessments
    1. Knowledge of child development principles across all domains
    2. Formal and informal
    3. Confidentiality
    4. Data collection methods such as:
        1. Direct observation
        2. Time and event samples
        3. Interviews
        4. Questionnaires
        5. Rating scales
    5. Reporting methods such as:
        1. Anecdotal records
        2. Running records
        3. Checklists
        4. Subjective and objective reporting
        5. Qualitative and quantitative
    6. Reflect on observation
    7. Develop an action plan
8. Observation and Assessment tools
    1. Purpose and use
    2. Current and historic
    3. Evaluating culturally and linguistically appropriate tools
    4. Observation and assessment strategies that support appropriate teaching strategies for dual-language learners
    5. Developmental observational checklists
    6. Desired Results Developmental Profile-Revised (DRDP-R) and resources of the California early care and Learning systems
    7. Ages & Stages
    8. National assessment tools
        1. Environmental rating tools such as Early Childhood Environmental Rating Scale (ECERS)
        2. Classroom Assessment Scoring System (CLASS)
        3. Quality Rating Improvement System (QRIS)
9. Use of Observation and assessment
    1. Monitor children's health, well-being, development, and learning
    2. Determine plan, and adjust teaching strategies and curriculum to meet
        1. Various content and curriculum purposes
        2. Child's interest, skills, and abilities
        3. First and dual language learners

        4. Environmental design needs
        5. Guidance and behavior needs
    3. Inform referral and intervention
10. Children's portfolios and documentation
    1. Types
    2. Purposes
11. On-going Cycle of Curriculum Development
    1. Observation
    2. Planning
    3. Implementation
    4. Assessment
    5. Reflection
12. Communication and collaboration within an Early Educational team
    1. Knowledge of Individual Family Service Plans (IFSP) and Individual Education Plans (IEP)
    2. Use of assessment tools
    3. Promoting family involvement
    4. Referral process
    5. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
    6. Recordkeeping
    7. Rights of children and families

Methods of Instruction:

1. Audio-visual Activity - 1-2 times per month
2. Lecture - Weekly
3. Classroom Activity - 1-2 per week
4. Discussion - Weekly
5. Written Exercises - 1 per semester
6. Guest Lecturers - 1 per semester

Methods of Evaluation

A. Class Participation
    1. Daily
B. Exams/Tests
    1. At least one midterm and a final exam or project
C. Papers
    1. At least one written paper that demonstrates the student's ability to interpret observation and assessment data.
D. Portfolios
    1. At least one child's portfolio
E. Child's observations throughout semester

Typical Outside-of-Class Assignments

A. Other:

1. Child's observations
2. Child's Assessments
3. Enviromental Assessment
4. Child's portfolio

Textbooks (Typical):

Textbook:

1. Janice J Beaty *Observing Development of the Young Child.* 8th ed., Pearson Education, 2014.
2. Gaye Gronlund, Marlyn James *Focused Observation.* 2nd ed., Redleaf Press, 2013.
3. Deb Curtis, Margie Carter *The Art of Awareness: How Observation Can Transform Your Teaching.* 3rd ed., Redleaf Press, 2022.
4. Ioanna Palaiologou *Child Observation: A Guide for Students of Early Childhood.* 4th. ed., Sage, 2019.
5. Oralie McAfee, Elena Bodrova, Deborah Leong *Assessing and Guiding Young Children's Development and Learning.* 6th ed., Pearson, 2016.
6. Libre Text Libraries, College of the Canyons (OER) *Observation and Assessment in Early Childhood Education.* 1st ed., College of the Canyons, 2022.

Other Materials Required of Students

Equity Based Curriculum

- ~~Course~~ Measurable Objectives
- ~~Textbooks/Materials~~ Typical Texts

Requisite Skills

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

A. ~~ECE~~ CDEV ~~56~~ C1000

Required

- ~~Describe~~ Identify the typical ~~development milestones~~ progression of ~~children~~ development ~~birth~~ across ~~through~~ all ~~adolescence~~ domains.

Recommended

- ~~Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias~~
- Identify the ~~teachers~~ teacher's role and ethical responsibilities to children .
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level .
- Examine ways in which developmental domains are continuous, sequential and inter-related
- ~~Differentiate characteristics of typical and atypical development at various stages~~ .
- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context .
- Summarize major theories of child development.
- Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.

- Differentiate characteristics of typical and atypical development.

Not Necessary Skills

- Identify the strengths and exceptional needs of the child in the context of his/her family .
- Evaluate the role of play and its relationship to development at various ~~stages~~ stage.
- Investigate and describe risk factors that impact child's development and their families ~~;~~ .
- Describe current trends in research about early childhood.
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive.
- Articulate the connection between child development knowledge and appropriate practices .
- ~~Examine the importance of the early years and~~ Describe the impact of ~~the~~ multiple ~~interaction~~ factors ~~between~~ on development and well-being, including those related to biology, environment, ~~genetics~~ culture , and ~~culture~~ social ~~on the child's development physical, self esteem, socially, emotionally, language, and cognitive~~
- ~~Describe current trends in research about early childhood~~ interactions.

DE Proposal

Delivery Methods

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

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

Already approved for DE

Accessibility:

- 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:

Course Objectives:

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: As the face-to face meetings indicate
- **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: Weekly
- **Telephone:** *The telephone will be used to interact with students individually to answer questions, review student work, etc.*
  Frequency: Available on a weekly bases during office hours
- **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: Each F2F meeting as scheduled

Student-Student Interaction

- **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: Each module

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ECE 200 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000507808

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code

19.0709 - Child Care Provider/Assistant.

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

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 78 - Multilingual Language Development

Technical Course Revision: ECE 78 - Multilingual Language Development (Launched - Implemented 08-16-2026)

compared with

Course Modification: ECE 78 - Multilingual Language Development (Approved - Implemented 08-15-2026)

Admin Outline for Early Care and Education 78
Multilingual Language Development

Effective: Fall ~~2026~~ 2027

Catalog Description:

ECE 78 - Multilingual Language Development
3.00 Units

Review of language acquisition theories and emergent literacy in both monolingual and 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(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~56~~ C1000

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Describe the role of culture and environment on children's language and literacy development.
B. Identify specific strategies to support the language and literacy development of dual language learners.
C. Identify the stages of both oral and written language development in children birth to age 8.

Course Objectives:

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

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

Course Content:

1. Theories of language, bilingualism, and literacy development
2. Stages of monolingual language acquisition and development
    1. 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
7. Cultural and Language
    1. The multicultural classroom
    2. Children's identity and sense of self
    3. Neuroplasticity and culturally 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
8. Linguistically responsive teaching practices
    1. Multiple languages in the classroom
    2. Children who have English as their primary language
    3. Heritage language strategies
9. Developmentally appropriate assessment and individualized curriculum
    1. Developmentally appropriate practices and expectations
    2. Promoting optimal English language development and school readiness
10. 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
11. 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?

Methods of Evaluation

A. Class Participation
    1. weekly
B. Exams/Tests
    1. 1 midterm
C. Group Projects
    1. once
D. Papers
    1. bi-weekly reflections
E. Quizzes
    1. 2 per semester
F. Research Projects
    1. Once
G. observation of pre-verbal and emerging verbal skills children

Typical Outside-of-Class Assignments

A. Research:
    1. 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.
    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
B. 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.

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).

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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
- Assignments

Requisite Skills

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

A. ~~ECE~~ CDEV ~~56~~ C1000

Required

- ~~Demonstrate~~ Identify ~~objective~~ the ~~and~~ typical ~~ethical techniques and skills when observing, describing and evaluating behavior in children~~ progression of development across all ~~ages, taking into consideration bias~~ domains.
- Describe the impact of multiple factors on development and ~~wellbeing~~ well-being , including those related ~~-~~ to biology, environment, culture, and social interactions .

- ~~Articulate~~ Identify the ~~connection~~ teacher's ~~between~~ role and ethical responsibilities to children.
- Evaluate the role of play and its relationship to development at various stage.
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level.
- Identify the strengths and exceptional needs of the child ~~development~~ in ~~knowledge~~ the context of his/her family.
- Examine ways in which developmental domains are continuous, sequential and ~~appropriate~~ inter-related.
- Investigate ~~practices~~ and describe risk factors that impact child's development and their families.
- Describe current trends in research about early childhood.
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive .
- ~~Describe~~ Articulate ~~current~~ the ~~trends~~ connection ~~in~~ between ~~research~~ child ~~about~~ development ~~early childhood~~
- ~~Investigate~~ knowledge and ~~describe~~ appropriate ~~risk factors that impact child's development and their families~~ practices.
- ~~Describe typical development progression and milestones of development across all domains- children birth through adolescence~~
- ~~Differentiate characteristics of typical and atypical development at various stages~~
- ~~Examine ways in which developmental domains are continuous, sequential and inter-related~~
- ~~Identify the strengths and exceptional needs of the child in the context of his/her family~~
- ~~Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level~~
- ~~Evaluate the role of play and its relationship to development at various stage~~
- ~~Identify the teacher's role and ethical responsibilities to children~~

~~Recommended~~

- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context .
- Differentiate characteristics of typical and atypical development.
- Summarize major theories of child development.
- Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

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:

- 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:
Course Objectives:

- 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

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000370380

CB03: TOP Code

130500 - Child Development/Early Care and Education

CIP Code

19.0706 - Child 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.

CB11: Course Classification Status

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ECE 90 - Practicum-Supervised Experience

Technical Course Revision: ECE 90 - Practicum-Supervised Experience (Launched - Implemented 03-05-2026)
compared with
ECE 90 - Practicum-Supervised Experience (Active - Implemented 01-01-2024)

Admin Outline for Early Care and Education 90
Practicum-Supervised Experience

Effective: Fall ~~2024~~ 2027

Catalog Description:

ECE 90 - Practicum-Supervised Experience
4.00 Units

Practicum experience working with young children under the supervision of an ECE/CD faculty and other qualified early education professionals; Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers utilize child centered, play oriented approaches to teaching, learning and assessment and knowledge of curriculum. Content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. Content Career ladder, professional development. 2 Units Lecture 2 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- ~~ECE~~ CDEV ~~50~~ C1000
- ECE ~~56~~ 50
- ECE 62
- ECE 63

Total Lecture Hours	36
Total Lab Hours	108
Total Inside of Class Hours	144
Total Outside of Class Hours	72
Total Student Learning Hours	216

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Child Development/Early Childhood Education

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Critically assess one's own teaching experiences to reflect and guide practice.

Course Objectives:

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

A. Apply current research, theories and understanding of how young children learn by planning and implementing developmentally appropriate practices that emerge from observation.
B. Demonstrate developmentally appropriate, professional and ethical practices in working with all young children in groups while being supervised.
C. Plan, implement, and evaluate curriculum based on the needs and interests of young children.
D. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.
E. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.
F. Use documentation and assessment to monitor children’s progress and to adjust learning experiences
G. Analyze impact of the classroom environment and daily routines on children’s behavior, and interactions of children as a basis for planning.
H. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.
I. Identify and implement strategies to prevent and/or address young children’s challenging behaviors and to help children learn to resolve conflicts.
J. Build strong partnerships with families and practice effective communication techniques to support young children’s development and learning. Use professional adult communication and team building skills to provide guidance and constructive performance feedback to other adults in the ECE setting.
K. Use feedback, constructive criticism and reflection to improve teaching and collaborative practices
L. Use professional adult communication and team building skills to provide guidance and constructive performance feedback to other adults in the ECE setting

Course Content:

Lecture:

1. Theory to Practice
    1. Developmentally, culturally, and linguistically appropriate practices

2. Current research related to children's development and learning
3. State and national standards

2. Professionalism and Ethics
    1. The role and responsibilities of the student-teacher
        1. Typical teaching and non-teaching activities in early childhood settings
        2. Self-reflection, attitude, and awareness
        3. Ethical practices
        4. Building relationships and maintaining appropriate interactions with supervising teacher, peers, children, and families within a culturally sensitive context
        5. Positive dispositions of caring, support, acceptance, and fairness

3. Planning Instruction and Designing Learning Experiences
    1. The ongoing curriculum development cycle
        1. Using observation and authentic assessment in the planning of developmentally appropriate experiences
            1. Strategies
            2. Goals
        2. Planning emergent curriculum based on observation and individual needs
            1. Planning emergent curriculum based on observation and individual needs
            2. Elements of a lesson plan
            3. In collaboration with others
        3. Implementation
            1. Developmentally appropriate practices
            2. Variety of strategies
                1. Intentional teaching
                2. Teachable moments
                3. Child-initiated and teacher-directed interactions
                4. Focused conversations
                5. Flexibility
        4. Reflection and evaluation
            1. Reflection on the experience
            2. Adaptations for multiple reasoning
            3. Incorporating into future planning
        5. Documentation
            1. Purpose
            2. Types
    2. Teaching in the content areas
        1. The use of teachers' discipline-based knowledge in the content areas
        2. Supporting children's content learning and developing skills
        3. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Frameworks
            1. Social and Emotional Development
            2. Language and Literacy
            3. English Language Development
            4. Mathematics
            5. Visual and Performing Arts

6. Physical Development
7. Health
8. History-Social Sciences
9. Science

4. Integration of contact areas across the curriculum

4. Environment for Teaching and Learning
    1. Use of space and floor plans indoors and outside
    2. Equipment and material selection
    3. Instructional technology
    4. Routine and schedule
    5. Effects of floor plans and routines on children's behavior
5. Classroom Management
    1. Guidance
        1. Dual focus: balancing individual and group needs utilizing DAP expectations
        2. Proactive/preemptive guidance strategies
        3. Positive guidance strategies and techniques.
        4. Respectful teacher/child communication
        5. Cultural perspectives on guidance
        6. Unique needs of children with special needs and challenging behaviors
        7. Conflict resolution and problem solving to meet the individual needs of children
    2. Staffing and scheduling
    3. Effects of outside factors
6. Family Engagement
    1. Home school partnerships
    2. Developing effective communication skills with a cultural context
    3. Supporting home language
    4. Partnerships with families to support children's learning
    5. Preparing for parent conferences
7. Developing as a Professional Educator
    1. Professional portfolio
    2. State qualifications
        1. Title 22
        2. Title 5
        3. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
    3. Career ladder
        1. Professional development
        2. Professional advocacy and obligations
        3. Professional responsibilities for the learning outcomes of all children
    4. Effective team building skills
        1. Effective team building skills
        2. Supervision of others in the classroom such as aides and parents
        3. Constructive performance feedback to adults

Lab Activities:

1. Perform typical teaching and non-teaching activities
2. Observe children as the basis for planning

3. Using observation and assessment, planning and implementing play-based curriculum and learning experiences for key content and skill areas across the curriculum
4. Use the environment such as physical space, routines, materials, and equipment to promote children's development and learning
5. Implement learning experiences to meet children's individual needs including first and/or second language acquisition
6. Demonstrate a variety of teaching strategies
7. Contribute as a mentor of the teaching team
8. Use reflection to adjust personal teaching approaches, plans, and the environment
9. Set developmentally appropriate expectations for young children's behavior
10. Document learning and developmental outcomes
11. Demonstrate ethical and professional practices

Methods of Instruction:

1. Lecture
2. Discussion
3. Demonstration - Demonstration and implementation of curriculum
4. Guest Lecturers
5. Activities
6. Observations
7. Role play
8. Multi-media presentations
9. Small groups

Methods of Evaluation

A. Exams/Tests
    1. midterm
B. Final Performance
    1. laboratory final project
C. Lab Activities
    1. 6 hours weekly participation in laboratory setting; weekly assignments including classroom curriculum implementation and observations; on-going student laboratory observation and feedback by supervisor/master teacher/mentor
D. Papers
    1. Classroom Observation Paper; Final Reflection Paper

Typical Outside-of-Class Assignments

A. Other:
    1. Writing, observing, documenting, and evaluating
        1. Classroom observations/Comparisons and contrasts: Observe in assigned classrooms, write a brief description of each, complete comparison; contrast each environment based on age and development of children; student reflection

2. Teacher observation: Focus on the supervising teacher and classroom functioning. Focus on the supervising teacher interactions with children and teacher-to-teacher/adult interactions. Evaluate teacher's philosophy as it relates to the needs of the children and evidence of planning for the individual as well as the group
3. Observe and document children's learning
4. Reflective journal writing of practicum experience (optional)

2. Critical Thinking
    1. Plan and implement classroom curricula that evolve from children's interests or developmental needs; evaluate each activity.
    2. Final project: plan, implement and evaluate a full day of classroom curriculum with children within student team or individually with classroom teachers
    3. Reflection of practicum experiences: evaluate goals from beginning of semester and how they were achieved or changed; students additionally reflect and identify what they gained from their practicum experiences including, classroom management, child interactions, adult interactions, new knowledge and skills attained, identification of successes and challenges

Textbooks (Typical):

Textbook:

1. NAEYC *Developmentally Appropriate Practices in Early Childhood Programs*. 4th ed., NAEYC, 2022.
2. Lin Miranda , Ithel Jones *Critical Issues in Early Childhood Teacher Education*. Vol. 1 ed., Information Age Publishing,INC, 2020.
3. Lissanna Follari *Foundations & Best Practices in Early Childhood Ed, History, Theories, & Approaches to Learning*. 4th ed., Pearson, 2019.
4. Wima Robles de Melendez , Vesna Beck *Teaching Young Children in Multicultural Classrooms*. 5th ed., Cengage, 2019.
5. Cate Heroman *Making and Tinkering with STEM*. 1st ed., NAEYC, 2017.
6. Stephanie Feeney *Ethics and the Early Childhood Educator*. 3rd ed., NAEYC, 2018.
7. Rebecca Isbell , Sonia Akiko Yoshizawa *Nurturing Creativity*. 1st ed., NAEYC, 2016.

Other Materials Required of Students

1. Students must present proof of negative TB Test and required immunization documentation on the first day of laboratory participation..

Equity Based Curriculum

- Course Content
- Typical Assignments
- DE Course Interaction

Requisite Skills

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

A. CDEV C1000

Required

- Identify the teacher's role and ethical responsibilities to children.
- Evaluate the role of play and its relationship to development at various stage.
- Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level.
- Identify the strengths and exceptional needs of the child in the context of his/her family.
- Examine ways in which developmental domains are continuous, sequential and inter-related.
- Identify the typical progression of development across all domains.
- Describe the impact of multiple factors on development and well-being, including those related to biology, environment, culture, and social interactions.
- Summarize major theories of child development.
- Apply objective and ethical techniques and skills when observing, describing, and evaluating behavior in children.
- Differentiate characteristics of typical and atypical development.
- Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context.
- Articulate the connection between child development knowledge and appropriate practices.
- Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive.
- Investigate and describe risk factors that impact child's development and their families.
- Describe current trends in research about early childhood.

B. ECE 50

Required

- ~~Differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.~~
- Describe the role and purpose of environmental and interactional rating instruments.
- ~~Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.~~
- Identify ~~strategies~~ program adaptations which may be needed to ~~promote~~ support ~~communication~~ children with ~~multilingual~~ diverse ~~families.~~
- ~~Describe guidance and positive communication strategies which promote children's social competence in a caring community.~~
- ~~Describe and compare children's developmental stages as it relates to developmentally appropriate practices for children from birth through age eight.~~ abilities
- Document written objective observations based on specific criteria which informs curriculum
- Describe how culture influences early childhood programs and practices
- Identify strategies to promote communication with multilingual families.
- Identify supports for first and multilingual language learners in developing English language and literacy skills, including support for the home language.
- Explain the ongoing cycle and relationship between observation, planning, implementation, and assessment in developing effective teaching strategies and positive learning and development .

- Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.
- Describe guidance and positive communication strategies which promote children's social competence in a caring community.
- Examine the role and value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children
- Describe developmentally appropriate practice.
- Describe and compare children's developmental stages as it relates to developmentally appropriate practices for children from birth through age eight .
- Identify the roles and responsibilities of an early childhood educator for curriculum, teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
- ~~Examine~~ Differentiate between various types of settings in relation to the ~~role~~ ages served, regulations, and ~~value~~ teacher ~~of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children~~
- ~~Describe how culture influences early childhood programs and practices~~
- ~~Identify program adaptations which may be needed to support children with diverse abilities~~
- ~~Describe developmentally appropriate practice.~~
- ~~Identify supports for first and multilingual language learners in developing English language and literacy skills, including support for the home language~~ requirements .

Recommended

- Describe historical and current issues ad global approaches for early care and education.

Not Necessary Skills

- Develop an initial personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).

C. ECE ~~56~~

~~Required~~

- ~~Describe typical development progression and milestones of development across all domains- children birth through adolescence~~
- ~~Investigate and describe risk factors that impact child's development and their families~~
- ~~Differentiate characteristics of typical and atypical development at various stages~~
- ~~Examine ways in which developmental domains are continuous, sequential and inter-related~~
- ~~Identify the teacher's role and ethical responsibilities to children~~
- ~~Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level~~
- ~~Evaluate the role of play and its relationship to development at various stage~~
- ~~Identify the strengths and exceptional needs of the child in the context of his/her family~~
- ~~Articulate the connection between child development knowledge and appropriate practices~~
- ~~Demonstrate objective and ethical techniques and skills when observing, describing and evaluating behavior in children of all ages, taking into consideration bias~~
- ~~Examine the impact of the environment, genetics, and culture on the child's development physically, self-esteem, socially, emotionally, language, and cognitive~~

- ~~Describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions~~
- ~~Express basic developmental theories of prenatal, neonatal, infant, toddler, preschool, primary child and adolescence within a social-cultural context~~
- ~~Describe current trends in research about early childhood~~

D. ~~ECE~~ 62

Required

- Identify ~~how the child develops within a system~~ and ~~is~~ compare ~~influenced by multiple factors of socialization~~ local , ~~including educational, political, culture, language, ability, economic class and ethnicity impacts on children and families.~~
- ~~Evaluate the impact of one's own early socialization process and its impact on one's relationships with children, families, colleagues and the community~~
- ~~Compare and contrast diverse family characteristics, parenting styles and perspectives of children and families.~~
- ~~Describe legal requirements~~ state , and ~~ethical~~ federal ~~responsibilities,~~ community ~~of~~ services ~~professionals~~ to ~~working~~ support ~~with~~ young children 's learning and ~~families,~~ development ~~including~~ and ~~child~~ to ~~abuse~~ support ~~reporting~~ family's needs.
- Describe contemporary social issues and their effects on families and children
- Compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies
- ~~Identify~~ Describe ~~and~~ legal ~~compare local, state~~ requirements , and ~~federal~~ ethical ~~community~~ responsibilities, ~~services~~ of ~~to~~ professionals ~~support~~ working ~~young~~ with children and families, including child abuse reporting
- Evaluate the impact of one 's ~~learning~~ own early socialization process and ~~development~~ its impact on one's relationships with children, families, colleagues and ~~to~~ the ~~support~~ community
- Identify how the child develops within a system and is influenced by multiple factors of socialization, including educational, political, culture, language, ability, economic class and ethnicity impacts on children and families.
- Compare and contrast diverse family ~~'s~~ ~~needs~~ characteristics, parenting styles and perspectives of children and families .

Recommended

- Compare historical and current frameworks of socialization that address the interrelationship of child, family and community

E. ECE 63

Required

- ~~Demonstrate and discuss the learning process in early childhood as it relates to play.~~
- ~~Observe children as a basis for planning curriculum and environments.~~
- Plan curriculum for an early childhood program utilizing the theories and principles of child growth and development using emergent curriculum.
- ~~Plan~~ Compare various curriculum program models, approaches, role of play, and professional practices to inform and evaluate curriculum and ~~environment~~ environments.

- Describe various strategies for engaging and partnering with families to ~~meet the needs of groups, typical and atypical~~ support children ~~.~~
- ~~Apply knowledge of academic discipline content, children'~~ ' s ~~growth,~~ development ~~;~~ ~~and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.~~
- ~~Develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs,~~ and learning ~~goals~~ .
- Explain how ~~different~~ the ~~teaching~~ principles ~~strategies~~ of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be ~~used~~ adapted ~~for~~ to ~~a~~ address ~~variety~~ individual ~~of~~ children's ~~curriculum~~ learning ~~goals~~ and development needs.
- Describe guidance and interaction approaches to support social relationships and learning .
- Explain how different teaching strategies could be used for a variety of curriculum goals.
- Plan and facilitate the following curriculum for all young children from an anti-bias perspective using developmentally appropriate practices: language arts/literacy, dramatic play, creative arts, sensorimotor exploration, outdoor, nutrition and health, music/movement, math and science, blocks, and manipulatives.
- ~~Compare~~ Explain ~~various~~ how different teaching strategies could be used for a variety of curriculum ~~program~~ goals.
- Develop ~~models~~ plans for physical environments that are appropriate for children's individual ages and stages , ~~approaches~~ skills and abilities , ~~role of play~~ needs , and ~~professional~~ learning ~~practices~~ goals.
- Apply knowledge of academic discipline content, children's growth, development, and individual characteristics to ~~inform~~ plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
- Observe children as a basis for planning curriculum and environments.
- Plan and evaluate curriculum and ~~environments~~ environment to meet the needs of groups, typical and atypical children .
- Observe and evaluate teacher behaviors, curriculum, and environments for best practices reflecting current research and the impact it has on children's learning and development.
- ~~Describe guidance~~ Demonstrate and ~~interaction~~ discuss ~~approaches~~ the learning process in early childhood as it relates to ~~support social relationships and learning.~~
- ~~Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.~~
- ~~Describe various strategies for engaging and partnering with families to support children's development and learning.~~
- ~~Explain how different teaching strategies could be used for a variety of curriculum goals.~~
- ~~Explain how different teaching strategies could be used for a variety of curriculum goals~~ play .

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
In discussion with department colleagues, we felt that there should 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.
After careful consideration and discussion with colleagues, this decision was made to offer this course in a Distance Education mode.

Accessibility:

- 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:
Course Objectives:

- 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 a week

- **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 at least 1 discussion board per week, and provide feedback to each student on a weekly 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: Provide at least 1 announcement 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: Weekly Labs and Office Hours

Student-Student Interaction

- **Email:** *Students will be encouraged to email each other to ask questions about the course, including assignments.*
  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: 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: At least 1 per week
- **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 1 per semester
- **Written papers:** *Papers will be written on various topics.*
  Frequency: 5 per semester
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 1 midterm, 1 Final and at least 2 quizzes.
- **Lecture:** *Students will attend or access synchronous or asynchronous lectures on course content.*
  Frequency: 39 hours for the lecture component
- **Case studies:** *Students will evaluate real-world problems, situations, etc.*
  Frequency: 2 per semester
- **Student presentations:** *Students will prepare and present on a topic being studied.*
  Frequency: At least 1 per semester

General Education/Transfer

General Education/Transfer Request
CSU Transfer

- Transfers to CSU - Approved

C-ID: ECE 210 - Approved

Codes and Dates

Course CB Codes

CB00: State ID
CCC000360466

CB03: TOP Code
130500 - Child Development/Early Care and Education

CIP Code
19.0709 - Child Care Provider/Assistant.

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.

CB11: Course Classification Status

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

CB21: Course Prior to College
Y - Not applicable

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

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

CB24: Program Status
1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

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

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Technical Course Revision: ENGR 26 - Computational Methods for Engineers and Scientists

Technical Course Revision: ENGR 26 - Computational Methods for Engineers and Scientists (Launched - Implemented 03-05-2026)
compared with
ENGR 26 - Computational Methods for Engineers and Scientists (Active - Implemented 08-15-2025)

Admin Outline for Engineering 26
Computational Methods for Engineers and Scientists

Effective: Fall ~~2025~~ 2027

Catalog Description:

ENGR 26 - Computational Methods for Engineers and Scientists
3.00 Units

This course utilizes the MATLAB environment to provide students with a working knowledge of computer-based problem -solving methods relevant to science and engineering. It introduces the fundamentals of procedural and object-oriented programming, numerical analysis, and data structures. Examples and assignments in the course are drawn from practical applications in engineering, physics, and mathematics. 2 Units Lecture 1 Units Lab

Prerequisite(s):

All prerequisites must be completed with a minimum grade of "C" (or "P") or higher.

- MATH ~~1~~ C2210

Recommended Course Preparation:

- CS 7

Total Lecture Hours	36
Total Lab Hours	54
Total Inside of Class Hours	90
Total Outside of Class Hours	72
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Engineering

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Create a MATLAB program utlizing numerical analysis techniques to solve an engineering related problem.
B. Use MATLAB to analyze and visualize data.
C. Apply a top-down design methodology to develop computer algorithms.

Course Objectives:

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

A. Analyze engineering/science word problems to formulate a mathematical model of the problem
B. Use MATLAB to define variables, and perform mathematical operations on vectors, scalars, and matrices
C. Write programming instructions in script files and run the script files
D. Import data to MATLAB for subsequent analysis from data sources
E. Construct graphical plots for mathematical functions in two or three dimensions
F. Formulate a fit to given data in terms of a mathematical curve, or model, based on linear, polynomial, power, or exponential functions, and assess the goodness-of-fit for the mathematical model using regression analysis
G. Apply MATLAB to find the numerical solution to systems of linear equations
H. Perform statistical analysis of experimental data using MATLAB to determine the mean, median, standard deviation, and other measures that characterize the nature of the data
I. Compute, for empirical or functional data, numerical definite integrals and discrete-point derivatives
J. Solve numerically, using MATLAB, ordinary differential equations
K. Draw using MATLAB two-dimensional Cartesian (xy) line-plots with multiple data-sets (multiple lines)
L. Perform mathematical-logic operations using MATLAB
M. Create programs that use object-oriented techniques to achieve computational objectives.
N. Demonstrate understanding and use of standard data structures.

Course Content:

Lecture:

1. Topics
    1. Overview of computer systems and the MATLAB environment
    2. Variables, expressions, and order of operation

3. Elementary functions
4. Array definitions and operations
5. Computational problem-solving methodology
6. Pseudocode, flowcharts, and documentation
7. Formatted input and output
8. Data Files
9. Plotting
10. Selection programming structures
11. Repetition programming structures
12. MATLAB Functions and user-defined functions
13. Recursion
14. Data structures
15. Sorting and searching
16. Object-oriented programming
17. Graphical User Interfaces

2. Numerical Analysis Techniques (embedded within topics above):
    1. Solving systems of linear equations
    2. Vector analysis
    3. Data Interpolation
    4. Least-squares regression and linearization
    5. Numerical Differentiation and Integration
    6. Solving ordinary differential equations
    7. Series approximation and error
    8. Solving equations of one variable
    9. Optimization
    10. Stochastic simulation

Lab Activities:

1. Laboratory activities and projects reflect a variety of practical applications in engineering and physics utilizing the MATLAB software package or equivalent.
2. Examples could include:
    1. 1. Create a MATLAB Program that analyses a set of engineering data.
    2. 2. Model a RC or RL Circiut First Order Differential system in MATLAB.
    3. 3. Model a Second Order Differential System-Mechanical Spring in MATLAB.

Methods of Instruction:

1. Discussion - Class discussion of problems, solutions and student's questions
2. Lecture - Lecture utilizing slide decks and/or white board.
3. Lab - Laboratory use of computers
4. Demonstration - Computer demonstrations modeling programming concepts.

Methods of Evaluation

A. Exams/Tests

1. 2- 3 exams a semester.

B. Home Work
    1. Weekly assigned programming problems.

C. Lab Activities
    1. Weekly or biweekly programming activities or mini-projects.

D. Projects
    1. 1-3 projects per semester.

E. Quizzes
    1. 1-3 quizzes a semester.

Typical Outside-of-Class Assignments

A. Reading:
    1. Read the section in Chapter 9 on nested loops and be prepared to discuss the steps required to write a program that will determine the maximum value of the matrix with n rows and m columns.

B. Writing:
    1. Write a program to calculate the area under a curve using numerical integration.

C. Laboratory:
    1. Given an engineering related problem requiring a numerical solution, utilitize MATLAB to obtain solution.

D. Project:
    1. Work with a team to design, create, test and debut a MATLAB program that will analyze an RL or RC circuit.

Textbooks (Typical):

Textbook:

1. Holly Moore *MATLAB for Engineers*. 6th ed., Pearson, 2022.
2. William J. Palm *Introduction to MATLAB for Engineers*. 5th ed., McGraw Hill, 2022.
3. Stephen Chapman *MATLAB Programming for Engineers*. 7th ed., Cengage Learning, 2024.

Software:

1. MATLAB for Students. Mathworks, (/e).

Other Learning Materials:

1. Students can access the required MATLAB software on school computers for free.

Other Materials Required of Students

1. Some form of file storage, e.g., USB drive or similar.

Equity Based Curriculum

- Typical Texts

Requisite Skills

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

A. MATH ~~1~~ C2210

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

A. CS 7

DE Proposal

Delivery Methods

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

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

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

Engineering faculty discussed the course and felt that there must 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 STEM dean Nan Ho, and hearing from students.

Accessibility:

- 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:

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

Course Objectives:

- 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: Every 2-3 weeks.
- **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: Every 1-2 weeks.
- **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 or biweekly.
- **Chat:** *The instructor will use chat to interact with students, textually and/or graphically, in realtime.*
  Frequency: Weekly.

Student-Student Interaction

- **Group work:** *Students will work in teams to complete group projects. The projects will then be shared with the rest of the class.*
  Frequency: 1-2 times per semester.
- **Chat:** *Students will use the class chatroom to discuss assignments and course material in realtime.*
  Frequency: 1-2 times per week.

Student-Content Interaction

- **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: 1-2 times per semester.
- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: At least 5 quizzes/exams mid-semester, plus a 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: 3 to 5 per semester.
- **Projects:** *Students will complete projects that demonstrate their mastery of outcomes of the course.*
  Frequency: At least one per semester.

General Education/Transfer

General Education/Transfer Request

CSU Transfer

- Transfers to CSU - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: ENGR 220 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000516088

CB03: TOP Code

090100 - Engineering, General (requires Calculus) (Transfer)

CIP Code

14.0102 - Pre-Engineering.

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

CB13: Special Class Status

N - Course is not a special class.

CB21: Course Prior to College

Y - Not applicable

CB22: Non Credit Course Category

Y - Not Applicable, Credit course

CB23: Funding Agency Category

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

CB24: Program Status

1 - Program Applicable

CB25: Course General Education Status

Y. Not Applicable

CB26: Course Support Course Status

N - Course is not a support course

CB27: Upper Division Status

LAS POSITAS COLLEGE

Admin Outline Comparison

Course Modification: GEOG 12 - Geography of California

Course Modification: GEOG 12 - Geography of California (Launched - Implemented 02-17-2026)
compared with
GEOG 12 - Geography of California (Active - Implemented 08-15-2018)

Admin Outline for Geography 12
Geography of California

Effective: Fall ~~2018~~ 2027

Catalog Description:

GEOG 12 - Geography of California
3.00 Units

A thematic approach to the state's issues, processes and topics relevant to geography including climate, landforms, natural vegetation, water resources, cultural landscape, ethnic diversity, urban and agricultural regions, and the economy. This course explores the physical and human landscapes that have evolved as a result of the human-environment interface. 3 Units Lecture

Total Lecture Hours	54
Total Inside of Class Hours	54
Total Outside of Class Hours	108
Total Student Learning Hours	162

Course Grading:

Letter Grade Only

Justification for course proposal

Discipline:

Geography

Number of Times Course May Be Taken for Credit:

1

Student Learning Outcomes

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

A. Identify different California cities, rivers, landforms on a blank map.
B. Identify different canals in California and state if they are federal, state or privately controlled.
C. Identify the different climates that exist in California.

Course Objectives:

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

A. Examine the physical processes which shape the natural environments of California by examining the physical features of California including landforms, climate, vegetation and soils and their relationships to the people who live in the state.
B. Analyze the influence of varying cultural and ethnic groups in the shaping of the cultural landscapes of California by examining how they affect California's culture today as well as in previous times.
C. Evaluate the origins and development of agriculture and industry in California by examining how they affect the California economy today.
D. Compare patterns of urban development in the state and evaluate current and future trends by examining current as well as past urban models using California's largest cities.

Course Content:

1. Physical Geographic Base
    1. Absolute and relative location
    2. Geological evolution
    3. Geomorphic provinces and their land forms, natural hazards, and resources
    4. Weather and climate
    5. Stream flow, groundwater supply, soil-water balances
    6. Natural vegetation
    7. Soils
    8. Human-environment interactions and related problems
        1. California’s water distribution problem and possible solutions
        2. Earthquake hazards
        3. Central Valley levee problems and solutions

2. Cultural Patterns and Spatial Distributions
    1. Aboriginal patterns
    2. Hispanic / Latino patterns; historically and presently
    3. Anglo American to Pacific "Nation" patterns, 1846-Present
        1. Migration patterns and settlements
        2. Population growth, distribution, and ethnic diversity
        3. Rural-urban-suburban transformations
        4. Agricultural primacy, manufacturing booms, and high-tech revolutions
        5. Interaction networks and Pacific Rim connections
    4. Human-environment interactions and related problems
        1. Border problems and solutions
        2. Staggering cost of living, migration and contemporary urban issues
        3. Politics of Southern vs. Northern California

3. Regions
    1. Intermontane
    2. Northern Highlands
    3. Southern California

4. Central Coast
5. San Francisco Bay Area
6. Central Valley

Methods of Instruction:

1. Audio-visual Activity - Use of Google Earth to describe and locate different areas within California geographically.
2. Lecture - ~~Use~~ Powerpoint ~~of~~ slide ~~whiteboard~~ presentations ~~/ overhead;~~ for lecture and general classroom discussion
3. ~~Use~~ . ~~of maps, exercises involving location~~
4. ~~Discussion of assigned readings~~
5. Presentation of audio-visual materials to promote geographical understanding of California
6. Classroom Activity - Active student participation in question and answer session in class
7. Discussion - Discussion of assigned readings
8. Use of maps, exercises involving location

Methods of Evaluation

A. ~~Class Participation~~
B. Exams/Tests
    1. ~~Papers~~ 2 miterms, 1 final exam
C. Quizzes
    1. 3 quizzes

Typical Outside-of-Class Assignments

A. Reading:
Readings from the text as well as other journal and popular culture articles

B. Writing:
Term paper related to an issue of California Geography

C. Other ~~:~~
:
Mapping items of California

1. ~~Mapping items of California~~

2. ~~Term paper related to an issue of California Geography~~

3. ~~Readings from the text as well as other journal and popular culture articles~~

Textbooks (Typical):

OER:

1. Jeremy Patrich *California Geography.* 1st /e, Zero Textbook Cost, 2024. https://www.hancockcollege.edu/ccecho/documents/California%20Geography%20Version%201.2.pdf.

Textbook:

1. Douzet, Frederick, *New Policial Geography of California.* 1sr ed., Univeristy of California, 2008.
2. Selby, William A, *Rediscovering the Golden State: California Geography.* 2nd ed., John Wiley Publishers, 2013.
3. DeLorme *California Atlas & Gazetteer.* 3rd ed., DeLorme Publishing, 2015.
4. Lisa Greathouse, Ted Fauce *Geography of California.* 1st ed., Teacher Created Materials, 2017.

Other Materials Required of Students

1. California atlas.

Equity Based Curriculum

- Course Content
- Methods of Instruction

Requisite Skills

DE Proposal

Delivery Methods

- **Fully Online (FO)**

Please explain why this course should be taught in a DE format in the case of an emergency and not under usual circumstances.

Rationale for DE

Explain why this course should be offered in Distance Education mode.
Course is easily taught online with an open source option.

Explain how the decision was made to offer this course in a Distance Education mode.
Enrollment from previous semester was low and face to face was cancelled. By offering an online option, enrollment will increase exponentially.

Accessibility:

- Closed captioning for videos.
- Transcription for audio.
- Alt-text/ tags for images.
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- Utilizing headers/styles for text formatting to make Word, PowerPoint, PDF, etc. accessible for screen readers.
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Syllabus:

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

Course Objectives:

- 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

- **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

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 as needed.

Student-Content Interaction

- **Quizzes, tests/exams:** *Quizzes will be used to make sure students completed assigned material and understood it.*
  Frequency: 2 midterms 3 quizzes 1 final exam

General Education/Transfer

General Education/Transfer Request

Cal-GETC

- 4 - Social and Behavioral Sciences - Approved
- 5A - Physical Science - Approved

CSU Transfer

- Transfers to CSU - Approved

Las Positas College GE

- 4 - Social and Behavioral Sciences - Approved
- 5 - Natural Sciences - Approved

UC Transfer

- Transfers to UC - Approved

C-ID: GEOG 140 - Approved

Codes and Dates

Course CB Codes

CB00: State ID

CCC000369096

CB03: TOP Code

220600 - Geography

CIP Code

45.0701 - Geography.

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

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

6.2. Program Modifications

Program Narrative Modifications – Effective Term: **Fall 2027**

- Administration of Justice, AA
- Administration of Justice, AST
- Anthropology, AAT
- Associate Teacher, CA
- Biology UC Pathway, AS
- Biology UC Pathway, CA
- Business Administration 2.0, AST
- Chemistry, AS
- Chemistry Education, AS
- Child and Adolescent Development, AAT
- Civil/Mechanical Engineering, AS
- Civil/Mechanical Engineering, CA
- Communication Studies 2.0, AAT
- Computer Science, AS
- Early Childhood Development, AA
- Early Childhood Development, CA
- Early Childhood Education, AST
- Early Childhood Intervention, AA
- Early Childhood Intervention Assistant, CA
- Electrical Engineering, AS
- Electrical Engineering, CA
- Electrical Engineering UC Pathway, AS
- Electrical Engineering UC Pathway, CA
- Elementary Teacher Education: Integrated Programs, AAT
- Engineering, AS
- Engineering, CA
- Environmental Science, AS
- Environmental Studies, AA
- Geology, AST
- Geology Major, CA
- Mechanical Engineering UC Pathway, CA
- Mechanical Engineering UC Pathway, AS
- Nutrition and Dietetics, AST
- Physics, AS
- Psychology, AAT
- Public Health, AST
- Social Work and Human Services, AAT
- Sociology, AAT
- Software Engineering, AS
- Software Engineering, CA

Program Map Modifications – Effective Term: **Fall 2027**

- College Mathematics Pathway, NCY

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Administration of Justice - Associate of Arts Degree

Technical Program Revision: Administration of Justice - Associate of Arts Degree (Launched - Implemented 03-05-2026)

compared with

Administration of Justice - Associate of Arts Degree (Active - Implemented 08-15-2025)

Administration of Justice - Associate of Arts Degree

Program Title
Administration of Justice

Award Type
Associate of Arts Degree

Effective Term
~~Fall 2025~~

Fall 2027

Program Description
The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts degree. It also prepares students academically for the POST Basic Peace Officer Academy for students seeking full-time employment in law enforcement. The degree program prepares students for transfer to a four-year college or university while the Basic Peace Office Academy program prepares students for direct job entry with a California law enforcement agency.

Program Requirements

Course	Title	Units	Term

Required Core: (18 Units)

AJ 50	Introduction to Administration of Justice	1st	3.0
AJ 54	Investigative Report Writing	3rd	3.0
AJ 60	Criminal Law	3rd	3.0
AJ 61	Evidence	1st	3.0
AJ 63	Criminal Investigation	1st	3.0
AJ 70	Community Relations	4th	3.0

List A: Select Two (6 Units)

AJ 55	Introduction to Correctional Science	2nd	3.0
AJ 59	Child Abuse in the Community	2nd	3.0
AJ 64	Police Patrol Operations	2nd	3.0
AJ 66	Juvenile Procedures	2nd	3.0
AJ 89	Family Violence	2nd	3.0
ANTR 13	Introduction to Forensic Anthropology	4th	3.0
CNT 68	Digital Forensics Fundamentals	4th	3.0
PSYC C1000	Introduction to Psychology	4th	3.0
PSYC 6	Abnormal Psychology	4th	3.0
PSYC 12	Life-Span Psychology	4th	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	4th	3.0
SOC 3	Introduction to Race and Ethnicity	4th	3.0
OR			
ETHS 6	Introduction to Race and Ethnicity	4th	3.0
SOC 6	Social Problems	4th	3.0

Total Units for the Major 24.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 36.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Administration of Justice - Associate in Science Degree for Transfer

Technical Program Revision: Administration of Justice - Associate in Science Degree for Transfer (Launched - Implemented 03-05-2026)
compared with
Administration of Justice - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Administration of Justice - Associate in Science Degree for Transfer

Program Title
Administration of Justice

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2027

Program Description
The Las Positas College Administration of Justice program offers courses that lead to an Associate in Arts in Administration of Justice for transfer degree. The Associates in Art in Administration of Justice for Transfer prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Administration of Justice or similar major. This new degree provides Administration of Justice students assurance that their undergraduate work will prepare them for junior status within the CSU system. Completing this degree will provide a stronger foundation for further educational endeavors. After completing the required courses in this program students will graduate with a broad-based understanding of the field of administration of justice, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
AJ 60	Criminal Law	3.0

List A: Select Two (6 Units)

AJ 55	Introduction to Correctional Science	3.0
AJ 61	Evidence	3.0
AJ 63	Criminal Investigation	3.0
AJ 66	Juvenile Procedures	3.0
AJ 70	Community Relations	3.0

List B: Select Two (6-7 Units)

Any List A course not already used		3.0
PSYC C1000	Introduction to Psychology	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0
STAT C1000	Introduction to Statistics	4.0

Total Units for the Major

18.0-19.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 41.0-42.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Anthropology - Associate in Arts Degree for Transfer

Technical Program Revision: Anthropology - Associate in Arts Degree for Transfer (Launched - Implemented 08-16-2026)

compared with

Program Modification: Anthropology - Associate in Arts Degree for Transfer (Approved - Implemented 08-15-2026)

Anthropology - Associate in Arts Degree for Transfer

Program Title

Anthropology

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The Las Positas College Anthropology program offers courses that lead to an Associate in Arts in Anthropology for Transfer degree. The major requirements for the Associate in Arts in Anthropology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Anthropology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (10 Units)

~~ANTR 1~~ ANTH C1001	~~Biological Anthropology~~ Introduction to Biological Anthropology	3.0
~~ANTR 1L~~ ANTH C1001L	~~Biological Anthropology Laboratory~~ Biological Anthropology Lab	1.0
ANTR 2	Introduction to Archaeology	3.0
ANTR 3	Cultural Anthropology	3.0

List A: Select One (3-4 Units)

ANTR 4	Language and Culture	3.0
STAT C1000	Introduction to Statistics	4.0

List B: Select Two (6-8 Units)

Any courses not selected from List A		3.0-4.0
ANTR 7	Native American Cultures of North America	3.0
ANTR 8	World Prehistory in an Archaeological Perspective	3.0
ANTR 12	Magic/Religion/Witchcraft/Healing	3.0
ANTR 13	Introduction to Forensic Anthropology	3.0
HIST 14	History and American Cultures of California	3.0
HIST 25	American Indian History	3.0
PCN 13	Cultural Identity and Diversity in Social Work and Human Services	3.0
PSYC 21/ETHS 5	Psychology of Race and Identity	3.0
SOC 3	Introduction to Race and Ethnicity	3.0
SOC 13	Research Methods	4.0

List C: Select One (3-5 Units)

Any course not selected from List A or List B		3.0-4.0
BIO 7A	Human Anatomy	5.0
GEOG 15	Introduction to GIS	3.0
GEOL 1	Physical Geology*	3.0
AND		
GEOL 1L	Physical Geology Laboratory*	1.0

Total Units for the Major

	22.0-26.0

Additional General Education and Electives Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The

number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	34.0-38.0
GEOL 1 and GEOL 1L must be taken together.	-

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Associate Teacher - Certificate of Achievement (12 to fewer than 16 units)

Technical Program Revision: Associate Teacher - Certificate of Achievement (12 to fewer than 16 units) (Launched - Implemented 03-05-2026)

compared with

Associate Teacher - Certificate of Achievement (12 to fewer than 16 units) (Active - Implemented 08-15-2020)

Associate Teacher - Certificate of Achievement

Program Title

Associate Teacher

Award Type

Certificate of Achievement (8 to fewer than 16 units)

Effective Term

~~Fall 2020~~

Fall 2027

Program Description

This work-based certificate prepares students with foundational knowledge of child development, teaching strategies, relationships with families, and skills with creating a developmentally appropriate curriculum for children birth-age 8.

Program Requirements

Course	Title	Units	Term

Required Core: (13 units)

ECE 50	Early Childhood Principles and Practices	1st	3.0
~~ECE 56~~ CDEV C1000	Child Growth and Development	1st	3.0
ECE 62	Child, Family and Community	2nd	3.0
ECE 63	Early Childhood Curriculum	2nd	4.0

Total: 13.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Biology UC Pathway - Associate of Science Degree

Technical Program Revision: Biology UC Pathway - Associate of Science Degree (Launched - Implemented 08-16-2026)

compared with

Program Modification: Biology UC Pathway - Associate of Science Degree (Approved - Implemented 08-15-2026)

Biology UC Pathway - Associate of Science Degree

Program Title

Biology UC Pathway

Award Type

Associate of Science Degree

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The Biology UC Pathway Associate of Science degree is designed to prepare students for for a seamless transfer into a biology major at a University of California campus. The degree also provides entry-level opportunities for laboratory technicians in industry and the academic environment. The coursework provides foundational knowledge and hands-on experiences across all levels of biology, from the molecular to the ecological. The primary difference between the Biology UC Pathway Associate of Science degree and the Associate in Science in Biology for Transfer (AS-T) degree is that the Biology UC Pathway Associate of Science degree follows the UC Transfer Pathway for admission as a biology major to University of California campuses. The transfer pathway is different for University of California and California State University campuses. If you plan to complete a baccalaureate degree related to biology (for example, Evolution and Ecology, Wildlife Biology, Genetics, etc.) then it is essential that the student also refer to the catalog of the prospective transfer institution and consult a counselor.

Program Requirements

Course	Title	Units	Term

Required Core: (40 Units)

BIO 1C	Cell and Molecular Biology	3rd	5.0
BIO 1R	Organismal Biology	2nd	5.0
CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CHEM 12A	Organic Chemistry I	3rd	5.0
CHEM 12B	Organic Chemistry II	4th	5.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0

Total Units for the Major

40.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 20.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Biology UC Pathway - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Biology UC Pathway - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 08-16-2026)

compared with

Program Modification: Biology UC Pathway - Certificate of Achievement (30 to fewer than 60 units) (Approved - Implemented 08-15-2026)

Biology UC Pathway - Certificate of Achievement

Program Title

Biology UC Pathway

Award Type

Certificate of Achievement (30 to fewer than 60 units)

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The Biology UC Pathway Certificate of Achievement is designed to prepare students for a seamless transfer into a biology major at a University of California campus. The certificate 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.

Program Requirements

Course	Title	Units	Term

Required Core: (40 units)

BIO 1C	Cell and Molecular Biology	3rd	5.0
BIO 1R	Organismal Biology	2nd	5.0
CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CHEM 12A	Organic Chemistry I	3rd	5.0
CHEM 12B	Organic Chemistry II	4th	5.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0

Total: 40.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer

Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Launched - Implemented 08-16-2026)
compared with
Technical Program Revision: Business Administration 2.0 - Associate in Science Degree for Transfer (Approved - Implemented 08-15-2026)

Business Administration 2.0 - Associate in Science Degree for Transfer

Program Title
Business Administration 2.0

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2026~~

Fall 2027

Program Description
The Associates in Science in Business Administration 2.0 for Transfer is based on the state-wide Transfer Model Curriculum for Business and prepares students for seamless transfer into the CSU system to complete a baccalaureate degree in Business Administration or similar major. After completing the required courses in this program students will graduate with a broad-based understanding of the field of business, its demands, required skill-sets, needed abilities, and career opportunities.

Program Requirements

Course	Title	Units	Term

Required Core: (28-29 Units)

BUSN 1A	Financial Accounting	4th	4.0
BUSN 1B	Managerial Accounting	5th	4.0
BUSN 18	Business Law	5th	3.0
BUSN 40	Introduction to Business	1st	3.0
ECON C2001	Principles of Microeconomics	2nd	3.0
ECON C2002	Principles of Macroeconomics	3rd	3.0
STAT C1000	Introduction to Statistics	1st	4.0
MATH 34	Business Calculus	2nd	4.0
OR			
MATH 33	Finite Mathematics	2nd	4.0
OR			
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	2nd	5.0

Total Units for the Major 28.0-29.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 31.0-32.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Chemistry - Associate of Science Degree

Technical Program Revision: Chemistry - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Chemistry - Associate of Science Degree (Active - Implemented 08-15-2025)

Chemistry - Associate of Science Degree

Program Title

Chemistry

Award Type

Associate of Science Degree

Effective Term

~~Fall 2020~~

Fall 2027

Program Description

The AS - Chemistry degree prepares students for transfer to four-year institutions for continued study in the field of chemistry or for pre-professional studies for medical and dental programs. This program fulfills the lower-division requirements recommended by the American Chemical Society and is typical of requirements at four-year institutions. The program also satisfies lower division requirements in chemistry for engineering and biology transfer majors. General Education courses should be selected carefully to meet the requirements of the intended transfer institution. Some transfer institutions require more general education units than are required by the A.S. degree. Students should consult the catalog of the transfer institution for requirements and should consult a counselor for additional information.

Program Requirements

Course	Title	Units	Term

~~*Required Core: (40 units)*~~ *Required Core: (40 Units)*

CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CHEM 12A	Organic Chemistry I	3rd	5.0
CHEM 12B	Organic Chemistry II	4th	5.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
PHYS 1A	General Physics I	3rd	5.0

~~*List A: Select One (5 units)*~~ *List A: Select One (5 Units)*

PHYS 1B	General Physics II	4th	5.0
PHYS 1C	General Physics III	4th	5.0

Total Units for the Major 45.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 16.0

Total: 61.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Chemistry Education - Associate of Science Degree

Technical Program Revision: Chemistry Education - Associate of Science Degree (Launched - Implemented 08-16-2026)

compared with

Program Modification: Chemistry Education - Associate of Science Degree (Approved - Implemented 08-15-2026)

Chemistry Education - Associate of Science Degree

Program Title

Chemistry Education

Award Type

Associate of Science Degree

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The AS in Chemistry Education degree fulfills the lower-division requirements for four-year BA Chemistry programs designed for future high school and middle school science teachers. The AS Degree is designed to articulate directly with four-year-institution teacher preparation programs with a focus on chemistry education, including single subject teacher preparation in science with a concentration in chemistry. An AS in Chemistry Education would also be an appropriate transfer preparation for students considering chemistry-related interdisciplinary fields.

Program Requirements

Course	Title	Units	Term

Required Core: (42-43 Units)

BIO 1R	Organismal Biology	2nd	5.0
OR			
BIO 30	Introduction to College Biology	2nd	4.0
CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CHEM 12A	Organic Chemistry I	3rd	5.0
CHEM 12B	Organic Chemistry II	4th	5.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
PHYS 2A	Introduction to Physics I	3rd	4.0
PHYS 2B	Introduction to Physics II	4th	4.0

Total Units for the Major

42.0-43.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 17.0-18.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Child and Adolescent Development - Associate in Arts Degree for Transfer

Technical Program Revision: Child and Adolescent Development - Associate in Arts Degree for Transfer (Launched - Implemented 03-08-2026)
compared with
Child and Adolescent Development - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Child and Adolescent Development - Associate in Arts Degree for Transfer

Program Title
Child and Adolescent Development

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2027

Program Description
The Associate in Arts in Child and Adolescent Development for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the fields of Child and Adolescent Development, Human Development and Early Childhood Education, to name a few. Completion of the Child and Adolescent Development Transfer degree will provide a streamlined pathway for transfer to a CSU campus with a Child and Adolescent Development or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution; please see a counselor for details if you are pursuing transfer to the UC system.

Program Requirements

Course	Title	Units	Term

Required Core (10 units)

~~ECE 56~~ CDEV C1000	Child Growth and Development	3.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select Three (9-10 units)

ANTR 3	Cultural Anthropology	3.0
OR		
ECE 62	Child, Family and Community	3.0
OR		
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0
OR		
SOC 3	Introduction to Race and Ethnicity	3.0
OR		
SOC 4	Marriage and Family Relations	3.0
~~BIO 10~~ BIOL C1000	~~Introduction to the Science of Biology~~ Introduction to Biology with Lab	4.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECE 50	Early Childhood Principles and Practices	3.0
PSYC 12	Life-Span Psychology	3.0

Total Units for the Major

	19.0-20.0

Additional General Education and Electives

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	40.0-41.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Civil/Mechanical Engineering - Associate of Science Degree

Technical Program Revision: Civil/Mechanical Engineering - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Civil/Mechanical Engineering - Associate of Science Degree (Active - Implemented 08-15-2025)

Civil/Mechanical Engineering - Associate of Science Degree

Program Title

Civil/Mechanical Engineering

Award Type

Associate of Science Degree

Effective Term

~~Fall 2020~~

Fall 2027

Program Description

The Associate 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. If interested in transferring to a CSU or other university not in the UC system as an Mechanical Engineering major, please see the Associate of Science in Civil/Mechanical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (52.5 Units)

CHEM 1A	General College Chemistry I	1st	5.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 23	Engineering Graphics	1st	3.0
ENGR 26	Computational Methods for Engineers and Scientists	3rd	3.0
ENGR 35	Statics	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
ENGR 46	Materials of Engineering	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1C	General Physics III	3rd	5.0

Total Units for the Major

52.5

Additional General Education

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 16.0

Total: 68.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units)

Technical Program Revision: Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units) (Launched - Implemented 03-05-2026)
compared with
Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units) (Active - Implemented 08-15-2020)

Mechanical Engineering UC Pathway - Certificate of Achievement

Program Title
Mechanical Engineering UC Pathway

Award Type
Certificate of Achievement (60 or more units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement in Mechanical Engineering UC Pathway degree is offered to prepare students to transfer a school in the University of California system as a Mechanical 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 Mechanical Engineering certificate 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 Mechanical Engineering major, please see the Associates of Science or Certificate of Achievement in Civil/Mechanical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (63 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 23	Engineering Graphics	3rd	3.0
ENGR 35	Statics	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
MATH 7	Elementary Linear Algebra	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II		5.0
PHYS 1C	General Physics III		5.0

Total: 63.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Communication Studies 2.0 - Associate in Arts Degree for Transfer

Technical Program Revision: Communication Studies 2.0 - Associate in Arts Degree for Transfer (Launched - Implemented 03-08-2026)

compared with

Communication Studies 2.0 - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Communication Studies 2.0 - Associate in Arts Degree for Transfer

Program Title

Communication Studies 2.0

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2025~~

Fall 2027

Program Description

The Las Positas College Communication Studies program offers courses that lead to an Associate in Communication Studies 2.0 for Transfer degree. The major requirements for this degree align with the Intersegmental Transfer Model Curriculum (TMC) for Communication Studies. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should talk 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 AA-T in Communication Studies 2.0 provides students with fundamental understanding of the principles of speech communication as well as experience in the application of these principles. Participation in Communication Studies classes develops critical thinking, personal growth, research abilities, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind human communication.

Program Requirements

Course	Title	Units	Term

Required Core: (6 Units)

COMM C1000	Introduction to Public Speaking	3.0
~~CMST 10~~ COMM C1004	Interpersonal Communication	3.0

List A: Select Three (9 Units)

CMST 2	Oral Interpretation of Literature	3.0
CMST 3	Group Communication	3.0
CMST 11	Intercultural Communication	3.0
CMST 46	Argumentation and Debate	3.0
CMST 48	Activities in Forensics	~~3~~ 1.0-4 .0
JAMS 1	Introduction to Mass Communications	3.0

List B: Select One (3 Units)

Any List A course not already used		3.0
ANTR 3	Cultural Anthropology	3.0
CMST 4	Introduction to Communication Studies	3.0
ENG 4	Critical Thinking and Writing about Literature	3.0
ENGL C1001	Critical Thinking and Writing	3.0
JAMS 11	Introduction to Reporting and Newswriting	3.0
PSYC C1000	Introduction to Psychology	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0

Total Units for the Major

18.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	42.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Computer Science - Associate of Science Degree

Technical Program Revision: Computer Science - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Computer Science - Associate of Science Degree (Active - Implemented 08-15-2025)

Computer Science - Associate of Science Degree

Program Title

Computer Science

Award Type

Associate of Science Degree

Effective Term

~~Fall 2019~~

Fall 2027

Program Description

The Las Positas Computer Science department offers course that lead to an Associate of Science in Computer Science degree designed to prepare students to transfer into a baccalaureate program in Computer Science or a related field. These programs cover a wide range of computer related professions that include programming, systems analysis, data processing, database analysis and computer science. As technologies in computer science change, so will the content of this degree to assure graduates have what they need to be successful in both the current and future market places.

Program Requirements

Course	Title	Units	Term

Required Core: (30 Units)

CS 1	Computing Fundamentals I	1st	4.0
CS 2	Computing Fundamentals II	2nd	4.0
CS 17/MATH 10	Discrete Mathematical Structures	3rd	4.0
CS 20	Advanced Programming with Data Structures/C++	3rd	4.0
CS 21	Computer Organization and Assembly Language Programming	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0

List A: Select One (3.5-5 Units)

MATH 7	Elementary Linear Algebra	4th	3.5
PHYS 1B	General Physics II	4th	5.0

Total Units for the Major

33. ~~5~~ 0 -35.0

Additional General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.

25.0- ~~26~~ 27 . ~~5~~ 0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Early Childhood Development - Associate of Arts Degree

Technical Program Revision: Early Childhood Development - Associate of Arts Degree (Launched - Implemented 03-05-2026)

compared with

Early Childhood Development - Associate of Arts Degree (Active - Implemented 08-15-2025)

Early Childhood Development - Associate of Arts Degree

Program Title

Early Childhood Development

Award Type

Associate of Arts Degree

Effective Term

~~Fall 2019~~

Fall 2027

Program Description

The goals of the AA in Early Childhood Development degree are 1 - to prepare future teachers of children birth to five to provide developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices; and 2 - to provide foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

Program Requirements

Course	Title	Units	Term

Required Core: (31-33 units)

CDEV C1000	Child Growth and Development	2nd	3.0
ECE 50	Early Childhood Principles and Practices	1st	3.0
ECE 54	Child Health, Safety and Nutrition		3.0
~~ECE 56~~	~~Child Growth and Development~~	4th	~~3.0~~
ECE 60	Introduction to the Young Child with Exceptional Needs	2nd	3.0
ECE 62	Child, Family and Community	1st	3.0
ECE 63	Early Childhood Curriculum	4th	4.0
ECE 69	Child Study: Observation and Assessment	5th	3.0
ECE 79	Teaching in a Diverse Society	2nd	3.0
ECE 90	Practicum-Supervised Experience	5th	4.0
ECE 95	Work Experience	1st	1.0-3.0
ECE 96	Work Experience Seminar	1st	1.0

Total Units in the Major

	31.0-33.0

Additional General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	27.0-29.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Early Childhood Development - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Early Childhood Development - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 03-05-2026)

compared with

Early Childhood Development - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 08-15-2020)

Early Childhood Development - Certificate of Achievement

Program Title

Early Childhood Development

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

~~Fall 2020~~

Fall 2027

Program Description

The goals of the Certificate of Achievement in Early Childhood Development 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 may later choose to pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Childhood Development 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.

Program Requirements

Course	Title	Units	Term

Required Core: (22 Units)

CDEV C1000	Child Growth and Development	1st	3.0
ECE 50	Early Childhood Principles and Practices		3.0
~~ECE 56~~	~~Child Growth and Development~~	1st	~~3.0~~
ECE 60	Introduction to the Young Child with Exceptional Needs	2nd	3.0
ECE 62	Child, Family and Community	2nd	3.0
ECE 63	Early Childhood Curriculum	2nd	4.0
ECE 90	Practicum-Supervised Experience	3rd	4.0
ECE 95	Work Experience	1st	1.0
ECE 96	Work Experience Seminar	1st	1.0

List A: Select One (3 Units)

ECE 40	Social and Emotional Foundations for Early Learning	3rd	3.0
ECE 54	Child Health, Safety and Nutrition	3rd	3.0
ECE 69	Child Study: Observation and Assessment	3rd	3.0
ECE 79	Teaching in a Diverse Society	3rd	3.0

Total: 25.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Early Childhood Education - Associate in Science Degree for Transfer

Technical Program Revision: Early Childhood Education - Associate in Science Degree for Transfer (Launched - Implemented 03-08-2026)
compared with
Early Childhood Education - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Early Childhood Education - Associate in Science Degree for Transfer

Program Title
Early Childhood Education

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Associate in Science for Transfer in Early Childhood Education (ECE) degree provides a clearly articulated curricular track for students who wish to transfer to a CSU campus, while also serving the diverse needs of students interested in the breadth and depth of the field of early childhood education. Additionally, this degree exposes students to the core principles and practices of the field in order to build a foundation for their future personal, academic, or vocational paths. The degree was designed to facilitate students' successful transfer to certain California State University (CSU) campuses that prepare them for advanced study in a variety of graduate programs, as well as a variety of careers such as teaching, Child Development Specialist, Program Directors, and Child Life Specialists. With a BA in ECE/Child Development, students are eligible for the Master Teacher and Site Supervisor levels of the CA Child Development Permit, using the Alternative Qualifications category. The Associate in Science for Transfer in Early Childhood Education degree provides students with a major that fulfills the general requirements of the California State University for transfer. Students with this degree will receive priority admission with junior status to certain California State University campuses.

Program Requirements

Course	Title	Units	Term

Required Core: (26 Units)

		3.0
CDEV C1000	Child Growth and Development	
ECE 50	Early Childhood Principles and Practices	3.0
		~~3.0~~
ECE 54	Child Health, Safety and Nutrition	
~~ECE 56~~	~~Child Growth and Development~~	3.0
ECE 62	Child, Family and Community	3.0
ECE 63	Early Childhood Curriculum	4.0
ECE 69	Child Study: Observation and Assessment	3.0
ECE 79	Teaching in a Diverse Society	3.0
ECE 90	Practicum-Supervised Experience	4.0

Total Units in the Major

	26.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	34.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Early Childhood Intervention - Associate of Arts Degree

Technical Program Revision: Early Childhood Intervention - Associate of Arts Degree (Launched - Implemented 03-05-2026)

compared with

Early Childhood Intervention - Associate of Arts Degree (Active - Implemented 08-15-2025)

Early Childhood Intervention - Associate of Arts Degree

Program Title

Early Childhood Intervention

Award Type

Associate of Arts Degree

Effective Term

~~Fall 2019~~

Fall 2027

Program Description

The goals of the AA in Early Childhood Intervention degree is designed to provide specialized knowledge and experience with supporting and educating children who have suspected or documented exceptional needs or disabilities. Future teachers of children birth to five are prepared to provide inclusive and developmentally appropriate care and education, through educationally sound, culturally engaging and family-centered practices. This degree also provides foundational child development and family engagement knowledge and experience to students who will pursue a Multi-Subject or Single Subject credential through a 4-year college or university. The Early Care and Education Program provides students with a fundamental understanding of the principles of child growth and development, as well as experience in the application of these principles.

Program Requirements

Course	Title	Units	Term

Required Core: (38 units)

CDEV C1000	Child Growth and Development	1st	3.0
ECE 40	Social and Emotional Foundations for Early Learning	2nd	3.0
ECE 50	Early Childhood Principles and Practices	1st	3.0
ECE 54	Child Health, Safety and Nutrition		3.0
~~ECE 56~~	~~Child Growth and Development~~	1st	~~3.0~~
ECE 60	Introduction to the Young Child with Exceptional Needs	3rd	3.0
ECE 62	Child, Family and Community	2nd	3.0
ECE 63	Early Childhood Curriculum	2nd	4.0
ECE 67	Infant and Toddler Development and Caregiving	3rd	3.0
ECE 69	Child Study: Observation and Assessment	4th	3.0
ECE 79	Teaching in a Diverse Society	2nd	3.0
ECE 90	Practicum-Supervised Experience	3rd	4.0
ECE 91	Adaptive Curriculum For Children With Exceptional Needs	4th	3.0

Total Units for the Major

38.0

Additional General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	22.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Early Childhood Intervention Assistant - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Early Childhood Intervention Assistant - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 03-05-2026)
compared with
Early Childhood Intervention Assistant - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2018)

Early Childhood Intervention Assistant - Certificate of Achievement

Program Title
Early Childhood Intervention Assistant

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2018~~

Fall 2027

Program Description
The Certificate of Achievement in Early Childhood Intervention Assistant/Para-Educator is designed to prepare students to be para-educators in early childhood special education classrooms. This certificate also prepares early childhood teachers who will be working in inclusive classrooms.

Program Requirements

Course	Title	Units	Term

~~*Required Core: (32 units)*~~ *Required Core: (32 Units)*

			3.0
CDEV C1000	Child Growth and Development	1st	
ECE 40	Social and Emotional Foundations for Early Learning	2nd	3.0
ECE 50	Early Childhood Principles and Practices	1st	3.0
ECE 54	Child Health, Safety and Nutrition		3.0
~~ECE 56~~	~~Child Growth and Development~~	1st	~~3.0~~
ECE 60	Introduction to the Young Child with Exceptional Needs	3rd	3.0
ECE 62	Child, Family and Community	2nd	3.0
ECE 63	Early Childhood Curriculum	2nd	4.0
ECE 67	Infant and Toddler Development and Caregiving	3rd	3.0
ECE 90	Practicum-Supervised Experience	3rd	4.0
ECE 91	Adaptive Curriculum For Children With Exceptional Needs	4th	3.0

Total: 32.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Electrical Engineering - Associate of Science Degree

Technical Program Revision: Electrical Engineering - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Electrical Engineering - Associate of Science Degree (Active - Implemented 08-15-2025)

Electrical Engineering - Associate of Science Degree

Program Title

Electrical Engineering

Award Type

Associate of Science Degree

Effective Term

~~Fall 2020~~

Fall 2027

Program Description

The Associate 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 Associate of Science in Electrical Engineering UC Pathway.

Program Requirements

Course	Title	Units	Term

Required Core: (42.5 Units)

CHEM 1A	General College Chemistry I	1st	5.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 26	Computational Methods for Engineers and Scientists	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1C	General Physics III	3rd	5.0

Total Units for the Major

	42.5

Additional General Education and Electives

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	17.5

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Electrical Engineering - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Electrical Engineering - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 03-05-2026)
compared with
Electrical Engineering - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2020)

Electrical Engineering - Certificate of Achievement

Program Title
Electrical Engineering

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement 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 certificate 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. If interested in transferring to a UC as an Electrical Engineering major, please see the Associates of Science or Certificate of Achievement in Electrical Engineering UC Pathway.

Program Requirements

Course	Title	Units	Term

Required Core: (42.5 Units)

CHEM 1A	General College Chemistry I	1st	5.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 26	Computational Methods for Engineers and Scientists	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1C	General Physics III	3rd	5.0

Total: 42.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Electrical Engineering UC Pathway - Associate of Science Degree

Technical Program Revision: Electrical Engineering UC Pathway - Associate of Science Degree (Launched - Implemented 03-05-2026)
compared with
Electrical Engineering UC Pathway - Associate of Science Degree (Active - Implemented 08-15-2025)

Electrical Engineering UC Pathway - Associate of Science Degree

Program Title
Electrical Engineering UC Pathway

Award Type
Associate of Science Degree

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
~~The Associate 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 Associate of Science in Electrical Engineering.~~

The Associate 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 Associate of Science in Electrical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (53 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
MATH 7	Elementary Linear Algebra	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	3rd	5.0
PHYS 1C	General Physics III	3rd	5.0
PHYS 1D	General Physics IV	4th	3.0

Total Units for the Major

53.0

Additional General Education

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 16.0

Total: 69.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Electrical Engineering UC Pathway - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Electrical Engineering UC Pathway - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 03-05-2026)
compared with
Electrical Engineering UC Pathway - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2020)

Electrical Engineering UC Pathway - Certificate of Achievement

Program Title
Electrical Engineering UC Pathway

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement 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. 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 or Certificate of Achievement in Electrical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (53 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
MATH 7	Elementary Linear Algebra	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	3rd	5.0
PHYS 1C	General Physics III	3rd	5.0
PHYS 1D	General Physics IV	4th	3.0

Total: 53.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer

Technical Program Revision: Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer (Launched - Implemented 08-16-2026)
compared with
New Program: Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer (Approved - Implemented 08-15-2026)

Elementary Teacher Education: Integrated Programs - Associate in Arts Degree for Transfer

Program Title
Elementary Teacher Education: Integrated Programs

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2026~~

Fall 2027

Program Description
The Las Positas College Early Care and Education program offers courses that lead to an Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs. The major requirements for the Associate in Arts for Transfer Degree in Elementary Teacher Education: Integrated Programs align with the Intersegmental Transfer Model Curriculum (TMC) for Elementary Teacher Education: Integrated Programs. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (25 Units)

BIO ~~10~~ 30	~~Introduction to the Science of Biology~~ Introduction to College Biology	4.0
OR		
~~BIO 30~~ BIOL C1000	~~Introduction to College Biology~~ Introduction to Biology with Lab	4.0
CDEV C1000	Child Growth and Development	3.0
COMM C1000	Introduction to Public Speaking	3.0
ECE 10	Introduction to Education	3.0
~~ECE 56~~ ENG 4	~~Child Growth and Development~~ Critical Thinking and Writing about Literature	3.0
ENGL C1000	Academic Reading and Writing	~~3.0~~
~~ENG 4~~	~~Critical Thinking and Writing about Literature~~	3.0
HIST C1001	United States History to 1877	3.0
POLS C1000	American Government and Politics	3.0

List A: Select One (4-8 Units)

GEOL 20	Earth Science for Educators	4.0
OR		
CHEM 31	Introduction to College Chemistry	4.0
AND		
PHYS 10	Descriptive Physics	3.0
AND		
PHYS 10L	Descriptive Physics Laboratory	1.0

List B: Select One (3 Units)

ARHS 1	Introduction to Art History	3.0
MUS 1	Introduction to Music	3.0
THEA 10	Introduction to Dramatic Arts	3.0

Total Units for the Major

32.0-36.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 24.0-28.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Engineering - Associate of Science Degree

Technical Program Revision: Engineering - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Engineering - Associate of Science Degree (Active - Implemented 08-15-2025)

Engineering - Associate of Science Degree

Program Title
Engineering

Award Type
Associate of Science Degree

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Associate 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.

Program Requirements

Course	Title	Units	Term

Required Core: (33.5 units)

MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	4th	5.0
MATH 5	Ordinary Differential Equations	5th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	4th	5.0
PHYS 1C	General Physics III	5th	5.0

List A: Select Four (13-14 Units)

ENGR 23	Engineering Graphics	2nd	3.0
ENGR 26	Computational Methods for Engineers and Scientists	2nd	3.0
ENGR 35	Statics	4th	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
ENGR 46	Materials of Engineering	5th	4.0

List B: Select Two (5-9 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 1	Introduction to Engineering	1st	2.0
MATH 7	Elementary Linear Algebra	1st	3.5
PHYS 1D	General Physics IV	1st	3.0

Total Units for the Major

51.5-56.5

Additional General Education Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC)

pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	16.0

Total: 67.5-72.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Engineering - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Engineering - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 03-05-2026)
compared with
Engineering - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2020)

Engineering - Certificate of Achievement

Program Title
Engineering

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement in Engineering is offered to prepare students to transfer to a four-year institution as an engineering major. The core courses required for this certificate 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 certificate 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.

Program Requirements

Course	Title	Units	Term

Required Core: (33.5 units)

MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	3rd	5.0
PHYS 1C	General Physics III	4th	5.0

List A: Select Four (13-14 Units)

ENGR 23	Engineering Graphics	2nd	3.0
ENGR 26	Computational Methods for Engineers and Scientists	2nd	3.0
ENGR 35	Statics	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	3rd	4.0
ENGR 46	Materials of Engineering	4th	4.0

List B: Select Two (5-9 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 1	Introduction to Engineering	1st	2.0
MATH 7	Elementary Linear Algebra	1st	3.5
PHYS 1D	General Physics IV	1st	3.0

Total: 51.5-56.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Environmental Science - Associate of Science Degree

Technical Program Revision: Environmental Science - Associate of Science Degree (Launched - Implemented 08-16-2026)

compared with

Program Modification: Environmental Science - Associate of Science Degree (Approved - Implemented 08-15-2026)

Environmental Science - Associate of Science Degree

Program Title

Environmental Science

Award Type

Associate of Science Degree

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The Associate of Science in Environmental Science is a multi-disciplinary program which provides the scientific foundation for upper division coursework and career positions in environmental Science. Classes feature a broad background of preparation in math and science in such associated disciplines as mathematics, geology, physics, chemistry, biology, as well as economics.

Program Requirements

Course	Title	Units	Term

Required Core: (39 Units)

BIO 1R	Organismal Biology	3rd	5.0
CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
ECON C2001	Principles of Microeconomics	2nd	3.0
EVST 5	Energy and Sustainability	2nd	3.0
EVST 5L	Energy and Sustainability Laboratory	2nd	1.0
GEOL 1	Physical Geology	2nd	3.0
GEOL 1L	Physical Geology Laboratory	2nd	1.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
PHYS 2A	Introduction to Physics I	3rd	4.0
PHYS 2B	Introduction to Physics II	4th	4.0

Total Units for the Major 39.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 21.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Environmental Studies - Associate of Arts Degree

Technical Program Revision: Environmental Studies - Associate of Arts Degree (Launched - Implemented 08-16-2026)

compared with

Technical Program Revision: Environmental Studies - Associate of Arts Degree (Approved - Implemented 08-15-2026)

Environmental Studies - Associate of Arts Degree

Program Title

Environmental Studies

Award Type

Associate of Arts Degree

Effective Term

~~Fall 2026~~

Fall 2027

Program Description

The Associate of Arts in Environmental Studies is a multi-disciplinary program which provides students the academic foundation for understanding the scientific and technological basis of energy technology, as well as the political, social, and economic factors that underlie energy policy choices. This transferable program features a diverse array of classes in the degree pattern from the natural and physical sciences in such associated disciplines as geology, geography, ecology, chemistry, statistics, philosophy, and economics. Students can further expand this foundation by selecting electives from other disciplines such as anthropology and political science.

Program Requirements

Course	Title	Units	Term

Required Core: (31 Units)

BIO 30	Introduction to College Biology	3rd	4.0
BIO 40	Humans and the Environment	1st	3.0
CHEM 31	Introduction to College Chemistry	2nd	4.0
OR			
CHEM 6	Environmental Chemistry	2nd	4.0
ECON C2001	Principles of Microeconomics	4th	3.0
EVST 5	Energy and Sustainability	1st	3.0
EVST 5L	Energy and Sustainability Laboratory	1st	1.0
GEOL 1	Physical Geology	2nd	3.0
GEOG 1	Introduction to Physical Geography	3rd	3.0
PHIL 2	Ethics	2nd	3.0
STAT C1000	Introduction to Statistics	2nd	4.0

List A: Select Two (6-8 Units)

~~ANTR 1~~ ANTH C1001	~~Biological Anthropology~~ Introduction to Biological Anthropology	3rd	3.0
ANTR 2	Introduction to Archaeology	3rd	3.0
ANTR 3	Cultural Anthropology	3rd	3.0
BIO 60	Marine Biology	3rd	4.0
BIO 70	Field Biology	3rd	3.0
GEOG 15	Introduction to GIS	3rd	3.0
GEOL 2	Historical Geology	4th	4.0
GEOL 5	Environmental Geology: Hazards & Disasters	4th	3.0
	Environmental Geology: Resources, Use Impact		3.0

GEOL 7	& Pollution	4th	
			3.0
GEOL 12	Introduction to Oceanography	4th	
			3.0
HUMN 6	Nature and Culture	4th	
	Introduction to California State and Local		3.0
POLI 12	Government	4th	
			3.0
POLS C1000	American Government and Politics	4th	
			3.0
SOC 5/GS 1	Introduction to Global Studies	4th	
			3.0
NTRN 1	Introduction to Nutrition Science	3rd	

Total Units in the Major

37.0-39.0

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 21.0-23.0

Total: 58.0-60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Geology - Associate in Science Degree for Transfer

Technical Program Revision: Geology - Associate in Science Degree for Transfer (Launched - Implemented 03-08-2026)

compared with

Geology - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Geology - Associate in Science Degree for Transfer

Program Title

Geology

Award Type

Associate in Science Degree for Transfer

Effective Term

~~Fall 2022~~

Fall 2027

Program Description

The Las Positas College Geology program offers courses that lead to an Associate in Science in Geology for Transfer degree . The major requirements for the Associate in Science in Geology for Transfer degree align with the Intersegmental Transfer Model Curriculum (TMC) for Geology. Students will have guaranteed admission to a California State University (CSU) campus upon successful completion of the program requirements. Students should consult with a counselor to determine whether this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term

Required Core: (28 units)

CHEM 1A	General College Chemistry I	5.0
CHEM 1B	General College Chemistry II	5.0
GEOL 1	Physical Geology	3.0
GEOL 1L	Physical Geology Laboratory	1.0
GEOL 2	Historical Geology	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	5.0

Total Units in the Major

28.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	32.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Geology Major - Certificate of Achievement (16 to fewer than 30 units)

Technical Program Revision: Geology Major - Certificate of Achievement (16 to fewer than 30 units) (Launched - Implemented 03-05-2026)

compared with

Geology Major - Certificate of Achievement (16 to fewer than 30 units) (Active - Implemented 04-19-2022)

Geology Major - Certificate of Achievement

Program Title

Geology Major

Award Type

Certificate of Achievement (16 to fewer than 30 units)

Effective Term

~~Fall 2022~~

Fall 2027

Program Description

The Geology Major Certificate of Achievement is designed for geology students working towards completing lower-division transfer courses that apply towards four-year Geology baccalaureate programs. The courses in this program satisfy lower division requirements at most 4-year universities and colleges. Students should work with academic counselors at both Las Positas and their transferring institutions with regards to the full breadth and scope of the courses that students should complete for their baccalaureate degree.

Program Requirements

Course	Title	Units	Term

Required Core: (17 units)

CHEM 1A	General College Chemistry I	2nd	5.0
GEOL 1	Physical Geology	1st	3.0
GEOL 2	Historical Geology	2nd	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0

Total: 17.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Mechanical Engineering UC Pathway - Associate of Science Degree

Technical Program Revision: Mechanical Engineering UC Pathway - Associate of Science Degree (Launched - Implemented 03-05-2026)
compared with
Mechanical Engineering UC Pathway - Associate of Science Degree (Active - Implemented 08-15-2025)

Mechanical Engineering UC Pathway - Associate of Science Degree

Program Title
Mechanical Engineering UC Pathway

Award Type
Associate of Science Degree

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Associate of Science in Mechanical Engineering UC Pathway degree is offered to prepare students to transfer a school in the University of California system as a Mechanical 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 Mechanical 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 Mechanical Engineering major, please see the Associate of Science in Civil/Mechanical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (63 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 23	Engineering Graphics	4th	3.0
ENGR 35	Statics	4th	3.0
ENGR 44	Introduction to Circuit Analysis	5th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	4th	5.0
MATH 5	Ordinary Differential Equations	5th	3.5
MATH 7	Elementary Linear Algebra	5th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	4th	5.0
PHYS 1C	General Physics III	5th	5.0

Total Units for the Major

63.0

Additional General Education Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 16.0

Total: 79.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units)

Technical Program Revision: Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units) (Launched - Implemented 03-05-2026)
compared with
Mechanical Engineering UC Pathway - Certificate of Achievement (60 or more units) (Active - Implemented 08-15-2020)

Mechanical Engineering UC Pathway - Certificate of Achievement

Program Title
Mechanical Engineering UC Pathway

Award Type
Certificate of Achievement (60 or more units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement in Mechanical Engineering UC Pathway degree is offered to prepare students to transfer a school in the University of California system as a Mechanical 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 Mechanical Engineering certificate 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 Mechanical Engineering major, please see the Associates of Science or Certificate of Achievement in Civil/Mechanical Engineering.

Program Requirements

Course	Title	Units	Term

Required Core: (63 Units)

CHEM 1A	General College Chemistry I	1st	5.0
CHEM 1B	General College Chemistry II	2nd	5.0
CS 1	Computing Fundamentals I	1st	4.0
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 23	Engineering Graphics	3rd	3.0
ENGR 35	Statics	3rd	3.0
ENGR 44	Introduction to Circuit Analysis	4th	4.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
MATH 7	Elementary Linear Algebra	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II		5.0
PHYS 1C	General Physics III		5.0

Total: 63.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer

Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer (Launched - Implemented 08-16-2026)
compared with
Technical Program Revision: Nutrition and Dietetics - Associate in Science Degree for Transfer (Approved - Implemented 08-15-2026)

Nutrition and Dietetics - Associate in Science Degree for Transfer

Program Title
Nutrition and Dietetics

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2026~~

Fall 2027

Program Description
The Associate in Science in Nutrition and Dietetics for Transfer is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Nutrition and Dietetics such as a Registered Dietitian (RD), Nutritionist, Licensed Nutritionist and Dietetic Technician Registered (DTR) to name a few. Completion of the Nutrition and Dietetics degree will provide a streamlined pathway for transfer to a CSU campus with a Nutrition Science or similar major. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution. There are UC unit limitations with Chemistry courses; please see a counselor for details if you are pursuing transfer to the UC system

Program Requirements

Course	Title	Units	Term

Required Core: (16 Units)

BIO 7C	Microbiology	5.0
CHEM 1A	General College Chemistry I	5.0
NTRN 1	Introduction to Nutrition Science	3.0
PSYC C1000	Introduction to Psychology	3.0

List A: Select Two (9-10 Units)

CHEM 1B	General College Chemistry II	5.0
CHEM 12A	Organic Chemistry I	5.0
BIO 7A	Human Anatomy	5.0
BIO 7B	Human Physiology	5.0
STAT C1000	Introduction to Statistics	4.0

List B: Select One (3-5 Units)

CHEM 12B	Organic Chemistry II	5.0
CHEM 30A	Introductory and Applied Chemistry I	4.0
CHEM 30B	Introductory and Applied Chemistry II	4.0
ECON C2001	Principles of Microeconomics	3.0
ECON C2002	Principles of Macroeconomics	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0

Total Units for the Major

28.0-31.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	29.0-32.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Physics - Associate of Science Degree

Technical Program Revision: Physics - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Physics - Associate of Science Degree (Active - Implemented 08-15-2025)

Physics - Associate of Science Degree

Program Title

Physics

Award Type

Associate of Science Degree

Effective Term

~~Fall 2019~~

Fall 2027

Program Description

The Associate of Science in Physics is designed to prepare students for to transfer ready for upper division work towards a bachelor's degree in Physics, Applied Physics, and related fields such as Astronomy and Astrophysics. The study of Physics encompasses a wide variety of disciplines and specializations, ranging from technology-driven fields to the study of the fundamental laws and structure of the universe.

Program Requirements

Course	Title	Units	Term

Required Core: (36.5 units)

MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	1st	5.0
MATH ~~2~~ C2220	~~Calculus II~~ Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1B	General Physics II	3rd	5.0
PHYS 1C	General Physics III	4th	5.0
PHYS 1D	General Physics IV	5th	3.0

Total Units for the Major

36.5

Additional General Education and Elective Units

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 23.5

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Psychology - Associate in Arts Degree for Transfer

Technical Program Revision: Psychology - Associate in Arts Degree for Transfer (Launched - Implemented 03-08-2026)

compared with

Psychology - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Psychology - Associate in Arts Degree for Transfer

Program Title

Psychology

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2025~~

Fall 2027

Program Description

The Associate in Arts in Psychology for Transfer is to assist students in transferring into the California State University System. Students completing the AA-T degree receive a guarantee of admission with junior status into the California State University System. The CSU system is required to grant priority admission for a student with this associate degree to a CSU campus and to a program or major that is similar to their community college major or area of emphasis, as determined by the CSU campus to which the student is admitted. In addition, a student shall receive priority over all other community college transfer students, excluding community college students who have entered into a transfer agreement between a community college and the California State University. Students who complete the program will have a basic understanding of psychological theory, skills and methods relevant to conducting rigorous psychological research, and critical knowledge of various substantive topics of psychology.

Program Requirements

Course	Title	Units	Term

Required Core: (11 Units)

PSYC 25	Research Methods	4.0
PSYC C1000	Introduction to Psychology	3.0
STAT C1000	Introduction to Statistics	4.0

List A: Select One (3-4 Units)

~~BIO 10~~ BIOL C1000	~~Introduction to the Science of Biology~~ Introduction to Biology with Lab	4.0
BIO 30	Introduction to College Biology	4.0
PSYC 4	Brain, Mind, and Behavior	3.0

List B: Select One (3-4 Units)

Any List A course not already used		3.0-4.0
PSYC 3	Introduction to Social Psychology	3.0
PSYC 12	Life-Span Psychology	3.0

List C: Select One (3-5 Units)

Any List A or B course not already used.		3.0-4.0
~~ANTR 1~~ ANTH C1001	~~Biological Anthropology~~ Introduction to Biological Anthropology	3.0
ANTR 3	Cultural Anthropology	3.0
MATH ~~1~~ C2210	~~Calculus I~~ Calculus I: Early Transcendentals	5.0
PSYC 6	Abnormal Psychology	3.0
PSYC 10	Psychology of Human Sexuality	3.0
PSYC 13	Psychology of Women	3.0
PSYC 15	Abnormal Child Psychology	3.0
PSYC 17	The Psychology of Sleep and Dreams	3.0
PSYC 21/ETHS 5	Psychology of Race and Identity	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0

Total Units for the Major

	20.0-24.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.	36.0-40.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Public Health - Associate in Science Degree for Transfer

Technical Program Revision: Public Health - Associate in Science Degree for Transfer (Launched - Implemented 03-08-2026)

compared with

Public Health - Associate in Science Degree for Transfer (Active - Implemented 08-15-2025)

Public Health - Associate in Science Degree for Transfer

Program Title
Public Health

Award Type
Associate in Science Degree for Transfer

Effective Term
~~Fall 2025~~

Fall 2027

Program Description
The Associate in Science in Public Health for Transfer Degree is designed for prospective California State University (CSU) transfer students who are preparing for careers in the field of Public Health. Completion of the AS-T degree in Public Health, opens doors to entry-level careers in a wide variety of health-related agencies, medical centers, long-term care facilities, private and public health organizations, and local, state, and federal health departments. After completion of the AS-T in Public Health, transfer, and further education, additional career paths are possible including health educator, health care manager, nurse, physical therapist, community college health instructor, physician, public health advisor, health informatics, and medical scientist. Whether students choose selective employment or further education, they have the opportunity to become the new generation of health professionals prepared to face the emerging challenges to human health. Completion of the AS-T degree in Public Health provides a streamlined path for transfer to a California State University (CSU) campus with a public health science related major such as: Health Science, Health Science with Health Education option, Health Science with Public Health option, Health Science with Community Health Option, Health Science with Health Promotion & Disease Prevention, Health Education, Public Health, Public Health Promotion, Kinesiology with Health Education, Kinesiology with Health Science option, Kinesiology with Health and Wellness Promotion, Kinesiology with Health Promotion and Disease Prevention, Collaborative Health, and Human Services with Community Health option. Students should consult with a counselor to determine whether or not this degree is the best option for their transfer goals. General education requirements should be selected carefully based on the intended transfer institution.

Program Requirements

Course	Title	Units	Term
Required Core: (14 Units)			
BIO 30	Introduction to College Biology	4.0	
HEA 1	Introduction to Personal Health	3.0	
HEA 7	Introduction to Public Health	3.0	
STAT C1000	Introduction to Statistics	4.0	
List A: Select One (4-5 Units)			
BIO 7A	Human Anatomy	5.0	
BIO 7B	Human Physiology	5.0	
CHEM 1A	General College Chemistry I	5.0	
CHEM 30A	Introductory and Applied Chemistry I	4.0	
CHEM 31	Introduction to College Chemistry	4.0	
List B: (3 Units)			
HEA 11	Health and Social Justice	3.0	
List C: Select One (3 Units)			
HEA 3	Women's Health	3.0	
NTRN 1	Introduction to Nutrition Science	3.0	
PSYC 10	Psychology of Human Sexuality	3.0	
PSYC 12	Life-Span Psychology	3.0	
PSYC C1000	Introduction to Psychology	3.0	
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0	
Total Units for the Major			
		24.0-25.0	
Additional General Education and Elective Units			
See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal.		35.0-36.0	
		Total: 60.0	

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer

Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer (Launched - Implemented 08-16-2026)
compared with
Technical Program Revision: Social Work and Human Services - Associate in Arts Degree for Transfer (Approved - Implemented 08-15-2026)

Social Work and Human Services - Associate in Arts Degree for Transfer

Program Title
Social Work and Human Services

Award Type
Associate in Arts Degree for Transfer

Effective Term
~~Fall 2026~~

Fall 2027

Program Description
The Las Positas College Social Work and Human Services program offers courses that lead to an Associate in Social Work and Human Services for Transfer degree. The major requirements for this degree are designed to ensure that students are well-prepared for transfer and for work in the human services field, providing students with the fundamental understanding of the principles of Social Work and Human Services as well as experience in the application of these principles. Participation in Social Work and Human Services classes develops critical thinking, personal growth, cultural sensitivity, active listening, problem sensitivity, presentation skills, and an understanding of the theories, perspectives, principles, and concepts behind Social Work and Human Services. Students will have guaranteed admission to a California State University (CSU) campus in a similar major upon successful completion of the program requirements. Students should speak with a counselor to determine whether or not this degree is the best option for their transfer goals.

Program Requirements

Course	Title	Units	Term

Required Core: (22-23 Units)

PCN 5	Introduction to Social Work and Human Services	3.0
PCN 50	Social Work and Human Services Seminar	1.0
PCN 50L	Social Work and Human Services Fieldwork	2.0
PSYC C1000	Introduction to Psychology	3.0
~~SOC 1~~ SOCI C1000	~~Principles of Sociology~~ Introduction to Sociology	3.0
STAT C1000	Introduction to Statistics	4.0
BIO 20	Contemporary Human Biology	3.0
OR		
BIO 30	Introduction to College Biology	4.0
OR		
BIO 50	Anatomy and Physiology	4.0
ECON C2001	Principles of Microeconomics	3.0
OR		
ECON C2002	Principles of Macroeconomics	3.0

List A: Select Two (6 Units)

AJ 50	Introduction to Administration of Justice	3.0
ANTR 3	Cultural Anthropology	3.0
CMST 11	Intercultural Communication	3.0
ECE 56	Child Growth and Development	3.0
ECE 62	Child, Family and Community	3.0
PCN 13	Cultural Identity and Diversity in Social Work and Human Services	3.0
PCN 35	Drugs, Health, and Society	3.0
PSYC 6	Abnormal Psychology	3.0
PSYC 12	Life-Span Psychology	3.0
SOC 3 ~~/ETHS 6~~	Introduction to Race and Ethnicity	3.0
SOC 6	Social Problems	3.0

Total Units for the Major

28.0-29.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 31.0-32.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Sociology - Associate in Arts Degree for Transfer

Technical Program Revision: Sociology - Associate in Arts Degree for Transfer (Launched - Implemented 03-07-2026)

compared with

Sociology - Associate in Arts Degree for Transfer (Active - Implemented 08-15-2025)

Sociology - Associate in Arts Degree for Transfer

Program Title

Sociology

Award Type

Associate in Arts Degree for Transfer

Effective Term

~~Fall 2025~~

Fall 2027

Program Description

The Associate in Arts in Sociology for Transfer program prepares students for a seamless transfer a CSU for continued study in sociology and other various fields of social science. Students who complete the program will have a basic understanding of sociological theory, skills and methods relevant to conducting rigorous sociological research, and critical knowledge of various substantive topics of sociology such as race, gender, class, sexuality, family, culture, globalization, and social problems.

Program Requirements

Course	Title	Units	Term

Required Core: (10 Units)

SOC ~~1~~	~~Principles of Sociology~~	~~1st~~	~~3.0~~
~~SOC~~ 6	Social Problems	4th	3.0
SOCI C1000	Introduction to Sociology	1st	3.0
STAT C1000	Introduction to Statistics	1st	4.0

List A: Select Two (6-7 Units)

PSYC 3	Introduction to Social Psychology	2nd	3.0
SOC 3/ETHS 6	Introduction to Race and Ethnicity	3rd	3.0
SOC 4	Marriage and Family Relations	2nd	3.0
SOC 7	Sociology of Sexuality	2nd	3.0
SOC 11	Sociology of Gender	2nd	3.0
SOC 13	Research Methods	2nd	4.0

List B: Select One (3-4 Units)

Any List A course not already used		3rd	3.0-4.0
ANTR 3	Cultural Anthropology	3rd	3.0
PSYC C1000	Introduction to Psychology	3rd	3.0
SOC 5/GS 1	Introduction to Global Studies	3rd	3.0
SOC 12	Popular Culture	3rd	3.0

Total Units in the Major

19.0-20.0

Additional General Education and Elective Units

See the Las Positas College California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program and the optional course(s) taken. Elective units must be CSU transferable. Consult with an

adviser or a counselor to plan the courses necessary to achieve your academic goal.	40.0-41.0

Total: 60.0

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Software Engineering - Associate of Science Degree

Technical Program Revision: Software Engineering - Associate of Science Degree (Launched - Implemented 03-05-2026)

compared with

Software Engineering - Associate of Science Degree (Active - Implemented 08-15-2025)

Software Engineering - Associate of Science Degree

Program Title
Software Engineering

Award Type
Associate of Science Degree

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Associate of Science in Software Engineering is offered to prepare students to transfer to a four-year institution as a Software 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 computing, engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on computing and laboratory experiences in their courses allowing them to learn by doing. The LPC Software 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.

Program Requirements

Course	Title	Units	Term

Required Core: (48.5 Units)

CS 2	Computing Fundamentals II		4.0
~~CS 17/MATH 10~~	~~Discrete Mathematical Structures~~	1st	~~4.0~~
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 26	Computational Methods for Engineers and Scientists	4th	3.0
ENGR 35	Statics	4th	3.0
ENGR 44	Introduction to Circuit Analysis	5th	4.0
MATH ~~1~~ 10	~~Calculus I~~ Discrete Mathematical Structures	4th	~~5~~ 4.0
MATH ~~2~~ C2210	~~Calculus II~~ Calculus I: Early Transcendentals	1st	5.0
MATH C2220	Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	4th	5.0
MATH 5	Ordinary Differential Equations	5th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1C	General Physics III	5th	5.0

Total Units for the Major

48.5

Additional General Education

See the Las Positas College General Education (LPC-GE) pattern or the California General Education Transfer Curriculum (Cal-GETC) pattern for a listing of areas and courses. Double counting courses in GE and the major is permissible. The number of units that may be double counted will depend on the entry point to the degree program, the optional course(s) taken, and the GE pattern selected. Elective units must be degree applicable. Consult with an adviser or a counselor to plan the courses necessary to achieve your academic goal. 16.0

Total: 64.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: Software Engineering - Certificate of Achievement (30 to fewer than 60 units)

Technical Program Revision: Software Engineering - Certificate of Achievement (30 to fewer than 60 units) (Launched - Implemented 03-05-2026)
compared with
Software Engineering - Certificate of Achievement (30 to fewer than 60 units) (Active - Implemented 08-15-2020)

Software Engineering - Certificate of Achievement

Program Title
Software Engineering

Award Type
Certificate of Achievement (30 to fewer than 60 units)

Effective Term
~~Fall 2020~~

Fall 2027

Program Description
The Certificate of Achievement in Software Engineering is offered to prepare students to transfer to a four-year institution as a Software 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 computing, engineering, physics and mathematics that will be essential as they continue on the engineering pathway. In addition, students will benefit from hands-on computing and laboratory experiences in their courses allowing them to learn by doing. The LPC Software Engineering certificate 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.

Program Requirements

Course	Title	Units	Term

Required Core: (48.5 Units)

CS 2	Computing Fundamentals II		4.0
~~CS 17/MATH 10~~	~~Discrete Mathematical Structures~~	1st	~~4.0~~
ENGR 1	Introduction to Engineering	1st	2.0
ENGR 26	Computational Methods for Engineers and Scientists	2nd	3.0
ENGR 35	Statics	4th	3.0
ENGR 44	Introduction to Circuit Analysis		4.0
MATH ~~1~~ 10	~~Calculus I~~ Discrete Mathematical Structures	3rd	~~5~~ 4.0
MATH ~~2~~ C2210	~~Calculus II~~ Calculus I: Early Transcendentals	1st	5.0
MATH C2220	Calculus II: Early Transcendentals	2nd	5.0
MATH 3	Multivariable Calculus	3rd	5.0
MATH 5	Ordinary Differential Equations	4th	3.5
PHYS 1A	General Physics I	2nd	5.0
PHYS 1C	General Physics III	4th	5.0

Total: 48.5

LAS POSITAS COLLEGE

Program Requirements Comparison

Technical Program Revision: College Mathematics Pathway - Certificate of Competency

Technical Program Revision: College Mathematics Pathway - Certificate of Competency (Launched - Implemented 03-06-2026)

compared with

College Mathematics Pathway - Certificate of Competency (Active - Implemented 03-23-2023)

College Mathematics Pathway - Certificate of Competency

Program Title

College Mathematics Pathway

Award Type

Certificate of Competency

Effective Term

~~Spring 2023~~

Fall 2027

Program Description

~~The Math Course Pathway to an Associate's Degree Program is a noncredit pathway for students to develop the mathematical skills necessary at Las Positas to earn an Associate's (AA/AS). Embedded are essential study and life skills to help each student succeed in credit math courses and beyond. Students can than choose a capstone noncredit intermediate algebra level course based on their field of interest. Noncredit Intermediate Algebra for SLAM (Statistics or Liberal Arts Math) or Intermediate Algebra for BSTEM (Business, Science, Technology, Engineering or Mathematics) continues to offer students rigorous, holistic supports during the semester. Successful students may petition to get credit for the intermediate algebra course of their choice, and hence satisfy the math requirement for an Associate's Degree. Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates.~~

The Math Course Pathway to an Associate's Degree Program is a noncredit pathway for students to develop the mathematical skills necessary at Las Positas to earn an Associate's (AA/AS). Embedded are essential study and life skills to help each student succeed in credit math courses and beyond. Students can than choose a capstone noncredit intermediate algebra level course based on their field of interest. Noncredit Intermediate Algebra for SLAM (Statistics or Liberal Arts Math) or Intermediate Algebra for BSTEM (Business, Science, Technology, Engineering or Mathematics) continues to offer students rigorous, holistic supports during the

semester. Successful students may petition to get credit for the intermediate algebra course of their choice, and hence satisfy the math requirement for an Associate's Degree. Research at our college and similar community colleges have shown that supports such as these have a huge impact on student retention and success rates.

Program Requirements

Course	Title		Hours	Term
~~*Required Core: Select One or Two (72-153 Hours)*~~				
~~NMAT 210~~	~~Elementary Algebra~~		~~72.0~~	
~~NMAT 256~~	~~Geometry~~		~~81.0~~	
~~*Capstone: (90 Hours)*~~ *Required Core: (171 Hours)*				
NMAT 255	Intermediate Algebra	2nd	90.0	
NMAT 256	Geometry	1st	81.0	
			Total: ~~162.0~~ ~~243~~ 171 .0	