



Santa Monica College
Curriculum Committee Meeting Agenda

Wednesday, May 5, 2010
 3:00 p.m.

Loft Conference Room (DH-300E)
 Third Floor, Drescher Hall

Members:

Guido Davis Del Piccolo, Chair	Nancy Hanson	Christina Preciado
Georgia Lorenz, Vice Chair	Maral Hyeler	Judith Remmes
Brenda Antrim	Randal Lawson	Saul Rubin
Brenda Benson	Helen LeDonne	Jeff Shimizu
Yanqing Chen	Judy Marasco	Edie Spain
George Davison	Walter Meyer	Mary Lynne Stephanou
Diane Gross	Eric Minzenberg	Gary Taka
	Estela Narrie	Diana Wattapongsakorn

Interested Parties:

Jonathan Cohanne	Kiersten Elliott	Wendy Parise
Mary Colavito	Mona Martin	Patricia Ramos
Ellen Cutler	Mitra Moassessi	Eleanor Singleton
	Katharine Muller	Julie Yarrish

ExOfficio Members:

Eric Oifer	Cameron Henton
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Agenda:

- Approval of Minutes
- Chairs Report
- New Courses—
Credit:
 1. ECE 31: Communication with Families
- Old Business
 1. Global Citizenship AA Degree Requirement
- New Business:
 1. AA Degree GE Pattern
 2. Distance Education – Proposed New Form (forthcoming)
 3. Study Abroad Approval Process
- Adjournment

Please advise Guido Davis Del Piccolo (x3561), Georgia Lorenz (x4277), or Sheryl Bowman (x4454) if you are unable to attend this meeting.

SANTA MONICA COLLEGE
 CURRICULUM COMMITTEE MEETING
 MINUTES OF APRIL 21, 2010

The Santa Monica College Curriculum Committee was called to order by Guido Davis Del Piccolo at 3:09 p.m.

Members Present:	Guido Davis Del Piccolo, Chair	Diane Gross	Judith Remmes
	Georgia Lorenz, Vice Chair	Nancy Hanson	Saul Rubin
	Brenda Antrim	Maral Hyeler	Jeff Shimizu
	Brenda Benson	Randal Lawson	Edie Spain
	George Davison	Judy Marasco Walter Meyer	Mary Lynne Stephanou Gary Taka
Members Absent:	Yanqing Chen	Eric Minzenberg	Christina Preciado
	Helen LeDonne	Estela Narrie	Diana Wattapongsakorn
Others Present:	Fariba Bolandhemat	Kiersten Elliott	Fran Manion
	Mary Colavito	Lee Johnston	Eric Oifer
			Chris Young

Approval of Minutes: The minutes of April 7, 2010 were unanimously approved.

Chairs Report:

- Eric Oifer gave an update on Senate Bill 1440 from the Statewide Senate Academic Plenary Session regarding the Transfer Degree Debate.

Information Items:

- PV 03: Advanced Solar Photovoltaic Systems (course update)

Information Items:
 Program Review-CSIS

- CIS 01: Computer Concepts with Applications (course update)
- CIS 04: Introduction to Computers, Business Applications (course update)
- CIS 30: Microsoft Excel (course update)
- CIS 32: Microsoft Access (course update)
- CIS 34: Advanced Excel with Visual Basic for Applications (course update)
- CIS 36C: Spreadsheet – Short Course (course update)
- CIS 36F: Introduction to Windows – Short Course (course update)
- CIS 36G: Introduction to Internet – Short Course (course update)
- CIS 36I: Microsoft Access – Short Course (course update)
- CIS 36J: Word Processing – Short Course (course update)
- CIS 36P: Microsoft PowerPoint (course update)
- CIS 36R: Microsoft Office Publisher (course update)
- CIS 37A: Microsoft Word I (course update)
- CIS 37B: Microsoft Word II (course update)
- CIS 38: Microsoft PowerPoint (course update)
- CIS 39: MS Outlook – Comprehensive Course (course update)
- CIS 50: Internet, HTML, and Web Design (course update)
- CIS 53: Microsoft Expression Web (course update)
- CIS 54: Web Page Development and Scripting I (course update)
- CIS 55: Advanced Web Page Development and Scripting (course update)

- (Program Review –cont.)
21. CIS 58: Designing Accessible Websites (course update)
 22. CIS 59A: Dreamweaver I (course update)
 23. CIS 59B: Dreamweaver II (course update)
 24. CIS 60A: Photoshop I (course update)
 25. CIS 60B: Photoshop II (course update)
 26. CS 05: Programming Logic (course update)
 27. CS 15: Visual Basic Programming (course update)
 28. CS 32: Database Programming in Visual Basic (course update)
 29. CS 37: Web Programming in VB .Net (course update)
 30. CS 60: Database Concepts and Applications (course update)
 31. CS/CIS 09A: Technology Project Management I (course update)
 32. CS/CIS 09B: Technology Project Management II (course update)

Consent Agenda: 1. CIS/Accounting 35: QuickBooks (adding prerequisites of CIS 1 or CIS 4).

Mary Lynne Stephanou moved to approve the addition of CIS 1 or CIS 4.
The motion passed unanimously.

Old Business

New Business: **CurricuNet Demonstration via CCC Confer** was presented to the Committee. This is an online curriculum development system that has been adopted by the Chancellor's Office as well as several California Community Colleges. This would allow us to do all of our curriculum and archiving online. It can be customized to fit our forms and processes.

Adjournment: The meeting was adjourned at 5:15 p.m.

Next Meeting: The next meeting of the Curriculum Committee will be Wednesday, May 5, 2010 at 3:00 p.m. in DH-300E, The Loft.

Respectfully submitted,
Georgia Lorenz
sb

COURSE APPROVAL AND DATA SHEET

Request Date: March 10, 2010

First Semester: Fall 2010

Total Instructional Hours:

36

1. Course Number: E C E 3 1 New Revised Reinstated

2. Course Title for Schedule of Classes: Communicating with Families

3. Units: 2 Hours/Week: 2 (Lec In-Class Lab _____ Arranged _____)
(Full Semester Equivalent)

4. Prerequisites: none

5. Printed Catalog and Class Schedule Description:

This course will enhance the capacity of early childhood educators to communicate effectively with families about development and developmental concerns. Topics covered will include an overview of typical and atypical child development, parenting and social challenges faced by families of children with special needs, the importance of developmental screening and effective communication strategies for working with families. The ultimate goal of the course is to enhance the relationships between parents and the providers who serve them.

6. Rationale for addition of the course to the curriculum: The Early Developmental Screening an Intervention (EDSI) project is a strategic partnership supported by First 5 LA to improve early identification and promote healthy development of young children in Los Angeles. Early identification refers to helping parents and young children with developmental concerns at an early stage, when intervention is more effective and less resource-intensive. Although parents, providers and policy makers value the concept of early identification, current performance falls short of what is possible. National studies show that up to 50% of children with delays, and up to 70% of developmental problems are not identified until school entry.

EDSI has developed an approach to improving early identification and intervention through supporting change at the level of parents and early childhood professionals involved in early identification. One sustainable and scalable strategy for supporting change in the areas identified above was the creation of a community college course on recognition of and response to developmental and behavioral needs of young children. EDSI approached the Educ/ECE Department of Santa Monica College and asked them to create such a course to assist the community-wide efforts.

7. Should this course be in the A.A. General Education Pattern? Yes No

Please indicate what part of the pattern: _____ Natural Science
_____ Social Science
_____ Humanities
_____ Language and Rationality
_____ Global Citizenship Requirement

A.A. majors in which this course is required: None

A.A. majors in which this course fulfills an option: Early Childhood Education AA

Certificates of Achievement in which this course is required: None

Certificates of Achievement in which this course fulfills an option: none None

Dept. Certificates in which this course is required: None

Dept. Certificates in which this course fulfills a requirement: None

8. Should this course be transferable? to CSU Yes No _____ to UC* _____ No

* If you are requesting UC transferability, please list a comparable lower division course

offered at one of the UC campuses: UC Campus:
 Course Number:
 Course Title:

9. Should this course be recommended for inclusion in the CSU general education pattern?

Yes No x If yes, please indicate what part of the pattern:
 Communication in the English Language
 Physical Universe and Life Forms
 Arts, Literature, Philosophy and Foreign Language
 Social, Political and Economic Institutions
 X Understanding and Self Development
 American History and Institutions

10. Should this course be recommended for inclusion in the IGETC pattern?

Yes No x If yes, please indicate what part of the pattern:
 _____ English Communication
 _____ Mathematical Concepts and Quantitative Reasoning
 _____ Arts and Humanities
 _____ Social and Behavioral Sciences
 _____ Biological/Physical Science
 _____ Foreign Language

11. Should this course be repeatable? Yes No x N/A

Number of times:

12. Course load factor suggested by department: 1.0 _____

Rationale:

13. Appropriate discipline(s) for faculty teaching the course:

(Refer to: *Minimum Qualifications for Faculty and Administrators in California Community Colleges* adopted by The Board of Governors)

MA in Child Development, Special Education, Education Specialist, Early Childhood Special Education, Psychology with a specialization in child development, Marriage and Family Counseling, MD in Pediatrics or MA in nursing (emphasis in pediatrics) or related field.

14. Are the required documents submitted?

• Course Outline of Record	Yes	<u> x </u>	No	<u> </u>	N/A	<u> </u>
• Prerequisite, Corequisite and Advisory Checklist	Yes	<u> </u>	No	<u> </u>	N/A	<u> x </u>
• Prerequisite Worksheet (Exit/Entrance Skills)	Yes	<u> </u>	No	<u> </u>	N/A	<u> x </u>
• Global Citizenship Requirement Application for Approval	Yes	<u> </u>	No	<u> </u>	N/A	<u> x </u>
• Distance Education Checklist	Yes	<u> </u>	No	<u> </u>	N/A	<u> x </u>
• Distance Education Form	Yes	<u> </u>	No	<u> </u>	N/A	<u> x </u>

FORM 5: APPROVALS PAGE

Early Childhood Education 31

Department/Area Vote(s):

	Yes	No	Not voting	Date of vote
Enter Department or Area – ECE	5	0	0	3-31-10
Additional Department or Area (if applicable)				
Please list any other Departments, Areas, or Chairpersons consulted regarding this course:				

Department Chair Approval:	Laura Manson	Date:	3-17-10
Additional Department Chair Approval: (if applicable)		Date:	

SMC Librarian:			
List of suggested materials has been given to librarian?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Library has adequate materials to support course?	Yes	<input checked="" type="checkbox"/>	No <input type="checkbox"/>
Librarian Approval:	Brenda Antrim	Date:	Mar. 24, 2010

Approvals:

Articulation Officer:		Date:	
Instructional Dean:		Date:	
Curriculum Committee:		Date:	
Academic Senate:		Date:	
Board of Trustees:		Date:	

Form 4: Associate Degree Course Criteria and Standards, as per Title V, Section 55002

Early Childhood Education 31: Communicating with Families

Section I – Course Criteria

Items 1 through 14 below. If any criterion is not met, course credit is non-applicable toward the associate degree.

		Criterion Met	Criterion Not Met
1.	This course is a collegiate course meeting the needs of students eligible for admission. It will be offered as described in the course outline of record (attached).	x	
2.	This course is to be taught by an instructor with a masters or higher degree, or the equivalent, in an approved discipline.	x	
3.	The course outline of record specifies the unit value, scope, student objectives and content in terms of a specific body of knowledge.	x	
4.	The course outline of record specifies requested reading and writing assignments, and other assignments to be done outside of class (homework).	x	
5.	The course outline of record specifies instructional methodology and methods of evaluation for determining whether the stated student objectives have been met.	x	
6.	This course will be taught in accordance with a set of instructional objectives common to all students enrolled in the course (all sections).	x	
7.	This course will provide for the measurement of student performance in terms of the stated course objectives. A formal grade based upon uniform standards of student evaluation will be issued for the permanent record of each student.	x	
8.	This formal grade will be based on student ability to demonstrate proficiency in the subject matter by means of either (1) written essays, (2) problem solving exercises, or (3) student skill demonstrations.	x	
9.	The number of units of credit assigned to the course is based upon the number of lecture, laboratory, and/or activity hours as specified in the course outline.	x	
10.	A minimum of three hours of work per week (including class time) is required for each unit of credit, prorated for short term, lab and activity courses.	x	
11.	Subject matter is treated with a scope and intensity which requires students to study independently outside of class time.	x	
12.	Learning skills and a vocabulary deemed appropriate for a college course are required. Educational materials used are judged to be college level.	x	
13.	Repeated enrollments are not allowed, except as permitted by provisions of Division 2, Title V, Sections 55761-55763 and 58161.	x	
14.	Student ability to (1) think critically and (2) understand and apply concepts at a college level is required in order to participate in the course.	x	

Section II – Recommendations for Prerequisites

15. Are entrance skills and consequent prerequisites for the course required? If yes, state the recommended prerequisites.

N/ A

16. Is eligibility for enrollment in a certain level of English and/or mathematics necessary for success in this course? If yes, state the English and/or math level necessary for success **N/ A**

English level recommended: _____

Math level recommended: _____

Santa Monica College

Course Outline For ECE 31

Course Title: Communicating with Families

Units: 2.0

IGETC Area: Not Applicable

Date Submitted: March 2010

CSU GE Area: E Lifelong/Self Devel.

Updated:

Transfer: CSU

I. Catalog Description:

Prerequisite: None

This course will enhance the capacity of early childhood educators to communicate effectively with families about development and developmental concerns. Topics covered will include an overview of typical and atypical child development, parenting and social challenges faced by families of children with special needs, the importance of developmental screening and effective communication strategies for working with families. The ultimate goal of the course is to enhance the relationships between parents and the providers who serve them.

II. Required Text and References:

Ensher, Clark, Songer, Families, Infants, and Young Children at Risk, Pathways to Best Practice, Brooks Publishing, 2008

Buysse, Wesley, Consultation in Early Childhood Settings, Brooks Publishing, 2004

III. Course Objectives:

Upon completion of the course students will be able to:

- A. Identify major developmental milestones of children birth to 5 years of age.
- B. Analyze how children develop within the context of dynamic family systems.
- C. Identify factors that influence family systems.
- D. Recognize the strengths of the child, family, home and community environment as protective factors in child development.
- E. Describe how communication takes place within the context of a relationship with and in the context of a family system
- F. Identify and articulate developmental concerns they observe in a child applying a family systems, relationship-based perspective.
- G. Explain the importance of using developmental screening tools when working with young children and their families.
- H. Apply the "Touchpoints" approach to child development and how it can be applied to working with families (do we need to change the language of this objective)?
- I. Use anticipatory guidance as a strategy for communicating with families about development and developmental concerns.
- J. Describe stressors that are common to families of young children with special needs and demonstrate effective ways to support families who exhibit individual styles of coping with disability.

- K. Understand and demonstrate techniques to support the capacities of family members to meet the need of young children with or at risk for developmental disabilities.
- L. Promote acceptance of children with special needs as valued and contributing family and community members.
- M. Demonstrate awareness of personal biases and how biases impact relationships with families.
- N. Identify and describe the challenges faced when communicating with families about difficult topics.
- O. Identify and describe the referral processes and steps for linking families with appropriate resources and services.

IV. Methods of Presentation:

Lecture, large and small group discussions, videos, guest speakers

V. Course Content:

<u>Percentage of Term</u>	<u>Topic</u>
8.33%	Overview of child development
8.33%	Family systems
8.33%	Recognizing developmental challenges
8.33%	Developmental screening tools
8.33%	Touchpoints overview/approach/supporting parent mastery
8.33%	Touchpoints in practice
8.33%	Anticipatory Guidance
16.7%	Communicating with families when you suspect a problem
8.33%	Challenges for families of children with special needs/stress and grief
4.17%	Avoiding bias
4.17%	Provider burn out
8.33%	Referral and advocacy

VI. Methods of Evaluation: (Actual percentages will vary from instructor to instructor but approximate values are shown.)

<u>Percentage</u>	<u>Evaluation Method</u>
25%	Article reviews
25%	Case studies
25%	Reflection papers and action plans
25%	Resource report

VII. Sample Assignments:

1. Students will be presented with a case study (or use a child and family they are currently working with). They will create a resource file of 3 resources for that family, explain why they chose those resources, and share them with the class.
2. Students will observe a professional-parent interaction as conducted by the instructor and family guest speaker and write an analysis paper about the interactions, focusing on the communication strategies observed during the interaction, suggestions for improvement, and a prediction of next steps.

Santa Monica College

Student Learning Outcomes

Date: March 15, 2010

Course Name and Number: ECE 31: Communicating with Families

Student Learning Outcome(s):

1. Students will be able to use supportive communication strategies to speak to families about difficult issues regarding their child.

As assessed by: Self-assessment reflection paper

2. Students will understand the importance of recognizing developmental concerns through regular use of developmental screening tools, effectively communicating with families about concerns and obtaining the appropriate resources to address concerns when they arise.

As assessed by: Detailed action plan for working with families

Demonstrate how this course supports/maps to at least one program and one institutional learning outcome. Please include all that apply:

1. Program Outcome(s):
Program-level Learning Outcomes – Degree

Students implement ethical and professional standards, engaging in collaborative learning and reflective practices to deepen understandings as informed advocates for all children, families, and the profession.

In this course students will develop their skills in identifying developmental concerns, partnering with families during the referral process and linking them with appropriate resources and services.

2. Institutional Outcome(s): ANALYTIC & COMMUNICATION SKILLS--
Through their experiences at SMC, students will obtain the knowledge and academic skills necessary to access, evaluate, and interpret ideas, images, and information critically in order to communicate effectively, reach conclusions, and solve problems;

In this course students will understand and demonstrate techniques to support the capacities of family members to meet the needs of young children with or at risk for developmental disabilities.