

(Course Updates)

8. ECE 52: Documentation: Making Learning Visible
9. ECE 53: Environment As The Third Teacher
10. ET 31A: Digital Video Fundamentals
11. ET 31B: Digital Video Editing
12. MATH 11: Multivariable Calculus

VI. Action items:

*(Consent Agenda)***Course Updates; Course Title Changes**

- a. ECE 41: Administration 1: Programs in Early Childhood Education (former title: Supervision and Administration of Early Childhood Programs)
- b. ECE 43: Administration 2: Personnel and Leadership in Early Childhood Education (former title: Supervision and Administration 2)
- c. ECE 45: Introduction to Children With Special Needs (former title: Children with Special Needs)
- d. ECE 46: Infant and Toddler Development (former title: Infant through Toddler Studies)
- e. ECE 49: Curriculum and Strategies for Children with Special Needs (former title: Early Intervention Strategies)

Course Update; Unit Change; Course Title Change

- f. ECE 48: Adult Supervision and Mentoring in Early Education (change in units from 2 to 3; former title: Adult Supervision and Mentoring, ECE/CD).....9

Course Update; Change in Prerequisite/Skills Advisory:

- g. CHEM 31: Biochemistry I (from Prerequisite: CHEM 22 to Prerequisite CHEM 21, Skills Advisory CHEM 22).....12
- h. ECE 2: Principles And Practices Of Teaching Young Children (change PSYCH 11 from Prerequisite to Skills Advisory).....21
- i. PHOTO 32: Lighting for People 2 (from Prerequisite PHOTO 31 to PHOTO 30).....25
- j. PHOTO 39: Beginning Photoshop (from Prerequisite PHOTO 2 and 50 or 51 to PHOTO 5).....30

(New Courses)

- k. ECE 71: Infants and Toddler Education and Care.....36
- l. KIN PE 41M: Self Defense for Men.....43
- m. PHOTO 64: Community Documentary Photography.....47

(Distance Education)

- n. ECE 52: Documentation Making Learning Visible.....51
- o. ECE 53: Environment As The Third Teacher.....57

(Revised Programs)

- p. Associate in Arts, Journalism.....63

q. Certificate of Achievement, Marketing.....64

VII. New Business:

r. Preliminary report of the Eligibility for English I advisory.....65

VIII. Old Business:

- s. Assessment Best Practices

IX. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Grace Smith (x. 4454) if you are unable to attend this meeting.

5. PHYS 3: Human Physiology

(Course Updates)

6. ECE 2: Principles And Practices Of Teaching Young
7. GEOL 4: Physical Geology with Laboratory
8. GEOL 5: Earth History
9. GIS/CIS/GEOG 20: Introduction To Geographic Information Systems
10. MATH 15: Ordinary Differential Equations
11. TH ART 2: Introduction To The Theatre
12. TH ART 26: Introduction to Stage Costuming

VI. Action items:***(Consent Agenda – Title Change)*****a. DANCE 20: World Dance Survey (former title: Ethnic Dance)**

Motion Made By: Elaine Roque
The motion passed unanimously.

Seconded By: Maral Hyeler

b. Physics course name changes:

Physics #	Old Title	New Title
6	General Physics	General Physics 1 with Lab
7	General Physics	General Physics 2 with Lab
8	General Physics with Calculus	Calculus-based General Physics 1 with Lab
9	General Physics with Calculus	Calculus-based General Physics 2 with Lab

Motion Made By: Elaine Roque
The motion passed unanimously.

Seconded By: Maral Hyeler

(New Courses)**c. ACCTG 9: Accounting Ethics – presented by Teri Bernstein and Joy Tucker**
(Approved with minor edits to *Methods of Evaluation* and *Course Content*)

Motion Made By: Randal Lawson
The motion passed unanimously.

Seconded By: Estela Narrie

d. BIOL 94C ~~95C~~: Cell and Molecular Biology Research Methods – presented by Mary Colavito

(Approved with the following changes)

- Course number changed to 94C at meeting
- Minor edit to *Rationale*
- Course not applicable to CSU GE or SMC GE

Motion Made By: Maral Hyeler
The motion passed unanimously.

Seconded By: James Pacchioli

Prerequisites:
SCI 10, BIOL 21

Motion Made By: Randal Lawson
The motion passed unanimously.

Seconded By: Teri Bernstein

e. **MEDIA 3/GLOBAL STUDIES 3: Global Media** – presented by Lauren Movius

(Approved with the following changes)

- Edits made to Comparable Transfer Courses
- Minimum Qualification changed to “Communication Studies”

Motion Made By: Estela Narrie
The motion passed unanimously.

Seconded By: Brenda Antrim

(Distance Education)

f. **ACCTG 9: Accounting Ethics**

Motion Made By: Brenda Antrim
The motion passed unanimously.

Seconded By: Karen Legg

(Global Citizenship)

g. **MEDIA 3/GLOBAL STUDIES 3: Global Media**

Motion Made By: Toni Trives
The motion passed unanimously.

Seconded By: Kyle McGrath

(New Programs)

h. **Associate in Science for Transfer (AS-T), Nutrition**

Motion Made By: Toni Trives
The motion passed unanimously.

Seconded By: David Shirinyan

i. **Associate in Arts for Transfer (AS-T), Spanish**

Motion Made By: David Shirinyan
The motion passed unanimously.

Seconded By: Kyle McGrath

(Revised Programs)

j. **Associate in Science (AS), Accounting**

Motion Made By: Maral Hyeler
The motion passed unanimously.

Seconded By: Estela Narrie

k. **Certificate of Achievement, Professional Accountant (reduction in units from 41 to 35)**

Motion Made By: Randal Lawson
The motion passed unanimously.

Seconded By: Karen Legg

(New Business)

- I. Discussion on prerequisites data study (Institutional Research)** – Hannah Lawler and Daniel Berumen discussed the methodology used by Institutional Research in collecting data for validating course prerequisites (see Appendix-A). There was a consensus that Institutional Research be involved when the Committee reevaluates the prerequisite approval process.

- m. Applying Universal Design to Creating and Choosing Digital Instructional Resources-** Ellen Cutler made a presentation on the importance of captioning instructional media and provided tips related to YouTube and Microsoft Word, information on related legislation and campus resources for faculty. She will present more information to the Curriculum Committee at a later date.

VII. Adjournment:

The meeting was adjourned at 5:14pm.

APPENDIX-A

Validating Course Prerequisites

Step 1: Course Content Review

- Title 5 regulation: “Prerequisite for a course shall be clearly related to course content and must be validated as being necessary for success in such a course” [58106 (c)(2)].
- Content review must be approved by the Curriculum Committee prior to initiating research

Step 2: Establish Statistical Validity

- Title 5 regulation: “In order to show that a prerequisite is necessary for success in a particular course, the validation procedure must ensure that a student who has not met the prerequisites is highly unlikely to obtain a satisfactory grade in the course” [58106 (e)].
- Chancellor’s Office guideline for statistical evidence:
 - Minimum sample size of 30 in each comparison group
 - Define outcome measure:
 - Course grade
 - Mid-semester grades
 - Instructor’s rating of student’s readiness for the course
 - At least one of following tests must be found to be statistically significant:
 - 2x2 matrix of successful and non-successful comparison (chi-square)
 - Comparison of average grades (t-test)
 - Correlational analyses (Pearson or point biserial)

Step 3: Conduct Disproportionate Impact

- Assess whether placing course prerequisite will disproportionately impact student gender, ethnicity/race, and gender groups

**Course Outline For
EARLY CHILDHOOD EDUCATION 48, Adult Supervision and Mentoring in Early
Education**

Course Title: Adult Supervision and Mentoring in Early Education Units: 3.00
Total Instructional Hours (usually 18 per unit): 54
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Updated: May 2014
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Prerequisite(s): ECE 2
Skills Advisory(s): ECE 21

I. Catalog Description

Methods and principles of supervising student teachers, volunteers, staff, and other adults in early care and education settings. Emphasis is on reflective practice and the roles and development of early childhood professionals as mentors and leaders. California Commission on Teacher Credentialing requires this course for Master Teacher, Site Supervisor and Program Director Permits Option One. California ECE Mentor Teacher program requires this course in order to apply to the Mentor program. As a component of course work, this class requires 4 hours of time to complete an infant/toddler or preschool live observation using a standard assessment tool and creation of a plan for mentoring.

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Early Childhood Environment Rating Scale - Revised Edition, revised, Harms T., Clifford R., Cryer D., Teacher's College Press © 2005
2. The Mentor's Guide, 2, Zachary, Lois J., Jossey-Bass © 2012

III. Course Objectives

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

1. Articulate the difference between mentoring and supervision. Examine methods and styles of supervision for student teachers and others in early childhood education settings.
2. Identify characteristics of effective leaders and mentors as well as their own personal and professional areas of strength and challenge.
3. Reflect on, modify, and practice a range of strategies to support adult learners.
4. Demonstrate reflective practice, cultural competency, and ethical conduct.
5. Evaluate and practice various personnel, program and environmental assessment tools.
6. Develop effective interactions and communication techniques both written and oral.

IV. Methods of Presentation:

Lecture and Discussion , Observation and Demonstration , Other (Specify) , Group Work

Other Methods: Video

V. Course Content

<u>% of course</u>	<u>Topic</u>
30%	<p>Leadership and Development Time Management Characteristics of effective mentors and leaders Diverse Perspectives Ethics-professional behaviors. Career opportunities and ladder Professional Development Professional resources and organizations Avenues for Advocacy Identifying and articulating values Co-construction of learning and the value of diverse perspectives.</p>
30%	<p>Adult Mentoring and Supervision Strategies Coaching Modeling Shadowing Reflective supervision and feedback Mentor/mentee relationship</p>
20%	<p>Adults in Early Care and Education Settings Adult learners Orientation: program, roles Positive interactions and communication Principled negotiation and conflict resolution</p>
20%	<p>Evaluation and Assessment Tools Method</p>
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
15 %	Class Work - Peer reviews of reflection and answers required by CA ECE mentor application

50 %	Homework - self-assessment exercises
35 %	Written assignments - Welcome packet for student teachers, ECERS-R observation and mentor plan
100 %	Total

VII. Sample Assignments:

1. Students will develop a write a personal philosophy of early childhood education and mentoring based on questions from the California ECE mentor application.
2. Students will complete several self-reflection exercises from the text.
3. Students will complete a preschool classroom evaluation using the ECERS-R.
4. Students will create a list of elements to be included in a packet for proteges demonstrating the principles of respect for diversity and competence in communication.

VIII. Student Learning Outcomes

1. Identify, categorize and chart ten relationship based strategies for working successfully with adults. Assessed By: Chart strategies form
2. Individualize mentoring and supervision strategies based on the goals, roles, and developmental stages of adult learners. assessed by: Creation by students of an individualized coaching plan based on the completion of the ECERS- R, FCERS or ITERS and observation of the language and learning strategies of an ECE teacher.
3. Demonstrate competency in communication and reflective practices when working with diverse adult populations. assessed by: Students will draft, have peer reviewed, revise and submit an essay on their own reflective practices including how they would utilize and modify their particular skills and experiences for diverse adult learners.
4. Use a variety of personnel, program, and environmental assessment tools to inform mentoring decisions. Assessed by: Students will successfully complete a series of self reflections including ones on learning styles, readiness to become a mentor, communication strategies. giving feedback, problem solving and reflective practice.

Update (NON-Substantial Changes)
Expanded Course Outline for CHEM 31 - Biochemistry I

Course Cover	
Discipline	CHEM-CHEMISTRY
Course Number	31
Full Course Title	Biochemistry I
Catalog Course Description	This course is a survey of biochemistry, introducing the student to the structures and functions of important classes of biochemical compounds as well as to the central reactions of metabolism. The main topics include the structure and function of proteins, carbohydrates and lipids; the catalysis, kinetics and regulation of enzymes; and the reactions of glycolysis, the citric acid cycle, electron transport/oxidative phosphorylation, and gluconeogenesis. The laboratory section of the course provides an introduction to biochemistry lab procedures including titration, peptide analysis, spectroscopy, spectrophotometry, column chromatography, gel-electrophoresis, the kinetic analysis of enzyme-catalyzed reactions, and internet based informatics tools.
Course Unit/Hours	
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 5.00 (Sem: 90)
Weekly Laboratory Hours	Min: 4.00 (Sem: 72)
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Pre/Corequisites & Advisories	
Prerequisite CHEM 21 Skills Advisory CHEM 22	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Design a procedure for making of an aqueous buffer solution.	
2. Compare and contrast the major distinguishing structural features of proteins with a special emphasis on amino acid side chains, primary, secondary, tertiary, and quaternary structure.	
3. Graphically illustrate the relationship between the structure of a protein and its function. For example, sketch a graph describing the binding of oxygen by hemoglobin vs. oxygen concentration.	
4. Conduct basic laboratory techniques for the analysis of protein concentration, size,	

acidity/ basicity, and structure.	
5. Outline the major distinguishing structural and functional features of both simple and complex carbohydrates.	
6. Classify lipids by both structural and functional classes.	
7. Write out mechanisms for the catalysis of reactions by specific enzymes, such as serine proteases.	
8. Calculate the free energy of a reaction with either K_{eq} values or standard reduction potentials of half reactions.	
9. Describe three models for the reversible inhibition of enzymes.	
10. Experimentally measure enzyme activity and assess how that activity is affected by an inhibitor.	
11. Write out key reactions of carbohydrate degradation and biosynthesis and explain their regulation.	
12. Use web-based technology to discover and analyze protein structure.	
Course Content	
10%	Introductory Topics in Biochemistry 1. The general characteristics of living systems. 2. Overview of biologically important molecules 3. Water, Aqueous Solutions, and Buffers
25%	Proteins 1. Amino Acids 2. The Primary Structure of Proteins 3. The 3-D Structure of Proteins 4. Structure/Function Relationship in Proteins
10%	Carbohydrates and Polysaccharides 1. Carbohydrate Structures 2. Carbohydrate Functions 3. Carbohydrate Analysis
10%	Lipids and Membranes 1. Lipid Structures 2. Lipid Assemblies 3. Membrane Structure 4. Membrane-Related Phenomena
15%	Enzymes 1. General Concepts in Enzymology 2. Kinetics of Enzyme Reactions 3. Mechanisms of Enzyme Reactions
30%	Metabolism 1. General Concepts in Metabolism and Bioenergetics 2. Glycolysis 3. Citric Acid Cycle 4. Electron Transport and ATP Synthase 5. Gluconeogenesis 6. Glycogen Metabolism

	7. Transport Mechanisms for Metabolites
Total: 100%	
Lab Content	
11%	Properties of Aqueous Solutions and Buffers
11%	Characterizing an Amino Acid by Titration
11%	Peptide Sequencing/ Peptide NMR Spectroscopy
11%	UV - VIS Spectrophotometry
11%	The Separation and Analysis of a Mixture by Column Chromatography
11%	The Separation and Analysis of Proteins by Electrophoresis
23%	A Study of Enzyme Kinetics
11%	Bioinformatics
Total: 100%	
Methods of Presentation	
Methods	Lab , Lecture and Discussion
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 60% - Exams/Tests 3 or 4 exams per semester • 25% - Final exam comprehensive lecture and lab • 15% - Lab Reports 7 to 10 reports per semester • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
1. Nelson, David L. and Michael M. Cox. <i>Lehninger Principles of Biochemistry</i> , 6th ed. New York, NY: W.H. Freeman and Co., 2013, ISBN: 1-4292-3414-8.	
2. Voet, Donald and Judith Voet. <i>Biochemistry</i> , 4th ed. New York, NY: John Wiley and Sons, Inc., 2011, ISBN: 0-471-39223-5.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Draw Haworth projections for both the α and β anomers of the pyranose form of D-glucouronate 2. Construct a Lineweaver-Burk plot with data generated by measuring the rate of the hydrolysis of o-nitrophenylgalactoside (ONPG) as catalyzed by β-galactosidase at different concentrations of ONPG. 	
Student Learning Outcomes	
1. The student will follow a logical process based on well-established scientific principles and demonstrate the ability to use the appropriate problem-solving techniques to solve a scientific problem such as determining the structure and/or function of a protein or explain how the energy of glycolysis and the citric acid cycle is harnessed to fuel biosynthesis.	
2. When conducting a laboratory experiment, the student will follow written procedures commonly used in the biochemistry including spectrophotometry, measuring and	

expressing enzyme activity, and various types of chromatography.	
3. The student will explain observable phenomena using appropriate scientific theories, such as explaining the consequences of genetic variations in hemoglobin or writing a reaction mechanism for an enzyme catalyzed reaction.	
Minimum Qualification	
Minimum Qualifications:	Chemistry (Masters Required)

Prerequisite / Corequisite Checklist and Worksheet

Chemistry 31; Biochemistry
Prerequisite: Chemistry 21; Organic Chemistry 1
Advisory: Chemistry 22; Organic Chemistry 2

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

X	Type 1: Standard Prerequisite (required prerequisite at UC or CSU) Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. List schools here: UCLA Chem 153A; UCI Bio Sci 98; and CSUDH Chem 450 Complete the Prerequisite Worksheet
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Prerequisite Worksheet

ENTRANCE SKILLS FOR CHEMISTRY 31

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Name organic compounds of all major classes using IUPAC rules.
B)	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas and perspective structural formulas for organic compounds.
C)	Identify relationships between structures that are constitutional isomers, stereoisomers and conformational isomers.
D)	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.
E)	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
F)	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
G)	Compare the physical properties of compounds listed in number 1.
H)	Predict the products of reactions that are described in Chemistry 21 and 22 (see course content for those courses).
I)	Use the curved arrow notation to show electron movement in the steps of a reaction mechanism.
J)	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
K)	Describe the concept of chemical equilibrium. Relate the value of the equilibrium constant to the change in Gibbs free energy for a reaction. Use the multiple equilibria rule to calculate equilibrium constant values.
L)	Perform calculations involving pH, pKa, weak acids and weak bases.
M)	Have the ability to safely perform simple procedures that are common to the organic laboratory including: reflux, distillation, filtrations, extractions and some types of chromatography

EXIT SKILLS (objectives) FOR CHEMISTRY 21

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Name, and draw structures from names, compounds of the following functional groups: alkanes, alkenes, ethers, alcohols, amines, halides and compounds containing more than one of these functional groups using IUPAC rules.
2.	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas, and perspective structural formulas for organic compounds.
3.	Identify relationships between structures that are constitutional isomers, stereoisomers, and conformational isomers.
4.	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.
5.	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
6.	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
7.	Compare the physical properties of compounds listed in number 1.
8.	Predict the products of reactions of compounds belonging to the various functional groups described in this course (see course content).

9.	Write the mechanisms for the reactions in the above objective.
10.	Deduce reaction mechanisms from experimental evidence.
11.	Use curved arrow notation to show electron movement in the steps of a reaction mechanism.
12.	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
13.	Outline the synthesis of organic compounds from appropriate starting materials using the reactions described in this course.
14.	Elucidate the structures of organic compounds using infrared, nuclear magnetic resonance and ultraviolet-visible spectroscopy, mass spectrometry and other evidence.
15.	Perform procedures that are common to the organic laboratory including: reflux, distillation, filtration, recrystallization, melting point determinations, extractions, and some types of chromatography. Many of these will be performed at the microscale level.
16.	Maintain a laboratory notebook, including written records of experimental data and results.
17.	Write laboratory reports that include analyzing the results obtained.
18.	Demonstrate the use of the infrared spectrometer, the gas chromatograph, and the polarimeter, and be familiar with the operation of the NMR spectrometer.
19.	Work safely and efficiently in the organic laboratory.

		ENTRANCE SKILLS FOR CHEMISTRY 31														
		A	B	C	D	E	F	G	H	I	J	L	M	N	O	
EXIT SKILLS FOR CHEMISTRY 21	1	x														
	2		x													
	3			x												
	4				x											
	5					x										
	6						x									
	7							x								
	8								x							
	9															
	10															
	11										x					
	12											x				
	13															
	14															
	15													x		
	16															
	17															
	18															
	19														x	

Prerequisite / Corequisite Checklist and Worksheet

Chemistry 31; Biochemistry
Advisory: Chemistry 22; Organic Chemistry 2
Prerequisite: Chemistry 21; Organic Chemistry 1

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
10. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
11. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
12. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
13. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
14. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
15. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
16. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
17. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
18. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

X	<p>Type 1: Standard Prerequisite (required prerequisite at UC or CSU) Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite. <u>List schools here:</u> UCLA Chem 153A; UCI Bio Sci 98; and CSUDH Chem 450 Complete the Prerequisite Worksheet</p>
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Prerequisite Worksheet

ENTRANCE SKILLS FOR CHEMISTRY 31

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

N)	Name organic compounds of all major classes using IUPAC rules.
O)	Draw Lewis structural formulas, Kekule structural formulas, bond-line structural formulas and perspective structural formulas for organic compounds.
P)	Identify relationships between structures that are constitutional isomers, stereoisomers and conformational isomers.
Q)	Evaluate the relative stabilities of various conformations of cyclic and acyclic organic molecules.
R)	Recognize the presence of chiral features in molecules and evaluate optical activity. Designate the relative configuration of a stereocenter as <i>R</i> or <i>S</i> .
S)	Identify <i>cis</i> and <i>trans</i> isomers. Designate the configuration of a double bond as <i>E</i> or <i>Z</i> .
T)	Compare the physical properties of compounds listed in number 1.
U)	Predict the products of reactions that are described in Chemistry 21 and 22 (see course content for those courses).
V)	Use the curved arrow notation to show electron movement in the steps of a reaction mechanism.
W)	Evaluate relative stabilities of reaction intermediates and other species by using inductive and resonance arguments.
X)	Describe the concept of chemical equilibrium. Relate the value of the equilibrium constant to the change in Gibbs free energy for a reaction. Use the multiple equilibria rule to calculate equilibrium constant values.
Y)	Perform calculations involving pH, pKa, weak acids and weak bases.
Z)	Have the skills to safely perform simple procedures that are common to the organic laboratory including: reflux, distillation, filtrations, extractions and some types of chromatography

EXIT SKILLS (objectives) FOR CHEMISTRY 22

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

20.	Name and draw structures of common derivatives of benzene, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids using IUPAC nomenclature rules.
21.	Recognize important structural features of the types of compounds named above and understand how these features determine the reactivity of these substances.
22.	Predict the products of the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
23.	Write the reaction mechanisms for the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
24.	Outline the synthesis of organic compounds using the reactions that involve alcohols, benzene and its derivatives, aldehydes, ketones, carboxylic acids and common derivatives of carboxylic acids, amines, ethers, and organometallic compounds.
25.	Classify carbohydrates and discuss their structures and reactivities.

26.	Recognize common amino acids and describe their acidic and basic properties.
27.	Recognize aromatic, antiaromatic and nonaromatic compounds.
28.	Predict the products of simple electrocyclic reactions, cycloaddition reactions and sigmatropic rearrangements!
29.	Discuss the structure of proteins.

		ENTRANCE SKILLS FOR CHEMISTRY 31												
		A	B	C	D	E	F	G	H	I	J	K	L	M
EXIT SKILLS FOR CHEMISTRY 22	1	x	x											
	2													
	3									x				
	4										x			
	5													
	6													
	7													
	8													
	9													
	10													

As part of the Physical Science Department Program Review for 2013-2014, the series of courses in organic chemistry / biochemistry offered by our department have been studied and it has been determined that the pre-requisite of Chemistry 22 for Chemistry 21 should be reconsidered. It is proposed that instead of specifying Chem 22 as a pre-requisite, it be noted as an advisory. There are two groups of students with needs that have prompted this change:

1) A number of students need to complete both Chemistry 22 and 31 in one semester to transfer to a 4-year school or professional program in a time efficient manner. For several semesters, the pre-requisite of Chem 22 has not been enforced so to allow these students to enroll in both Chem 22 and Chem 31 concurrently. The success rates for these students have been high.

2) Several professional programs are now requiring a biochemistry course as a preparatory course while asking for only one semester of organic chemistry. (An example is a Master's Degree Program in Public Health – Nutrition.) The pre-requisite of Chem 22 for the few students seeking admission to these programs has been often waived and these students have routinely passed the course.

In order to make Chem 31 accessible to all eligible students, it is reasonable to limit the pre-requisite to Chem 21 and keep Chem 22 as an advisory only.

At this point, we would also like to begin computer enforcement of the Chem 21 pre-requisite in keeping with current practice for all other chemistry courses.

**Course Outline For
EARLY CHILDHOOD EDUCATION 2, Principles And Practices Of Teaching Young
Children**

Course Title: Principles And Practices Of Teaching Young Children Units: 3.00

Total Instructional Hours (usually 18 per unit): 54

Hours per week (full semester equivalent) in 3.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011

Date Updated: May 2014

C-ID: ECE 120

Transferability: Transfers to CSU

Degree Applicability: Credit - Degree Applicable

Prerequisite(s): None

Pre/Corequisite(s): None

Corequisite(s): None

Skills Advisory(s): PSYCH 11

I. Catalog Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.

Examples of Appropriate Text or Other Required Reading: (include all publication dates; for transferable courses at least one text should have been published within the last five years)

II.

1. Teaching Young Children, and Introduction, 4th, Henniger, M., Pearson, Prentice, Hall © 2009

III. Course Objectives

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

1. Identify the historical roots of early childhood education.
2. List different program types, delivery systems, and licensing and regulation structures in early childhood settings.
3. Demonstrate awareness of developmental ages and stages.
4. Define developmentally, culturally and linguistically appropriate practice.
5. Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.

6. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
7. Identify and compare effective policies, practices, and environments in early childhood settings.
8. Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
9. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
10. Compare and contrast principles of positive guidance strategies.
11. Identify practices promoting positive classroom management, guidance, communication and problem solving skills.
12. Develop strategies to maintain communication and access with English language learning families and children.
13. Demonstrate skills to maintain positive team relations.
14. Explain child development as a profession, including ethics and professional organizations.
15. Compare and contrast theoretical perspectives.
16. Develop a professional philosophy.

IV. Methods of Presentation:

Visiting Lecturers , Other (Specify) , Lecture and Discussion
 Other Methods: Videos, PowerPoints

V. Course Content

<u>% of course</u>	<u>Topic</u>
2%	Current and historic models, influences and approaches in the field of early childhood
2%	Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
5%	Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
3%	Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements
7%	NAEYC Code of ethics/ NAEYC Code - ethical and professional behavior
5%	Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care
8%	Addressing the needs of the "whole" child

2%	The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice
10%	Play as a vehicle for development and learning
2%	Unique roles of a teacher in an early childhood setting
4%	Importance of relationships and interactions
3%	Collaboration and partnerships with families, colleagues, and health care professionals
3%	5 principles of family centered care
5%	Positive guidance strategies
2%	Constructivist theory as the basis for guidance (e.g. definition and use of ?time out? vs. time away)
3%	Steps to supporting conflict resolution
2%	Strategies for encouraging cooperative behavior and problem solving
5%	Applying developmentally-appropriate practices to normative and atypical development
5%	The influence of environment on behavior and learning
4%	Critical nature of relationships; attachment, responsiveness, Respect
4%	The interrelationship of planning, observation, and assessment
3%	The role of shared reflective practice
3%	Essentials of program planning
3%	Quality indicators (e.g., accreditation)
3%	Career options/paths
2%	Professional organizations and ongoing professional development
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
20 %	Exams/Tests

30 %	Written assignments
50 %	Other - 30% Observation 20% Video Analysis
100 %	Total

VII. Sample Assignments:

- 1) Timeline activity: Students will be shown art prints of famous paintings that depict children throughout history. Using these art prints and other text resources they will be asked to construct a historic picture of how children have been viewed throughout history and discuss the impact on current educational settings.
- 2) Show the video “Safe and Sound” and have a class discussion comparing what is current licensing standards to what was seen in the video. Follow up with an extension activity comparing licensing and accreditation standards.

VIII. Student Learning Outcomes

1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
2. Identify the underlying theoretical perspective in forming a professional philosophy. As assessed by: After reading a minimum of 5 professional philosophies based on Early Childhood theorists, theoretical perspectives will be indentified through a project, in class discussion, or small group project
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families. As assessed by: Early childhood site observation assignment
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. As assessed by: Reflective summary of a class activity (such as viewing a video, experiencing a role playing activity, etc.)
5. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community. As assessed by: Reflective summary of a class activity (such as viewing a video, experiencing a role playing activity, etc.)
6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development. As assessed by: anecdotal observation, site observations, or in class reflective writing

Course Outline For PHOTOGRAPHY 32, Lighting for People 2

Course Title: Lighting for People 2 Units: 4.00
Total Instructional Hours (usually 18 per unit): 108
Hours per week (full semester equivalent) in 3.00 In-Class Lab: 3.00 Arranged:
Lecture:

Date Submitted: July 2012
Date Updated: May 2014
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Prerequisite(s): PHOTO 30

I. Catalog Description

Photo 32 is an advanced course that builds on skills learned in Photo 30 and focuses on techniques for photographing people in commercial settings. Assignments are designed to enhance creativity while utilizing advanced commercial lighting techniques for photographing people. Lectures and demonstrations will take place both in and out of the studio, and are geared toward commercial considerations for photographing people. Commercial genres discussed will include magazine/editorial portraits, advertising, fashion, and glamour/beauty.

Examples of Appropriate Text or Other Required Reading: (include all publication

II. dates; for transferable courses at least one text should have been published within the last five years)

1. ASMP Professional Business Practices in Photography, 7th, ASMP, Allworth Press © 2008, ISBN: 1581154976

III. Course Objectives

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

1. Demonstrate refined lighting technique for photographing people.
2. Demonstrate ability to illustrate ideas and concepts photographically.
3. Demonstrate an employable/professional level of competence in controlling artificial light.
4. Demonstrate the ability to put difficult subjects at ease in front of the camera.
5. Choose the appropriate type of lighting pattern and quality for any given subject, mood, and intended message.

IV. Methods of Presentation:

Critique , Field Experience , Group Work , Lab , Lecture and Discussion , Observation and Demonstration , Projects , Visiting Lecturers

V. Course Content

<u>% of course</u>	<u>Topic</u>
40%	Lighting in the studio and outdoors for different genres of people photography in commercial contexts including, but not limited to, environmental/editorial portraiture, beauty, people with products, and fashion.
30%	Use of photographic materials and methods to effectively communicate and articulate stories/ideas while photographing people.
10%	Professional quality file/print/job delivery
10%	Pre-production planning for big budget advertising campaigns
10%	Casting, posing, make up, and wardrobe considerations
100%	Total

Vb. Lab Content:

<u>% of course</u>	<u>Topic</u>
25%	Application of traditional lighting patterns to create mood, direction, and intrigue
25%	Using multiple lights and modifiers to achieve a professional standard of light quality.
25%	Compositional and posing considerations for effective story telling as it pertains to individual genres (advertising, editorial, beauty, fashion, etc.)
10%	Commercial workflow standards and file delivery
15%	Wardrobe, make up, hair styling for commercial people photography
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
80 %	Projects
10 %	Class Participation
10 %	Final exam
100 %	Total

VII. Sample Assignments:

Objective:

The purpose of this assignment is to create a fashion editorial spread similar to those you see in the back of magazines like Vogue or Esquire. You will be photographing multiple models in several scenarios that work together to tell one specific story. Since this is a fashion assignment, the clothing and accessories **MUST** play a significant role in the narrative. You will work with models in various locations as a group as well as individually. You will also create two still life product images that complement the narrative.

Requirements:

- 35mm-equivalent HD DSLR
- Artificial Lighting (strobes)
- One male model
- One female model
- Appropriate location (no studio)
- Various wardrobe and props
- The series will include five total prints:
 1. Photograph with both models interacting
 2. Photograph with male by himself
 3. Photograph with female by herself
 4. One still life/product image of an accessory worn by the models (one picture, two items). The models should be included in these photographs, though it should be clear that the heroes of the images are the accessories.
 5. Photograph of your choice
- At least one of the images **MUST** be shot using the overpowering the sun technique
- At least one of the images **MUST** be shot using the dragging the shutter technique
- At least one of the images **MUST** be photographed indoors.
- All of the images **MUST** be part of **ONE** cohesive story.

Turn in:

- 5 retouched prints (8.5X11 paper)
- Model Releases
- Un-flattened, layered PSD files

VIII. Student Learning Outcomes

1. Make creative decisions that optimize conceptual impact, critical thinking and memorability of created images for fashion, editorial portraiture and magazine photography.
2. Integrate key conceptual elements with technical elements to suggest a story, an emotion or sell a product in the fashion industry.
3. Solve creative and technical problems that include project requirements and creative solutions to satisfy client expectations.

Prerequisite / Corequisite Checklist and Worksheet

Photography 32 : Lighting for People

Prerequisite: Photography 30 ; Techniques of Artificial Lighting

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	X	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (PHOTO 32)

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Demonstrate the ability to properly light various types of people using traditional patterns, methods, and techniques
B)	Ability to handle high-voltage and potentially dangerous lighting equipment safely in a shared studio environment

EXIT SKILLS (objectives) FOR (PHOTO 30)

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Students will have the ability to determine the appropriate lighting style, quality, and pattern for any given subject by creating form, 3-dimensionality, texture, controlled reflections, background separation and mood through proper creation of lighting patterns and ratios regardless of type of light source being utilized
2.	Students will have the ability to work safely, properly and efficiently in a photographic studio environment with multiple light sources, different types of lighting equipment and with various types of grip equipment without causing harm to self, others or the equipment

		ENTRANCE SKILLS FOR (PHOTO 32)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (PHOTO 30)	1	x							
	2		x						
	3								
	4								
	5								
	6								
	7								
	8								

Course Outline For PHOTOGRAPHY 39, Beginning Photoshop

Course Title: Beginning Photoshop Units: 3.00
Total Instructional Hours (usually 18 per unit): 90
Hours per week (full semester equivalent) in 5.00 In-Class Lab: 0 Arranged:
Lecture:

Date Submitted: May 2011
Date Updated: April 2014
Transferability: Transfers to CSU
Degree Applicability: Credit - Degree Applicable
Prerequisite(s): PHOTO 5

I. **Catalog Description**

This course is an introduction to digital imaging for photography majors using Adobe Photoshop. Students will learn how to manipulate, make selections and enhance digital images, including retouching for output to a variety of media.

II. **Examples of Appropriate Text or Other Required Reading:** (include all publication dates; for transferable courses at least one text should have been published within the last five years)

1. Adobe Photoshop CS6, Classroom in a Book, Adobe, Adobe press © 2012, ISBN: 0-321-82733-3
2. Adobe Photoshop for Photographers, Evening, Martin, Focal Press © 2012, ISBN: 978-0-240-52604-1

III. **Course Objectives**

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

1. Demonstrate the use of Photoshop's primary image-editing tools, including selection tools, painting tools, cloning tools, brushes, creative filters, and the adjustment layers.
2. Accurately apply adjustment layers to output "proper" color and print density.
3. Acquire images from raw camera processing, flatbed and 35mm film scanners.
4. Apply RGB color theory within Adobe Photoshop as well as to a variety of output devices.
5. Assess the relationship of each image-editing tool, and then develop a plan and execute it to complete a complex series of actions to construct digital imagery.

IV. **Methods of Presentation:**

Lab , Lecture and Discussion , Observation and Demonstration , Projects , Other (Specify) , Critique , Group Work
Other Methods: Supervised outcome-specific in class tutorial exercises

V. Course Content

<u>% of course</u>	<u>Topic</u>
20%	Use of Photoshop's primary tools: selection, drawing, clone and brushes.
10%	Use of Photoshop for basic image editing with emphasis in compositing multiple files into a single image.
5%	Scanning theory and terminology for the acquisition of film and reflective art. Basic retouching and restoration, associated with scanned acquisitions. And, how to manipulate scanned images with digitally captured imagery seamlessly as they are being composited together in a single file.
20%	Refining layer mask's edge for realistic results: channels, saving selections vs layer masking, refining edge of mask, black vs white vs gray tones in the mask.
9%	Photoshop-specific acquisition procedures: basic color theory (RGB only) as applied in Photoshop, use of histograms, levels, and curves.
5%	Introduction and use of the graphics tablet: pros and cons of tablet/mouse sensitivity, absolute/relative coordinates, brush sizes and shapes.
5%	Basic creative filters: artistic, sketch, stylize and others.
8%	Skin retouching techniques for family portraiture.
15%	Understanding the importance of shooting for compositing. Photographing various pieces of the final image based on story or concept, background plate, distortions created by lens and perspective to subject from camera, directionality of lighting, depth of field, focus and sharpness.
3%	Adding appropriate sharpness for inkjet print output, saving a layered file and file nomenclature.
100%	Total

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

<u>Percentage</u>	<u>Evaluation Method</u>
10 %	Exams/Tests
5 %	Quizzes
10 %	Class Participation - Review of attendance record and class participation
20 %	Final exam

55 %	Other - 10% Instructor review of tutorial completions. 45% Instructor review of 3 photographic projects.
100 %	Total

VII. Sample Assignments:

Portrait Retouching

For this assignment, you will need to take headshots of various people. No full body portraits or from the waist up. No couples or three some's – one person only in the frame and headshots only for this project.

Headshots are usually portraits of people in which their face fills about 70% of the frame from their shoulders to the top of their head. Think about your lighting on their face and how it effects the skin texture. I would recommend that you photograph family and friends so that the end result can be appreciated by your friend or family member and you. Make it worth while, not just an assignment.

Instructions

You will need to take three images to work on in Photoshop. The people must be of 3 completely different age groups. There has to be at least one man and one woman included within the 3 portraits.

I must see:

1. a young person age 10 - 19.
2. a person between the ages of 25-35
3. a person age 55 and up.

You must shoot RAW files of your subjects. Do not use existing images. Shoot for this project. Create a portrait of three people you like – people who mean something to you. A snapshot is not the same as a portrait. Add some fill light to the shadow side of the face by bouncing some light from a white piece of cardboard. Frame a headshot in camera – come close to your model and only include the head and shoulders. Have a simple background. If you place them near a wall, do NOT lean them against the wall as if they are a convict and this is their mug shot. Have them be at least 8 feet from the background. Window light is beautiful when the window faces towards the north. Have your subject facing the window and you and your camera are between them and the window. Or, you are to the side of the window with them turn towards it for a slight profile or side light. Use f5.6 / 8 and all three images must be sharply focused on the eyes.

You can render the RAW files in Adobe Camera RAW or Lightroom. You must use correct white balance for good starting skin tone. Always use the lowest ISO possible for the lighting situation that you are in - ISO100, plus a tripod is great.

Then perform the necessary retouching and adjustment layers in Photoshop. Refer to the handout on retouching a portrait. See Evening, p 470. Brighten the eyes, remove any red veins in the eyes, soften the skin, help the teeth, remove stray hair, vignette, etc. You can add any additional or special skin enhancements you feel may help the images.

Grading Criteria

- The portrait itself... was it lit well and thoughtfully photographed?
- Is the retouching clean and realistic?
- Does the skin still look like skin? Or is it too soft thus looking too fake?
- How do the eyes look?
- If you did any masking, is your mask-work clean?
- Not necessary, but did you do any special treatments to the image? Sharp Skin? Soft Skin? Adjustment layers?
- Did you submit the files as required below?

Items To Submit:

- Your 3 RAW images
- Your 3 final layered files with all your layers sized down to 3000 pixels at the longest side. Save AS psd.
- One print of each file

VIII. Student Learning Outcomes

1. Apply basic Photoshop techniques using various tools, layers, curves and selections with digital images.
2. Apply retouching skills and color correction knowledge consistent with industry standards.
3. Demonstrate skill in compositing multiple images.

Prerequisite / Corequisite Checklist and Worksheet

Photo 39 Beginning Photoshop
Prerequisite: Photo 5: Digital Asset Management, Modification, and Output

SECTION 1 - CONTENT REVIEW: If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	X	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	X	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	X	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	X	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	X	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	X	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	X	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	X	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	x	

SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)
Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (PHOTO 39)

(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Assignments utilize digital images that have been correctly processed in camera raw processing software.
B)	Students are expected to print digital assignments while meeting professional quality output standards.
C)	Students are expected to produce neutral, color balanced prints.
D)	Students are expected to understand and utilize methods for archiving large volumes of digital assets.

EXIT SKILLS (objectives) FOR (PHOTO 5)

(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Students learn capture and processing techniques using industry-standard software for capturing and processing raw digital files.
2.	Assignments and lectures cover the complexity of printing digital images using multiple types of substrate.
3.	Assignments and lectures address the difficulties in identifying color bias in prints, and methods for achieving color-balanced output.
4.	Students learn professional standards for organizing and archiving digital assets.

		ENTRANCE SKILLS FOR (PHOTO 39)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (PHOTO 5)	1	X							
	2		X						
	3			X					
	4				x				
	5								
	6								
	7								
	8								

Santa Monica College New SMC Course

Expanded Course Outline for ECE 71 - Infants and Toddler Education and Care

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	71
Full Course Title	Infants and Toddler Education and Care
Catalog Course Description	This course applies current theory and research to the care and education of infants and toddlers in group settings. It examines essential policies, principles and practices that lead to quality care and developmentally appropriate curriculum for children birth to 36 months. It will include basic principles of care giving, arrangement and equipping the environment; working with other staff, parents and the community; identifying children with special needs and making appropriate referrals, and providing culturally consistent care.
Rationale	
Rationale	The California Community College Curriculum Alignment Project (CAP) was launched in 2008 to align eight foundational courses. In 2012, additional funding was provided by the Race To The Top/Early Learning Challenge Grant (RTT/ELCG) to expand the project to include seven more courses. https://www.childdevelopment.org/cs/cdte/print/htdocs/cap_expansion.htm
Proposal Information	
Proposed Start	Year: 2014 Semester: Winter
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min:
Weekly Arranged Hours	Min:
Total Semester Instructional	54.00

Hours	
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood intervention assistant or early childhood intervention teacher
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Observe, document and reflect on typical and atypical infant and toddler play and interactions to plan for care and learning.	
2. Design appropriate play spaces and care routines that support infant and toddler care and learning, create a staffing plan, choosing appropriate toys and materials, and create developmentally appropriate activities for infants and toddlers with a diverse range of developmental needs.	
3. Describe reciprocal communication techniques that promote brain development and healthy relationships and that strengthen relationships that support the care giving process between the home, school and community (for families and staff members).	
4. Demonstrate practices that support and respect the unique cultural beliefs, values, linguistic preferences and interaction practices of families and caregivers.	
5. Define the program policies of primary care, continuity of care, and small group size.	
6. Identify delivery systems, licensing regulations, and quality indicators in infant and toddler care.	
7. Describe practices that support the unique abilities of all children birth to 36 months.	
8. Explain the importance of demonstrating cultural competency by respecting and valuing diverse cultures, families, values, beliefs and behaviors.	
9. Demonstrate a professional commitment to confidentiality and the need for a safe, secure and nurturing environment for the child and family.	
10. Identify the process of accessing community agencies, referral systems, and procedures for specialized support, resources and placement options in the county/area of residence.	
11. Examine models and approaches to home visiting and in-home interaction strategies.	
Course Content	
15%	Regulations for infant and toddler programs 1. Delivery systems 2. Licensing regulations 3. Teacher qualifications 4. Quality indicators
15%	Approaches to infant toddler group caregiving

	<ol style="list-style-type: none"> 1. Developmentally, culturally, linguistically appropriate practice 2. Caregiving strategies and practices 3. Primary caregiving 4. Inclusive care
15%	<p>Teacher's roles and responsibilities</p> <ol style="list-style-type: none"> 1. Collaboration and interactions with families and professionals 2. Home visits and interaction with families 3. Guidance and interaction 4. Communication with children
25%	<p>Curriculum and planning</p> <ol style="list-style-type: none"> 1. Planning for developmental domains: physical, cognitive, social, emotional 2. Center based vs. early intervention in natural environments
15%	<p>Environments</p> <ol style="list-style-type: none"> 1. Materials and equipment 2. Space and design 3. Aesthetics 4. Adult space
15%	<p>Observation, assessment, and documentation</p> <ol style="list-style-type: none"> 1. Assessment tools 2. Early identification and intervention

Total: 100%

Methods of Presentation

Opt Heading	
Methods	<p>Field Trips Group Work Lecture and Discussion Observation and Demonstration Projects Visiting Lecturers</p>

Methods of Evaluation

Methods	<ul style="list-style-type: none"> • 15% - Class Participation in class group work will be assigned and graded • 20% - Exams/Tests midterm and final exam • 25% - Group Projects Classroom environment plan (infant or toddler classroom) • 40% - Projects 2 curriculum plans created (one for infant class, one for toddler class) • 100% - Total
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Appropriate Textbooks

Textbooks such as the following are appropriate:

Formatting Style	APA
Textbooks	
1. Swim, Terri. <i>Infants and Toddlers; Curriculum and Teaching, 8th Edition</i> , 8 ed. Cengage, 2014, ISBN: 13: 978-1-133-60787-.	
Assignments	
Sample Assignment	
Observe, document and reflect on typical and atypical infant and toddler play and interactions to plan for care and learning.	
Go to an infant/toddler center or program and observe. Answer the following questions:	
<ol style="list-style-type: none"> 1. Draw the floor plan of the room you visited. 2. Offer first name of one of the children, age, birthdate, brief physical description. 3. Describe child's cognitive, physical, social-emotional development. Include examples to back up your analysis. 4. Describe the caregiver's interactions with the child. 5. Describe the activities with which the child was engaged. Were they appropriate? Anything else you would suggest? 	
Student Learning Outcomes	
1. Summarize the essential policies and practices of quality infant and toddler programs as reflected in your statement of philosophy to be included in a family handbook or website.	
2. Demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers.	
3. Evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.	
Minimum Qualification	
Minimum Qualifications:	Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	Yes
Library has adequate materials to support course?	No
Additional Comments/Information	
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based

Need/Justification	
Distance Education Quality	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<ol style="list-style-type: none"> 1. Instructor interacts through announcements/reminders/ email/phone/chat sessions or virtual meetings, discussion boards. 2. Instructor email response time is within 24 hours of initial posting. 3. Regular feedback about student performance is provided in a timely manner throughout the course <p>throughout the course (e.g. discussion board posts, assignments, quizzes, etc.). Grades and comments for weekly assignments generally posted within 1 week after assignment due date.</p>
Student-Student Interaction	Use of collaborative/communication tools in the course such as: email, chat, discussion boards, small group work and projects, debates
Student-Content Interaction	Assignments require students to be actively engaged in the course material for at least 54 hours throughout the duration of the course. Assignments may require any of the following (for example): video, online discussion, writing papers, multiple choice and short essay exams, reading articles and short lecture material, viewing PowerPoint lectures.

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly threaded discussions and/or debate assigned to engage students in open dialogue regarding the content assigned for the week.	20%
Online Lecture	Content material presented through powerPoint presentation with audio narration, lecture material enhanced by video, audio and weblinks.	20%
Videos	Embedded throughout the course. Video of instructor used to punctuate specific content points, explain specific assignments	20%
Project Presentation	Small group project which requires students to collaborate to create a program plan.	10%
Exams	Midterm and final exams given. May be in form of multiple choice, essay or combination.	10%
Written assignments	Weekly written assignments created to assist students in synthesizing material	20%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

A typical instructional module will include the following: online lecture material including videos, web-links and simulation activities, a threaded discussion, a written assignment and/or short answer/multiple choice quiz. This course will also include some activities in which the students work collaboratively to design an optimum infant and/or toddler classroom and curriculum.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

The instructor should demonstrate expertise in online pedagogy by any of the examples below:

1. Evidence of best practice in online course design and delivery through a course they teach and assessment according to the SMC Best practices document posted in FAC 101. (this is currently in the process of revision, but to date, this is the document to be used).
2. DE teaching certification through @one or similar program.

Note: The DE committee is currently working on a "DE certification (not the official title)" which would include criteria for online instructors. Please stay tuned.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to all student support services as listed on SMC webpage and technical assistance (help desk) will be clearly available through the course shell.

Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.

Textbooks and videos will Section 508 compliant. Fonts, colors, and graphics will also be carefully selected to ensure compliance.

Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).

Observe, document and reflect on typical and atypical infant and toddler play and interactions to plan for care and learning.

Go to an infant/toddler center or program and observe. Answer the following questions:

1. Draw the floor plan of the room you visited.
2. Offer first name of one of the children, age, birth date, brief physical description.
3. Describe child's cognitive, physical, social-emotional development. Include examples to back up your analysis.
4. Describe the caregiver's interactions with the child.
5. Describe the activities with which the child was engaged. Were they appropriate? Anything else you would suggest?
6. Upload your findings into the drop box folder for this assignment.
7. As a follow up to this assignment, participate in a threaded discussion. On this board:
 - a. post the first name of a child you observed, their exact age, what the child was doing and the caregiver's interactions with the child during the observation.
 - b. include your impressions of this interaction and any other thoughts you have.
 - c. Comment on at least 3 other classmate's postings.

Assessment Best Practices

25%-**Observation of site or program that serves infants and/or toddlers** - Observation paper

25%-**Discussion on content topics. Students required to supply support to validate their claims.** -

25%-**Written assignments that assist students in synthesizing material** - papers, charts, diagrams

25%-**short answer/multiple choice/ essay** - exam

Attached Files

[Infant resource books](#)

Santa Monica College New SMC Course

Expanded Course Outline for KIN PE 41M - Self Defense for Men

Course Cover	
Discipline	KIN PE-KINESIOLOGY PHYSICAL EDUCATION
Course Number	41M
Full Course Title	Self Defense for Men
Catalog Course Description	This course provides knowledge of the laws relating to self-defense, basics of anatomy as applied to defense techniques, and physical techniques that are effective in self-defense. It also looks at violence in everyday life and how healthy masculinity can address the prevalence of violence, anger management, self-control, and bullying.
Rationale	
Rationale	A large percentage of violence is perpetrated by men against men. The majority of victims of male violence are males. The "cycle of violence" will continue unless we teach males behaviors and attitudes that are contrary to it. Our current self-defense course is geared for women's issues and self-defense.
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester	54.00

Instructional Hours	
Load Factor	0.88
Load Factor Rationale	This is a lecture and activity class.
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to UC (pending review)	
Transfers to CSU	
CSU GE Area:	
<ul style="list-style-type: none"> • CSU GE Area E: Lifelong Understanding and Self-Development <ul style="list-style-type: none"> ◦ E - Lifelong Understanding and Self-Development 	
Program Applicability	
Designation	Credit - Degree Applicable
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Defend themselves against physical attacks.	
2. Demonstrate understanding of the laws regarding self-defense and defense of others.	
3. Discuss key strategies to prevent violence in the students' daily lives and communities.	
4. Demonstrate proactive and reactive ways to defend themselves from becoming victims of violence.	
5. Evaluate issues in their own lives regarding control, abuse and violence.	
6. Design a plan, to empower themselves through self-defense, self-respect, knowledge and determination.	
Course Content	
10%	Violence and its impact on us; Key strategies to prevent violence
50%	Self-defense techniques and training.
15%	Physical Conditioning.
5%	Laws on self-defense.
15%	Perceptions of male identity and masculinity in the media.
5%	Anger management
Total: 100%	
Lab Content	
100%	All content is lab content
Total: 100%	

Methods of Presentation	
Methods	Field Trips Lab Lecture and Discussion
Other Methods	Demonstrations and written materials Student participation in directed programs Guest speakers DVD
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 50% - Class Participation In class participation; Improvements in physical conditioning • 20% - Exams/Tests Practical tests on self-defense techniques • 10% - Final exam Written and practical • 20% - Papers Two papers: one mid-semester and one final paper. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Earp, J. and Katz, J.. <i>Tough Guise: Violence, Media and the Crisis in Masculintiy</i> , ed. Challenging Media, 2013	
2. Becker, G.. <i>The Gift of Fear, Survival Signals that Protect Us from Violence</i> , ed. Bantam, Doubleday: Dell publishing Group, 1998	
1. Handouts will be provided by instructor.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Write a paper discussing how the media affects the concept of acceptable masculine behaviors. 2. List three tools you can use in a defensive situation that can be used to your advantage when presented with confrontation. Explain how they would be used. 3. Name three target body parts that have been proven to be most effective in quickly disabling your assailant. Explain how to attack these areas and while they would stop your attacker. 4. Write a paper about how men and boys are "boxed in" by the traditional characteristics of a "real man". 	
Student Learning Outcomes	
1. Demonstrate the ability to evaluate dangerous situations and their own skills to avoid	

and/or protect themselves in such situations.	
2. Demonstrate an understanding of acceptable behavior in dangerous or threatening situations.	
3. Demonstrate understanding of society's expectation of men and how that affects their lives.	
4. Demonstrate self defense techniques	
Minimum Qualification	
Minimum Qualifications:	Physical Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	No
Additional Comments/Information	
Attached Files	
No Files attached	

Santa Monica College New SMC Course

Expanded Course Outline for PHOTO 64 - Community Documentary Photography

Course Cover	
Discipline	PHOTO-PHOTOGRAPHY
Course Number	64
Full Course Title	Community Documentary Photography
Catalog Course Description	This course explores the genre of documentary photography while focusing on various communities in the Los Angeles area. Students will create an in-depth project and present a portfolio of photographs documenting the unique characteristics of individual communities in Los Angeles. Each semester will offer a unifying, rotating topic that may focus on specific neighborhoods, subcultures, or other appropriate themes. Lectures focus on historical photographic references and contemporary social issues. The importance and power of documentary photography are discussed and historical examples that have inspired change or shaped our perception of communities are explored. Students utilize large format cameras and film (in addition to their own digital cameras) as a way of better understanding historical processes in photography and nurturing a respect for the medium's alternative, non-commercial side.
Rationale	
Rationale	This course intentionally blends education with the building of basic photographic skills, an appreciation for the history of photography, the practice of visual examination, art making, community outreach, local history, and individual curiosity. This elective will encourage students to step out of their comfort zone, while visually examining the concept of community. This course will also allow students the opportunity to practice basic photographic techniques that are learned in Photo 1 and 2 before enrolling in the technical-heavy core classes of the associate degree and career certificate.
Proposal Information	
Proposed Start	Year: 2015 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour	NO

PHOTO 64 - Community Documentary Photography

2 of 4

Exist	
Credit Hours	Min: 4.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	108.00
Repeatability	May be repeated 0 time(s)
Notes on Repeatability (for the student)	
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AA Degree -Photography Certificate of Achievement -Photography
Pre/Corequisites & Advisories	
Prerequisite PHOTO 2	
Content Review	
PHOTO 2 - Prerequisite (Content to Content) PHOTO 2 - Prerequisite (Content to Content) PHOTO 2 - Prerequisite (Content to Content)	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Articulate an understanding of documentary photography's historical role in shaping policies, laws, and the public's perception of various communities.	

2. Operate a large format view camera in the use of portrait making.	
3. Expose and process large format film properly.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
Course Content	
25%	The historical importance of documentary photography projects
10%	Operating large format film camera
10%	Exposing and processing large format film correctly
10%	Researching concerns and methods for developing a successful documentary series
10%	Techniques for creating subjective portraiture of everyday people.
35%	Visual articulation of the photographer's opinion and point of view using basic photographic methods.
Total: 100%	
Lab Content	
50%	Processing methods for large format film
50%	Printing techniques for large format negatives.
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Critique Lab Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 10% - Class Participation • 25% - Final Performance • 10% - Oral Presentation • 10% - Papers • 25% - Projects • 20% - Research Projects • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Henry Hornstein. <i>Black & White Photography: A Basic Manual</i> , 3rd ed. Little Brown and Company, 2004, ISBN: 0316373052.	
Assignments	

Sample Assignment	
<p>Students will research a neighborhood community within Los Angeles County that he or she intends to photograph over the course of the semester. By the end of the semester, his or her portfolio should include a variety of portraits, landscapes, and detail shots that come together with a cohesive voice, telling the student's story of the people who live in their chosen neighborhood. Students will turn in a portfolio of 20 prints and share them with the class in an oral presentation.</p>	
Student Learning Outcomes	
1. Demonstrate the skills to utilize a large format camera.	
2. Be capable of subjective story telling, using basic photographic technique.	
3. Students will demonstrate the skills in processing large format, B&W negative film	
4. Demonstrate the skills to print large format, B&W negatives in the traditional darkroom.	
Minimum Qualification	
Minimum Qualifications:	Photographic Technology/ Commercial Photography
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
P64 Prereq worksheet	

Santa Monica College Update (NEW/MODIFIED DE)

Expanded Course Outline for ECE 52 - Documentation: Making Learning Visible

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	52
Full Course Title	Documentation: Making Learning Visible
Catalog Course Description	This course highlights documentation as a process focusing on children's experiences, thoughts and ideas during the course of their projects. Documentation sharpens and focuses teachers' awareness of their role in children's experiences and development. Students will be introduced to the forms, tools, and uses of documentation as well as the elements by which effective documentation can make learning visible to children, parents and teachers.
Rationale	
Rationale	More students could access this course if it were offered online.
Proposal Information	
Proposed Start	Year: 2007 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Seem: 18)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	18.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	

Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood Education
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Differentiate between documentation and display.	
2. Explain the purposes of documentation in Early Education Programs	
3. Employ at least three different methods of documentation such as pictures, observation, and/or written records.	
4. Analyze documentation and identify those elements which make learning visible through the inquiry process.	
Course Content	
15%	The meaning of documentation in education
15%	Uses of documentation in early childhood programs
40%	Tools to collect documentation: observation, written records, oral records, Digital photography and video recording
15%	Preparation of documentation to make learning visible Tools for presentation: graphic design and computer programs
15%	Analysis of documentation: the co-inquiry process
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion Visiting Lecturers
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 30% - Other Documentation Projects • 50% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Burman, Lisa. <i>Are You Listening</i> , First ed. St Paul MN: Red Leaf Press, 2009, ISBN: 978-1-933653-46-4.	
2. Krechevsky, Mara; Mardell, Ben; Rivard, Melissa; Wilson, Daniel. <i>Visible Learners: Promoting Reggio-Inspired Approaches in All Schools</i> , ed. Jossey-Bass, 2013, ISBN:	

ISBN 978-1-118-34569.	
Other	
1. Articles from Young Children, National Association for Education of Young Children Documentation and Assessment Chapter 4 In Dialogue with Reggio Emilia by Carlina Rinaldi; Reggio Children Publication, 2005	
Negotiated Learning Through Design, Documentation and Discourse; Forman, George and Fyfe Brenda	
Materials developed by the instructor	
Making Learning Visible: Children as Individual and Group Learners; Project Zero, 2001 Chapter 10 Documentation - Gandhini and Goldharber Two Views in Bambini	
Assignments	
Sample Assignment	
1. Using three different tools students will observe and document a small group of children at a local preschool. Then in-class review the tools and observations with a small group.	
2. In-class using a Venn diagram, students will differentiate between documentation and display then share in large group with samples.	
Student Learning Outcomes	
1. Document a child or group of children's experience using any of the documentation approaches presented in class and explain how this makes learning visible.	
2. Students will analyze documentation created by early childhood educators and be able To identify which values it expresses and what is communicated through the documentation.	
Minimum Qualification	
Minimum Qualifications:	Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Distance Ed	
Distance Education Application	
Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based

Need/Justification	
Distance Education Quality	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills “effective contact between faculty member and student” required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<p>1. Instructor interacts through announcements/reminders/ email/phone/chat sessions or virtual meetings, discussion boards. 2. Instructor email response time is generally within 24 hours of initial posting. 3. Regular feedback about student performance is provided in a timely manner throughout the course throughout the course (e.g. discussion board posts, assignments, quizzes, etc.). Grades and comments for weekly assignments generally posted within 1 week after assignment due date.</p>
Student-Student Interaction	<p>Use of collaborative/communication tools in the course such as: email, chat, discussion boards, small group work and projects, debates</p>
Student-Content Interaction	<p>Assignments require students to be actively engaged in the course material for at least 18 hours throughout the duration of the course. Assignments may require any of the following (for example): video,</p>

	reading text, articles, online discussion, writing papers, multiple choice and short essay exams, reading articles and short lecture material, viewing PowerPoint lectures.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly threaded discussions assigned to engage students in open dialogue regarding the content assigned for the week.	20%
Online Lecture	Content material presented through PowerPoint presentation with audio narration, lecture material enhanced by video, audio and web links.	20%
Videos	Embedded throughout the course.	20%
Project Presentation	Small group project which requires students to collaborate to create and analyze a component of the environment for young children that supports relationships and learning for the teacher and the child.	20%
Written assignments	Weekly written assignments created to assist students in synthesizing material	20%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
A typical instructional module will include the following: online lecture material including videos, web links and simulation activities, a threaded discussion, and written assignments. This course will also include a case study activity in which the students will design an learning environment for young children.		
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)		
<p>The instructor should demonstrate expertise in online pedagogy by any of the examples below:</p> <ol style="list-style-type: none"> 1. Evidence of best practice in online course design and delivery through a course they teach and assessment according to the SMC Best practices document posted in FAC 101. (this is currently in the process of revision, but to date, this is the document to be used). 2. DE teaching certification through @one or similar program. <p>Note: The DE committee is currently working on a "DE certification (not the official title)" which would include criteria for online instructors. Please stay tuned.</p>		
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)		

Links to all student support services as listed on SMC webpage and technical assistance (help desk) will be clearly available through the course shell.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Textbooks and videos will Section 508 compliant. Fonts, colors, and graphics will also be carefully selected to ensure compliance.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Objective: Analyze documentation and using the co-inquiry process identify those elements which make learning visible. 1. Students will read about the co-inquiry process in text Visible Learners as well as a modified version from the instructor to understand the process. 2. Using the web site from the text students will view a video example of this process. 3. The instructor will post an actual piece of documentation to review. 4. Students will post their responses in a threaded discussion using the co-inquiry process and after all students have posted their reactions, students will complete two other posts, one with questions for the presenting teacher and the third with next steps they would take if they were the teacher.
Assessment Best Practices
10%- Arrange, collect and conduct analysis on a conversation with 2 or more children. - Student will Organize their data using the analysis form in the text. 10%- Environment analysis on factors influencing conversations - Observation paper 20%- Portfolio page - Rubric on factors which contribute to making learning visible to the reader. 30%- Create sample reflection page - Rubric on factors making learning visible for the reader. 30%- Analysis of a finished documentation - Reflection paper
Attached Files
No Files attached

Santa Monica College Update (NEW/MODIFIED DE)

Expanded Course Outline for ECE 53 - Environment as the Third Teacher

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	53
Full Course Title	Environment As The Third Teacher
Catalog Course Description	This course highlights the elements that can stimulate, sustain, enhance, or detract from learning in an early childhood classroom or outdoor space. Based on principles of architecture, design and actual experiences of educators using space, the elements of the environment as they support relationships, comfort, osmosis, sensory integration, community, constructivism, narration, and rich imagination will be explored.
Rationale	
Rationale	This course will be accessible to more working professionals if it is offered online without time constraints of attending a weekly face-to-face class. It will appeal to a broader range of early childhood program practitioners than a class that is offered at a specific location and during a particular period during the semester.
Proposal Information	
Proposed Start	Year: 2008 Semester: Spring
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Lecture Hours	Min: 1.00 (Sem: 18)
Weekly Laboratory Hours	Min: 0
Weekly Arranged Hours	Min:
Total Semester Instructional Hours	18.00
Repeatability	May be repeated 0 time(s)

Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood Education
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe at least six elements that enhance relationships and learning in early childhood environments.	
2. Through observation evaluate the current use and lack of use of a given space.	
3. Identify the values and elements that enhance and detract from learning in a specific space (for example book corner, outdoor area) in an early learning environment.	
4. Employ at least three different mediums to illustrate suggested enhancements for a specific learning space such as drawings, photographs, written observations, design materials, etc.	
Course Content	
20%	The concept of the environment as an element, which impacts learning and relationships.
40%	Nine values in early childhood programs, which can be illuminated in the environment.
20%	Tools to study current use and organization of space.
20%	Analysis and projection of change in environments.
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Lecture and Discussion Observation and Demonstration Projects
Other Methods	
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation • 50% - Other Environment Observation and Analysis Projects • 30% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	

Formatting Style	APA
Textbooks	
1. Ellis, Julia, Strong-Wilson, Teresa. <i>Children and place: Reggio Emilia's environment as third teacher - Theory in Practice</i> , ed. Ohio State University, 2007	
2. Deb Curtis. <i>Designs for Living and Learning: Transforming Early Childhood Environments</i> , Second ed. St. Paul, MN: Redleaf Press, 2014, ISBN: 1605543721.	
3. Ceppi, Giulio and Zinn, Michelle (editors). <i>Children, Spaces and Relations</i> , ed. ., 1998	
4. Carol Ann Wien, Coates, Keating ET all. <i>Designing the environment to build connection to place</i> , ed. Young Children Magazine, 2005	
5. Friedman, Susan. <i>Environments that Inspire</i> , ed. Young Children Magazine, 2005	
Other	
1. Materials developed by the instructor.	
Assignments	
Sample Assignment	
1) Each student will compile a notebook during the class Including images, drawings, photos of spaces and design elements 2) Field trip to a preschool environment designed to be the third teacher. Student will go on a Scavenger hunt to identify 6 elements.	
Student Learning Outcomes	
1. Students identify at least six environmental elements in an early childhood classroom and explain how each impacts the learning process for children and adults.	
2. Through study and observations, students will analyze a specific learning environment in a setting used by young children and adults and document in images and text the current values, organization and use of the space.	
3. Students will identify two elements and illustrate using multi-sensory materials how they would raise the value of their choice in the classroom space studied.	
Minimum Qualification	
Minimum Qualifications:	Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Web-based

Need/Justification	
Distance Education Quality	
Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? Required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>
Guidelines and Questions for Curriculum Approval of a Distance Education Course	
Student Interactions	
Student-Instructor Interaction	<p>1. Instructor interacts through announcements/reminders/ email/phone/chat sessions or virtual meetings, discussion boards. 2. Instructor email response time is generally within 24 hours of initial posting. 3. Regular feedback about student performance is provided in a timely manner throughout the course throughout the course (e.g. discussion board posts, assignments, quizzes, etc.). Grades and comments for weekly assignments generally posted within 1 week after assignment due date.</p>
Student-Student Interaction	<p>Use of collaborative/communication tools in the course such as: email, chat, discussion boards, small group work and projects, debates</p>
Student-Content Interaction	<p>Assignments require students to be actively engaged in the course material for at least 18 hours throughout the duration of the course. Assignments may require any of the following (for example): video,</p>

	reading text, articles, online discussion, writing papers, multiple choice and short essay exams, reading articles and short lecture material, viewing PowerPoint lectures.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly threaded discussions assigned to engage students in open dialogue regarding the content assigned for the week.	20%
Online Lecture	Content material presented through PowerPoint presentation with audio narration, lecture material enhanced by video, audio and web links.	20%
Videos	Embedded throughout the course.	20%
Project Presentation	Small group project which requires students to collaborate to create and analyze a component of the environment for young children that supports relationships and learning for the teacher and the child.	20%
Written assignments	Weekly written assignments created to assist students in synthesizing material	20%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
A typical instructional module will include the following: online lecture material including videos, web links and simulation activities, a threaded discussion, and written assignments. This course will also include a case study activity in which the students will design a learning environment for young children.		
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)		
<p>The instructor should demonstrate expertise in online pedagogy by any of the examples below:</p> <ol style="list-style-type: none"> 1. Evidence of best practice in online course design and delivery through a course they teach and assessment according to the SMC Best practices document posted in FAC 101. (this is currently in the process of revision, but to date, this is the document to be used). 2. DE teaching certification through @one or similar program. <p>Note: The DE committee is currently working on a "DE certification (not the official title)" which would include criteria for online instructors. Please stay tuned.</p>		
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)		

Links to all student support services as listed on SMC webpage and technical assistance (help desk) will be clearly available through the course shell.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
Textbooks and videos will Section 508 compliant. Fonts, colors, and graphics will also be carefully selected to ensure compliance.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
<p>Course objective: Student will be able to illustrate at least six design elements that enhance relationships and learning in an Early Childhood environment.</p> <ol style="list-style-type: none"> 1. The instructor will post in the course a PowerPoint illustrating design elements from several programs for the students to study. 2. Students will be divided into collaborative teams. 3. Each team will collect and upload images to a shared document that they have taken or located on the internet to illustrate one of the design elements both more effective and less effective from the child's perspective. 5. Each team will select, edit, and create from their own images a short PowerPoint to share with other students in the course illustrating that design element. 6. The team's PowerPoint will describe how each of their elements illustrated in the PowerPoint enhances or detracts from learning. 7. Feedback will be solicited from the other teams.
Assessment Best Practices
<p>40% - Students will from teams to locate, select and edit a PowerPoint illustrating one design element. - Using a rubric each team will be given points and feedback by the instructor.</p> <p>30% - Students will assess an ECE environment using a tool from the text. - Completion of the assignment at the required level of detail and appropriateness.</p> <p>30% - Threaded discussions on questions from the text and articles. - Students will post on reflections and comment on two other posts by classmates.</p>
Attached Files
No Files attached

JOURNALISM (REVISED 5 22 14)

Associate in Arts (AA)

Area of Emphasis

Required Courses: (10 units minimum)

		Units
JOURN 1	The News	3
JOURN 15	Introduction To Multimedia Storytelling	3
JOURN 16	Producing The Campus Newspaper	4

Elective Courses: Select at least one course from each Group (9 units minimum):

GROUP A

		Units
JOURN 4A (same as MEDIA 14)	Newscasting and Newswriting	3
JOURN-3 (remove)	Editing	3
JOURN 8	Writing To Sell	3
JOURN 17	Editing The Campus Newspaper	2
JOURN-18 (remove)	Opinion Writing	3
JOURN-19 (remove)	Producing The Online Newspaper	3
JOURN-20 (remove)	Producing Magazines For The Web	3
JOURN 43 (same as BUS 29)	Public Relations And Publicity	3
JOURN 90B	Internship In Journalism	2

GROUP B

		Units
CIS 50	Internet, HTML, and Web Design	3
CIS 56	Web Media Production	3
CIS 59A	Dreamweaver I	3
CIS 60A	Photoshop I	3
ET 31A	Digital Video Fundamentals	3
JOURN 21 (same as PHOTO 13)	News Photography	3
JOURN 22 (same as PHOTO 14)	Photography For Publication	3
GR DES 31	Graphic Design Studio I	2
GR DES 34	Publication And Page Design I	3
GR DES 64 (same as ET 37)	Digital Imaging For Design I	3
GR DES 65	Web Design 1	2
PHOTO 29	Video Production For Still Photographers	3

GROUP C B

		Units
MEDIA 1	Survey of Mass Media Communications	3
MEDIA 2	Reading Media Acquiring Media Literacy Skills	3
MEDIA 10	Media, Gender, and Race	3

Total Units for Area of Emphasis:

19

MARKETING CERTIFICATE OF ACHIEVEMENT (24 units):
REVISED VERSION

Required Core Courses: (9 units)

Business 1, Introduction to Business (3)
Business 20, Principles of Marketing (3)
Business 32, Business Communications (3)

Concentration Courses: (9 units)

Business 26, Marketing Research and Consumer Behavior (3)
~~**Business 28**, Marketing Promotion (3) (removed and placed below)~~
Business 34, Social Media Marketing (3) (added)
Business 52, International Marketing (3)

Select two additional courses from the following: (6-8 units)

Accounting 1, Introduction to Financial Accounting (5) **or**
Accounting 21, Business Bookkeeping (3)
Business 5, Business Law (3)
Business 21 Merchandising Principles (3) (added)
Business 22, Introduction to Advertising (3)
Business 23, Principles of Selling (3)
Business 25, Advertising Display (3)
Business 27, Introduction to eCommerce **or**
CIS 27, Introduction to eCommerce (3)
Business 28, Marketing Promotion (3) (added)
Business 29, Public Relations and Publicity (3) (added)
Business 80 Principles of Logistics (3) (added)
~~**Business 34**, Social Media Marketing (3) (placed above)~~
Accounting 45, Individual Financial Planning (3)
~~**Business 62**, Human Relations and Ethical Issues in Business (3)~~
~~**CIS 1**, Computer Concepts with Applications (3) **or**~~
CIS 4, Introduction to Computers, Business Applications (3)

The Relationship between Eligibility for English 1 Status and Course Success

A study was conducted to assess whether a statistically significant relationship exists between English language skills and successful course completion for various courses. The purpose of the study was to validate the placement of an “Eligibility for English 1” skills advisory on existing college courses with the skills advisory. The results of the analyses are presented in spreadsheet format. Students who had previously earned an Associate or higher degree prior to enrolling in the course were excluded from the analyses. The following section describes the variables in the spreadsheet tables.

Overarching Definitions:

Successful Course Completion:

Successful course completion rates were calculated by dividing the total number of A, B, C, CR, and P grades by the number of A, B, C, CR, D, F, I, NC, NP, P, and W grades.

Eligibility for English 1 Status:

Group 1 (Eligible for ENGL 1): Students who met one or more of the following criteria *prior to* enrollment in the course were identified as having met the requirement for “Eligibility for English 1” status:

- a) Enrolled in and successfully completed with a grade of C or better in ENGL 21B, ENGL 22, or ESL 21B;
- b) Placed into or enrolled in ENGL 1 or higher course; and/or,
- c) Earned an associate or higher degree.

Group 2 (Not Eligible for ENGL 1): Students were identified as not being eligible for English 1 if they did not meet any of the criteria for group 1 *and* met one or more of the following conditions *prior to* enrollment in the course:

- a) Enrolled in and earned an unsuccessful grade (D, F, I, NC, NP, DR, or W) in ENGL 21B, ENGL 22, or ESL 21B; and/or,
- b) Placed into ENGL 21, ESL 21, or a lower-level course.

Spreadsheet #1: Statistically Significant Relationship Found

A chi-square test of independence was used to determine whether a systematic and statistically significant relationship exists between eligibility for English 1 status and successful course completion at the .05 significance level. The courses with significant relationship between eligibility for English 1 status and course success are included in this spreadsheet.

Column	Variable Name	Description
A	Course	Course identifier
B	Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 1 (Eligible for English 1)
C	Eligible – Success	Total A, B, C, CR, and P grades earned in course by students in Group 1 (Eligible for English 1)
D	Eligible – Success Rate	Divide column C by column B (represented in % format)
E	Not Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 2 (Not Eligible for English 1)
F	Not Eligible - Success	Total A, B, C, CR, and P grades earned in course by students in Group 2 (Not Eligible for English 1)
G	Not Eligible – Success Rate	Divide column F by column E (represented in % format)
H	All – Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Groups 1 and 2
I	All – Success	Total A, B, C, CR, and P grades earned in course by students in Groups 1 and 2
J	All – Success Rate	Divide column I by column H (represented in % format)
K	<i>Diff Eligible Success – Not Eligible Success</i>	<i>Subtract column G from column D Positive differences indicate that the course success rate among students in Group 1 (Eligible for English 1) is higher than success rate among students in Group 2 (Not Eligible for English 1)</i>
L	Effect Size - r	The effect size describes the magnitude of the relationship between Eligibility for English 1 status and course success: <i>r</i> effects: small $\geq .10$, medium $\geq .30$, large $\geq .50$
M	% Eligible	Divide column B by column H (represented in % format) Describes the total percentage of students enrolled in course who are eligible for English 1

Spreadsheet #2: Statistically Significant Relationship Not Found

Chi-square analyses found that there is no systematic and statistically significant relationship between eligibility for English 1 status and course success for courses included in this spreadsheet.

Column	Variable Name	Description
A	Course	Course identifier
B	Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 1 (Eligible for English 1)
C	Eligible – Success	Total A, B, C, CR, and P grades earned in course by students in Group 1 (Eligible for English 1)
D	Eligible – Success Rate	Divide column C by column B (represented in % format)
E	Not Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 2 (Not Eligible for English 1)
F	Not Eligible - Success	Total A, B, C, CR, and P grades earned in course by students in Group 2 (Not Eligible for English 1)
G	Not Eligible – Success Rate	Divide column F by column E (represented in % format)
H	All – Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Groups 1 and 2
I	All – Success	Total A, B, C, CR, and P grades earned in course by students in Groups 1 and 2
J	All – Success Rate	Divide column I by column H (represented in % format)
K	<i>Diff Eligible Success – Not Eligible Success</i>	<i>Subtract column G from column D Positive differences indicate that the course success rate among students in Group 1 (Eligible for English 1) is higher than success rate among students in Group 2 (Not Eligible for English 1)</i>
M	% Eligible	Divide column B by column H (represented in % format) Describes the total percentage of students enrolled in course who are eligible for English 1

Spreadsheet #3: Violates Test Assumptions – Unable to Complete Significance Testing

Small sample sizes in one or more of the following subgroups violate the chi-square test assumptions:

- Eligible for English 1 and successfully completed course
- Eligible for English 1 and did not successfully complete course
- Not eligible for English 1 and successfully completed course
- Not eligible for English 1 and did not successfully complete course

The courses on the third spreadsheet contain sample sizes for one or more subgroups that are too small to conduct valid chi-square analyses.

Column	Variable Name	Description
A	Course	Course identifier
B	Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 1 (Eligible for English 1)
C	Eligible – Success	Total A, B, C, CR, and P grades earned in course by students in Group 1 (Eligible for English 1)
D	Eligible – Success Rate	Divide column C by column B (represented in % format)
E	Not Eligible - Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Group 2 (Not Eligible for English 1)
F	Not Eligible - Success	Total A, B, C, CR, and P grades earned in course by students in Group 2 (Not Eligible for English 1)
G	Not Eligible – Success Rate	Divide column F by column E (represented in % format)
H	All – Total	Total A, B, C, CR, D, F, I, NC, NP, P, and W grades earned in course by students in Groups 1 and 2
I	All – Success	Total A, B, C, CR, and P grades earned in course by students in Groups 1 and 2
J	All – Success Rate	Divide column I by column H (represented in % format)
K	<i>Diff Eligible Success – Not Eligible Success</i>	<i>Subtract column G from column D Positive differences indicate that the course success rate among students in Group 1 (Eligible for English 1) is higher than success rate among students in Group 2 (Not Eligible for English 1)</i>
M	% Eligible	Divide column B by column H (represented in % format) Describes the total percentage of students enrolled in course who are eligible for English 1

Statistically Significant

Course	Eligible-Total	Eligible-Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Success - Not Eligible Success	Effect Size r	% Eligible
AHIS 3	890	622	69.9%	93	36	38.7%	983	658	66.9%	31.2%	0.1939	90.5%
ANTHRO 1	2555	1732	67.8%	333	105	31.5%	2888	1837	63.6%	36.3%	0.2406	88.5%
ANTHRO 2	2784	2292	82.3%	220	105	47.7%	3004	2397	79.8%	34.6%	0.2244	92.7%
ANTHRO 3	923	612	66.3%	118	23	19.5%	1041	635	61.0%	46.8%	0.3042	88.7%
ANTHRO 5	864	598	69.2%	83	32	38.6%	947	630	66.5%	30.7%	0.1837	91.2%
ANTHRO 7	259	164	63.3%	21	8	38.1%	280	172	61.4%	25.2%	0.1364	92.5%
ANTHRO 9	129	84	65.1%	15	4	26.7%	144	88	61.1%	38.4%	0.2409	89.6%
ANTHRO 14	512	404	78.9%	90	23	25.6%	602	427	70.9%	53.4%	0.4189	85.0%
BIOL 2	3049	1997	65.5%	665	210	31.6%	3714	2207	59.4%	33.9%	0.2648	82.1%
BIOL 3	5344	4025	75.3%	470	228	48.5%	5814	4253	73.2%	26.8%	0.1648	91.9%
BIOL 9	1852	1443	77.9%	275	114	41.5%	2127	1557	73.2%	36.5%	0.2762	87.1%
BIOL 15	724	522	72.1%	103	55	53.4%	827	577	69.8%	18.7%	0.1344	87.5%
BOTANY 1	792	591	74.6%	97	41	42.3%	889	632	71.1%	32.4%	0.2225	89.1%
BUS 1	4460	3476	77.9%	1681	707	42.1%	6141	4183	68.1%	35.9%	0.3432	72.6%
BUS 31	165	107	64.8%	90	36	40.0%	255	143	56.1%	24.8%	0.2392	64.7%
CIS 37A	84	73	86.9%	36	21	58.3%	120	94	78.3%	28.6%	0.3178	70.0%
COM ST 21/SPE	783	598	76.4%	55	30	54.5%	838	628	74.9%	21.8%	0.1247	93.4%
COM ST 37/SPE	111	81	73.0%	21	8	38.1%	132	89	67.4%	34.9%	0.2721	84.1%
DANCE 2	1050	962	91.6%	422	310	73.5%	1472	1272	86.4%	18.2%	0.2396	71.3%
DANCE 5	1455	1223	84.1%	491	249	50.7%	1946	1472	75.6%	33.3%	0.3373	74.8%
ECON 1	6814	4312	63.3%	1176	431	36.6%	7990	4743	59.4%	26.6%	0.1921	85.3%
ECON 2	5848	4279	73.2%	751	327	43.5%	6599	4606	69.8%	29.6%	0.2049	88.6%
ECON 15	813	552	67.9%	196	54	27.6%	1009	606	60.1%	40.3%	0.3258	80.6%
ENVRN 22/PO	282	223	79.1%	47	26	55.3%	329	249	75.7%	23.8%	0.1938	85.7%
FILM 1	1118	936	83.7%	138	84	60.9%	1256	1020	81.2%	22.9%	0.1829	89.0%
FILM 2	1109	896	80.8%	131	76	58.0%	1240	972	78.4%	22.8%	0.1701	89.4%
FILM 5	586	483	82.4%	78	46	59.0%	664	529	79.7%	23.4%	0.1875	88.3%
FILM 8	386	312	80.8%	53	34	64.2%	439	346	78.8%	16.7%	0.1329	87.9%
FILM 9	357	299	83.8%	44	24	54.5%	401	323	80.5%	29.2%	0.2306	89.0%
GEOG 1	1009	680	67.4%	132	42	31.8%	1141	722	63.3%	35.6%	0.2360	88.4%

Statistically Significant

Course	Eligible- Total	Eligible- Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Success - Not Eligible Success	Effect Size r	% Eligible
GEOG 2	682	455	66.7%	147	58	39.5%	829	513	61.9%	27.3%	0.2143	82.3%
ECON 5/GLOB	381	249	65.4%	79	31	39.2%	460	280	60.9%	26.1%	0.2018	82.8%
HIST 1	3369	2760	81.9%	490	226	46.1%	3859	2986	77.4%	35.8%	0.2848	87.3%
HIST 2	1852	1330	71.8%	444	175	39.4%	2296	1505	65.5%	32.4%	0.2692	80.7%
HIST 5	624	483	77.4%	213	120	56.3%	837	603	72.0%	21.1%	0.2044	74.6%
HIST 6	768	633	82.4%	220	139	63.2%	988	772	78.1%	19.2%	0.1936	77.7%
HIST 10	2280	1410	61.8%	266	56	21.1%	2546	1466	57.6%	40.8%	0.2524	89.6%
HIST 11	2772	1905	68.7%	594	205	34.5%	3366	2110	62.7%	34.2%	0.2696	82.4%
HIST 12	3286	2495	75.9%	510	206	40.4%	3796	2701	71.2%	35.5%	0.2674	86.6%
HIST 13	954	710	74.4%	193	96	49.7%	1147	806	70.3%	24.7%	0.2020	83.2%
HIST 15	555	367	66.1%	132	43	32.6%	687	410	59.7%	33.6%	0.2694	80.8%
HIST 16	471	320	67.9%	282	100	35.5%	753	420	55.8%	32.5%	0.3165	62.5%
HIST 19	401	305	76.1%	225	139	61.8%	626	444	70.9%	14.3%	0.1509	64.1%
HIST 20	396	271	68.4%	106	38	35.8%	502	309	61.6%	32.6%	0.2733	78.9%
HIST 22	464	370	79.7%	80	31	38.8%	544	401	73.7%	41.0%	0.3298	85.3%
HIST 24	127	87	68.5%	38	10	26.3%	165	97	58.8%	42.2%	0.3608	77.0%
HIST 25	170	134	78.8%	23	11	47.8%	193	145	75.1%	31.0%	0.2323	88.1%
HIST 26	163	122	74.8%	59	21	35.6%	222	143	64.4%	39.3%	0.3621	73.4%
HIST 29	208	136	65.4%	83	36	43.4%	291	172	59.1%	22.0%	0.2021	71.5%
HIST 33	845	578	68.4%	217	84	38.7%	1062	662	62.3%	29.7%	0.2470	79.6%
HIST 34	890	751	84.4%	171	105	61.4%	1061	856	80.7%	23.0%	0.2139	83.9%
HIST 38	143	98	68.5%	57	16	28.1%	200	114	57.0%	40.5%	0.3689	71.5%
HIST 39	98	65	66.3%	53	2	3.8%	151	67	44.4%	62.6%	0.6009	64.9%
HIST 41	402	321	79.9%	38	20	52.6%	440	341	77.5%	27.2%	0.1830	91.4%
HIST 42	247	215	87.0%	152	99	65.1%	399	314	78.7%	21.9%	0.2598	61.9%
HIST 43	208	178	85.6%	117	84	71.8%	325	262	80.6%	13.8%	0.1673	64.0%
HIST 48	147	73	49.7%	54	9	16.7%	201	82	40.8%	33.0%	0.2975	73.1%
HIST 52	276	237	85.9%	82	41	50.0%	358	278	77.7%	35.9%	0.3618	77.1%
HIST 53	605	440	72.7%	114	38	33.3%	719	478	66.5%	39.4%	0.3048	84.1%
HIST 55	80	37	46.3%	31	8	25.8%	111	45	40.5%	20.4%	0.1868	72.1%

Statistically Significant

Course	Eligible-Total	Eligible-Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Succes - Not Eligible Success	Effect Size r	% Eligible
HIST 62	50	29	58.0%	13	1	7.7%	63	30	47.6%	50.3%	0.4076	79.4%
JOURN 1	596	480	80.5%	92	59	64.1%	688	539	78.3%	16.4%	0.1355	86.6%
MUSIC 30	62	41	66.1%	20	6	30.0%	82	47	57.3%	36.1%	0.3136	75.6%
MUSIC 31	80	45	56.3%	14	3	21.4%	94	48	51.1%	34.8%	0.2479	85.1%
MUSIC 32	3088	2325	75.3%	692	288	41.6%	3780	2613	69.1%	33.7%	0.2818	81.7%
NUTR 1	2785	2043	73.4%	638	280	43.9%	3423	2323	67.9%	29.5%	0.2457	81.4%
PHILOS 1	4747	3499	73.7%	865	340	39.3%	5612	3839	68.4%	34.4%	0.2672	84.6%
PHILOS 2	756	556	73.5%	89	37	41.6%	845	593	70.2%	32.0%	0.2145	89.5%
PHILOS 3	616	400	64.9%	100	22	22.0%	716	422	58.9%	42.9%	0.3025	86.0%
PHILOS 4	339	276	81.4%	42	22	52.4%	381	298	78.2%	29.0%	0.2202	89.0%
PHILOS 5	401	290	72.3%	89	44	49.4%	490	334	68.2%	22.9%	0.1946	81.8%
PHILOS 7	787	436	55.4%	70	14	20.0%	857	450	52.5%	35.4%	0.1941	91.8%
PHILOS 22	807	753	93.3%	36	30	83.3%	843	783	92.9%	10.0%	0.0784	95.7%
PHILOS 23	533	346	64.9%	126	35	27.8%	659	381	57.8%	37.1%	0.2957	80.9%
POL SC 1	8391	6448	76.8%	1339	589	44.0%	9730	7037	72.3%	32.9%	0.2529	86.2%
POL SC 2	1790	1314	73.4%	269	119	44.2%	2059	1433	69.6%	29.2%	0.2137	86.9%
POL SC 7	1698	1283	75.6%	223	93	41.7%	1921	1376	71.6%	33.9%	0.2405	88.4%
POL SC 14	265	202	76.2%	62	26	41.9%	327	228	69.7%	34.3%	0.2925	81.0%
POL SC 21	859	681	79.3%	267	135	50.6%	1126	816	72.5%	28.7%	0.2734	76.3%
POL SC 31	192	140	72.9%	37	13	35.1%	229	153	66.8%	37.8%	0.2953	83.8%
POL SC 52	380	286	75.3%	48	26	54.2%	428	312	72.9%	21.1%	0.1497	88.8%
PSYCH 1	11237	7981	71.0%	3292	1220	37.1%	14529	9201	63.3%	34.0%	0.2950	77.3%
PSYCH 11	3632	2743	75.5%	1508	694	46.0%	5140	3437	66.9%	29.5%	0.2853	70.7%
SOCIOL 1	6311	4505	71.4%	1320	457	34.6%	7631	4962	65.0%	36.8%	0.2915	82.7%
SOCIOL 2	589	465	78.9%	88	33	37.5%	677	498	73.6%	41.4%	0.3160	87.0%
SOCIOL 2S	135	97	71.9%	45	11	24.4%	180	108	60.0%	47.4%	0.4190	75.0%
SOCIOL 4	788	606	76.9%	66	28	42.4%	854	634	74.2%	34.5%	0.2105	92.3%
SOCIOL 12	65	46	70.8%	28	12	42.9%	93	58	62.4%	27.9%	0.2642	69.9%
SOCIOL 30	128	102	79.7%	63	24	38.1%	191	126	66.0%	41.6%	0.4127	67.0%
SOCIOL 31	274	213	77.7%	95	37	38.9%	369	250	67.8%	38.8%	0.3628	74.3%

Preliminary Report, NOT Final

Statistically Significant

Course	Eligible-Total	Eligible-Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Success - Not Eligible Success	Effect Size r	% Eligible
SOCIOL 32	110	79	71.8%	56	25	44.6%	166	104	62.7%	27.2%	0.2656	66.3%
SOCIOL 33	333	250	75.1%	86	31	36.0%	419	281	67.1%	39.0%	0.3353	79.5%
SOCIOL 34	557	430	77.2%	140	40	28.6%	697	470	67.4%	48.6%	0.4157	79.9%
TH ART 5	543	504	92.8%	101	77	76.2%	644	581	90.2%	16.6%	0.2029	84.3%
ZOOL 5	682	500	73.3%	101	45	44.6%	783	545	69.6%	28.8%	0.2083	87.1%

Not Statistically Significant

Course	Eligible-Total	Eligible-Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Success - Not Eligible Success	% Eligible
BIOL 15N	253	198	78.3%	63	45	71.4%	316	243	76.9%	6.8%	80.1%
ECON 6	85	52	61.2%	13	5	38.5%	98	57	58.2%	22.7%	86.7%
PHILOS 6	95	28	29.5%	34	6	17.6%	129	34	26.4%	11.8%	73.6%
PHILOS 11	142	100	70.4%	17	11	64.7%	159	111	69.8%	5.7%	89.3%
PHILOS 52	176	128	72.7%	24	15	62.5%	200	143	71.5%	10.2%	88.0%
PHYS 3	923	618	67.0%	16	11	68.8%	939	629	67.0%	-1.8%	98.3%

Violate Test Assumptions

Course	Eligible-Total	Eligible-Success	Eligible - Success Rate	Not Eligible - Total	Not Eligible - Success	Not Eligible - Success Rate	All - Total	All - Success	All - Success Rate	Diff Eligible Succes - Not Eligible Success	% Eligible
ANTHRO 10	20	18	90.0%	2	0	0.0%	22	18	81.8%	90.0%	90.9%
BIOL 22	491	307	62.5%	2	0	0.0%	493	307	62.3%	62.5%	99.6%
BIOL 23	303	244	80.5%	1	1	100.0%	304	245	80.6%	-19.5%	99.7%
BIOL 45V	5	5	100.0%	0	0	NA	5	5	100.0%	NA	100.0%
BIOL 46B	6	5	83.3%	2	0	0.0%	8	5	62.5%	83.3%	75.0%
BOTANY 3	37	30	81.1%	11	9	81.8%	48	39	81.3%	-0.7%	77.1%
COM ST 16/SPE	85	76	89.4%	2	2	100.0%	87	78	89.7%	-10.6%	97.7%
COM ST 31	10	9	90.0%	6	1	16.7%	16	10	62.5%	73.3%	62.5%
ENVRN 20/PHI	53	48	90.6%	10	8	80.0%	63	56	88.9%	10.6%	84.1%
FILM 7	256	239	93.4%	24	14	58.3%	280	253	90.4%	35.0%	91.4%
GLOBAL 10	60	44	73.3%	13	4	30.8%	73	48	65.8%	42.6%	82.2%
HIST 3	339	311	91.7%	43	37	86.0%	382	348	91.1%	5.7%	88.7%
HIST 4	382	349	91.4%	36	31	86.1%	418	380	90.9%	5.3%	91.4%
HIST 21	12	12	100.0%	0	0	NA	12	12	100.0%	NA	100.0%
MCRBIO 1	640	521	81.4%	11	5	45.5%	651	526	80.8%	36.0%	98.3%
PHILOS 24	79	63	79.7%	15	8	53.3%	94	71	75.5%	26.4%	84.0%
PHILOS 51	355	290	81.7%	18	9	50.0%	373	299	80.2%	31.7%	95.2%
POL SC 10	1	1	100.0%	0	0	NA	1	1	100.0%	NA	100.0%
POL SC 51	642	559	87.1%	25	16	64.0%	667	575	86.2%	23.1%	96.3%
POL SC 95	95	46	48.4%	6	3	50.0%	101	49	48.5%	-1.6%	94.1%

Update (NON-Substantial Changes)

Expanded Course Outline **AND DE APPLICATION** for ECE 49 - Curriculum and Strategies for Children with Special Needs

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	49
Full Course Title	Curriculum and Strategies for Children with Special Needs
Catalog Course Description	This course covers curriculum and intervention strategies for working with children with special needs in partnership with their families. Focus is on the use of observation and assessment, accommodations, and curriculum modifications in meeting the individualized needs of children in inclusive and natural environments. Included is the role of the culturally competent teacher in professional partnership with families and collaboration with interdisciplinary teams.
Rationale	The California Community College Curriculum Alignment Project (CAP) was launched in 2008 to align eight foundational courses. In 2012, additional funding was provided by the Race To The Top/Early Learning Challenge Grant (RTT/ELCG) to expand the project to include seven more courses. https://www.childdevelopment.org/cs/cdte/print/htdocs/cap_expansion.htm
Proposal Information	
Proposed Start	Year: 2014 Semester: Fall
Proposed for Distance Ed	Yes
Course Unit/Hours	
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	AS Degree -Early Childhood Intervention teacher, Early Childhood Intervention Assistant

	Certificate of Achievement -Early Childhood Intervention teacher, Early Childhood Intervention Assistant
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Understand family development, functioning and family systems and the family need for education and support.	
2. Demonstrate cultural competency by describing ways of respecting and valuing diverse cultures, values, beliefs, and behaviors when interacting with families and colleagues.	
3. Practice the use of effective verbal and written communication skills to actively collaborate with families in an on-going and positive manner to support each child's development.	
4. Understand the process for accessing community agencies, referral systems, and procedures for specialized support, resource and placement options in the county/area of residence.	
5. Recognize the typical and atypical child milestones of children birth to 5 years of age and identify the strengths and special needs of the child in the context of his/her family	
6. Identify the importance of a professional commitment to confidentiality and the need for a safe, secure and nurturing environment for the child and family	
7. Explain why supporting the caregiver-child relationship is more important than directly reaching specific skills to infants and toddlers.	
8. Examine and describe strategies that support parents in adapting the natural environment to meet infant/toddler developmental needs.	
9. Describe the parallel process of professional and therapeutic interactions: how we interact with others influences the way others continue their own relationships.	
10. Explain the IEP and IFSP content, process and specific roles of each member of the IEP or IFSP team.	
Course Content	
25%	Policies and procedures for early intervention and special education <ol style="list-style-type: none"> 1. Individuals with Disabilities Act (IDEA) 2. Individualized Family Service Plan (IFSP) and Individualized Education Plan (IEP) process 3. Response to intervention 4. Least restrictive environment 5. Family rights 6. Working with public/private school systems 7. People first language 8. Advocacy and public policy 8. Community resources and agencies
25%	Teacher's role <ol style="list-style-type: none"> 1. Philosophical approach 2. Ethics-professional behaviors 3. Collaborating with families and early interventionists/specialists 4. Communication 5. Diverse and cultural perspectives

	6. Implementation of IFSP/IEP
40%	Adaptions: curriculum and environments 1. Adaptive equipment and materials 2. Routines and schedules 3. Guidance and interactions 4. Challenging behaviors 5. Curriculum plans to implement intervention
10%	Developmental screening and assessment tools 1. Purpose, value, and use of various tools 2. Role of observation and assessment 3. Referral and placement
Total: 100%	
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion Observation and Demonstration Projects Work Experience (internship)
Other Methods	Case study analysis, videos
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 30% - Exams/Tests • 20% - Other Observations • 30% - Projects • 20% - Written assignments • 100% - Total
Appropriate Textbooks	
Textbooks	
1. Susan R. Sandal, Irene S. Schwartz. <i>Building Blocks for teaching Preschoolers with special needs</i> , 2 ed. Brookes, 2008, ISBN: 978-1557669674.	
Assignments	
<p>Example I: Site Observation: Visit an integrated early childhood program where children with special needs are included. (Early childhood is defined as ages from infancy to age 8). Your classmates as well as your instructor can provide you with possible visitation sites if you need more information. Be sure this is an inclusive setting – one in which children with special needs are included in the class with their typically developing peers</p> <p>The purpose of this observation assignment is two-fold. Your written report should identify the site at which you observed, should answer the questions below and contain any other information you deem pertinent. The analysis portion of your paper should be a summary of your conclusions regarding your observations. The assignment must be typed and a minimum of 4-5 pages, double-spaced.</p>	

Questions to guide your observation:

1a. Make a sketch of the physical environment.

- Make note of any adaptations (If any) you observe in the environment which make it more accessible to children with disabilities.

- Briefly describe the materials observed (this can be part of your diagram if you prefer). Take a close look at each area of the room. Describe materials you see and identify accommodations made for all developmental levels. If you would like to take photos of the areas (upon permission) feel free to include those in this assignment.

- If a child using a wheelchair were enrolled in this class, how would the environment need to be modified to accommodate for this child? Please site at least 3 examples.

1b. Observe an indoor free play time (about 45 minutes). If possible, observe a circle or group time (about 15 minutes)

- Are all children actively involved in play situations? If not, what do you think is happening?

-What do you observe adults doing to facilitate play and interactions? What are some other functions of the adults in this program? -Identify at least two activities in which age appropriate content is being adapted to meet the needs and ability of a child with a special needs.

-If you observe a group time, briefly describe any accommodations you observe to assist all children to attend and participate.

Final Analysis:

- Based on optimum suggestions from the texts, determine the strengths and weaknesses of the observed layout. Does this environment meet the needs of all the children in the program? Why or why not? Include any suggestions you would make to improve the environment to better meet the children's needs.

- If a child using a wheelchair were enrolled at this center, how would the environment need to be modified to accommodate for this child? Please site at least 3 examples

- If you observed any child (children) not engaged in play or interaction for large periods of time, make a hypothesis or two as to why the child (children) is not engaged.

- If children were actively engaged in play during your observation, hypothesize the reasons this is so.

- How does this information influence your approach regarding inclusion of all children? How would you facilitate interactions among your students?

Example II: Case study - Purposeful observations. Answer the focus, system and tools questions below the case study.

Johnny is 4.5 years old. You observe that he grasps a thick crayon in a fistful grasp and crudely draws faint scribbles on a page. He appears to have age appropriate gross motor abilities. He is usually disruptive during teacher facilitated small group activities that require fine motor skills. The conference with Johnny's parents is coming up and his parents are anxious about next year and kindergarten. You are preparing for your conference with them.

Focus:

1. What do you want to know?

2. Whom/what do you want to observe?

3. What aspects of behavior do you want to know about? (motor skills, problem solving, etc.)
4. What is your purpose?

System:

1. What will you do?
2. How will you record the information?
3. How detailed will your record be?
4. Will you need a unit of measure? What kind?
5. How long will you record?

Tools:

1. What will you need for your observation?
2. How will you record what you want to know?

Student Learning Outcomes

1. Based on the needs of a fictitious child, the student will propose a variety of intervention strategies. The student will share their proposals and collaborate with a small group of students to construct an individualized intervention program for the child.
2. Given a case study, the student will create curriculum plans (specifically an individual support schedule, team ideas for play sheet, individualized group activity and behavior intervention plan) designed to implement one individualized education program goal
3. Evaluate program, educational and professional policies, based on special education laws and evidence-based practices.
4. Advocate for effective partnerships with families, interdisciplinary team members, and community resource specialists.

Minimum Qualification

Minimum Qualifications:	Education (Masters Required)
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Distance Ed

Distance Education Application

Delivery Methods	Online Hybrid (51% or more of course is held on-campus) Online/Web-based
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Need/Justification	
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Distance Education Quality

Quality Assurance	<p>Course objectives have not changed</p> <p>Course content has not changed</p> <p>Method of instruction meets the same standard of course quality</p> <p>Outside assignments meet the same standard of course quality</p> <p>Serves comparable number of students per section as a traditional course in the same department</p> <p>Required texts meet the same standard of course quality</p>
Additional Considerations	Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review

	<p>process specified in accreditation standard 2B.2.</p> <p>Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures.</p> <p>Adequate technology resources exist to support this course/section</p> <p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>	
Guidelines and Questions for Curriculum Approval of a Distance Education Course		
Student Interactions		
Student-Instructor Interaction	<ol style="list-style-type: none"> 1. Instructor interacts through announcements/reminders/ email/phone/chat sessions or virtual meetings, discussion boards. 2. Instructor email response time is within 24 hours of initial posting. 3. Regular feedback about student performance is provided in a timely manner throughout the course <p>throughout the course (e.g. discussion board posts,assignments, quizzes, etc.). Grades and comments for weekly assignments generally posted within 1 week after assignment due date.</p>	
Student-Student Interaction	Use of collaborative/communication tools in the course such as: email, chat, discussion boards, small group work and projects, debates	
Student-Content Interaction	Assignments require students to be actively engaged in the course material for at least 54 hours throughout the duration of the course. Assignments may require any of the following (for example): video, online discussion, writing papers, multiple choice and short essay exams, reading articles and short lecture material, viewing PowerPoint lectures.	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Weekly threaded discussions assigned to engage students in open dialogue regarding the content assigned for the week.	20%
Online Lecture	Content material presented through powerPoint presentation with audio narration, lecture material enhanced by video, audio and weblinks.	20%
Videos	Embedded throughout the course. Video of instructor used to punctuate specific content points, explain	20%

	specific assignments	
Project Presentation	Small group project which requires students to collaborate to create an intervention plan for a young child as presented in a case study scenario.	10%
Exams	Midterm and final exams given. May be in form of multiple choice, essay or combination.	10%
Written assignments	Weekly written assignments created to assist students in synthesizing material	20%
Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)		
A typical instructional module will include the following: online lecture material including videos, weblinks and simulation activities, a threaded discussion, a written assignment and/or short answer/multiple choice quiz. This course will also include some case study simulation activities in which the students make informed choices to create interventions for the case study child.		
Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)		
<p>The instructor should demonstrate expertise in online pedagogy by any of the examples below:</p> <ol style="list-style-type: none"> 1. Evidence of best practice in online course design and delivery through a course they teach and assessment according to the SMC Best practices document posted in FAC 101. (this is currently in the process of revision, but to date, this is the document to be used). 2. DE teaching certification through @one or similar program. <p>Note: The DE committee is currently working on a "DE certification (not the official title)" which would include criteria for online instructors. Please stay tuned.</p>		
Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)		
Links to all student support services as listed on SMC webpage and technical assistance (help desk) will be clearly available through the course shell.		
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.		
Textbooks and videos will Section 508 compliant. Fonts, colors, and graphics will also be carefully selected to ensure compliance.		
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).		
Objective: Design modifications, accommodations, and instructional plans based on observation, evidence-based practices, and legal requirements to support children's development.		

1. A video and accompanying case study of a 4 year old child with cerebral palsy will be posted in the course. Students are asked to view the video and take notes on the needs they perceive of this child.
2. Based on those needs, students are to cite 3 specific objectives for this child and complete a curriculum modification form for that child. This form would list the objectives and curriculum modifications suggestions to successfully address the needs of the child.
3. Students will upload their plans to a drop box. The instructor will evaluate and offer feedback.
4. Students are then required to take their "best" objective and curriculum modification and post it to a threaded discussion board.
5. After all students have posted their initial findings, they will be required to post on 3 of their classmate's postings.

Assessment Best Practices

25%-**Observation of site or program that serves young children with special needs** - Observation paper

25%-**Discussion on content topics. Students required to supply textbook support to validate their claim.** - threaded discussion

25%-**short answer/multiple choice/ essay** - exam

25%-**Written assignments that assist students in synthesizing material** -

Attached Files

No Files attached