SANTA MONICA COLLEGE
ACADEMIC
SENATE
1900 Pico Boulevard
Santa Monica, CA 90405
310.434.4611

CURRICULUM COMMITTEE I AGENDA

Wednesday, March 18, 2015 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, *Chair*	Ida Danzey	Karen Legg	Rizwan Rashid (AS)
Georgia Lorenz, *Vice Chair*	Ron Furuyama	Walt Louie	Elaine Roque
Terrin Adair-Lynch	Sandra Hutchinson	Jenny Merlic	David Shirinyan
Brenda Antrim (non-voting)	Maral Hyeler	Eric Minzenberg	Mark Tomasic
Sang Chi	William Konya	Estela Narrie	Toni Trives
Caitlin Corker (AS)	Helen LeDonne	James Pacchioli	Odemaris Valdivia

Interested Parties:

Jamey Anderson	Jonathan Eady (AS)	Steven Myrow	
Maria Bonin	Kiersten Elliott	Linda Sinclair	Chris Young
Patricia Burson	Katharine Muller	Sal Veas	

Ex-Officio Members:

Eve Adler	Ali Khan

A G E N D A

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order
II. Public Comments*
III. Approval of Minutes.....
IV. Chair's report:
V. Information Items:

Course Updates:

1. ACCTG 35/ CIS 35 Quickbooks
2. AUTO 40 Automotive Maintenance And Operation
3. AUTO 45 Automotive Braking Systems
4. AUTO 46 Automotive Electrical Systems
5. MATH 7 Calculus 1
6. MATH 8 Calculus 2

VI. Action Items:

New Course:

a. CHEM19 Introduction to General, Organic, and Biochemistry.....

New Programs:

b. Political Science in Arts for Transfer (AA-T).....
c. Early Intervention Assistant Associate in Science (AS) / Certificate of Achievement .....

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Georgia Lorenz (x. 4277) or Rebecca Weiland (x. 4844) if you are unable to attend this meeting.

**Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

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CURRICULUM COMMITTEE | MINUTES

Wednesday, March 4, 2014 | 3:00 p.m.
Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, *Chair*	Ron Furuyama	Walt Louie	James Pacchioli
Georgia Lorenz, *Vice Chair*	Sandra Hutchinson	Jenny Merlic	David Shirinyan
Brenda Antrim (non-voting)	William Konya	Eric Minzenberg	Mark Tomasic
Terrin Adair-Lynch	Helen LeDonne	Estela Narrie	Toni Trives
Sang Chi	Karen Legg	Elaine Roque	Odemaris Valdivia

Members Absent:

Rizwan Rashid (AS)	Caitlin Corker (AS)	Ida Danzey	Maral Hyeler

Others Present:
Esau Tovar

MINUTES

(Items for action are listed alphabetically; items for information are listed numerically)

I. Call to order:
The meeting was called to order at 3:11pm.

II. Public Comments*: None.

III. Approval of Minutes:
The minutes of December 3, 2014 were approved as presented.

IV. Chair's report:

- Guido reported that the Academic Senate voted to change the proposed prerequisite for Econ 1 and 2 from Math 31 to Math 31 OR Math 49.
- Guido shared with the committee that the CCCCO extended the deadline for requiring all courses in AD-Ts to have C-ID approval.
- Guido informed the committee of the upcoming election of Curriculum Representatives.

V. Information Items:

Course Updates:

1. ACCTG31A Excel For Accounting
2. ACCTG31B Advanced Excel For Accounting
3. COM ST11 Elements Of Public Speaking
4. COM ST 13 Voice And Diction
5. COM ST 14 Oral Interpretation: Performing Literature Across Cultures
6. COM ST16 Fundamentals Of Small Group Discussion
7. COM ST21 Argumentation
8. COM ST22 Introduction to Competitive Speech and Debate
9. COM ST35 Interpersonal Communication
10. COM ST37 Intercultural Communication
11. ECE11 Child Family And Community
12. ECE21 Observation And Assessment
13. ECE22 Practicum in Early Childhood Education

**Five minutes is allotted to any member of the public who wishes to address the Curriculum Committee on a specific agenda item, for general public comments, or non-agenda items.*

14. ECE23 Fieldwork In Early Intervention
15. ECE46 Infant and Toddler Development
16. ECE49 Curriculum and Strategies for Children with Special Needs
17. HIST1 History of Western Civilization
18. HIST2 History Of Western Civilization II
19. HIST3 British Civilization I
20. HIST4 British Civilization II
21. HIST5 History Of Latin America I
22. HIST6 History Of Latin America II
23. HIST10 Ethnicity and American Culture
24. HIST11 The United States through Reconstruction
25. HIST12 The United States History Since Reconstruction
26. HIST13 The United States since 1945
27. HIST16 African-American History
28. HIST19 History Of Mexico
29. HIST20 History Of California
30. HIST22 History Of The Middle East
31. HIST24 History of East Asia to 1600
32. HIST26 South Asian Civilization I
33. HIST29 Jewish History
34. HIST33 World Civilizations I
35. HIST38 History of Africa to 1900
36. HIST41 Native American History
37. HIST42 The Latina(o) Experience in the United States
38. HIST43 Mexican American History
39. HIST52 The History of Women in American Culture
40. HIST53 The History of Religion
41. HIST55 The History of Science
42. HIST62 Asian American History

VI. Action Items:

Program Revisions:

a. Anthropology Associate in Arts for Transfer (AA-T) – presented by Guido Davis Del Piccolo
Motion to table made by: Eric Minzenberg **Seconded by:** Elaine Roque
The motion passed unanimously.

b. Journalism Associate in Arts for Transfer (AA-T) – presented by Guido Davis Del Piccolo
Motion made by: James Pacchioli **Seconded by:** Karen Legg
The motion passed unanimously.

c. Technical Theatre Associate in Science / Certificate of Achievement – presented by Guido Davis Del Piccolo
Motion made by: Elaine Roque **Seconded by:** Odemaris Valdivia
The motion passed 17-1 (David Shirinyan).

New Business:

d. Esau Tovar and Karen Legg discussed the rationale for the addition of AR 4356.
e. Some members of the Curriculum Committee expressed concern at the possibility of SMC arbitrarily deciding not grant multiple degrees if the degrees were deemed as "too similar". Instead, the position was expressed that if a student satisfied the requirements of any degree, it should be awarded.

Old Business:

f. SB 850 – SB 850 – Update on baccalaureate degree program
Jennifer Merlic, Georgia Lorenz, and Guido Davis Del Piccolo reported the current status of the baccalaureate degree program and reported on the meeting held with Dr. Pamela D. Walker, Vice Chancellor of Academic Affairs, California Community Colleges.

In addition a subcommittee was formed to begin discussions related to the development of upper division coursework for the proposed bachelor's degree program.

VII. Adjournment

The meeting adjourned at 4:51pm.

Santa Monica College
New SMC Course
Expanded Course Outline for CHEM 19 - Introduction to General, Organic, and Biochemistry

Course Cover	
Discipline	CHEM-CHEMISTRY
Course Number	19
Full Course Title	Introduction to General, Organic, and Biochemistry
Catalog Course Description	This one-semester course is designed for students preparing for studies in nursing or related allied health professions. Topics include measurements, unit conversions, atomic and molecular structure, chemical reactions and equations, gases, solutions and acid/base chemistry. There will be a special emphasis on properties and reactions of biologically relevant compounds. NOTE: This course is NOT equivalent to CHEM 10 and does NOT meet the prerequisite requirement for CHEM 11.
Rationale	The chancellor's office of the CSU has issued an executive order (EO 1084) that includes a policy for statewide nursing program admission prerequisites to take effect in the fall of 2014. A general, inorganic or integrated chemistry course is among the prerequisites listed. Many community colleges as well as CSU campuses offer integrated chemistry courses designed to specifically meet the needs of pre-nursing student. Because it is anticipated that many of our pre-nursing students will seek admission to CSU nursing programs, it makes sense for SMC to also offer such a course.
Proposed Start	Year: 2015 Semester: Fall
Course Unit/Hours	
Credit Hours	Min: 5.00
Weekly Lecture Hours	Min: 4.50 (Sem: 81)
Weekly Lab Hrs	Min: 3.00 (Sem: 54)
Arranged Hours	Min: 0
Total Hours	135.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transfers to UC (pending review) Transfers to CSU	
IGETC Area:	

(pending review)

- IGETC Area 5: Physical and Biological Sciences (mark all that apply)
  - 5A: Physical Science
  - 5C: Physical or Biological Science LABORATORY

CSU GE Area:

(pending review)

- CSU GE Area B: Scientific Inquiry and Quantitative Reasoning (mark all that apply)
  - B1 - Physical Science
  - B3 - Laboratory Sciences

SMC GE Area:

- GENERAL EDUCATION PATTERN (SMC GE)
  - Area I: Natural Science

Comparable Transfer Courses:

- **California Community College**
  Cerritos College
  Introductory Chemistry Chemistry 100

Program Applicability

Designation	Credit - Degree Applicable
Proposed For	**AS Degree** -General Science

Pre/Corequisites & Advisories

Prerequisite MATH 31 or **Prerequisite** MATH 49

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Describe the three states of matter, distinguish different forms of energy and express numerical values in scientific notation and units of measurement in the metric system.
2. Illustrate the subatomic structures of various isotopes of an atom, explain the general arrangement of atoms in the periodic table, and express quantities of radiation emitted by radioactive isotopes.
3. Generate a Lewis structure drawing from a chemical formula and follow a set of rules with which to name those compounds.
4. Define the term "mole" and calculate the molar mass for an atom or compound.
5. Use the IUPAC system for naming some organic compounds and discriminate between structural isomers and stereoisomers of those compounds.

6. Read, write out and interpret balanced chemical equations. Apply Le Chatelier's Principle to predict the direction of a reaction.
7. Quantitatively show the relationship between the parameters that govern the behavior of gases such as: Volume vs. Pressure, Volume vs. Temperature, Volume vs. Mole amount, The Ideal Gas Law, Dalton?s Law for Mixtures of Gases, Henry?s Law for Dissolved Gases.
8. Quantitatively express the concentration of a solute in a solution in % (mass/volume) as well as molarity and calculate changes in concentration upon the dilution of a solution.
9. Classify strong vs. weak acids and bases, calculate the pH of a solution of strong acid or strong base, and describe how the components of a buffer resist change in pH.
10. Predict the products of oxidation-reduction, esterification, amidation, hydrolysis, hydration, and dehydration reactions of organic compounds.
11. Cite the chemical characteristics of various classes of monosaccharides, identify common disaccharides. and compare and contrast the structural features of polysaccharides.
12. Cite the chemical characteristics of various classes of lipids including fatty acids, triglycerides, waxes, membrane lipids, sterols/ steroids, illustrate the composition of biological membranes and discuss the function of each component, and summarize the functions of the various lipoproteins.
13. Describe the primary, secondary, tertiary, and quaternary structures of proteins and discuss the mechanism of protein denaturation by heat, agitation, and detergents.
14. Define Vmax and KM for an enzyme catalyzed reaction. Compare competitive vs. uncompetitive enzyme inhibitors.
15. Recognize the components of a nucleotide and describe the structure of both RNA and DNA. diagram the important steps of DNA replication, DNA transcription and RNA translation.
16. Summarize the net reactions of glycolysis, fermentation, the citric acid cycle, electron transport, oxidative phosphorylation, and the oxidation of fatty acids. Discuss how ATP, NADH, FADH2, and Acetyl CoA act to drive energetically unfavorable reactions.
Arranged Hours Objectives
Upon satisfactory completion of the course, students will be able to:

Course Content	
7%	Basic Concepts - Matter, Energy, and Measurements
6%	Atomic Strucuture and Radioactivity
7%	Chemical Compounds and Molecular Structure
7%	Chemical Quantities
7%	Organic Compounds
6%	Chemical Reactions
7%	Gases
6%	Mixtures and Solutions
7%	Acids and Bases - pH

6%	Reactions of Organic Compounds
6%	Carbohydrates
7%	Lipids and Membranes
7%	Amino Acids, Proteins, and Enzymes
7%	Nucleotides and Nucleic Acids
7%	Metabolism
Total: 100%	
Lab Content	
6%	Safety in the Chemistry Lab
8%	Measurements: Length, Volume, Mass, and Density
7%	Temperature and Specific Heat
8%	Gas Laws
8%	Osmosis and Dialysis
8%	Reactions of Inorganic Compounds
8%	Reactions of Organic Compounds
8%	Acids, Bases, and Buffers
8%	Properties of Carbohydrates
8%	Properties of Amino Acids and Proteins
7%	Properties of Nucleic Acids
8%	Properties of Lipids
8%	Metabolism
Total: 100%	
Methods of Presentation	
Methods	Lab Lecture and Discussion
Methods of Evaluation	
Methods	• 60% - Exams/Tests 4 or more exams and/or quizzes. • 25% - Final exam Comprehensive, covering both Lecture and Lab. • 15% - Lab Reports 5- 10 Lab Reports • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Guinn, D. *Essentials of General, Organic, and Biochemistry*, 2nd ed. New York: W. H. Freeman, 2014, ISBN: 978-1-4292-3124-4.	

2. Frost, L.D. and Deal, T. S. *General, Organic, and Biological Chemistry*, 2nd ed. Boston: Pearson Education Inc., 2014, ISBN: 978-0-321-80303-0.
3. Raymond, K.W. *General, Organic, and Biological Chemistry - An Integrated Approach*, 4th ed. Hoboken, NJ: John Wiley & Sons, Inc., 2014, ISBN: 978-1-118-35258-8.
Manuals
1. Deal, T. S.. Laboratory Manual for General, Organic, and Biological Chemistry, Prentice Hall, 01-13-2013
Assignments
Sample Assignment
1. Calculate the number of calories required to raise the temperature of the following substances from 20.0°C to 37.0 °C. a) 25.0 g of water b) 25.0 g of copper c) 25.0 g of aluminum d) 25.0 g of ethanol 2. a) Write the chemical equation for the reaction that takes place between carbonic acid and water to generate the hydronium ion and the bicarbonate ion. b) Use LeChatelier's Principle to explain how the loss of CO_2 through hyperventilation affects the concentration of the hydronium ion. 3. Name and define the four levels of 3-dimensional structure commonly found in proteins.
Student Learning Outcomes
1. Follow ill 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 has predicting the products of a reaction between an acid and an amide or calculating the concentration of a dissolved solute in a solution.
2. In the laboratory, follow written procedures to conduct experiments such as determining the density of a substance or separating plant pigments by chromatography.
3. Explain observable phenomena using appropriate scientific theories, such as explaining the consequences of adding an inhibitor to an enzyme catalyzed reaction or how a decrease in pH affects hemoglobin's affinity for oxygen.

Minimum Qualification	
Minimum Qualifications:	Chemistry (Masters Required)

Prerequisite / Corequisite Checklist and Worksheet

Chemistry 19

Prerequisite: Math 31 or Math 49 (which includes Math 31 content): Elementary Algebra

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:

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.

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.

X **List schools here:**

CSULB Chem 140

CSULA Chem 151 + L

CSUN Chem 103

Complete the Prerequisite Worksheet

Type 3: Course in communication or computational skills as prerequisite for course other than another skills course (e.g., English 1 prerequisite for Anatomy 1)

X **Complete the Prerequisite Worksheet**

Complete Data Analysis

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR **Chemistry 19**
(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)

A)	Recognize and use common mathematical symbols and language to describe mathematical processes.
B)	Proficiency with adding, subtracting, multiplying and dividing numbers expressed as fractions, as decimals, as square roots and in exponential notation.
C)	Translate verbal problems into algebraic equations.
D)	Simplify algebraic expressions involving addition, subtraction, multiplication, division, and logarithms.
E)	Solve algebraic equations for one variable.
F)	Plot points on a Cartesian coordinate system.
G)	Write the equation of a line given the slope and y-intercept of that line.

EXIT SKILLS (objectives) FOR **Math 31**
(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)

1.	Solve linear, quadratic, and literal equations, and systems of equations and linear inequalities.
2.	Graph linear equations and inequalities.
3.	Factor polynomials at an elementary level.
4.	State and apply the quadratic formula.
5.	Add, subtract, multiply and divide polynomials, square roots, and rational expressions.
6.	Simplify complex fractions, square roots, and exponential expressions.
7.	Solve introductory level equations with rational and radical expressions.
8.	Translate and solve algebraic word problems in a single variable
9.	Given the description of a line, write an equation for the line.
10.	Define and use properties of equality and inequality.
11.	Recognize and use common mathematical language to describe mathematical processes in either written or verbal form.
12.	Apply units of measurement in the solution of algebraic applications as appropriate.

	ENTRANCE SKILLS FOR Chemistry 19							
EXIT SKILLS FOR Math 31		A	B	C	D	E	F	G
	1					x		
	2						x	
	3							
	4							
	5		x					
	6		x		x			
	7					x		
	8			x		x		
	9						x	x
	10							
	11	x						
	12							

modified 09/26/2012

Political Science
Associate in Arts for Transfer (AA-T) v2

This Associate in Arts in Political Science for Transfer (AA-T) introduces students to the major fields of study in Political Science. The program includes the study of American Politics (principles, institutions, and policies). Depending upon the student's chosen course of study, the program may also include Comparative Politics (institutional structures, processes, and political cultures), International Relations (structure and operation of the international system), and/or Political Philosophy (ideas about the human nature, power, justice, and the state).

Upon completion of the Associate in Arts in Political Science for Transfer (AA-T), students will have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Completion of the degree indicates that the student will have satisfied the lower division requirements for transfer into economics or similar majors for many campuses in the California State University system.

Program Learning Outcomes:

Upon completion of the Program, students will demonstrate, through written and oral academic work, an understanding of the principles, structure, and processes of the American political system as well as, depending on the student's area of focus, an understanding of the institutional structures and processes of other countries, the structure and operation of international relations, and philosophic ideas about human nature, power, justice, and the state.

Area of Emphasis

Required Core: (3 units)		**Units**
POL SC 1	National And California Government	3

List A: Select three courses (9 units minimum)		**Units**
POL SC 2	Comparative Government And Politics	3
POL SC 7	International Politics	3
POL SC 51 *(same as PHILOS 51)*	Political Philosophy	3
MATH 54	Elementary Statistics	4

List B: Select two courses (6 units minimum)		**Units**
Any course from List A not used above		
POL SC 3	Introduction to Politics: Justice, Power and Agency	3
POL SC 5 *(same as GLOBAL 5, ECON 5)*	International Political Economy: Introduction To Global Studies	3
POL SC 8	The Modern Far East	3
POL SC 10	Government Internships	3
POL SC 11	World Affairs And The United Nations	3
POL SC 14	Middle East Government And Politics	3
POL SC 21	Race, Ethnicity, and the Politics of Difference	3
POL SC 22 *(same as ENVRN 22)*	Environmental Politics And Policies	3
POL SC 23	Sex, Gender, And Power	3
POL SC 31	Introduction to Public Policy	3
POL SC 47	International Politics Seminar	3
POL SC 52 *(same as PHILOS 52)*	Contemporary Political Thought	3
ENGL 2	Critical Analysis And Intermediate Composition	3
ECON 1	Principles Of Microeconomics	3
ECON 2	Principles Of Macroeconomics	3
GEOG 2	Introduction To Human Geography	3
GEOG 8	Introduction to Urban Studies	3
GEOG 11 *(same as GLOBAL 11)*	World Geography: Introduction to Global Studies	3
HIST 1	History Of Western Civilization 1	3

HIST 2	History Of Western Civilization II	3
HIST 10	Ethnicity And American Culture	3
HIST 11	The United States through Reconstruction	3
HIST 12	The United States History Since Reconstruction	3
HIST 13	The United States since 1945	3
HIST 14 *(same as ENVRN 14)*	US Environmental History	3
PHILOS 1	Knowledge And Reality	3
PHILOS 3	Early Philosophers	3
PHILOS 4	Modern Philosophers	3
PHILOS 7	Logic And Critical Thinking	3
PHILOS 20 *(same as ENVRN 20)*	Environmental Ethics	3
PHILOS 48 *(same as HIST 48)*	Non Violent Resistance	3
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1S	Introduction To Sociology - Service Learning	3
SOCIOL 2	Social Problems	3
SOCIOL 2s	Social Problems-- Service Learning	3
SOCIOL 30	African Americans In Contemporary Society	3
SOCIOL 31	Latinas/s In Contemporary Society	3
SOCIOL 32	Asian Americans In Contemporary Society	3
SOCIOL 33	Sociology Of Sex And Gender	3
SOCIOL 34	Racial And Ethnic Relations In American Society	3

Total Units for Area of Emphasis: 18

EARLY INTERVENTION ASSISTANT (new program replacing "Early Childhood Intervention Assistant" and "Early Childhood Intervention Teacher")

Associate in Science (AS) / Certificate of Achievement

Early Childhood Education majors will be trained to supervise and provide care and learning experiences for infant through eight-year-old children in a variety of early childhood settings. Early Childhood Education professionals adhere to the guidelines as well as the Professional Code of Ethics of the National Association for the Education of Young Children (NAEYC) providing developmentally appropriate learning opportunities for the enhancement of the physical, intellectual, social, emotional and creative domains of young children.

The Early Childhood Education major focuses on educational practices that emphasize interpersonal relationships, cultural diversity, child-centered curriculum and the inclusion of children with special needs in all educational opportunities. The Early Childhood Education Program major follows a natural progression that allows students to move from short to long-term educational goals: preparation for the state Children's Center Permit, fulfillment of post-certificate Professional Development, completion of advanced California Career Ladder courses (including paired specialization courses as well as the California State Mentor course), completion of an Associate in Science degree in Early Childhood Education - Career, Associate degree in Early Intervention Assistant, Associate degree in Early Intervention Assistant, and transfer to a four-year institution. Possible Early Childhood Education career goals include Early Childhood Education Teacher, Early Education Director, Early Intervention Assistant, Family Home Child Care Provider, Private ECE Center Owner/Director, K through 12 Teacher, Early Childhood Special Education Teacher, Early Intervention Specialist, Special Education Teacher (K-adult), Parent Educator, Early Childhood Education Instructor, Marriage Family and Child Counselor, Child-Life Specialist.

The Early Intervention Assistant program will prepare students for career placements in public and/or private early intervention and educational settings that serve typically and atypically developing young children. Specific jobs and responsibilities may include serving as an early childhood educator with a specialization in working with children with special needs, special education assistant for children birth to eight years of age, a one-to-one aide for a child (e.g., "inclusion facilitator"), classroom aide with expertise in special needs, or as an assistant on the early intervention team serving infants birth to three years of age.

Program Learning Outcomes:

Upon completion of the program, students will demonstrate competency in the knowledge and skills needed to work effectively as an early intervention assistant on an interdisciplinary early intervention team serving infants, toddlers and young children with special needs.

Area of Emphasis

Required Courses: (33 units)		**Units**
ECE 2	Principles And Practices Of Teaching Young Children	3
ECE 11	Child Family And Community	3
ECE 21	Observation And Assessment	4
ECE 23	Fieldwork In Early Intervention	5
ECE 45	Introduction to Children With Special Needs	3
ECE 46	Infant and Toddler Development	3
ECE 49	Curriculum and Strategies for Children with Special Needs	3
PSYCH 11	Child Growth And Development	3
ECE 64	Health Safety And Nutrition For Young Children	3
ECE 17	Introduction To Curriculum	3

Total Units for Area of Emphasis: 33