



CURRICULUM COMMITTEE | AGENDA

Wednesday, April 19, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members:

Guido Davis Del Piccolo, <i>Chair</i>	Maral Hyeler	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Estela Narrie	David Shirinyan
Eve Adler	William Konya	James Pacchioli	Mark Tomasic
Brenda Antrim (non-voting)	Jing Liu	Adrian Restrepo (AS)	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Saori Gurung (AS)	Georgia Lorenz	Gita Runkle	Joshua Withers

Interested Parties:

Maria Bonin	Vicki Drake	Stacy Neal	Linda Sinclair
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
Dione Carter	Pete Morris	Estela Ruezga	Julie Yarrish

Ex-Officio Members:

Fran Chandler	Terrance Ware Jr. (AS)
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AGENDA

(Items for information are listed numerically; major items of business are listed alphabetically)

- I. Call to order
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Approval of Minutes..... 3
- IV. Chair’s report:

- V. Information Items:
 - (Course Updates)*
 - I. ECE 21 Observation and Assessment

- VI. Major Items of Business:
 - (Course Revisions)*
 - a. ECE 11 Child, Family and Community (addition of skills advisory: PSYCH 11)
 - b. ECE 17 Introduction to Curriculum (addition of skills advisory: PSYCH 11)
 - c. ECE 45 Introduction to Children With Special Needs (addition of skills advisory: PSYCH 11)
 - d. ECE 48 Adult Supervision and Mentoring in Early Education (removal of ECE 2 from prerequisites and change of ECE 21 from skills advisory to prerequisite)
 - e. ECE 49 Curriculum and Strategies for Children with Special Needs (addition of ECE 45 as a prerequisite)
 - f. ECE 71 Infants and Toddler Education and Care (addition of ECE 46 as a skills advisory)
 - (New Courses)*
 - g. ECE 24 Preschool and Early Primary Development.....5
 - h. ECE 25 Assessment in Transitional Kindergarten and Kindergarten (prerequisite: ECE 2 and ECE 24) 11
 - i. ECE 26 CA Preschool Foundations and Frameworks 1.....21
 - j. ECE 27 CA Preschool Foundations and Frameworks 2.....28

k.	ECE 28 Student Teaching Practicum in Transitional Kindergarten (prerequisite: ECE 25 and (ECE 26 or ECE 27)).....	36
l.	ECE 29 Reflective Practice Seminar (prerequisite: ECE 22 or ECE 23 or ECE 28)	48
m.	ENGL 25 Intensive College Writing Skills (prerequisite: English assessment score of 155 or higher).....	60
<i>(Distance Education)</i>		
n.	ECE 24 Preschool and Early Primary Development.....	5
o.	ECE 25 Assessment in Transitional Kindergarten and Kindergarten.....	11
p.	ECE 26 CA Preschool Foundations and Frameworks 1	21
q.	ECE 27 CA Preschool Foundations and Frameworks 2.....	28
r.	ECE 28 Student Teaching Practicum in Transitional Kindergarten	36
s.	ECE 29 Reflective Practice Seminar	48
t.	OFTECH 33 Records Management (formerly OIS 33)	66
<i>(New Programs)</i>		
u.	Psychology Associate in Arts for Transfer (AA-T)	70

VII. Adjournment

Please advise Guido Davis Del Piccolo (x. 3561), Jennifer Merlic (x. 4616) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



CURRICULUM COMMITTEE I MINUTES

Wednesday, April 5, 2017 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

Members Present:

Guido Davis Del Piccolo, <i>Chair</i>	Sasha King	Emin Menachekanian	Redelia Shaw
Jennifer Merlic, <i>Vice Chair</i>	William Konya	Estela Narrie	David Shirinyan
Brenda Antrim (non-voting)	Jing Liu	James Pacchioli	Odemaris Valdivia
Christina Gabler	Emily Lodmer	Elaine Roque	Audra Wells
Maral Hyeler	Georgia Lorenz	Gita Runkle	

Members Absent:

Eve Adler	Saori Gurung (AS)	Adrian Restrepo (AS)	Mark Tomasic
Joshua Withers			

Others Present:

Jamie Cavanaugh	Fran Chandler	Nathaniel Donahue
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MINUTES

(Items for information are listed numerically; major items of business are listed alphabetically)

I. Call to order:

The meeting was called to order at 3:11 p.m.

II. Public Comments:

None.

III. Approval of Minutes:

The minutes of March 29, 2017 were approved as presented.

IV. Chair's report:

- Advanced Placement Credit Policy, CCCCCO – Guido reported that our practice is already in line with this now state-wide policy.
- Guido reported that all approved action items from the previous meeting were approved by the Academic Senate on April 4, 2017.

V. Information Items:

(Course Updates)

1. ART 34A Contemporary Art Theory And Practice
2. PHYS 3 Human Physiology

VI. Major Items of Business:

(Distance Education)

- a. IXD 410 Project Management for Design
(Approved with minor changes)

Motion made by: David Shirinyan
The motion passed unanimously.

Seconded by: Estela Narrie

- b. IXD 450 Interaction Design Portfolio
(Approved with minor changes)

Motion made by: David Shirinyan
The motion passed unanimously.

Seconded by: Estela Narrie

VII. New Business:

- **Guided Pathways: Organizational Structure and Recommendations**
Guido presented a brief “refresher” slide show regarding Guided Pathways. A discussion ensued related to brainstorming ideas for implementation and first steps. The notion of a “steering committee” to lead the effort and its composition and role was discussed. A formal recommendation from the committee would likely be discussed at a May meeting.

VIII. Adjournment

The meeting adjourned at 4:59pm.

Santa Monica College

New SMC Course

Expanded Course Outline for ECE 24 - Preschool and Early Primary Development

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	24
Full Course Title	Preschool and Early Primary Development
Catalog Course Description	This course examines theories of development and the developmental processes focusing on children ages 3-6. Developmental benchmarks in the physical, cognitive, social, emotional, and language domains are identified, as well as the multiple influences that impact children's development. This course is designed for those working with students in transitional kindergarten, kindergarten, and early education classrooms.
Rationale	Part of the course requirement for Transitional Kindergarten Certificate
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement -Transitional Kindergarten

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Use developmental theories to explain and plan for children's development and learning.	
2. Explain the developmental process and its variability.	
3. Describe development and benchmarks in each domain: physical, cognitive, social, emotional, and language.	
4. Discuss the influence of multiple factors on children's development.	
5. Identify the role and influence of home and school on children's growth and development.	
Course Content	
25%	Theories of development including but not limited to: <ol style="list-style-type: none"> 1. Piaget 2. Vygotsky 3. Gardner 4. Erikson 5. Kohlberg 6. Bronfenbrenner 7. Maslow
25%	Developmental process <ol style="list-style-type: none"> 1. Biological and environmental interactions 2. Intersection of developmental domains 3. Developmental benchmarks 4. Normative and individual variations
25%	Developmental Domains <ol style="list-style-type: none"> 1. Physical 2. Cognitive 3. Social and emotional 4. Language
25%	Additional developmental influences such as: <ol style="list-style-type: none"> 1. Health and nutrition 2. Trauma 3. Culture 4. Socioeconomic factors 5. Environments 6. Families 7. Schools
Total: 100%	

Methods of Presentation	
Methods	Lecture and Discussion Observation and Demonstration
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 40% - Class Participation 8-16 small and large group discussion topics. • 30% - Quizzes Theory and Domain quizzes 6- 10 • 30% - Written assignments Child Observations 3-5 during the course. Article Reviews • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Sluss, D.J. <i>Supporting Play in Early Childhood Environment, Curriculum, Assessment</i> , 2nd ed. Cengage, 2015, ISBN: 13:9781285735153.	
2. Wittmer, D, S. <i>The Young Child: Development from Prebirth Through Age Eight.</i> , 7th ed. Pearson, 2017, ISBN: 13: 9780134603926.	
Assignments	
Sample Assignment	
Sample Assignment 1:	
After observing a child within this age range of 3-6 years old, reflect on the child's cognitive development and connect to Piaget's cognitive theory with specific examples.	
Sample Assignment 2:	
Using Bronfenbrenner's Ecological Systems theory, discuss the implications of how a child's family and culture can influence and impact the child's development.	
Student Learning Outcomes	
1. Apply theoretical frameworks to promote children's learning.	
2. Describe development of children from 3-6 years in physical, cognitive, social, emotional, and language domains.	
3. Identify influences that impact children's development.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required) Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	

Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
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	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content	Students will engage with the content regularly throughout the

Interaction	course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	threaded discussions on relevant topics	30%
Online Lecture	Narrative with embedded web links and video links, if applicable	12%
Videos	Videos to support the content with related activities	18%
Exams	Content and textbook review	20%
Written assignments	observations, case studies	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.)		
The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate		
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 would need to be familiar with each of the tools in our current CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.		
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.)		
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed		
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.		
Canvas Central contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.		

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.).

4. Discuss the influence of multiple factors on children's development.

Given a case study, students will identify the factors effecting a 4-5 year old child in a Transitional Kindergarten classroom.

Provide textbook support for their responses

Comment on 2 classmates posting providing them with 1 potential resource to assist the child and their family.

Assessment Best Practices

40% - **Written assignments, observations, case studies, article reviews** -

40% - **Threaded Discussion** - rubric

30% - **Content Quizzes** - quiz

Santa Monica College New SMC Course

Expanded Course Outline for ECE 25 - Assessment in Transitional Kindergarten and Kindergarten

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	25
Full Course Title	Assessment in Transitional Kindergarten and Kindergarten
Catalog Course Description	This course explores the appropriate use of assessments to support students' development and learning. It covers various methods of observation and data collection, tools, and strategies including time management and legal and ethical responsibilities. The course emphasizes the use of findings to inform and plan differentiated instruction, classroom environments, and to provide the basis for family partnerships. The course is designed for those working with students in transitional kindergarten, kindergarten, and early primary classrooms.
Rationale	Required course for Transitional Kindergarten Certificate
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	Certificate of Achievement -Transitional Kindergarten
Pre/Corequisites & Advisories	
<p>Prerequisite ECE 2 and</p> <hr/> <p>Prerequisite ECE 24</p>	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the types and purposes of developmentally appropriate assessment.	
2. Discuss legal and ethical responsibilities related to assessment.	
3. Practice writing objective, non-biased observation records.	
4. Compare assessment results collected over multiple points in time to document students' progress.	
5. Use assessment data to evaluate teaching practices, curriculum, and environments.	
6. Design differentiated instruction to respond to student needs.	
7. Describe intervention processes used by the California Department of Education.	
8. Demonstrate effective communication practices that include cultural and linguistic responsiveness.	
Course Content	
20%	<p>Overview of Developmentally Appropriate Assessment</p> <ol style="list-style-type: none"> 1. Authentic 2. Culturally and linguistically appropriate 3. Formal and informal 4. Difference between screening and assessment 5. Legal and ethical considerations 6. Bias
40%	<p>Common assessment tools and methods</p> <ol style="list-style-type: none"> 1. District, state, and nationally adopted tools 2. Selecting tools for different purposes 3. Methods for collecting data 4. Methods for organizing and recording data 5. Other considerations such as <ol style="list-style-type: none"> 1. Time management 2. Duration and frequency 3. Multiple strategies 4. Balance of teaching and assessing 5. Objective and subjective language 6. Situational factors

40%	<p>Assessing for specific purposes</p> <ol style="list-style-type: none"> 1. Developmental benchmarks 2. Identification of special needs 3. Differentiated instruction <ol style="list-style-type: none"> 1. Environment 2. Instruction 3. Assessment 4. Intervention <ol style="list-style-type: none"> 1. Current intervention models as identified by the state of California Department of Education. 2. Universal Design for Learning (UDL) 3. Student study team process 4. The referral and Individualized Educational Plan (IEP) process 5. Communicating with families and other professionals <ol style="list-style-type: none"> 1. Formal and informal communication 2. Family and school partnerships 3. Roles and responsibilities of team members 4. Culturally and linguistically responsive communication 5. Other professional collaboration 6. Other such as <ol style="list-style-type: none"> 1. Improve teacher practices 2. Assessment of quality
Total: 100%	
Methods of Presentation	
Methods	Field Experience Lecture and Discussion Observation and Demonstration Online instructor-provided resources
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 20% - Class Participation Small and large group discussion • 25% - Final Project Compiling a Child's portfolio using various assessment tools • 55% - Written assignments Case studies Journal Reflections (weekly) Observations 6-10 • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Nilsen, B A . <i>Week by Week: Plans for Documenting Children's Development</i> , 7th ed. Cengage, 2017, ISBN: 13:9781305501003.	

Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Documenting development of a child by compiling a portfolio including 6-8 different assessment tools. 2. Participate in a mock Parent / Teacher conference highlighting your findings on 2-3 assessments. 	
Student Learning Outcomes	
1. Use a variety of tools and methods to collect data in ethically responsible, and developmentally appropriate ways.	
2. Analyze assessment data to differentiate instruction, guide teaching strategies, design environments, and plan curriculum to meet individual needs.	
3. Use assessment results as the basis for engaging families and other professionals to support the students' needs and progress.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required) Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Fully Online Online/Classroom Hybrid
Distance Education Quality	
Quality Assurance	<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> <p>Course objectives have not changed</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>
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Guidelines and Questions for Curriculum Approval of a Distance Education Course
Student Interactions

Student-Instructor Interaction	There will be multiple, frequent and continuous communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment, Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	threaded discussion on relevant course topics	30%
Online Lecture	Narrative with embedded weblinks and video links, if applicable	12%
Videos	Videos to support the content with related activites	10%
Exams	Content and textbook review	10%
Written assignments	Observations, case studies, journal reflections	48%

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.)

The course will be taught over the period of 8 -18 weeks and each week will contain a

<p>specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate.</p>
<p>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>
<p>The instructor would need to be familiar with each of the tools in our current CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.</p>
<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.)</p>
<p>A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed .</p>
<p>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.</p>
<p>Canvas Central contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.</p>
<p>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>
<p>Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers</p> <p>Step One: View the ECERS video Step Two: Complete a sample observation with the video clip segment #7 Step Three: Complete an ECERS in your own classroom Step Four: Then create 2-3 goals along with the steps it will take for improving the environment. Step Five: Submit the ECERS score sheets along with your goals and steps to meet your goals.</p>
<p>Assessment Best Practices</p>
<p>55%-Written Assignments: case studies, observation, journals - assignment rubric 5%-Video Analysis - Rubric 40%-Threaded discussion - rubric</p>

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 25 Assessment)

Prerequisite: Early Childhood Education 2 Principles and Practices in Teaching Young Children

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 24 Preschool and Early Primary Development

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 25 Content

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

A)	Developmental benchmarks
B)	Differentiated instruction
C)	Communicating with families and other professionals
D)	Overview of Developmentally Appropriate Assessment

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 2 Objective

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

1.	Define developmentally, culturally and linguistically appropriate practice as it relates to early childhood education and care environments
2.	Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.
3.	Describe the relationship of observation, planning, implementation, and assessment in effective programming.
4.	Distinguish the difference between preschool, Transitional Kindergarten, and Kindergarten program practice continuum

		ENTRANCE SKILLS FOR (ECE 25)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 2)	1	X	X	X	X				
	2	X	X	X	X				
	3	X	X	X	X				
	4	X		X	X				
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 25 Assessment)

Prerequisite: Early Childhood Education 24 Preschool and Early Primary Development

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 2 Principles and Practices in Teaching Young Children

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.

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

Complete the Prerequisite Worksheet

modified 09/26/2012

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 25 Content

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

A)	Developmental benchmarks
B)	Differentiated instruction
C)	Communicating with families and other professionals
D)	Overview of Developmentally Appropriate Assessment

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 24 Objective

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

1.	Use developmental theories to explain and plan for children's development and learning.
2.	Describe development and benchmarks in each domain: physical, cognitive, social, emotional, and language
3.	Discuss the influence of multiple factors on children's development

		ENTRANCE SKILLS FOR (ECE 25)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 24)	1	X	X	X	X				
	2	X	X	X	X				
	3	X		X					
	4								
	5								
	6								
	7								
	8								

Santa Monica College New SMC Course

Expanded Course Outline for ECE 26 - CA Preschool Foundations and Frameworks 1

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	26
Full Course Title	CA Preschool Foundations and Frameworks 1
Catalog Course Description	This course is an introduction to the California Preschool Learning Foundations and Curriculum Frameworks. Domains covered in this course include: Social/Emotional Development, Language/Literacy, English Language Development, Visual and Performing Arts. This course provides practical strategies for implementing the curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or pre-school, transitional kindergarten, and early-primary teachers.
Rationale	Align with the New Transitional Kindergarten State Certificate.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement -Transitional Kindergarten

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).	
2. Use knowledge of the Social/Emotional, Language/Literacy, English Language Development, Visual and Performing Arts strands to select materials and plan meaningful experiences in the classroom to promote children's knowledge and abilities in each of these domains.	
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: social/emotional awareness, listening, speaking, reading, writing, language supports, performing arts, art appreciation and expression.	
4. Describe the ways teachers collaborate with parents and other caregivers to support children in their development of language, reading, writing; English language development; artistic awareness and skills; appreciation and participation in music, dance, and dramatic play.	
Course Content	
20%	<p>Introduction to the California Preschool Learning Foundations, includes Social/Emotional Development, Language/Literacy, English Language Development, Visual and Performing Arts.</p> <ul style="list-style-type: none"> • Purpose and use • Relationship to the content standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20%	<p>Implementation of the Foundations and Frameworks</p> <ul style="list-style-type: none"> • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to develop skills in each domain • Environments and materials that support each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum
5%	Supporting English language learners in developing English literacy skills while concurrently developing skills in each of the domains.
5%	Partnering with parents and other caregivers to support development in Social/Emotional Development, Language/Literacy, English Language Development, Visual and Performing Arts.
10%	<p>Social and Emotional strands:</p> <ul style="list-style-type: none"> • Self • Social interaction

	<ul style="list-style-type: none"> Relationships
10%	<p>Language and Literature strands</p> <p>Language</p> <ul style="list-style-type: none"> Language and speaking Language use and conventions Vocabulary Grammar <p>Literacy</p> <ul style="list-style-type: none"> Reading Concepts about print Phonological awareness Alphabets and word and/or print recognition Literacy interest and response <p>Writing</p> <ul style="list-style-type: none"> Writing strategies
10%	<p>English language learner strands</p> <ul style="list-style-type: none"> Listening Speaking Reading Writing
10%	<p>Performing Art strands</p> <ul style="list-style-type: none"> Music Drama Dance
10%	<p>Visual Arts strand</p> <ul style="list-style-type: none"> Notice, respond, and engage (art appreciation) Visual art skills Straight and curved marks Paintings and drawings Clay and dough moldings and sculpture Paper and collage Motor control and use of art tools Expression through visual arts
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Exams/Tests Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams as well as through their performance on course assignments. • 50% - Projects (25%) Problem Solving Demonstrations - Students will be evaluated on the ability to identify materials, tools, and activities, based on their observations of individual children. (25%) Skill Demonstrations - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum. • 25% - Written assignments Students will be evaluated on their ability to plan for experiences in each of the domains through written curriculum proposals. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. California Department of Education. <i>California Preschool Learning Foundations</i> , Volume 2 ed. California Department of Education Press, 2010, ISBN: 9780801117084.	
2. California Department of Education. <i>California Preschool Learning Foundations</i> , Volume 1 ed. California Department of Education Press, 2010, ISBN: 978-8011-1682-7.	
Assignments	
Sample Assignment	
<p>1) Ask students to identify a preschool program that they can visit to observe and photograph the environment. Because the main purpose is to collect photographic samples of the environment and materials used to support the visual and performing arts, it is suggested that the students set up a time when the children are not present. This will also alleviate the need to secure photo releases. Depending on how accessible preschool programs are to the students, and how much time is given them to conduct the visits, students may benefit from visiting and photographing multiple classrooms. Faculty could give students the option of conducting the visits in pairs or groups of three. The students are looking for examples of the environments and materials described on pages 45–48 of the California Preschool Curriculum Framework, Volume 2. Remind students to observe both the indoor and outdoor areas and that a specific area may address more than one of the 13 environments and materials. Students could also interview the teacher to learn why the environment and materials were selected and arranged the way they are and how they</p>	

support the children's exploration and development in visual art, music, drama, and dance. After completing their observations and interviews, the students can create a resource tool using the photographs and notes. This resource tool could be a physical or digital scrapbook, whichever form would be most useful to the students' work with children.

2) Ask students to select three journal references from the list of References and Source Materials on pages 97-101 of the California Preschool Learning Foundations, Volume 3. The references should focus on one of the four strands. Ask students to write a short paper that includes summaries of each reference: • Title and author(s) of the article • Publication information • Brief summary of the article • Key findings that relate to one or more of the foundations in that strand • How the article supports the student's understanding of the foundations in the strand. Ask the students to share their summaries.

Student Learning Outcomes

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).

2. Plan environments and experiences, based on observation of children, to support children's development of Social/Emotional Development, Language/Literacy, English Language Development, Visual and Performing Arts.

3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in Social/Emotional Development, Language/Literacy, English Language Development, Visual and Performing Arts.

Minimum Qualification

Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Distance Ed

Distance Education Application

Delivery Methods	Online/Classroom Hybrid Fully Online
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Distance Education Quality

Quality Assurance	Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Serves comparable number of students per section as a traditional course in the same department Required texts meet the same standard of course quality Course objectives have not changed
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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 process specified in accreditation standard 2B.2.
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	<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>There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments</p>	
Student-Student Interaction	<p>Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.</p>	
Student-Content Interaction	<p>Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment</p>	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded discussions on relevant content topics	30%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Videos	Videos to support the content with related activities	18%
Exams	Content review	10%
Written assignments	lesson and activity plans, observations, case studies	30%
<p>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</p>		

used, approximate time schedule, necessary instructional materials.)
The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate
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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.
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.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed
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.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
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: Use knowledge of the foundation strands to plan daily routines, select materials, and create opportunities for meaningful experiences across all areas of curriculum. Small Group Threaded Discussion: 1) Create a one day activity plan for a small group experience after observing children at play. 2) Connect the activity components to the foundation strands Then review 2 other classmates activity plan and add 2 more foundation strands that could be supported by the learning activity.
Assessment Best Practices
45%- Written papers uploaded into course shell - rubric 40%- Threaded Discussion - Rubric 15%- Small Group assignments - rubric

Santa Monica College

New SMC Course

Expanded Course Outline for ECE 27 - CA Preschool Foundations and Frameworks 2

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	27
Full Course Title	CA Preschool Foundations and Frameworks 2
Catalog Course Description	This course is an introduction to the California Preschool Learning Foundations and Curriculum Frameworks. Domains covered in this course include: History/Social Studies, Math, Science, Health, & Physical Development. This course provides practical strategies for implementing the curriculum frameworks developed for each domain and may be used to satisfy required or professional development units for Child Development Permit holders, and/or pre-school, transitional kindergarten, and early-primary teachers.
Rationale	Align with the New Transitional Kindergarten state Certificate.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement -Transitional Kindergarten
Course Objectives	

Upon satisfactory completion of the course, students will be able to:	
1. Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).	
2. Use knowledge of the History/Social Studies, Math, Science, Health, and Physical Development strands to select/evaluate materials and plan meaningful experiences in the classroom to promote children's interests, knowledge, and abilities in each domain.	
3. Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: history/social studies concepts; the five math domains, scientific inquiry, and physical development opportunities.	
4. Describe the way teachers collaborate with parents and other care givers to support children in their development of: meaningful history/social studies experiences, mathematics learning, scientific concepts, healthy habits, and physical development.	
5. Describe the teacher's role in children's safety during school hours.	
6. Describe various strategies to support English language learners in developing mathematical knowledge as they concurrently acquire English.	
7. Suggest multiple ways to provide a mathematically rich environment.	
Course Content	
20%	<p>Introduction to the California Preschool Learning Foundations, includes History/Social Studies, Math, Science, Health, and Physical Development.</p> <ul style="list-style-type: none"> • Purpose and use • Relationship to the California Common Core State Standards for Kindergarten and Content Standards for California Public Schools (kindergarten) • Relationship to Desired Results Developmental Profile (DRDP)
20%	<p>Implementation of the Foundations and Frameworks:</p> <ul style="list-style-type: none"> • Planning based on observation of children's interests, skills, and abilities • Daily experiences and routines as a vehicle to provide diverse opportunities for children to learn and apply skills in each domain • Opportunities to practice skills from each domain in daily routines and across all areas of the curriculum • Selection of topics and materials for culturally relevant/meaningful curriculum and rich environments in all domains • Recognizing and building on preschool children's natural interest in mathematics <ul style="list-style-type: none"> ○ Teachable moments ○ Language of math • Intentionally planned experiences <ul style="list-style-type: none"> ○ Use of inquiry and exploration to foster problem

	<p>solving and mathematical reasoning</p> <ul style="list-style-type: none"> ○ Hand-on opportunities to explore math concepts • Mathematics rich environments <ul style="list-style-type: none"> ○ Integration of math-related materials into all areas of curriculum
5%	Supporting English language learners in developing knowledge and skills across domains as they concurrently acquire English.
5%	Partnering with parents and other caregivers to support children's learning and development in History/Social Studies, Math, Science, Health, and Physical Development.
10%	<p>History and Social Studies strands:</p> <ul style="list-style-type: none"> • Self and society (culture and diversity, relationships, social roles, and occupations) • Becoming a community member (civics) • Sense of time (history) • Sense of place (geography and ecology) • Marketplace (economics)
10%	<p>Math strands:</p> <ul style="list-style-type: none"> • Number sense • Algebra and functions • Measurement • Geometry • Mathematical reasoning
10%	<p>Science strands:</p> <ul style="list-style-type: none"> • Scientific inquiry • Physical science • Life science • Earth science
10%	<p>Health strands:</p> <ul style="list-style-type: none"> • Healthy habits • Safety • Nutrition
10%	<p>Physical development strands:</p> <ul style="list-style-type: none"> • Fundamental movement skills • Perceptual-Motor skills and movement concepts • Active physical play
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 25% - Exams/Tests Students will be evaluated on their knowledge of the strands through multiple choice and/or essay exams as through their performance on course assignments. • 50% - Projects Problem Solving Demonstrations (25%) - Students will be evaluated on their ability to identify materials, tools, and activities, based on their observations of individual children. Skills Demonstrations (25%) - Students will be evaluated on their descriptions of how opportunities for knowledge and skill development in each of the domains can be integrated into daily routines across all areas of the curriculum. • 25% - Written assignments Students will be evaluated on the ability to plan for experiences in each of the domains through written curriculum proposals. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. California Department of Education. <i>California Preschool Learning Foundations</i> , Volume 3 ed. California Department of Education Press, 2012, ISBN: 978-8011-1727-5.	
2. California Department of Education. <i>California Preschool Learning Foundations</i> , Volume 2 ed. California Department of Education Press, 2010, ISBN: 9780801117084.	
Assignments	
Sample Assignment	
<p>1) Share with students that the joint position statement by the National Association for the Education of Young Children and the National Council of Teachers of Mathematics, “Early Childhood Mathematics: Promoting Good Beginnings,” was cited as one of the sources for the 10 mathematics guiding principles.</p> <p>The position statement can be downloaded from http://www.naeyc.org/positionstatements/mathematics.</p> <p>Have students read the full position statement and write a short paper that includes responses to the following questions:</p>	

- What are the key points in this position statement?

- Where do you see similarities between the position statement recommendations and the 10 guiding principles in the mathematics domain of the PCF, V1? Where are there differences?

- What additional clarification or information regarding mathematics and young children did you learn from this?

- What similarities did you see between the learning paths in the position statement and the mathematics strands and substrands of the PLF, V1 or PCF, V1?

- What key messages from this position statement can you apply in your current or future work with young children?

Student Learning Outcomes

1. Explain the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), and Content Standards for California Public Schools (kindergarten).

2. Plan environments and experiences, based on observation of children, to support children's development of History/Social Studies, Math, Science, Health, and Physical Development.

3. Describe how teachers can collaborate with parents and other caregivers to support children's development of skills in History/Social Studies, Math, Science, Health, and Physical Development.

Minimum Qualification

Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
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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/Classroom Hybrid Fully Online
Need/Justification	

Distance Education Quality

Quality Assurance	Course objectives have not changed Course content has not changed
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	<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	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

Online class activities that promote class interaction and	Brief Description	Percentage of Online Course Hours
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engagement		
Discussion Boards	Threaded discussions on relevant content topics	30%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Videos	Videos to support the content with related activities	18%
Exams	Content review	10%
Written assignments	lesson and activity plans, observations, case studies	30%

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.)

The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate

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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.

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.)

A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed

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.

FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.

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: Use knowledge of the foundation strands to plan daily routines, select materials, and create opportunities for meaningful experiences across all areas of curriculum..

Small Group Threaded Discussion:

- 1) Create a one day activity plan for a small group experience after observing children at play.
- 2) Connect the activity components to the foundation strands

Then review 2 other classmates activity plan and add 2 more foundation strands that could be supported by the learning activity.

Assessment Best Practices

40%-**Threaded Discussion** - rubric

15%-**Small group assignments** - rubric

45%-**Written papers uploaded into course shell** - rubric

Santa Monica College New SMC Course

Expanded Course Outline for ECE 28 - Student Teaching Practicum in Transitional Kindergarten

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	28
Full Course Title	Student Teaching Practicum in Transitional Kindergarten
Catalog Course Description	<p>Designed for students at the end of their Transitional Kindergarten certificate program. Student teachers will participate in 36 hours of supervised clinical practice in a transitional kindergarten classroom. Student teachers will be expected to demonstrate developmentally appropriate teaching competencies, making connections between theory and practice, and professional teaching behaviors.</p> <p>Relationships with children and families; play-based approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as students design, implement and evaluate experiences. Students are required to possess one of the following: a valid Multiple Subject credential, current Certificate of Clearance, or a LiveScan completed at SMC. In addition, all students must show proof of negative TB test (within 365 days) and proof of immunizations.</p>
Rationale	Align with the New Transitional Kindergarten state Certificate.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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: 2.00 (Sem: 36)
Weekly Arranged Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	72.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	

SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Not Degree Applicable
Proposed For	Certificate of Achievement -Transitional Kindergarten
Pre/Corequisites & Advisories	
Prerequisite ECE 25 and	
Prerequisite ECE 26 or	
Prerequisite ECE 27	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Select and create learning materials and experiences for children based on transitional kindergarten implementation guidelines and an understanding of development and learning theories.	
2. Analyze classroom space in terms of its effect on the behavior and interactions of children and teachers.	
3. Plan, present and evaluate a variety of developmentally appropriate, play-based curricula	
4. Use observational data to differentiate instruction.	
5. Demonstrate professional and ethical teaching behaviors.	
6. Self-Assessment of teaching behaviors.	
Arranged Hours Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Plan, present and evaluate a variety of developmentally appropriate, play-based curriculum	
2. Demonstrate professional and ethical teaching behaviors.	
3. Select and create learning materials and experiences for children based on transitional kindergarten implementation guidelines and an understanding of development and learning theories.	
Course Content	
10%	Professional teaching behaviors
10%	Developmentally appropriate practices
10%	Intentional teaching
10%	Differentiated instruction
10%	Organization of space, time, materials, and child groupings
10%	Utilization of classroom assistants

10%	Positive interactions with children and adults
10%	Observations of children and routines as a basis for planning
10%	Visual documentation of children's learning
10%	Self-assessment of teaching practices
Total: 100%	
Arranged Hours Instructional Activities	
Methods	Field Experience
Methods of Presentation	
Methods	Field Experience Group Work Lecture and Discussion Online instructor-provided resources
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 30% - Class Participation Threaded discussion, Video analysis • 30% - Lab Reports Field Experience Journals • 40% - Written assignments Self-reflection, CLASS tool assessments. • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. State Advisory Council on Early Learning and Care. <i>The Transitional Kindergarten Implementation Guide</i> , ed. California Department of Education Press, 2013, ISBN: 978-0-8011-1744-2.	
Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Write self-reflections analyzing personal teaching behavior. 2. Observe students and submit anecdotal records 	
Student Learning Outcomes	
1. Use observational data as the basis for differentiated instruction.	
2. Use self-assessment to inform changes in teaching strategies.	
3. Using documentation strategies visually highlight classroom learning.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required) Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
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>There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments</p>
Student-Student Interaction	<p>Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.</p>

Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded Discussions of relevant topics	30%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Videos	Students will upload videos of themselves at their practicum site for self - reflection and small group discussions.	28%
Written assignments	Self-reflections, observations, journals entries	30%
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.)		
The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, and engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate. Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate		
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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.		
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.)		
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed		
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.		
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines		

will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.

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.).

Use observational data to differentiate instruction.

Using the most recent lesson plan post to the Differentiated Instruction threaded discussion board.

And respond to the following prompts:

1. What is/was my goal with this instructional sequence, activity, experience or exploration?
2. How will I/did I use formative assessment to gather evidence about the student's response to my instruction?
3. What do I know about my students now?

Which children have gaps in their conceptual understanding or skills?

Which students are on-track and ready for the next step in the learning progression I have identified?

Which students might benefit from accelerated instruction?

Then comment on 1 other classmate and offer suggestions on how to differentiate their lesson based on the activities and their insights to the 3 questions.

Assessment Best Practices

20%-Video Analysis- checklist, self-reflections, CLASS tool and / or Hanen Language Video Tool. -

15%-Small Group assignments - guidelines for each small group experience - Grading rubric

40%-Threaded Discussion guidelines for each discussion clear delineated - Threaded discussion rubric

25%-Written papers uploaded into course shell - Grading Rubric

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 28)

Prerequisite: (Early Childhood Education 25 Assessment)

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 26 CA Preschool Foundations and Frameworks 1
- ECE 27 CA Preschool Foundations and Frameworks 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:

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 28 Content

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

A)	Visual documentation of children's learning
B)	Observations of children and routines as a basis for planning
C)	Developmentally appropriate practices
D)	Differentiated instruction

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 25 Objective

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

1.	Explain the types and purposes of developmentally appropriate assessment.
2.	Use assessment data to evaluate teaching practices, curriculum, and environments.
3.	Design differentiated instruction to respond to student needs.
4.	Demonstrate effective communication practices that include cultural and linguistic responsiveness.

		ENTRANCE SKILLS FOR (ECE 28)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 25)	1	x	x	x	x				
	2		x	x	x				
	3		x	x					
	4	x	x	x	x				
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 28)

Prerequisite: Early Childhood Education 26 Foundations and Frameworks 1

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 25 Assessment in Transitional Kindergarten and Kindergarten
- ECE 27 CA Preschool Foundations and Frameworks 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:

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 28 Content

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

A)	Visual documentation of children's learning
B)	Observations of children and routines as a basis for planning
C)	Developmentally appropriate practices
D)	Differentiated instruction

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 26 Objective

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

1.	Use knowledge of the Social/Emotional, Language/Literacy, English Language Development, Visual and Performing Arts strands to select materials and plan meaningful experiences in the classroom to promote children's knowledge and abilities in each of these domains.
2.	Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: social/emotional awareness, listening, speaking, reading, writing, language supports, performing arts, art appreciation and expression.
3.	Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP).

		ENTRANCE SKILLS FOR (ECE 28)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 26)	1	x	x	x	x				
	2		x	x	x				
	3	x	x	x	x				
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 28)

Prerequisite: Early Childhood Education 27 Foundations and Frameworks 2

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 25 Assessment in Transitional Kindergarten and Kindergarten
- ECE 26 CA Preschool Foundations and Frameworks 1

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 28 Content

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

A)	Visual documentation of children's learning
B)	Observations of children and routines as a basis for planning
C)	Developmentally appropriate practices
D)	Differentiated instruction

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 27 Objective

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

1.	Use knowledge of the History/Social Studies, Math, Science, Health, and Physical Development strands to select/evaluate materials and plan meaningful experiences in the classroom to promote children's interests, knowledge, and abilities in each domain.
2.	Describe opportunities to include practice of the following skills in daily routines and all areas of the curriculum: history/social studies concepts; the five math domains, scientific inquiry, and physical development opportunities.
3.	Define the roles of the California Preschool Learning Foundations and Frameworks in the education of young children and their relationship to the Desired Results Developmental Profile (DRDP), California Common Core State Standards for kindergarten, and Content Standards for California Public Schools (kindergarten).

		ENTRANCE SKILLS FOR (ECE 28)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 27)	1	x	x	x	x				
	2		x	x	x				
	3	x	x	x	x				
	4								
	5								
	6								
	7								
	8								

Santa Monica College New SMC Course

Expanded Course Outline for ECE 29 - Reflective Practice Seminar

Course Cover	
Discipline	ECE-EARLY CHILDHOOD EDUCATION
Course Number	29
Full Course Title	Reflective Practice Seminar
Catalog Course Description	This course is designed for teachers working in early childhood or transitional kindergarten settings. Students examine their teaching philosophy and engage in the reflective practice cycle process. Students use a variety of instructional strategies, including purposeful play, to assess and support children's learning and development. This course is the capstone course for the Transitional Kindergarten certificate.
Rationale	Align with the New Transitional Kindergarten state Certificate.
Proposal Information	
Proposed Start	Year: 2018 Semester: Spring
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)
Total Semester Instructional Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	Certificate of Achievement -Transitional Kindergarten

Pre/Corequisites & Advisories	
<p>Prerequisite ECE 22 or</p> <hr/> <p>Prerequisite ECE 23 or</p> <hr/> <p>Prerequisite ECE 28</p>	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Describe the purpose and process of reflective practice.	
2. Conduct self-assessment on multiple areas of teaching and practice.	
3. Select and apply various teaching and classroom management strategies to classroom situations based on self-assessment, theory, and research.	
4. Evaluate the outcomes of selected strategies and re-assess practices to guide future planning.	
Course Content	
15%	<p>Principles</p> <ul style="list-style-type: none"> • Reflecting to improve teaching • Reflecting to improve professional growth • Reflecting to strengthen relationships with students, families, and colleagues
45%	<p>Cycle of Reflective Practice Self-Assessment on topics such as:</p> <ul style="list-style-type: none"> • Teaching philosophy • Instructional practices • Curriculum and material selection • Interactions • Environment • Schedule, routines, and transitions • Strategies for family involvement • Building community in the classrooms • Assessment • Classroom management • Communication skills • Professional behaviors • Inclusion of diverse perspectives • Equity and inclusion <p>Re-Assessment: beginning the cycle again</p>

15%	<p>Process</p> <ul style="list-style-type: none"> • Concrete experiences • Observation and reflection • Formation of concepts and generalizations • Testing concepts in new situations
15%	<p>Planning based on:</p> <ul style="list-style-type: none"> • Self-assessment and reflection • Theory and research • Individual needs and experiences of students
10%	<p>Implementation</p> <ul style="list-style-type: none"> • Selecting and applying strategies • Reflection on outcomes
Total: 100%	
Methods of Presentation	
Methods	Lecture and Discussion
Other Methods	Using the place of employment as the foundation for this reflective course
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 15% - Class Participation small and large group discussions • 30% - Homework setting workplace goals and documenting the progress. • 15% - Projects curriculum project- select an area to development a learning activities for their own classroom. • 40% - Written assignments philosophy statement, journal entries, lesson plans connecting foundations • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Curtis, Deb. <i>Reflecting in Communities of Practices: A workbook for Early Childhood Educators</i> , ed. Redleaf, 2013, ISBN: 978-1605541488.	
2. Lindon, Jeannie. <i>Reflective Practice and Early Years Professionalism</i> , 3 ed. Hodder Education, 2016, ISBN: 978-1444102857.	

Assignments	
Sample Assignment	
<ol style="list-style-type: none"> 1. Student will write their current philosophy of teaching of working with young children and their families. 2. Student will maintain a weekly journal documenting how they are incorporating the influence of self-reflection to demonstrate their understanding on how to improve classroom planning and instruction, and direct their work with children and families. 	
Student Learning Outcomes	
1. Implement the cycle of reflective practice.	
2. Critically assess one's teaching experiences to guide and inform practice.	
3. Select, apply, and evaluate a variety of instructional strategies, including purposeful play, to support students' learning and development.	
Minimum Qualification	
Minimum Qualifications:	Child Development/Early Childhood Education (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Distance Ed	
Distance Education Application	
Delivery Methods	Online/Classroom Hybrid Fully Online
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</p>

	<p>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>
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Guidelines and Questions for Curriculum Approval of a Distance Education Course

Student Interactions

Student-Instructor Interaction	There will be multiple, frequent and on-going communication between the instructor and each student via threaded discussions, email and online chats that occur throughout the course. These communications can be initiated by either the instructor or the student, as needed. The instructor will provide on-going feedback, comments and suggestions to assist and improve student performance. The instructor will also provide instructions and support as needed for course navigation. Further clarification will also be provided regarding content, exams and assignments.
Student-Student Interaction	Students will participate in student-student interactions using the threaded discussions. Using this asynchronous forum, students will be able to communicate with each other throughout the course regarding course material and assignments.
Student-Content Interaction	Students will engage with the content regularly throughout the course. Each unit will include online lectures that allow the student to assess their comprehension of the course content before they complete a graded assignment

Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	Threaded Discussions of relevant topics	40%
Online Lecture	Narrative with embedded web links and video links if applicable	12%
Videos	Students will upload videos for self - reflection and small group discussions	18%
Written assignments	Self reflections, observations, philosophy statement, case studies, journals	30%

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.)

The course will be taught over the period of 8 -18 weeks and each week will contain a specific focus of study. Weekly lessons will consist of online lecture material, textbook assignment reading, engagement in discussion through discussion threads, self-reflection exercise or writing, and any additional assessment assignments deemed appropriate.

Video clips will be threaded throughout the course to supplement understanding as well as other online resources as appropriate
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 would need to be familiar with each of the tools in CMS platform and be able to use them efficiently. In addition, they need to be knowledgeable and able to implement the guidelines of online pedagogy and practice as outlined by the SMC Distance Education Best Practices document as well as the OEI Design rubric.
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.)
A link to specific services that may be helpful to students may be included in the course shell. Such services may include links to financial aid, posted information on scholarships and calendar events on campus, tutoring services available on campus as well as in our department Teacher Resource Room (TRR) where ECE NC 900 will be housed
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.
FAC 101 contains the specific guidelines one must follow when creating and implementing an online course in adherence to the CCCCO Distance Education Guidelines, CA Code 11135, and Section 508 of the Rehabilitation Act. All guidelines will be carefully followed to ensure we are in compliance. Any videos in the course will be close captioning if they do not already include that option.
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.).
Conduct self-assessment on multiple areas of teaching and practice Students will view a ppt lecture and/ or read an article related to the topic Reflective Practice then using a Threaded Discussion students will post responses to the following prompts: What does Reflective Practice mean to you? What does a reflective educator look like? How would you know if you met one? Then student will comment on 2 classmates posting and provide textbook support their position.
Assessment Best Practices
40%- Threaded Discussion guidelines for each discussion clearly delineated - threaded discussion rubric 15%- Small group assignments- guidelines for each small group experience clearly delineated - Assessed by grading rubric 45%- Written papers uploaded into course shell - grading rubric

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 29 Reflective Seminar)

Prerequisite: (Early Childhood Education 22 Practicum in Early Childhood Education)

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 23 Early Intervention Field Experience
- ECE 28 Student Teaching Practicum in Transitional Kindergarten

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 29 Content

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

A)	Instructional Practices
B)	Observations and reflection
C)	Reflecting to improve teaching
D)	Teaching Philosophy
E)	Communication Skills
F)	Schedule, routines and transaction

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 22 Objective

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

1.	Plan, implement, and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum.
2.	Analyze classroom space and daily routines and their effect on behavior and interactions of children and teachers.
3.	Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning

		ENTRANCE SKILLS FOR (ECE 29)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 22)	1	X	X	X	X	X	X		
	2	X	X	X	X		X		
	3	X	X	X	X	X	X		
	4								
	5								
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 29 Reflective Seminar)

Prerequisite: (Early Childhood Education 23 Early Intervention Field Experience)

Other prerequisites, corequisites, and advisories also required for this course:

(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

- ECE 22 Practicum in Early Childhood Education
- ECE 28 Student Teaching Practicum in Transitional Kindergarten

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 29 Content

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

A)	Instructional Practices
B)	Observations and reflection
C)	Reflecting to improve teaching
D)	Teaching Philosophy
E)	Communication Skills
F)	Schedule, routines and transitions

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 23 Objective

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

1.	In collaboration with team members, identify the needs of a specific infant, toddler or young child with special needs based upon ongoing observation, consultation with his/her family and other significant adults in the child's life and propose recommendations based on that data.
2.	Under the supervision of an early intervention specialist, support and facilitate family/caregiver/teachers to respond to a child's cues and preferences and enhance child's participation and communicative interactions
3.	Assist in recording observations and data collection designed by the early intervention team.
4.	Collaborate with co-workers and parents (when appropriate) in a culturally sensitive, relationship-based professional manner.
5.	Create a professional development plan including self-reflection that demonstrates lifelong professional development for service delivery and ethical practices.

		ENTRANCE SKILLS FOR (ECE 29)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 23)	1	x	x	x	x	X	X		
	2			X		X			
	3	X	X		x	X			
	4					X			
	5	X		X	X	X			
	6								
	7								
	8								

Prerequisite / Corequisite Checklist and Worksheet

(Early Childhood Education 29 Reflective Seminar)

Prerequisite: Early Childhood Education 28 Student Teaching Practicum in Transitional Kindergarten

Other prerequisites, corequisites, and advisories also required for this course:

- ECE 22 Practicum in Early Childhood Education
- ECE 23 Early Intervention Field Experience

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question) ECE 29 Content

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

A)	Instructional Practices
B)	Observations and reflection
C)	Reflecting to improve teaching
D)	Teaching Philosophy
E)	Communication Skills
F)	Schedule, routines and transaction

EXIT SKILLS (objectives) FOR (the prerequisite course) ECE 28 Objective

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

1.	Plan, present and evaluate a variety of developmentally appropriate, play-based curriculum
2.	Use observational data to differentiate instruction.
3.	Assess personal teaching behaviors.

		ENTRANCE SKILLS FOR (ECE 29)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ECE 28)	1	X	X	X	X	X	X		
	2	X	X				X		
	3	X		X		X			
	4								
	5								
	6								
	7								
	8								

Santa Monica College New SMC Course

Expanded Course Outline for ENGL 25 - Intensive College Writing Skills

Course Cover	
Discipline	ENGL-ENGLISH
Course Number	25
Full Course Title	Intensive College Writing Skills
Catalog Course Description	This course will emphasize clear, effective written communication and preparation of the research paper to prepare students for success in college-level composition and reading. It consists of instruction in composition, comprehension and analysis of college-level readings, and basic research skills.
Rationale	English 25, a summer-session intensive writing course, will be offered to students whose assessment scores or GPA very nearly place them into English 1. Specifically, the intended audience is a student whose Accuplacer score is below 190 but above 154. This course is designed to be offered within the FYE program and only when supported by counselors who recruit qualified students. English 25 should not be seen as a miraculous condensation of English 21A and 21B into a summer program; rather, the proposed course is a carefully designed intervention for a very specific group of students whose qualifications suggest they need limited remediation before readiness for college-level composition, or English 1. In English 25, each student's final research essay is blindly evaluated by multiple English professors as a final assessment of the student's readiness for English 1. Students who pass the final assessment are then waived into English 1 for the fall term.
Proposal Information	
Proposed Start	Year: 2017 Semester: Summer
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Transfer/General Ed	
Transferability	
Does NOT transfer to CSU or UC	
SMC GE Area:	
Does NOT satisfy any area of SMC GE:	

Program Applicability	
Designation	Credit - Not Degree Applicable
Proposed For	Stand-Alone (non-degree applicable)
Pre/Corequisites & Advisories	
Prerequisite English assessment score of 155 or higher	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Practice the writing process, including pre-writing, planning, drafting, revising and editing.	
2. Create organizational tools for multi-page essays.	
3. Write and revise multi-paragraph thesis-and-support essays.	
4. Identify the thesis in academic essays and articles.	
5. Prepare and present oral and written responses to readings and drafts.	
6. Write and revise summaries.	
7. Practice basic sentences, punctuation, and formatting conventions	
8. Review and workshop drafts and peer writing.	
9. Conduct library research and select source texts for relevance and credibility.	
10. Work in small groups to discuss and analyze readings and drafts.	
Course Content	
5%	Reading Strategies: SQ3R, think aloud, annotation, summary
5%	Critical thinking: identifying author's purpose, tone, and rhetorical strategies
10%	Research: library skills, developing sources, analyzing sources for credibility
10%	Text Generation: pre-writing, drafting, revising
10%	Text Generation: incorporating sources
10%	Text Generation: narrative
10%	Text Generation: thesis statement
10%	Text Generation: essay to define problem
10%	Text Generation: essay to propose solution
10%	Text Generation: counter-argument and refutation
10%	Manuscript Presentation: citation conventions, format
Total: 100%	
Methods of Presentation	
Methods	Critique Group Work Lecture and Discussion Online instructor-provided resources
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> • 30% - Class Participation Group activities • 30% - Class Work In-class writing and research

	<ul style="list-style-type: none"> • 40% - Papers Rough and revised drafts • 100% - Total
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hacker, Diana and Nancy Sommers. <i>A Pocket Style Manual</i> , 8 ed. Bedford/St. Martin's, 2016	
2. Caggiano, Susan and Maria Turnmeyer. <i>Compose: Gearing Up for Writing In the 21st Century</i> , ed. XanEdu, 2014	
3. Graff, Gerald and Cathy Birkenstein. <i>They Say/I Say</i> , 3 ed. Norton, 2014	
Assignments	
Sample Assignment	
1.	<p>Equity is an issue that goes to the heart of the English Academy. Equity implies justice and fairness. The illustrations above suggest that equity is not the same as equality. Look at the picture on the left. If you were the child to the right, you would not benefit much from an equal distribution of boxes to stand on. However, in the picture on the right, you would benefit from the distribution of boxes, being able to see at the same height as the other two spectators. In colleges, student equity means creating an equal opportunity for success. Student equity may call for, in effect, a re-distribution of boxes. For today's essay, you will be zeroing in on a particular problem of student equity-in effect, being blocked from seeing the field.</p> <p>Think of a time when you felt that an obstacle blocked your way to getting an education. The obstacle could be, for example, lack of books, a poorly prepared teacher, or the actions of a parent. Pinpoint just when the action occurred, ideally over an hour or less. Tell the story of that incident: narrate what happened, using good, specific detail to allow your reader to see and hear-to experience-- just what you went through.</p> <p>To organize this essay, order details according to time; in other words, start at the beginning of the events and move through to the end. Do <u>not</u> have three points and five paragraphs. Use "I" since this is a personal account. In your concluding paragraph, state what obstacle or problem is suggested by your narrative.</p>
2.	<p>Writing Task: Draft the Solution</p> <ol style="list-style-type: none"> 1. Review the EA Research Paper prompt (P.4 in the reader) 2. Review your thesis statement: Does it have the solution to your problem included? If not, add it (you can use the thesis starter from Day 3's lesson to check your thesis:

	<p>Great equity (Identify a specific inequity or obstacle--socioeconomic, race/ethnicity, first-generation college student, etc.) in schools (identify a focus group--urban schools, students with disabilities, 2-year colleges, etc.) can be promoted by (Propose your solution.)</p> <p>3. Draft your solution section of the essay by following the requirements in the prompt for this section.</p> <p>4. Bring ONE copy to class</p>
3.	<p>Writing Task:</p> <ol style="list-style-type: none"> 1. Edit and proofread your essay using the feedback that you received in the Workshop. 2. Format your essay according to MLA conventions.

Student Learning Outcomes

1. Given a specific text and prompt, the student will show reading and writing strategies, will use pre-writing strategies to draft a thesis-driven essay, and will revise the draft into a college-level essay.
2. The student will demonstrate critical thinking skills and problem solving in response to assigned readings and through peer review and workshops of writing.
3. Using credible and factual support, students will craft a persuasive, logical argumentative research essay.
4. After defining a topic and using a combination of library and web-based research, students will write a research paper that uses carefully evaluated and well-documented research material to support a clearly articulated thesis.

Minimum Qualification

Minimum Qualifications:	English (Masters Required)
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Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

Prerequisite / Corequisite Checklist and Worksheet

(English 25 Intensive College Writing Skills)

Prerequisite: Accuplacer score of 155 or higher

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.

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

Complete the Prerequisite Worksheet

Prerequisite Worksheet

ENTRANCE SKILLS FOR (the course in question)

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

A)	Understand the writing process, including pre-writing, drafting, revising, and editing strategies
B)	Write a well-formed paragraph
C)	Write a multi-paragraph essay
D)	Write an effective thesis statement
E)	Write sentences with appropriate boundaries and punctuation

EXIT SKILLS (objectives) FOR (the prerequisite course)

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

1.	Demonstrate familiarity with the writing process, including pre-writing, drafting, revising, and editing
2.	Create topic outlines for multi-paragraph essays
3.	Write multi-paragraph thesis-and-support essays on a variety of topics
4.	Use correctly the basic marks of punctuation

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

Santa Monica College

New SMC Course

Expanded Course Outline for OFTECH 33 - Records Management

Distance Ed Distance Education Application	
Delivery Methods	Fully Online
Distance Education Quality Guidelines and Questions for Curriculum Approval of a Distance Education Course Student Interactions	
<p>Instructor-Student Interaction: There should be multiple, frequent, and on-going communication exchanges between the instructor and each student via course communication and collaboration features such as discussion threads, blogs or chats, comments on student work, and/or individual e-mail. The instructor should regularly initiate communication with the students, and promptly respond to communication initiated by the students to ensure effective participation and clarity of material and assignments. The instructor also provides instructions and support as needed for course navigation and information assistance, clarification about content, assignments, projects, quizzes, and exams. On an on-going basis, the instructor also provides performance feedback, comments, recommendations, and suggestions. The instructor informs the students of the expected frequency and times of any type of interaction with the students throughout the course.</p>	
<p>Describe the nature and expected frequency of instructor-student interactions:</p>	<p>The instructor will be available to answer questions to students via email, threaded discussion, and during online office hours. Furthermore, the instructor will start communications with individual students throughout the semester to assist and support students' learning.</p> <p>Students will have access to a virtual board where students will be encouraged to ask questions on a weekly basis on any topic related to the weekly lecture, class material posted on the class website or general questions. Students will have the opportunity to engage in a conversation with their classmates and the instructor.</p> <p>Students will be having discussion board exercises throughout the semester. Students will answer individual questions. In addition, students will participate by providing a feedback to their learning community. The instructor in return will be providing feedback to the class as well as providing individual feedback to each student when the instructor is evaluating their overall performance on the board.</p> <p>The instructor will post weekly assignments. Students in return will upload completed assignments to the online assignment page. Instructors will be able to provide feedback to each of the students using the rubric to assess their understanding on the subject matter. In some situations, the instructor will be able to provide customize feedback</p>

	using other tools available like video or voice response to individual students. Student can post questions on the comment section of the submitted assignments or students can send their questions directly to the instructor via email.	
Student-Student Interaction: Students are expected to interact with each other throughout the course and communicate regarding the course material and homework experiences. Typically, students use asynchronous discussion forums and email for communication and collaboration activities.		
Describe the nature and expected frequency of student-student interactions:	There will be weekly discussion board exercises related to course material. Students are expected to post answers to questions or commenting on a topic or article using the threaded discussion. Students will be expected to provide feedback and ask questions to other students as part of their class participation.	
Student-Content Interaction: Students interact with the material provided by the instructor. Additionally, to ensure a student-centered e-learning environment, a variety of assignments and activities should be provided. Assignments and activities should be designed for each content module or unit so that students may assess their comprehension of the course material before they complete a graded assignment. These activities are designed to ensure individualized learning, providing immediate and specific instructional feedback while addressing different learning styles. Course material must be easily accessible by all students. Instructional goals require that students frequently (several times per week) interact with online course materials.		
Describe the nature and expected frequency of student-content interactions:	<p>Students are expected to spend at least five hours per week reading, watching, learning, and completing the class materials that will be available on the class website. In addition, students will be responsible to read their textbooks for all the chapters that are being covered weekly.</p> <p>Students will take weekly quizzes based on the textbook material and the online class material that will help to summarize the extent of student learning.</p> <p>Students will complete weekly assignments after learning how to apply the features (using the simulation tools) and learning the topics covered in each lecture.</p>	
Online class activities that promote class interaction and engagement	Brief Description	Percentage of Online Course Hours
Discussion Boards	There will be weekly threaded discussions on topics related to the class lecture, articles, or videos. The discussion board will allow students to interact with the instructor and other students as it is done in an on-ground class.	5%
Study and/or Review Sessions	Students will be assigned reading material using the textbook and added content posted on the class website such as articles.	15%

Online Lecture	Weekly PowerPoint presentations that support and summarize the key concepts of the weekly readings.	10%
Videos	There will be weekly training videos showing students the application of computer features and other topics.	10%
Exams	There will be two or more hands-on exams and/or quizzes.	35%
Written assignments	There will be weekly assignments related to the class topics.	25%

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.)

Weekly lectures using PowerPoint presentations and captioned videos and threaded discussion will be used to introduce students to concepts in records management. Instructor guided and individual hands-on practice using textbook exercises and real world examples will be provided to students using the various features. Additional discussion gives students the opportunity to ask questions, clarify concepts, and receive individual guidance. Homework assignments are designed to assist students in mastering previously learned skills and explore new concepts prior to completing assignments and exams.

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.)

An instructor needs to have the proper training and the experience teaching in an online course delivery system before teaching this course.
For the alternate platform, Records Management Simulation, instructors will have to complete a training before using this tool.
Instructors will have access to LMS desk support when need it.
Instructors will need to participate in related webinars when appropriate.

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.)

Students are referred to counseling, financial aid, library, disable student center, and tutoring lab services via announcements and through the course syllabus.

Instructors will include links from these student support services on the class web site: bookstore, disabled students center, online student tutorial, Helpdesk support (online and by phone), and other campus support sites.

We encourage students to take a LMS tutorial for online courses. There is also a LMS HelpDesk support system available 24/7 for students.

Students will have access to any of the books used in class through the library reserve desk and through our tutoring lab in Santa Monica College.

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.

All materials will be 508 compliant: content will be available via reader application. All sound files, if any, will be captioned.

The instructor, a representative from Disabled Student Services, and the student will collaborate to provide alternate media, in a timely manner, that are preferable to the student (i.e., closed or open captioning, descriptive narration, Braille, audio tape).

Where applicable, disabled students may arrange through Disabled Student Services to adjust the time allowed to complete exams if the student chose to take the exams on campus.

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.).

This is a sample of what students will experience when covering the chapter in Alphabetic Indexing Rules:

1. Animated slides will explain the rules on alphabetic indexing rules and how to use it.
2. A captioned video will demo how to use Access features to apply the alphabetic indexing rules.
3. Having a weekly posting in the discussion board will keep students engaged.
4. Students will submit assignments using a dropbox from the current LMS. Students will get individual feedback on a regular basis. Completing the assignments helps students solidify and practice the topics covered. It will also help students avoid pitfalls in future assignments.
5. A quiz at the end of the week, will keep the students on-course with their studying.

Assessment Best Practices

10% - **Participation** – Threaded Discussions - Students will be participating in the discussion of specific topics. Students will be sharing their experiences, mistakes as well as providing solutions to these issues. Students must answer thoughtfully, and comment on classmates' posts.

40% - **Exams** – There will be at least two exams and/or few quizzes that will help to summarize the extent of student learning. Assessment will be based on the criteria for the objectives covered in these exams/quizzes.

35% - **Homework assignments** - Students will be given exercises related to the weekly instructional material. Assessment criteria will be based on the objectives for each assignment.

15% - **Simulation** - Students will be completing real-life projects by using a simulation software. Assessment will be based on the completion of the simulation exercises.

DRAFT

Associate of Arts for Transfer in Psychology
Associate in Arts for Transfer (AA-T)

The Associate in Arts in Psychology for Transfer (AA-T) involves the scientific study of human and animal behavior and mental processes, including cognition, emotion, sensation, perception and interaction. The course of study provides students the opportunity to acquire skills in research, information gathering, analytical and critical thinking, problem solving, and written and verbal communication.

Upon completion of the Associate in Arts in Psychology 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 a Psychology program for many campuses in the California State University system.

The Associate in Arts degree for Transfer (AA-T) is designed to facilitate transfer admission to a CSU in a similar major. If you are considering transfer to a UC, private, or out-of-state school, consult a counselor regarding the transfer requirements of that institution.

ASSOCIATE DEGREE FOR TRANSFER REQUIREMENTS:

- completion of at least 60 CSU-transferable semester units including:
 - completion of the Area of Emphasis with a grade of C or higher in each course or with a P if the course was taken on a Pass/No Pass basis, and the P is equal to a C or higher (Title 5 §55063)
 - completion of either CSU GE or IGETC; students transferring to CSU using IGETC must complete Area 1C (see www.smc.edu/articulation or visit the Transfer/Counseling Center)
 - a minimum of 12 degree applicable semester units completed at SMC
 - a minimum overall GPA of 2.0 in all CSU-transferable units (Note: While a minimum GPA of 2.0 is required for admission to the CSU, some majors/campuses may require a higher GPA. Nonresident and international students may be required to have a higher minimum GPA. For more information consult a counselor.)

CATALOG RIGHTS: A student may satisfy the requirements of a Degree that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

Program Learning Outcomes:

NEED TO CREATE PLOs

Area of Emphasis

Required Core: (10 units)		Units
PSYCH 1	General Psychology	3
PSYCH 7	Research Methods in Psychology	3
MATH 54	Elementary Statistics	4

List A: Select at least one of the following courses (3 units minimum)		Units
PSYCH 2	Physiological Psychology	3
BIOL 3	Fundamentals Of Biology	4

List B: Select at least one of the following courses (3 units minimum)		Units
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The list below represents the instructions from the TMC which are: Any course that has articulation as lower division major preparation for the psychology major at a CSU.

Any List A course not already used or any of the following courses:

PSYCH 11	Child Growth And Development	3
PSYCH 13	Social Psychology	3
PSYCH 19	Lifespan Human Development	3
ANATMY 2	Advanced Human Anatomy	4
BIOL 3	Fundamentals Of Biology	4
CHEM 11	General Chemistry I	5

CHEM 12	General Chemistry II	5
CHEM 19	Fundamentals of General, Organic, and Biological Chemistry	5
CS 50	C Programming	3
CS 52	C++ Programming	3
ENGL 1	Reading and Composition 1	3
ENGL 2	Critical Analysis And Intermediate Composition	3
HIST 47	The Practice Of History	3
MATH 2	Precalculus	5
MATH 7	Calculus 1	5
MATH 8	Calculus 2	5
MATH 21	Finite Mathematics	3
MATH 28	Calculus 1 for Business and Social Science	5
PHILOS 7	Logic And Critical Thinking	3
PHILOS 9	Symbolic Logic	3
PHYSCS 6	General Physics 1 with Lab	4
PHYSCS 7	General Physics 2 with Lab	4
PHYSCS 8	Calculus-based General Physics 1 with Lab	4
PHYSCS 9	Calculus-based General Physics 2 with Lab	4
PHYSCS 21	Mechanics With Lab	5
PHYSCS 22	Electricity And Magnetism with Lab	5
PHYSCS 23	Fluids, Waves, Thermodynamics, Optics with Lab	5
SOCIOL 1	Introduction To Sociology	3
SOCIOL 1s	Introduction To Sociology - Service Learning	3

List C: Select at least one of the following courses (3 units minimum)

Units

The list below represents the instructions from the TMC which are: Any courses not selected above, any CSU transferable psychology courses, and/or other courses that are lower division preparation for the psychology major at a CSU in or outside of the discipline.

Any List A or B course not already used or any of the following courses:

PSYCH 3	Personality Dynamics And Development	3
PSYCH 5	The Psychology Of Communication	3
PSYCH 6	Marriage Family And Human Intimacy	3
PSYCH 14	Abnormal Psychology	3
PSYCH 18 (same as ECE 18)	Childhood Culture And Personality	3
PSYCH 25	Human Sexuality	3
PSYCH 35	Seminar On Contemporary Psychological Issues	3
PSYCH 40 (same as ENVRN 40)	Environmental Psychology	3

Total Units for Area of Emphasis:

19

PID 257