



1900 Pico Boulevard Santa Monica, CA 90405  
310.434.4611

# Curriculum Committee Agenda

Wednesday, April 29, 2026, 3:00 p.m.  
Drescher Hall, Loft (3<sup>rd</sup> Floor, Room 300-E)

Guests and members of the public may attend via Zoom:  
<https://smc-edu.zoom.us/j/88008685421>

Meeting ID: 880 0868 5421

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### Members:

- |                                 |                   |                    |                         |
|---------------------------------|-------------------|--------------------|-------------------------|
| Redelia Shaw, <i>Chair</i>      | Evelyn Chantani   | Carolyn Jia (A.S.) | Bobby Simmons           |
| Dione Hodges, <i>Vice Chair</i> | Rachel Demski     | Sharlene Joachim   | Briana Simmons          |
| Lourdes Arévalo                 | Susan Fila        | Jesus Lopez        | Lydia Strong            |
| Jason Beardsley                 | Walker Griffy     | Walt Louie         | Olivia Vallejo          |
| Fariba Bolandhemat              | Catherine Haradon | Jacqueline Monge   | Audra Wells             |
| Walter Butler                   | Aileen Huang      | Kevin Roberts      | Associated Students Rep |
| Susan Caggiano                  | Justice Isaacs    | Scott Silverman    |                         |

### Interested Parties:

- |                     |                  |                      |                   |
|---------------------|------------------|----------------------|-------------------|
| Associated Students | Kiersten Elliott | Luis Jauregui        | Tamika Phillips   |
| Stephanie Amerian   | Jessie Garcia    | Liz Koenig           | Jessica Rodriguez |
| Maria Bonin         | Jose Hernandez   | Kristin Lui-Martinez | Steven Sedky      |
| Department Chairs   | Tracie Hunter    | Maria Munoz          | Esau Tovar        |
| Nick Chambers       | Maral Hyeler     | Stacy Neal           | Tammara Whitaker  |

### Ex-Officio Members:

Vicenta Arrizon

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Two minutes is allotted to any member of the public who wishes to address the Committee.)*

III. Announcements	
IV. Approval of Minutes (April 1, 2026) .....	3
V. Chair's Report	
VI. Information Items	
1. Common Course Numbering Updates	
2. Cal-GETC Updates	
3. TOP to CIP Project Updates	
VII. Action Items	
<b>Consent Agenda: Deactivations</b>	
a. PHILOS 6 Philosophy Of Science	
b. PHILOS 24 Philosophy In Literature	
c. PHILOS 41 Philosophical Problems Seminar	
d. PHILOS 48 Nonviolent Resistance	
e. POL SC 8 The Modern Far East	
f. POL SC 10 Government Internships	
g. POL SC 11 World Affairs And The United Nations	
h. POL SC 12 Model United Nations	
i. POL SC 14 Middle East Government And Politics	
j. POL SC 47 International Politics Seminar	
k. POL SC 94 Law - Experiential Learning	
l. SOCIOL 1 S Introduction to Sociology - Service Learning	
<b>Consent Agenda: Program Maps</b>	
m. Aquaculture Technician I & Aquaculture Technician II Certificates of Achievement Program Map.....	8
n. Sustainable Aquaculture Technology AS Program Map.....	9
<b>Courses</b>	
o. ECE 2 Principles and Practices of Teaching Young Children .....	10
• Changed: course description, SLOs, textbooks, sample assignments	
• Removed: Advisory: PSYCH 11	
p. ECE 76 Children in Nature .....	14
• Changed: course description, SLOs, course objectives, textbooks, sample assignments	
• Removed: Prerequisite: ECE 21 or three years of Early Children program experiences	
q. ECE 77 Nature: In, Out, and Beyond.....	17
• Changed: course description, SLOs, course objectives, sample assignments	
• Removed: Prerequisite: ECE 76	
<b>Programs</b>	
r. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda	
VIII. New Business	
IX. Old Business	
X. Adjournment	

Please notify Redelia Shaw, Dione Hodges, and Rachel Demski by email if you are unable to attend this meeting.  
**The next Curriculum Committee meeting is May 6, 2026.**



1900 Pico Boulevard Santa Monica, CA 90405  
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# Curriculum Committee Minutes

Wednesday, April 1, 2026, 3:00 p.m.  
Drescher Hall, Loft (3<sup>rd</sup> Floor, Room 300-E)  
Zoom (guests/members of the public)

**Members Present:**

Redelia Shaw, <i>Chair</i>	Rachel Demski	Maral Hyeler*	Scott Silverman
Dione Hodges, <i>Vice Chair</i>	Susan Fila	Justice Isaacs	Bobby Simmons
Fariba Bolandhemat	Walker Griffy	Sharlene Joachim	Briana Simmons
Susan Caggiano	Catherine Haradon	Walt Louie	Olivia Vallejo
Evelyn Chantani	Aileen Huang	Kevin Roberts	Audra Wells

*\*Maral Hyeler sitting in for Walter Butler*

**Members Absent:**

Lourdes Arévalo*	Walter Butler	Jacqueline Monge*	Lydia Strong
Jason Beardsley	Jesus Lopez*		

*\*Attended via Zoom – voting members of the committee unable to attend in-person may join as a guest on zoom but cannot move or vote on action items.*

**Others Present:**

Keith Graziadei	Alisa Orduna	Steven Sedky	Mark Tomasic
Liz Koenig			

*(Information items are listed numerically; action items are listed alphabetically)*

**I. Call to Order and Approval of Agenda**

The meeting was called to order at 3:08 pm. Motion to approve the agenda with no revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

**II. Public Comments**

None

**III. Announcements**

None

**IV. Approval of Minutes**

Motion to approve the minutes of March 18, 2026 with no revisions.

**Motion made by:** Kevin Roberts; **Seconded by:** Bobby Simmons

The motion passed unanimously.

**V. Chair’s Report**

- SMC will create a documented procedure to incorporate IDEAAS and UDL into the COR
- The TOP to CIP code presentation is now posted to the canvas shell
- Reminder to fill out the new meeting time survey (there was tie between 12-2pm and 3-5pm)
- It is National Arab American Heritage Month (NAAHM) – the Canvas shell has spotlights on Linda

## VI. Information Items

1. Non-Substantial Change  
SWHS 95 Social Work and Human Services Fieldwork
2. Common Course Numbering Updates – Susan Caggiano
  - Berman (AB 1111) drafted a new bill, AB 2236, which addresses articulation at the template level. The bill will go to the Assembly's Higher Education Committee on April 14.
  - Templates do not have guaranteed transfer or GE articulation, so a student can take a CCN at one college and receive UC/Cal-GETC credit, and at another college receive no transfer/GE.
  - UC has requested all Phase III templates for review.
  - The taxonomy of the CCN is to eventually move all courses, regardless of transfer/GE status to the new CCN prefix/numbering system. The only courses that wouldn't be impacted would be college-specific disciplines and areas of study.
  - There was discussion regarding Ethnic Studies courses/GE credit. Colleges are continuing to receive denials even when adhering to the detailed requirements for Cal-GETC credit.
3. Cal-GETC Updates – Olivia Vallejo
  - We haven't yet heard back, UC has been focused on courses only counting toward one Cal-GETC area. If you have a course that could be both areas, continue to submit for both areas.
4. TOP to CIP Project Updates – Rachel Demski
  - No updates – the TOP-CIP crosswalk should be finalized and there is a Chancellor's Office COCI webinar on Friday. Additional updates to be shared at the next curriculum meeting.

## VII. Action Items

### **Consent Agenda: Deactivations**

- a. DANCE 9 Dance Productions
- b. DANCE 37 Beginning Pointe
- c. DANCE 38 Intermediate Pointe
- d. DANCE 55C Modern Dance Staging Techniques
- e. DANCE 57C World Dance Staging Techniques
- f. DANCE 87 Dance 87

Motion to approve consent agenda deactivating DANCE 9, 37, 38, 55C, 57C, and 87 with no revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Walker Griffy

The motion passed unanimously.

### **Courses**

- g. ESL 911 Beginning Listening and Speaking
  - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignmentsMotion to approve changes to ESL 911 with no additional revisions.  
**Motion made by:** Dione Hodges; **Seconded by:** Scott Silverman  
The motion passed unanimously.
- h. ESL 913 Intermediate Listening and Speaking
  - Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignmentsMotion to approve changes to ESL 913 with no additional revisions.  
**Motion made by:** Audra Wells; **Seconded by:** Kevin Roberts  
The motion passed unanimously.
- Adding Advisory: ESL 911 Beginning Listening and Speaking

Motion to approve adding advisory ESL 911 to ESL 913 with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Bobby Simmons

The motion passed unanimously.

i. ESL 915 Advanced Listening and Speaking

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks

Motion to approve changes to ESL 915 with no additional revisions.

**Motion made by:** Susan Fila; **Seconded by:** Dione Hodges

The motion passed unanimously.

- Adding Advisory: ESL 913 Intermediate Listening and Speaking

Motion to approve adding advisory ESL 913 to ESL 915 with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Walker Griffy

The motion passed unanimously.

j. ESL 961 Beginning Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 961 with no additional revisions.

**Motion made by:** Dione Hodges; **Seconded by:** Audra Wells

The motion passed unanimously.

k. ESL 963 Intermediate Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks

Motion to approve changes to ESL 963 with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Susan Caggiano

The motion passed unanimously.

- Adding Advisory: ESL 961 Beginning Reading and Writing

Motion to approve adding advisory ESL 961 to ESL 963 with no additional revisions.

**Motion made by:** Susan Caggiano; **Seconded by:** Maral Hyeler

The motion passed unanimously.

l. ESL 965 Advanced Reading and Writing

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 965 with no additional revisions.

**Motion made by:** Dione Hodges; **Seconded by:** Scott Silverman

The motion passed unanimously.

- Adding Advisory: ESL 963 Intermediate Reading and Writing

Motion to approve adding advisory ESL 963 to ESL 965 with no additional revisions.

**Motion made by:** Audra Wells; **Seconded by:** Susan Fila

The motion passed unanimously.

m. ESL 971 Beginning ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments

Motion to approve changes to ESL 971 with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Kevin Roberts

The motion passed unanimously.

n. ESL 973 Intermediate ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation,

methods of evaluation, textbooks, sample assignments  
Motion to approve changes to ESL 973 with no additional revisions.  
**Motion made by:** Bobby Simmons; **Seconded by:** Susan Caggiano  
The motion passed unanimously.

- Adding Advisory: ESL 971 Beginning ESL Vocabulary  
Motion to approve adding advisory ESL 971 to ESL 973 with no additional revisions.  
**Motion made by:** Maral Hyeler; **Seconded by:** Susan Caggiano  
The motion passed unanimously.

o. ESL 975 Advanced ESL Vocabulary

- Substantial Changes: SLOs, course objectives, course content, methods of presentation, methods of evaluation, textbooks, sample assignments  
Motion to approve changes to ESL 975 with no additional revisions.  
**Motion made by:** Dione Hodges; **Seconded by:** Scott Silverman  
The motion passed unanimously.
- Adding Advisory: ESL 973 Intermediate ESL Vocabulary  
Motion to approve adding advisory ESL 973 to ESL 975 with no additional revisions.  
**Motion made by:** Kevin Roberts; **Seconded by:** Bobby Simmons  
The motion passed unanimously.

**Programs**

p. Homeless Service Work Certificate of Achievement

- Substantial Change: Required Courses: replacing NPMGMT 4 and NPMGMT 5 with NPMGMT 6, no change to units  
Motion to approve changes to Homeless Service Work Certificate of Achievement with no additional revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Scott Silverman  
The motion passed unanimously.

q. Liberal Arts – Arts and Humanities AA

- Substantial Change: removing “At least 1 course” from Arts/Humanities restriction  
Motion to approve changes to Liberal Arts – Arts and Humanities AA with no additional revisions.  
**Motion made by:** Susan Caggiano; **Seconded by:** Justice Isaacs  
The motion passed unanimously.

r. Liberal Arts – Social and Behavioral Science AA

- Substantial Change: removing “At least 1 course” from Social/Behavioral Science restriction  
Motion to approve changes to Liberal Arts – Social and Behavioral Science AA with no additional revisions.  
**Motion made by:** Walker Griffy; **Seconded by:** Maral Hyeler  
The motion passed unanimously.

s. Changes to degrees, certificates, and program maps as a result of courses considered on this agenda  
Motion to approve changes to degrees, certificates, and program maps as a result of courses considered on this agenda.

**Motion made by:** Susan Caggiano; **Seconded by:** Audra Wells  
The motion passed unanimously.

**VIII. New Business**

- Updates to Administrative Regulation (AR) 4020 Curriculum Committee Structure, Functions, Responsibility, and Curriculum Approval Process
  - Additions to 5. Curriculum Committee Members: items F., G.
  - Additions to 6. Curriculum Committee Approval Process: items I., J.

Motion to approve changes to AR 4020 with no additional revisions.

**Motion made by:** Scott Silverman; **Seconded by:** Maral Hyeler

The motion passed unanimously.

- New Administrative Regulation (AR) 4020.1 Credit Hour
    - New AR to address specific hours to unit calculations
- Motion to approve new AR 4020.1 with no additional revisions.
- Motion made by:** Scott Silverman; **Seconded by:** Audra Wells
- The motion passed unanimously.

**IX. Old Business**

None

**X. Adjournment**

Motion to adjourn the meeting at 4:15 pm.

**Motion made by:** Susan Caggiano; **Seconded by:** Bobby Simmons

The motion passed unanimously.

Aquaculture Technician I & II / CoA						N/A				
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)	REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET
SEMESTER 1	AQUA 1	1	PR		3	9				
	RE ELECTIVE 1	2	RE		4	12				BIOL 15 or one course from Grp 1 and 2 / Dept recommends BIOL 15
					7	21				
SEMESTER 2	AQUA 2	1	PR		4	12				
	RE ELECTIVE 2	2	RE		3	9				HEALTH 11 or AQUA 10A
	TOTAL Semester 2				7	21				
SEMESTER 3	PR	1	PR		3	9		Demonstrated ability	YES	AQUA 90A/B/C or 88B / Advised intercession after Sem 2 / offered Summer session only
	AQUA 3	2	PR		4	12		AQUA 1 or AQUA 2 (P)		
	TOTAL Semester 3				7	21				
SEMESTER 4	AQUA 4	1	PR		2	6		AQUA 1 / AQUA 2 (P)		
	AQUA 5	2	PR		2	6		AQUA 1 / AQUA 2 (P)		
	TOTAL Semester 4				4	12				

Aquaculture certificates (Level I and II) are stackable in nature. Aquaculture Technician I can be completed in one year (14-19 units). Aquaculture Technician II can be completed in 2nd year (additional 8 units).

Sustainable Aquaculture Technology / AS						SMC GE				REVIEWER COMMENTS/NOTES: Also include HERE any recommendations made by mapping team for RE, GE, or EL identified in the original map OVERALL COMMENTS CAN BE MADE IN TEXT BOX AT BOTTOM OF SPREADSHEET	
Official Course Prefix and # (if RE: identify only the "category"; If GE, or EL: indicate as such)	Priority order of PR or RE course(s) within each semester (used to develop a part-time student ed plan)	Type of course PR: Program Requirement RE: Restricted Elective of Program GE: General Education EL: Elective (not in program) PREREQ ADVISORY	Satisfies GE Area and/or GC (specify area)	"Gateway" course? (based on definition)	# of Units	TOTAL weekly hours (full semester)	Course Advisory (must be in map prior); do NOT include "eligibility for English 1"	Course Prerequisites (P), Corequisite (C) (must be included in proper sequence)	Intercession Option? - YES -- (MAX of 8 units)		
SEMESTER 1	AQUA 1	1	PR		YES	3	9				
	RE ELECTIVE 1	2	RE / GE	5 / GC		4	12			BIOL 15 or one course from Grp 1 and 2 / Dept recommends BIOL 15	
	ENGL C1000		GE	1A		3	9				
	EL		EL			3	9		YES		
	COUNS 20		EL			3	9		YES		
						16	48				
SEMESTER 2	AQUA 2	1	PR			4	12				
	RE ELECTIVE 2	2	RE			3	9			HEALTH 11 or AQUA 10A	
	GE		GE	2		3	9		YES		
	GE		GE	3		3	9	ENGL C1000 (P)	YES	Recommend ENGL C1001 for transfer options	
	EL		EL			2	6				
						15	45				
SEMESTER 3	PR	1	PR			3	9		Demonstrated ability (P)	YES	AQUA 90A/B/C or 88B / Advised intercession after Sem 2 / offered Summer session only
	AQUA 3	2	PR			4	12		AQUA 1 or AQUA 2 (P)		
	GE		GE	4		3	9			YES	
	GE		GE	1B		3	9				Recommend COMS C1000 or COM ST 21 for transfer options
	EL		EL			3	9				
						16	48				
SEMESTER 4	AQUA 4	1	PR			2	6		AQUA 1 / AQUA 2 (P)		
	AQUA 5	2	PR			2	6		AQUA 1 / AQUA 2 (P)		
	GE		GE	6		3	9			YES	
	EL		EL			3	9			YES	
	EL		EL			3	9				
						13	39				

This map shows both stackable Aquaculture certificates (Level I and II) as an Associates degree. Aquaculture Technician I CoA can be completed in one year (14-19 units). Aquaculture Technician II CoA can be completed in 2nd year (additional 8 units) without general education or the completion of 60 units.

**Substantial Change:**  
**EARLY CHILDHOOD EDUCATION 2, Principles and Practices of Teaching Young Children**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>C-ID:</b>	ECE 120
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit - Degree Applicable

**Rationale**

This course update removes the Psych 11 advisory. As a result of revisions made to align with 2021 updates to courses within the California Alignment Project (CAP), a statewide initiative to support transfer and curriculum consistency in early childhood education teacher preparation, relevant content from Psych 11 has been incorporated into this course. Therefore, Psych 11 is no longer considered a necessary advisory. Removal of the advisory also minimizes potential confusion between advisories and prerequisites, encourages broader participation, and supports timely academic progress without compromising learning outcomes.

**I. Catalog Description**

This course examines the historical contexts and theoretical principles of developmentally appropriate and best practices in early care and education for children from birth through age eight. It explores the typical roles and expectations of early childhood educators. It identifies professional ethics, career pathways, and professional standards. It introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children, including how play contributes to children's learning, growth, and development. This class is appropriate for students wanting to work with young children in a variety of programs, including infant-toddler, preschool, transitional kindergarten, and kindergarten.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Principles and Practices for Teaching Young Children, Stephens, C., Peterson, G., Eyrich, S., Paris, J, LibreTexts Social Sciences © 2026, ISBN: 9780132657105

**III. Course Objectives**

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

1. Describe historical and current issues and global approaches for early care and education.
2. Differentiate between various early childhood programs and curriculum in relation to the ages served, regulations, and teacher requirements.
3. Identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.
4. Identify and compare the developmental stages and needs of children birth through age eight.
5. Describe developmentally appropriate practices.
6. Explain the value of play.
7. Compare and contrast principles of effective relationships, positive guidance, problem solving skills and teacher-child interactions.
8. Explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies through a bias free, culturally and linguistically appropriate lens.
9. Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
10. Identify supports for dual language learners in developing English language and literacy skills for children birth to age eight, including support for the home language.
11. Develop an initial personal philosophy of early childhood teaching.
12. Compare and contrast learning standards and foundations.
13. Distinguish the difference between preschool, transitional kindergarten, and kindergarten program practice continuum.
14. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.

IV. **Methods of Presentation:**

Lecture and Discussion, Visiting Lecturers, Other Methods: Videos, PowerPoints

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
25.000%	<p>Historical and current approaches</p> <ul style="list-style-type: none"> <li>• Theories of development and learning</li> <li>• National and international philosophies of education and care</li> <li>• Types of Programs</li> <li>• Ages served</li> <li>• Governance, licensing, and regulations</li> <li>• Personnel requirements</li> <li>• Developmentally Appropriate Practice</li> <li>• State and national standards for quality and content</li> </ul>
25.000%	<p>Introduction to the profession of early childhood education</p> <ul style="list-style-type: none"> <li>○ Teacher's Knowledge <ul style="list-style-type: none"> <li>○ Child development</li> <li>○ Teaching strategies</li> <li>○ The academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)</li> <li>○ Content standards</li> <li>○ Professional and ethical conduct</li> </ul> </li> <li>○ Teacher's Personal Qualities <ul style="list-style-type: none"> <li>○ Flexibility</li> <li>○ Tolerance</li> <li>○ Patience</li> <li>○ Critical thinking</li> <li>○ Physical ability</li> <li>○ Mental health</li> <li>○ Self-Reflection</li> <li>○ Awareness of personal attitudes and bias</li> </ul> </li> <li>○ Teacher's Role <ul style="list-style-type: none"> <li>○ Relationships and interactions with children, families, and others</li> <li>○ Planning and evaluating curriculum</li> <li>○ Intentional Teaching</li> <li>○ Creating supportive environments</li> <li>○ Cultural competency <ul style="list-style-type: none"> <li>• Dual Language Learners</li> <li>• Families</li> <li>• Staff</li> </ul> </li> </ul> </li> <li>○ Communication strategies and purposes <ul style="list-style-type: none"> <li>▪ Teacher-child interactions and focused conversations</li> <li>▪ With families as partners</li> <li>▪ Positive guidance</li> <li>▪ Supervision of other adults in the classroom</li> </ul> </li> <li>○ Professional Growth <ul style="list-style-type: none"> <li>▪ Philosophy of teaching</li> <li>▪ Professional Development</li> <li>▪ Professional Memberships and Affiliations</li> <li>▪ Career Pathways</li> </ul> </li> </ul>
20.000%	Children's development birth through eight

	<ul style="list-style-type: none"> <li>• Physical</li> <li>• Cognitive</li> <li>• Language</li> <li>• Social</li> <li>• Emotional</li> </ul> <p>Influences on development</p> <ul style="list-style-type: none"> <li>• Heredity and Environment</li> <li>• Families</li> <li>• Culture</li> <li>• Teachers</li> <li>• Communities</li> </ul>
30.000%	<p>Introduction to Developmentally Appropriate Teaching and Learning Environments</p> <ul style="list-style-type: none"> <li>• Elements of early childhood environments <ul style="list-style-type: none"> <li>○ Indoor and outdoor design and uses of physical space</li> <li>○ Routines</li> <li>○ Equipment and materials</li> <li>○ Emotional climate</li> <li>○ Relationship to curriculum goals</li> <li>○ Impacts on behavior</li> <li>○ Health, safety, and nutrition</li> <li>○ Family involvement spaces</li> <li>○ Adjusting for ages, abilities, and interests</li> <li>○ Staffing/Zoning</li> </ul> </li> <li>• Early Childhood Teaching <ul style="list-style-type: none"> <li>○ Introduction to developmentally appropriate approaches</li> <li>○ The ongoing cycle of observation, planning, observation, and assessment</li> <li>○ Effective pedagogy for young children</li> </ul> </li> <li>• The importance of relationships</li> <li>• Play-based teaching and learning <ul style="list-style-type: none"> <li>○ Teacher-guided</li> <li>○ Child-initiated</li> </ul> </li> <li>• Positive guidance and discipline</li> <li>• Typical learning trajectories in different domains of development and their implications for curriculum design</li> <li>• Supports for dual language learners</li> <li>• Modification for individual needs</li> </ul>
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Exams/Tests
50%	Other 30% Observation 20% Video Analysis
30%	Written assignments
100%	Total

**VII. Sample Assignments:**

**Timeline Activity:**

You will analyze prints of famous paintings that depict children from different historical periods and contexts. Using these images and additional course readings and resources, you will 1) construct your own picture of how children have been viewed over time and 2) discuss how these historical views of childhood influence current educational settings.

**Video & Discussion :**

You will view the video "Safe and Sound," and engage in a class discussion comparing current licensing standards with what you observed in the video. After the discussion, you will complete an extension activity in which you will analyze changes in licensing and accreditation standards over time.

**VIII. Student Learning Outcomes:**

1. Identify the roles, requirements, and responsibilities of early childhood teachers as professional educators.
2. Explain how foundational knowledge of child development and learning theories inform environments, pedagogy, and interactions in early care and education settings.
3. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

**Substantial Change:  
EARLY CHILDHOOD EDUCATION 76, Children in Nature**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit - Degree Applicable

**Rationale**

This course update removes the ECE 21 prerequisite to promote equitable access for students and eliminates a barrier to enrollment. Key concepts and skills associated with ECE 21 are introduced and reinforced throughout the course, ensuring that all students have access to the foundational knowledge and support needed for success in the class. Removing the prerequisite will streamline enrollment, encourage broader participation, and support timely academic progress without compromising learning outcomes.

**I. Catalog Description**

This course examines contemporary trends and issues that impact children's healthy development and learning through the lens of environmental education and sustainability. Using a variety of industry resources, students will explore programmatic and system requirements, as well as research-based practices that enhance access to nature, environmental literacy, and healthy development in early childhood. Key topics include environmental awareness in indoor and outdoor learning environments; the relationship between play in nature and environmental behavior in adulthood; developing a sense of place through curricular activities that promote active learning and emphasize sustainable decision-making; and involving families and communities in the development of the outdoor learning environment. The course includes opportunities to observe a nature-based early childhood education in action.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Nature-Based Learning for Young Children, Powers, Julie, Redleaf Press © 2018, ISBN: 978-1605545967
2. Guidelines for Excellence: Environmental Education Programs, North American Association for Environmental Education, North American Association for Environmental Education © 2022, ISBN: 978-0-578-38107-7
3. Natural Learning Initiative (NLI), College of Design, NC State University. Preschool Outdoors: Best Practice Toolkit (2nd Ed.), Natural Learning Initiative (NLI), College of Design, NC State University
4. North American Association for Environmental Education . Nature-Based Preschool Professional Practice Guidebook, North American Association for Environmental Education
5. North American Association for Environmental Education . Guidelines for Excellence: Early Childhood Environmental Education Programs, North American Association for Environmental Education

**III. Course Objectives**

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

1. Develop nature experiences to advance children's life-long enjoyment of and care for the natural world.
2. Identify environmental issues affecting children's development, health, and learning.
3. Recognize how time in outdoor learning environments may benefit children's physical and mental health.
4. Examine the components of Benefit-Risk Assessment.
5. Explain environment-behavior approaches including concepts of affordance, behavior mapping, and developmental stages of early childhood.
6. Describe the educator's role in the (outdoor) learning environment.
7. Summarize the differences between child-led / flow-learning programming and a fixed curriculum.
8. Discuss the benefits of using inquiry-based teaching / learning.
9. Identify solutions to common barriers and issues that arise when implementing nature experiences with children.
10. Identify elements of quality nature experiences for young children.
11. Create ways in which explorations of nature with children can be a component of cultural validation.

**IV. Methods of Presentation:**

Lecture and Discussion, Field Experience, Online instructor-provided resources, Projects, Group Work

**V. Course Content**

<u>% of Course</u>	<u>Topic</u>
12.000%	Aspects of quality outdoor environments and activities (hardscape, landscaping, props, supervision). Behavior Mapping/ Affordances
15.000%	Nature-base learning continuum Child-led programming / Fixed curriculum Emergent Curriculum Inquiry-Based Teaching /Learning Environmental Education / Stewardship
16.000%	Design/ Develop quality outdoor environment(s) Common barriers and issues that arise in outdoor environments
10.000%	Theory / History / Philosophy/ Approach (Dewey, Pestalozzi, Rousseau, Froebel, Soerensen, McMillan Sisters, Montessori, Piaget, Vygotsky, Bruner, Waldkindergarten, Reggio Emilia)
20.000%	Value of Play Schemes (play patterns) Loose Parts
17.000%	Health Benefits Preventing Obesity by Design (POD) "Nature-deficit disorder" Risk Management Head Start Body Start Assessments
10.000%	Family Involvement Community Resources Culturally Responsiveness
100.000%	Total

**VI. Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Projects
20%	Written assignments
10%	Quizzes
25%	Other Observations
25%	Class Participation large and small group discussions
100%	Total

**VII. Sample Assignments:****Change in the Environment :**

You will choose an area of an outdoor space for children that you have observed and transform it into an outdoor learning environment using Nature Explore Certification guidelines as a resource. You will document the "before"

and "after" effects of your changes using pictures, drawings, models and/or written reflections. You will also select a child development theoretical perspective (e.g., Piaget, Vygotsky, etc.) and describe how your changes to the environment could impact or have impacted children's exploration and learning.

**Forest Kindergarten - CedarSong Reflection:**

You will view the Forest Kindergarten video(s) and complete a guided reflection to document your reactions, thoughts, and questions. You will share and discuss your reflections and perspectives in a small group conversation about the principles of Forest Kindergarten.

**VIII. Student Learning Outcomes:**

1. Develop family and community engagement strategies that ensure culturally responsive and equitable access to high-quality nature-based learning experiences.
2. Design indoor and outdoor activities that promote environmental literacy and stewardship.

**Substantial Change:  
EARLY CHILDHOOD EDUCATION 77, Nature: In, Out, and Beyond**

<b>Units:</b>	3.00
<b>Total Instructional Hours (usually 18 per unit):</b>	54.00
<b>Hours per week (full semester equivalent) in Lecture:</b>	3.00
<b>In-Class Lab:</b>	0.00
<b>Arranged:</b>	0.00
<b>Outside-of-Class Hours:</b>	108.00
<b>Transferability:</b>	Transfers to CSU
<b>Degree Applicability:</b>	Credit – Degree Applicable

**Rationale**

This course update removes the ECE 76 prerequisite to promote equitable access and eliminate a structural barrier to enrollment. ECE 76 and ECE 77 are complementary courses in which key and overlapping concepts are introduced, reinforced, and revisited throughout each course. As a result, students can successfully engage with course materials regardless of the sequence in which they take the courses. Removing the prerequisite will streamline enrollment, support timely academic progress, and encourage broader participation without compromising learning outcomes.

**I. Catalog Description**

This course examines the unique approach to curriculum found in nature-based early care and education programs. Students will use research-driven practices to assess, modify, and develop indoor and outdoor play-based environments, rooted in environmental awareness and sustainability. Key topics include the forest kindergarten approach, making connections between indoor and outdoor learning environments, place-based education, the value of unstructured play, supporting language development in nature, conducting benefit-risk assessments, and creating nature-based learning opportunities across developmental domains. The course includes opportunities to observe a nature-based early childhood education in action.

**II. Examples of Appropriate Text or Other Required Reading:**

*(include all publication dates; for transferable courses at least one text should have been published within the last 7 years)*

1. Bringing The Outside In, Duncan, Sandra, Exchange Press © 2018, ISBN: 978-0-942702-02-6
2. The Sky Above and the Mud Below, Sobel, David, Redleaf Press © 2020, ISBN: 978-1605546827

**III. Course Objectives**

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

1. Examine the components of Benefit-Risk Assessment and evaluate your current practice and set appropriate targets to ensure a balance between risk and learning.
2. Identify goals of environmental education/literacy and education for sustainability during the early childhood years.
3. Explain how educators can create hands-on connections between indoor and outdoor environments.
4. Use appropriate program evaluation options in early childhood environments to improve the learning environment.
5. Develop a plan for involving children in a Benefit-Risk Assessment procedure and how to extend 'risky' learning opportunities.
6. Examine how to increase the complexity of learning inside, outside and beyond.
7. Use emergent curriculum planning, content-driven experiences, and assessments that are developmentally appropriate and integrated.
8. Articulate the role of nature experiences in the acquisition of skills and concepts across all developmental domains and building relationships with families.
9. Develop plans for creating positive field trip experiences for groups of children and their families.
10. Explore and describe how to use the outdoors as an extension of the classroom.
11. Brainstorm ways to become more intentional about the use of nature experiences as a tool for sharing and learning about diversity,

**IV. Methods of Presentation:**

Field Experience, Lecture and Discussion, Observation and Demonstration, Group Work, Online instructor-provided resources, Projects

V. **Course Content**

<u>% of Course</u>	<u>Topic</u>
5.000%	Benefit Risk Assessment (BRA) (Benefit - Hazard/Risks- Precautions)
5.000%	Biodiversity (Flora and Fauna)
2.000%	Bush Craft Skills
12.000%	Creating learning opportunities and development across domains/CA Foundations
10.000%	Early Childhood Environmental Education Rating Scale (ECEERS) Preschool Outdoor Environment Measurement Scale (POEMS), plus other tools
10.000%	Sustainability Education
14.000%	Nature-Based Education, Placed- based Education
10.000%	Family and Community Involvement
7.000%	Play- based, Nature Inspired Loose Parts
10.000%	Forest Kindergarten Principles
3.000%	Mindfulness
12.000%	Human and Cultural Diversity
100.000%	Total

VI. **Methods of Evaluation**

<u>% of Course</u>	<u>Topic</u>
20%	Written assignments Observations, reflections, activity analysis, risk-benefit assessments, journal entries
25%	Class Participation Large and small group discussions
25%	Other Observation and assessment assignments
10%	Quizzes
20%	Projects
100%	Total

VII. **Sample Assignments:**

**Preschool Supportive Literacy Environment:**

In this assignment, you will examine how indoor and outdoor environments can be used to promote literacy. You will use course readings and resources to develop a checklist of elements to look for in a literacy-rich environment . You will use this checklist during an observation of an infant-toddler or preschool classroom. The observation will give you practice using mindsets and tools that will help you design a literacy-rich environment for young children.

**Observing and assessing Playground & Community Environment:**

You will observe two different early childhood environments, including both indoor and outdoor settings. Focus your observation on children's engagement during playtime and other developmentally appropriate activities that connect with nature in some way. Indoor Play Community/Observation Sites include spaces such as the Cayton Museum or Under the Sea Playground. Outdoor Play Community/Observation Sites include spaces such as Stoneview Nature Center or the Natural History Museum's Nature Gardens.

**VIII. Student Learning Outcomes:**

1. Design and evaluate outdoor learning environments, and recommend improvements to support developmentally appropriate engagement and learning for children of varying ages, abilities, and backgrounds.
2. Plan, implement, and evaluate nature-based learning experiences and family engagement strategies, using assessment resources (e.g., Nature in Early Childhood: A Toolkit) to reflect on and improve children's learning outcomes in language, social-emotional, and cognitive development and to foster environmental stewardship.