

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
FEBRUARY 24, 2009**

Present: F. Arce, J. Davidson, A. Himsel, R. Hughes, L. Kjeseth, M. Lipe, V. Lloyd,
E. Martinez, M. Odanaka, S. Panski, V. Rapp, C. Somin, J. Thompson, J. Young

Absent: C. Mosqueda

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, L. Back, G. Miranda, P. Santelman, J. Schwartz, N. Tokuda, C. Wells

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at 2:33 p.m.

CHAIR'S REPORT

- Chair Young extended a warm welcome and acknowledged K. Adams as the minute-taker for today's meeting. She then asked everyone in attendance to introduce themselves.
- Chair Young began with the following update, requesting questions be held until the end: El Camino College has been formally placed on "warning" status based on the Accreditation visit in Fall 2008. However, it is important to put our accreditation warning status into perspective. According to Sean Donnel, President of ECCFT, currently 41 out of the 110 (37%) community colleges have been sanctioned by the ACCJC. Some of our neighbor colleges that have been placed on warning in 2008 and 2009 include Long Beach City, Rio Hondo, Santa Ana, Mira Costa, Cerritos, and Orange Coast Colleges. Although being placed on warning is a serious issue, we seem to be in good company.
- Chair Young directed the Committee's attention to the projector screen which displayed: **The Recommendation from the ACCJ - Recommendation 3:** *The college should revise its curriculum review process and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review will be part of the actual program review process.*
- Chair Young explained the recommendation further:
Title 5 states that courses that have prerequisites or corequisites must be reviewed every six years and that CTE (career and technical education courses) previously known as vocational courses should be reviewed every two years. Dr. Jaffe, with the assistance of the Curriculum Office, developed a document that shows that approximately 33% (437) of our total courses (not just those with pre or corequisites have not been reviewed for 10-

15 years. Although Title 5 only mentions courses with pre and corequisites and CTE courses, Chair Young believes the committee would all agree that all of courses should undergo course review every six years at a minimum.

- Chair Young proceeded with her report with the following points:
 - We have known that we are behind in course review for years and have been struggling with a way to revise our curriculum review process to move toward a six-year review cycle. The barrage of major Title 5 changes, the retirement of our Curriculum Advisor, a cumbersome review process that is not yet fully electronic, and a serious lack of clerical support for the Curriculum Office has greatly hindered the process.
 - It is also important to note that El Camino's lack of a six-year course review cycle is one of the nine recommendations in the findings. However, since curriculum is a faculty responsibility outlined in AB 1725, it is up to us to work together to develop strategies to address these issues and to provide evidence to the Accreditation Commission showing that we are making progress to remedy the situation. The first report outlining our strategies for improvement are due to ACCJC on April 1st.
 - In January, I attended a 2 ½ day Accreditation Institute with our Academic Senate President elect, David Vakil. In addition, Dr. Arce, Quajuana, Lars, and I have been meeting to discuss the issues and are working on strategies that I will be presenting to you today and in subsequent meetings. In addition, we are working on a formal response to the Commission.
 - It is also important to note that Dr. Arce has been very supportive of providing the Curriculum Office (which ultimately helps all of us) with additional high-level clerical support. We have been fortunate to have Kristi Adams working with us over the past few months on special projects. Her skill and attention to detail have made her a true asset to us. Unfortunately, Kristi is a casual employee with 170 day limitation and her time with us will soon be over. Dr. Arce assured me that he is working to find a replacement for Kristi. Unfortunately, budget constraints will not allow for a full-time position at this time, but an administrative assistant at 170 days will be helpful. Without this position, I don't see how we will be able to move forward with the necessary changes in the review process. We also appreciate the work of Christine Saldana, the part-time clerical assistant in the Curriculum Office, who has been a dedicated part of the Curriculum staff for many years.
- Chair Young continued with an explanation of the following:

Informal, Temporary Moratorium on New Courses

As a college we need to focus our attention on course review and we need to temporarily limit the number of new courses. Therefore, all new courses will need to come through the Extenuating Circumstances Procedure for fall – instead of the “no questions asked” policy of the past.

Given the startling number of courses (64) that the CCC has approved but have never been offered, it is even more important to scrutinize new courses as they come through. We need to ask the important questions such as:

 1. Has the student need for this course been demonstrated? What evidence has been provided?

2. Is it feasible that this course will fill?
3. Does this course articulate with courses at other institutions? Has the faculty actively sought articulation through the Articulation Officer or by working with faculty from neighboring universities?
4. Is this course offered as upper division at the university? If so, is it fair to students to offer it at the community college?
5. Is the coursed part of a major or a certificate?
6. Is it a general education course for the A.A. degree or for transfer GE?
7. If it is a stand alone course, does it merit being offered?

Providing detail on the new course form will be very important if the CCC is to determine if the course is appropriate and should be approved. Chair Young mentioned that these details would serve as “evidence” that the course is appropriate.

VICE PRESIDENT – ACADEMIC AFFAIRS REPORT

- F. Arce addressed Chair Young’s report mentioning that two of the most important warnings by the accreditation team were related to recommendation #1 which deals with program review, and recommendation #3 which deals with curriculum timelines. In relation to #3, he explained that 65% of courses are out of compliance with the division cycle based on recent data compiled by his office.
- F. Arce explained that the goal is to try to get off warning and that his office is currently working on these recommendations for an advanced report due in April; they are hopeful that they will get off warning.
- F. Arce also mentioned that many of the other recommendations focus on Compton, and that these too will be addressed at the appropriate time.
- F. Arce concluded by noting that El Camino’s response has been a quick one and that this is likely to have a positive impact in addressing the warnings.

CURRICULUM REVIEW

Fine Arts Proposals

- Faculty Coordinator for Fine Arts L. Back distributed an errata sheet announcing that she would be presenting Dance and Speech today.
- She then introduced P. Santelman, C. Wells, and J. Schwartz from the Fine Arts division.
- The projector was displayed for the Committee to view course outlines on the screen while Q. Chapman entered changes in CurricuWare.
- L. Back began her presentation with Dance 70abcd.
 - She fielded a question from the Committee regarding the necessity of the Roman numeral in the descriptive title “Improvisation I” on the proposal for new course and course outline. The recommendation to remove the numeral was accepted and Q. Chapman made adjustments in CurricuWare.
 - L. Back also fielded a question in the Subject Matter section of the course outline. The recommendation to remove “Small Group Work” and redistribute four hours was accepted. Spelling corrections were also made with the assistance of the Committee. Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Dance 71ab.

- The Committee noticed that a check was missing on the course outline in Part VI. Instructional Methodology. L. Back accepted the recommendation and Q. Chapman corrected in CurricuWare.
 - L. Back also fielded a concern from the committee about the date of the textbook in the course outline, to which she explained that the edition remains appropriate as it is an enduringly respected text in dance curriculum.
- Dance Major Revisions- No questions.
- The Committee began the review of Communication Studies courses (formerly Speech Communication).
- Beginning with Communications 1abcd (revised to Communication Studies 6abcd), L. Back explained the changes to the proposal for course revision form with no questions.
 - She continued with the course outline of record and fielded a question regarding capitalization in the Outline of Subject Matter. The recommendation was accepted.
 - Chair Young addressed the wording in Part B.1. of the Coursework section. The wording was adjusted by L. Back with assistance from the Committee. Q. Chapman made changes in CurricuWare.
 - The Committee also raised a question regarding the date of the textbook to which C. Wells responded he would check on an updated version.
- L. Back proceeded with Speech Communication 3.
 - She fielded a question from the Committee about a hyphen in the catalog description and accepted the recommendation for removal. Q. Chapman made adjustments in CurricuWare.
- L. Back continued with Communication Studies 11, thanking V. Rapp for her support of the course.
 - A punctuation correction was made by the Committee in the justification for course section of the New Course Proposal.
 - L. Suekawa advised that Part 4.3.A.1. be removed in the CSU section of general education information of the New Course Proposal.
 - Q. Chapman made adjustments in CurricuWare.
- L. Back proceeded with Communication Studies 22abcd.
 - L. Suekawa noted that the course does not transfer to UC and the change was addressed.
 - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following General Education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
 - Q. Chapman made adjustments in CurricuWare based on the errata sheet.
- L. Back continued with Communication Studies 23abcd.
 - The Committee noticed that the Proposal for New Course had checked boxes in 'Yes' when they needed to be 'No' in the following general education sections: A.A. Degree, A.S. Degree, CSU and IGETC. The changes were accepted.
 - Q. Chapman made adjustments in CurricuWare based on the errata accepted by the Committee.
- Chair Young noticed that Speech Communication 1 was not included on the errata sheet. The division will update the proposal with a DCC date. The catalog description in the

course description section and the texts in the Texts and Materials section will be revised on the course outline.

- L. Back addressed the Communication Studies Certificate. There were no questions.
- Chair Young asked for a motion to approve the changes to the Fine Arts proposals. M. Lipe moved, J. Davidson seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. A. Himsel moved, J. Thompson seconded, and the motion carried.

Behavioral and Social Sciences Proposals

- Dean G. Miranda took the podium to present Child Development 125, 20 (126), 170A, 170B; online versions of Child Development 125, 126, 170A and 170B; Child Development Major; Early Childhood Education Certificate; and Special Education Assistant Option.
- Dean G. Miranda distributed an errata sheet and began to discuss each course and revisions made.
- Child Development 125 revisions were presented for the new course form and course outline, and adjustments were made in CurricuWare by Q. Chapman. Chair Young fielded a question at this time about how to instruct divisions in the organization of the Outline of Subject Matter, to which she responded that it is each division's choice but that roman numeral numbering is preferred.
- Dean G. Miranda continued with Child Development 20 (126 Online). There were no questions for Child Development 20 (126) and Dean G. Miranda requested that Child Development 126 Online therefore also be approved.
- She then proceeded with a review of Child Development 170A.
 - Adjustments were made to several spelling mistakes in the Outline of Subject Matter on the course outline.
 - Dean G. Miranda fielded a question from the Committee clarifying whether the course was part of an A.S. degree, to which she responded yes it is an A.S. course, but is not a G.E. course.
 - She also fielded a question from the Committee about Part B.1. in the Coursework section of the course outline; adjustments to the phrasing of the critical thinking assignment were accepted.
- Dean G. Miranda moved on to Child Development 170B, also requesting the approval of an online version.
 - Dean G. Miranda fielded a question from the Committee questioning whether the course transfers only as an elective, to which she confirmed this is correct.
 - The Committee noticed capitalization mistakes which were corrected.
- The Committee began a review of the Child Development Major. There were no questions regarding these revisions.
- Dean G. Miranda continued with a review of the proposal for a revision to the Special Education Assistant Certificate.
 - The Committee noticed a number of spelling mistakes which will be corrected.
 - Dean G. Miranda fielded a question regarding the course numbering system. Chair Young directed the Committee's attention to the Consent Agenda to explain the number changes, but first requested that the Behavioral and Social Science revisions be approved.

- Chair Young asked for a motion to approve the Behavioral and Social Sciences proposals. L. Kjeseth moved, V. Rapp seconded and the motion carried.
- Chair Young asked for a motion to approve the distance education versions for Child Development 125, 126 (formerly 20), 170A and 170B. L. Kjeseth moved, V. Rapp seconded, and the motion carried.
- Chair Young then called for a motion to approve the conditions of enrollment. L. Kjeseth moved, V. Rapp seconded, and the motion carried.

CONSENT AGENDA PROPOSALS

- Chair Young directed attention to today's handout from Arce and Young for approval by the College Curriculum Committee.
- The handout included Behavioral and Social Sciences division recommendations for one course title revision, six course inactivations, three certificate option inactivations, and 19 course number revisions.
- The handout also included Fine Arts division recommendations for eleven course title revisions.
- Q. Chapman fielded a question from the Committee regarding a new acronym for Communication Studies.
- Q. Chapman then fielded a question from the Committee regarding course number changes in the database. She and Chair Young also assured the Committee that course number changes would be made clear to the students.
- Chair Young then called for a motion to approve the recommended actions. S. Panski moved, L. Kjeseth seconded, and the motion carried.

IMPORTANT DATA

- Chair Young continued the CCC meeting by turning the Committee's attention to other important data:

In January, our Deans were given a list of courses that have not been offered for more than three years. According to this list, 185 courses have not been offered between Spring 1999 and Fall 2005, and 64 of those courses have never been offered.

Deans have been asked to work with faculty to determine which courses should be inactivated. For example, Behavioral and Social Sciences submitted six courses for inactivation for this meeting and Business and Math have already determined which courses they will be inactivating this semester. Inactivations from the other divisions may be submitted throughout the semester.

It simply isn't fair to students to keep courses in the catalog that are not being offered. And, Title 5 Section states that courses that have not been offered in three semesters should be removed from the catalog. It is important to note that courses that are inactivated can be re-activated if student need arises. As a CCC Rep, it is going to be more important than every to assist your divisions with the curriculum review process.

- Chair Young continued by explaining some of the ideas and strategies they will be implementing this semester:

Chair Young will be conducting curriculum review training sessions in March, detailed below.

1. Curriculum Review Training

I am holding 3 Curriculum Review Training Sessions in March. (I sent out the following email).

Curriculum Review - 1.5 Hours of Flex Credit

In this workshop you will learn how to review your existing courses in order to update them and ensure compliance with Title 5 and local standards. You will learn which forms you need for various actions and how to fill them out. You will find out how to develop “integrated course outlines” and how to avoid the common mistakes that slow down the approval process. Bring copies of your course outlines with you so that your specific questions may be addressed.

Wednesday, March 11 th	10:00 to 11:30	ECC Campus Board Room
Thursday, March 12 th	1:00 to 2:30	Compton Center Location TBA
Friday, March 13 th	10:00 to 11:30	ECC Campus Board Room

Reservations are not necessary.

2. Standard Review Committee

We will be piloting the Standard Review Committee process that was developed last semester and approved by the CCC. On Thursday, February 26th, this subcommittee of the CCC will meet to review proposals being submitted for review that have been presented for minor changes. All new courses and courses with major changes are still presented to the entire CCC.

The courses will be reviewed by the following:

1. Chair
2. Chair Elect
3. Floating CCC Rep (Saul 2/26, Amy 3/12, Mark, 4/19, Jacquie 4/30)
4. Articulation Officer
5. Curriculum Advisor
6. VPAA or Designee

The proposed changes will be presented to the CCC via consent agenda. **Please remember**, at any time a CCC rep can ask that a proposal be brought to the entire CCC, and a Standard Review Committee rep can make the same request. As we pilot this new process, we ask that you provide us with your feedback.

- Q. Chapman added details about proposing changes to the CCC via the consent agenda.

3. Six Year Course Review Cycle Worksheet

Next week we will be sending the CCC Reps a “Six-Year Course Review Cycle” worksheet to complete for your department and then present to your deans. Once we pilot this worksheet with the eight CCC Reps and their respective departments (not divisions) and you provide me with your feedback, it will be distributed to all departments. Once again, it is important that faculty take the lead in this matter and that it not be left up solely to the deans and administrative assistants. Curriculum is a faculty responsibility.

- Chair Young explained further that this would be a simple form and emphasized that it would start with the departments.
- L. Kjeseth noted the importance of linking curriculum and program review with departmental course revision schedules.
- Chair Young also fielded a question from the Committee about new courses and extenuating circumstances.

4. CurricUNET

Last, but not least, when we move to CurricUNET, under the able direction of Lars, the curriculum development and review process will be streamlined. Faculty will still need to “do the hard work” of curriculum development and review, but you won’t be making endless copies of forms and many of the procedures will be automated.

- Q. Chapman fielded questions from the Committee about CurricUNET launching time-frames on campus, training, and data transfer from CurricuWare.
- L. Kjeseth fielded a question from the Committee about SLO’s and course outlines.
- Chair Young fielded a question from the Committee about the number of proposals the subcommittee will be reviewing.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. C. Somin moved, R. Hughes seconded, and the motion carried. The meeting was adjourned at 4:25 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
February 24, 2009**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

INACTIVATE COURSES

1. American Studies 3 – The American Immigrant Experience
2. Anthropology 20B – Advanced Museum Studies
3. Education 10 – CBEST Preparation in Reading
4. Education 20 – CBEST Preparation in Writing
5. Education 30 – CBEST Preparation in Math
6. Sociology 115 – Death and Dying

DISTANCE EDUCATION UPDATE; CHANGE IN NUMBER

Current Status/Proposed Change

1. Child Development ~~3~~ 103 – Child Development (Online)

Recommendation:

Child Development 103 – Child Development (Online)

Current Status/Proposed Change

2. Child Development ~~4~~ 150 – Survey of Children with Special Needs (Online)

Recommendation:

Child Development 150 – Survey of Children with Special Needs (Online)

Current Status/Proposed Change

3. Child Development ~~9~~ 104 – The Home, The School, The Community (Online)

Recommendation:

Child Development 104 – The Home, The School, The Community (Online)

Current Status/Proposed Change

4. Child Development ~~29~~ 129 – Introduction to Program Administration (Online)

Recommendation:

Child Development 129 – Introduction to Program Administration (Online)

Current Status/Proposed Change

5. Child Development ~~31~~ 131 – Supervising and Mentoring Adults (Online)

Recommendation:

Child Development 131 – Supervising and Mentoring Adults (Online)

Current Status/Proposed Change

6. Child Development ~~32~~ 152 – Disabilities in the Developing Child (Online)

Recommendation:

Child Development 152 – Disabilities in the Developing Child (Online)

Current Status/Proposed Change

7. Child Development ~~33~~ 154 – Role and Responsibilities of the Special Education Assistant (Online)

Recommendation:

Child Development 154 – Role and Responsibilities of the Special Education Assistant (Online)

Current Status/Proposed Change

8. Child Development ~~45~~ 122 – Development of the School Age Child (Online)

Recommendation:

Child Development 122 – Development of the School Age Child (Online)

Current Status/Proposed Change

9. Child Development ~~46~~ 123 – Principles and Practices of School Age Care Programs (Online)

Recommendation:

Child Development 123 – Principles and Practices of School Age Care Programs (Online)

CHANGE IN NUMBER

Current Status/Proposed Change

1. Child Development ~~7~~ 107 – Infant/toddler Development

Recommendation:

Child Development 107 – Infant/toddler Development

Current Status/Proposed Change

2. Child Development ~~44~~ 111 – Pediatric First Aid and CPR

Recommendation:

Child Development 111 – Pediatric First Aid and CPR

Current Status/Proposed Change

3. Child Development ~~42~~ 112 – Teaching Young Children in Multicultural Classrooms

Recommendation:

Child Development 112 – Teaching Young Children in Multicultural Classrooms

Current Status/Proposed Change

4. Child Development ~~34~~ 114 – Observing and Guiding Children (Online)

Recommendation:

Child Development 114 – Observing and Guiding Children (Online)

Current Status/Proposed Change

5. Child Development ~~37abcd~~ 137abcd – Mentor Seminar A

Recommendation:

Child Development 137abcd – Mentor Seminar A

Current Status/Proposed Change

6. Child Development ~~38abcd~~ 138abcd – Mentor Seminar B

Recommendation:

Child Development 138abcd – Mentor Seminar B

Current Status/Proposed Change

7. Child Development ~~39abcd~~ 139abcd – Mentor Seminar C

Recommendation:

Child Development 139abcd – Mentor Seminar C

Current Status/Proposed Change

8. Child Development ~~40abcd~~ 140abcd – Mentor Seminar D

Recommendation:

Child Development 140abcd – Mentor Seminar D

Current Status/Proposed Change

9. Child Development ~~135~~ 105 – Parenting in Contemporary Society

Recommendation:

Child Development 105 – Parenting in Contemporary Society

NEW DISTANCE EDUCATION COURSE VERSION

1. Child Development 125 – Child Development Practicum I (Online)
2. Child Development 126 - Child Development Practicum II (Online)
3. Child Development 170A – Family Development I (Online)
4. Child Development 170B – Family Development II (Online)

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), NUMBER, DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Child Development ~~20~~ 126 – Child Development Practicum II
 Prerequisite: Child Development ~~4, 8, 9~~ 104, 108, 150 and two courses from Child Development ~~16, 17, 18, 19~~ 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently with Child Development 126.
~~This is a practical application of~~ In this course, students will apply and implement developmental teaching theories in an early childhood education program setting. The course ~~will~~ includes planning, implementing demonstrating, and evaluating learning experiences for children from infancy through five years of age. This course covers aspects of teaching such as strategies for working with children and adults, in an early childhood education program, classroom management skills, program philosophies, and techniques for gaining employment, and philosophical issues. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

Recommendation:

Child Development 126 – Child Development Practicum II

Prerequisite: Child Development 104, 108, 150 and two courses from Child Development 116, 117, 118, 119 with a minimum grade of C in each prerequisite course. One of these courses may be taken concurrently concurrently with Child Development 126.

In this course, students will apply and implement developmental teaching theories in an early childhood education setting. The course includes planning, demonstrating, and evaluating learning experiences for children. This course covers aspects of teaching such as strategies for working with children and adults, classroom management skills, program philosophies, and techniques for gaining employment. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

CHANGE IN DESCRIPTIVE TITLE

Current Status/Proposed Change

1. Psychology 3 – ~~The Critical Thinking and Psychology of Thinking~~

Recommendation:

Psychology 3 – Critical Thinking and Psychology

NEW COURSES

1. Child Development 125 – Child Development Practicum I
 Units: 3 Lecture: 2 hours Lab: 3 hours TBA Faculty Load: 28.33%
 Prerequisite: Child Development 103, 104 and one course from Child Development 116, 117, 118, or 119 with a minimum grade of C in each prerequisite course

Credit, degree applicable; Letter grade; Transfer CSU
 This course provides a practical application of learning theories in early childhood education programs. Students will have an opportunity to observe and interact with children and staff in supervised child care settings. The course includes methods of working effectively with children, observation and guidance techniques, the role of the preschool teacher and classroom assistant, effective communication with staff and parents, educational requirements and techniques for gaining employment in the field. This course is designed for teachers in training and teachers in service who want to develop or refine their skills.

2. Child Development 170A – Family Development I
 Units: 3 Lecture: 3 hours Faculty Load: 20.00%
 Credit, degree applicable; Letter grade; Transfer CSU
 This is the first course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. Students will develop and practice skills needed to provide strengths-based support for families in their communities. Topics will include the core principles of the family development approach, communication and assessment techniques, understanding and appreciating diversity and culture, and the development of Family Development Plans. Students will begin development of a portfolio to document their ability to assist families in achieving long-term sustained change. Upon successful completion of Child Development 170A and 170B, students will become eligible to apply for a Family Development Credential.

3. Child Development 170B – Family Development II
 Units: 3 Lecture: 3 hours Faculty Load: 20.00%
 Prerequisite: Child Development 170A with a minimum grade of C
 Credit, degree applicable; Letter grade; Transfer CSU

This is the second course in a two-course professional development series. It is designed for front line family workers who help families work through crises and transitions in their lives. In this course, students will continue to develop and practice skills needed to provide strength-based support for families in their communities. Topics will include building and establishing relationships, personal safety, collaboration, accessing specialized services home visiting, and the local, state and national policies that affect families and the implementation of Family Development Plans. Students will complete a portfolio to document their ability to assist families in achieving long-term sustained change.

INACTIVATE OPTIONS IN CERTIFICATE OF ACHIEVEMENT

1. Childhood Education - Infant/Toddler Education Option
2. Childhood Education – Program Administration Option
3. Childhood Education – School Age Child Care Option

CHANGE IN MAJOR

1. Childhood Education

Current Status/Proposed Change

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development ~~3, 9, 12, 34~~ 103, 104, 112, 114; ~~one course from~~ Child Development 4 150 or 32 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development ~~4, 7, 8, 10, 20, 29, 30, 31, 32, 33, 45, 46,~~ 105, 107, 108, 110, 114, 116, 117, 118, 119, 135, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

Recommendation:

A minimum of 15 units of the major requirements must be completed at El Camino College.

Child Development 103, 104, 112, 114; Child Development 150 or 152; two courses from Child Development 116, 117, 118, 119; complete 8-9 units from Child Development 105, 107, 108, 110, 114, 116, 117, 118, 119, 122, 123, 125, 126, 129, 130, 136, 150, 152, 154, 160, 163, 166, 169, 170A, 170B, Nutrition and Foods 15

Total Units: 29-30

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. Childhood Education

Current Status/Proposed Change

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of ~~15~~ 12 units, ~~including Child Development 20 and two courses from Child Development 116, 117, 118, or 119,~~ must be completed at El Camino College. ~~Child Development 3, 8, 9, 10, 12, 20, 34; one course from Child Development 4 or 32;~~ 103, 104, 108, 112, 114; ~~two~~ one courses from Child Development 116, 117, 118, 119

Total Units: ~~30~~ 18

Recommendation:

Early Childhood Education Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 12 units must be completed at El Camino College. Child Development 103, 104, 108, 112, 114; one course from Child Development 116, 117, 118, 119

Total Units: 18

2. Childhood Education

Current Status/Proposed Change

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development ~~3, 4, 7, 9, 10, 11, 32,~~ 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development ~~33, 34, 114, 154,~~ 160, 163, 166

Total Units: 28

Recommendation:

Early Intervention Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units, including Child Development 169, must be completed at El Camino College.

Child Development 103, 104, 107, 110, 111, 150, 152, 169; three units from: Child Development 116, 117, 119; three units from: Child Development 114, 154, 160, 163, 166

Total Units: 28

3. Childhood Education

Current Status/Proposed Change

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development ~~32~~ 152 and ~~33~~ 154, must be completed at El Camino College.

Child Development 3, 4, 9, 11, ~~32, 33, 169~~ 103, 104, 111, 150, 152, 154, 169; one course from Child Development ~~10~~ 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development ~~7, 8, 34, 45, 160,~~ 107, 108, 114,

122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15
 Total Units: 31

Recommendation:

Special Education Assistant Option:

A Certificate of Achievement will be granted upon completion of the courses listed below. A minimum of 15 units of the certificate requirements, including Child Development 152 and 154, must be completed at El Camino College.

Child Development 103, 104, 111, 150, 152, 154, 169; one course from Child Development 110 or Nursing 112; one course from Child Development 116, 117, 118, 119; six units from: Child Development 107, 108, 114, 122, 123, 163, 166, 170A, 170B, Nursing 118, Nutrition and Foods 15, Sign Language/Interpreter Training 15

Total Units: 31

FINE ARTS DIVISION

COURSE REVIEW; CHANGES IN TITLE AND NUMBER, DISCIPLINE, DIVISION

Current Status/Proposed Change

1. Communications ~~1abcd~~ Studies 6abcd – Student Leadership

Discipline: Communication Studies/Counseling

Division: ~~Humanities~~ Fine Arts

Recommendation:

Communications Studies 6abcd – Student Leadership

Discipline: Communication Studies/Counseling

Division: Fine Arts

NEW COURSES

1. Communication Studies 11 – Organizational Communication

Units: 3 Lecture: 3 hours Faculty Load: 20.00%

Recommended Preparation: eligibility for English 1A

Credit, degree applicable; Letter grade; Transfer CSU; Proposed Transfer UC

This course examines the role of communication in achieving goals of an organization. Emphasis is placed on the theories and practices of communication that contribute to productivity and efficiency in private and public organizations. Topics will include internal and external communication, interpersonal and group processes, and international communication.

2. Communication Studies 22abcd – Forensics – Individual Events

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides training for individual forensics events for intercollegiate speech competition. The student will receive instruction and direction for the preparation, creation, and performance of interpretation of literature programs, limited preparation speeches, and general public address.

3. Communication Studies 23abcd – Forensics – Team Events

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Recommended Preparation: eligibility for English 1A

Enrollment Limitation: Audition

Credit, degree applicable; Letter grade; Transfer CSU

This course provides Team Forensics events training for intercollegiate speech competition. The student will receive instruction and direction for the creation and performance of Readers Theater. Students will receive instruction and preparation for current event debates and Limited Preparation Parliamentary Debate.

4. Dance 70abcd – Improvisation

Units: 2 Lecture: 1 hour Lab: 3 hours Faculty Load: 21.67%

Credit, degree applicable; Letter grade, Pass/No Pass; Transfer CSU; Proposed Transfer UC

This course is designed for students with all levels of dance experience. The emphasis of the class is to encourage creative development rather than technical dance skills. It is highly recommended for non-dancers and beginning choreographers. Content areas include improvisational problems organized into three main areas: space, time, and movement invention. Topics progress from individual exploration to formally structured group improvisation. Attendance at selected dance events is required.

CHANGE IN CERTIFICATE OF ACHIEVEMENT

1. ~~Speech~~ Communication Studies

Current Status/Proposed Change

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc

Electives: 11 units: Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd, 99abc

Total Units: 18

Recommendation:

Communication Studies

A Certificate of Achievement will be granted upon completion of the courses listed below.

12 units of the certificate requirements must be completed at El Camino College.

Required: 7 units; Communication Studies 1, 3, 99abc

Electives: 11 units: Communication Studies 4, 5, 6abcd, 7, 8, 9, 11, 12, 14, 22abcd, 23abcd, 24abcd, 25abcd, 99abc
 Total Units: 18

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Dance 71ab – Choreography I

Current Status/Proposed Change

Prerequisite: ~~Dance 19ab and Dance 70abcd~~ with a minimum grade of C. ~~or equivalent~~
Dance 70abcd may be taken concurrently with Dance 71ab.

~~This course offers is~~ an introduction to fundamental skills and concepts of choreography with ~~an emphasis on finding~~ utilizing movement resources for ~~individual creativity~~ creating dances. Attendance at selected dance events at ~~El Camino College sponsored by the Center for the Arts~~ is required.

Recommendation:

Prerequisite: Dance 19ab and Dance 70abcd with a minimum grade of C.
 Dance 70abcd may be taken concurrently with Dance 71ab.

This course is an introduction to fundamental skills and concepts of choreography with an emphasis on utilizing movement resources for creating dances. Attendance at selected dance events is required.

CHANGE IN MAJOR

1. Dance

Current Status/Proposed Change

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab*, 23abcd*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

~~*Most four year~~ Some Colleges/ and Universities do ~~may not accept jazz courses for~~ transfer credit towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd**, 89abcd; **Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd; ~~Strongly recommended: Dance 72abcd~~

Total Units: ~~26~~ 28

Recommendation:

Theory: Dance 3, 5, 70abcd, 71ab

Technique: Dance 32ab, 42ab; 8 units from: Dance 22ab*, 23abcd*, 25abcd, 26abcd, 33abcd, 35abcd, 43abcd, Dance 72abcd

*Some Colleges and Universities may not accept jazz courses towards the major.

4 units from: Dance 83abcd, (can be taken a maximum of 3 semesters for major credit), 87abcd**, 89abcd; **Students are advised that at least one semester of Dance 87abcd is required for transfer students.

3 units from Dance 9ab, 10, 12abcd, 14ab, 16ab, 17abcd, 18ab, 21abcd, 51ab, 52abcd, 53ab, 54abcd, 61ab, 62abcd

Total Units: 28

COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 1 – Effective Public Speaking

~~In This course covers the fundamentals of speech communication. students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events. evidence, logic, and performance techniques. Students will organize and present speeches based on various topics and applications.~~

Recommendation:

Communication Studies 1 – Public Speaking

In this course students will compose, present, and evaluate original speeches. Emphasis is placed on audience analysis, topic selection, research, evidence, organization, delivery, and critical analysis of persuasive communication. Students are required to attend out-of-class speaking events.

COURSE REVIEW; CHANGES IN TITLE, DESCRIPTIVE TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 3 – Small Group Discussion Communication

Recommendation:

Communication Studies 3 – Small Group Communication

CHANGE IN TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 4 – Argumentation and Debate

Recommendation:

Communication Studies 4 – Argumentation and Debate

Current Status/Proposed Change

2. ~~Speech~~ Communication Studies 5 – Mass Communications

Recommendation:

Communication Studies 5 – Mass Communications

Current Status/Proposed Change

3. ~~Speech~~ Communication Studies 7 – Voice, Articulation, and Pronunciation

Recommendation:

Communication Studies 7 – Voice, Articulation, and Pronunciation

Current Status/Proposed Change

4. ~~Speech~~ Communication Studies 8 – Oral Interpretation of Literature

Recommendation:

Communication Studies 8 - Oral Interpretation of Literature

Current Status/Proposed Change

5. ~~Speech~~ Communication Studies 9 – Readers Theatre

Recommendation:

Communication Studies 9 – Readers Theatre

Current Status/Proposed Change

6. ~~Speech~~ Communication Studies 12 – Interpersonal Communication

Recommendation:

Communication Studies 12 – Interpersonal Communication

Current Status/Proposed Change

7. ~~Speech~~ Communication Studies 24abcd – Forensic Workshop

Recommendation:

Communication Studies 24abcd – Forensic Workshop

Current Status/Proposed Change

8. ~~Speech~~ Communication Studies 25abcd – Forensic Team

Recommendation:

Communication Studies 25abcd – Forensic Team

Current Status/Proposed Change

9. ~~Speech~~ Communication Studies 99abc – Independent Study

Recommendation:

Communication Studies 99abc – Independent Study

CHANGE IN TITLE, DESCRIPTIVE TITLE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 50 – Special Topics in ~~Speech~~ Communication Studies

Recommendation:

Communication Studies 50 – Special Topics in Communication Studies

CHANGE IN TITLE, DISTANCE EDUCATION UPDATE

Current Status/Proposed Change

1. ~~Speech~~ Communication Studies 14 – Introduction to Intercultural Communication

Recommendation:

Communication Studies 14 – Introduction to Intercultural Communication