

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
SEPTEMBER 25, 2012**

Present: F. Arce, B. Carey, J. Davidson, B. Flamenno, E. French-Preston, L. Houske, D. Juarez, S. Kushigemachi, M. Lipe, E. Martinez, V. Nemie, D. Pahl, S. Rodriguez, J. Simon, J. Sims

Ex-Officio Members Present: A. Beverly, Q. Chapman, L. Suekawa, D. Vakil

Ex-Officio Members Absent: M. Hall, J. Romero-Reyes

Guests: P. Sorunke

CALL TO ORDER

Chair Simon called the College Curriculum Committee (CCC) meeting to order at 2:35 p.m. Chair Simon introduced Ariel Beverly as the new ASO representative.

VICE PRESIDENT'S REPORT

F. Arce informed the committee he is getting more involved in CurricUNET, SLO, and Program Review since the departure of C. Lee, and the experience has been enlightening.

APPROVAL OF MINUTES

The minutes from the September 11th meeting were sent via email and approved.

CURRICULUM REVIEW

Chair Simon announced that there are still some course proposals in CurricUNET that need approval. Voting members have until 5:00 p.m. Wednesday, September 26th to cast their votes. Chair Simon informed the committee that Music 561 has minor issues with wrong "typical assignment" type selected. Chair Simon will make the corrections.

Full Course Review

There were a total of three full review proposals: Child Development 110, Chemistry 1A, and Geology 2. L. Suekawa commented that she doesn't know where Child Development 110 fits on the general education pattern and recommends this course not be part of the general education. Q. Chapman agreed and will follow-up with J. Young. The committee reviewed Chemistry 1A course outline of record. M. Lipe recommended a reduction in hours for study time. Chair Simon stated the hours are appropriate as long as the study time is under 6 hours for a 5 unit course. The committee asked for clarification about the Mathematics 170 prerequisite. J. Sims explained that eligibility for Mathematics 170 means the student has completed Mathematics 80 (Intermediate Algebra) and Mathematics 60 (Elementary Geometry). L. Suekawa commented that students who complete a chemistry course at another college are required to take a chemistry placement assessment at El Camino College, and she asked B. Carey if this requirement will change. B. Carey will discuss with Dean J. Shankweiler for a response.

Consent Agenda Proposals

The following courses were approved in CurricUNET and are ready for final action:

1. Biology 8 (BIOL 8)
2. Child Development 103 (CDEV 103)
3. Child Development 104 (CDEV 104)
4. Child Development 108 (CDEV 108)
5. Child Development 112 (CDEV 112)
6. Child Development 114 (CDEV 114)
7. English as a Second Language 03A (ESL 03A)
8. English as a Second Language 03B (ESL 03B)

The following courses need one more vote in CurricUNET:

1. Geology 4 (GEOL 4)
2. Mathematics 40 (MATH 40)
3. Music 560 (MUSI 560)
4. Music 561 (MUSI 561)
5. Music 562 (MUSI 562)
6. Music 563 (MUSI 563)
7. Music 565 (MUSI 565)
8. Music 567 (MUSI 567)
9. Music 570 (MUSI 570)
10. Music 576 (MUSI 576)

The following course inactivations were approved in CurricUNET and are ready for final action:

1. Child Development 111 (CDEV 111)
2. Child Development 137abcd (CDEV 137abcd)
3. Child Development 138abcd (CDEV 138abcd)
4. Child Development 139abcd (CDEV 139abcd)
5. German 21ab (GERM 21ab)
6. German 22ab (GERM 22ab)
7. Mathematics 10A (MATH 10A)
8. Mathematics 10B (MATH 10B)

CHAIR'S REPORT

Chair Simon discussed the procedures for completing conditions of enrollment (entry skills sections) and outline of subject matter (topics and subtopics) sections of the course outline of records. The committee reviewed Geology 2 and Child Development 103 for training purposes.

Conditions of Enrollment

M. Lipe recommended the comments entered in Requisite Skills section for the Geology 2 course be removed. In addition, the English skill comments entered in Recommended Skills section needs further clarification. Q. Chapman will make the corrections. Q. Chapman stated that Title 5 requires that course prerequisites, co-requisites, and recommended preparation have

entrance skills that match to objectives (exit competencies). Chair Simon suggested the committee review pages 8 through 11 of the Course Review Manual for a step-by-step guide for completing the conditions of enrollment. The manual is located in CurricUNET under the Links menu.

Outline of Subject Matter (topics and subtopics)

Chair Simon informed the committee that the outline of subject matter, section III of the course outline of record, should be written with major topics and subtopics. Topics should provide enough detail to enable qualified instructors to successfully teach the course. These are best practices outlined by the CCC Academic Senate. Faculty should ask themselves if they would be able to teach the entire course using the outline. L. Suekawa commented the outline helps with articulation. The more detail you provide in the outline supports the course. If more details are needed in section III, the committee should expect a call from Chair Simon or Q. Chapman for further clarification.

Review of Deadlines

Chair Simon reminded the committee that deadlines are scheduled way in advance of meetings. Please refer to the Fall 2012 Curriculum Review Timeline. Q. Chapman made note of the following key deadlines:

Deadline Date	Action	Comments
October 15, 2012	Last day to submit new course proposals.	Q. Chapman will send email reminders. The bulk of proposals for new courses will be reviewed in October and November. Most of the new courses have already been prescreened by Q. Chapman. Repeatability is currently the priority.
October 29, 2012	Last day to turn in proposals requiring DCC approval for fall semester. Proposals submitted after deadline will be seen in Spring 2013.	

CCC Timeline

Q. Chapman informed the committee that divisions need to work on their Six-Year Course Review Cycle. Q. Chapman suggested the divisions try and reach goals to avoid falling behind. There are a number of courses being inactivated that also impact other course prerequisites, degrees and certificates which need to be updated.

ANNOUNCEMENTS

M. Lipe announced his division’s plans to remove repeatability courses with “abcd” designations for fall 2013. Course reviews will not be conducted until the Six Year Cycle, but DCC will be required to approve these courses. DCC will not be required to review every course individually. M. Lipe suggested the committee communicate with their Deans and develop a plan. Currently,

Health Sciences and Athletics, Industry and Technology, and Fine Arts divisions are deleting “abcd” designations. J. Sims asked at what point subcommittee members will be notified of proposals awaiting their review. Q Chapman will send an email notification to subcommittee members who have been assigned in CurricUNET to the Standard Review Subcommittee.

ADJOURNMENT

Chair Simon called for a motion to adjourn the meeting. V. Nemie moved, D. Juarez seconded, and the motion was carried. The meeting was adjourned at 3:40 p.m.

EL CAMINO COLLEGE

COLLEGE CURRICULUM COMMITTEE

September 25, 2012

Proposed Curriculum Changes for 2013-2014

BEHAVIORAL AND SOCIAL SCIENCES

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, DISTANCE EDUCATION UPDATE

1. Child Development 103 - Child Growth and Development

Current Status/Proposed Changes

This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. ~~The effect of environmental and cultural influences on development will be investigated. Developmental theories will be analyzed and tested through practical applications such as child observations and interviews.~~ Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development at various stages. Also, the effect of cultural influences on development will be studied.

Recommendation

This course is an introduction to child development from conception through adolescence with an emphasis on the interaction between the maturational processes and environmental factors relating to physical, cognitive, and psychosocial growth. While studying developmental theory and investigative research methodologies, students will observe and interview children, evaluate individual differences and analyze characteristics of development at various stages. Also, the effect of cultural influences on development will be studied.

2. Child Development 104 - The Home, The School, The Community

Current Status/Proposed Changes

This course examines the ~~interconnection among the development of the child from birth to adolescence, the home/~~ interconnection among the home, family, the school, and the community. Emphasis community in relation to the development

of children from birth to adolescence. Emphasis is placed on the influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society. Topics will include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.

~~Note: This is a core course for all teachers and assistants in early childhood programs regulated by the State of California.~~

Recommendation

This course examines the interconnection among the home, family, school, and community in relation to the development of children from birth to adolescence. Emphasis is placed on the influences of social agents such as family support services, educational systems, media, and peers, and on how these social agents contribute in preparing the child for living independently in a diverse society. Topics will include parenting styles, schooling, roles of teachers, peers, the media, children with special needs, cultural influences on behavior, child abuse, neglect, and social policy.

COURSE REVIEW; CHANGE IN DISTANCE EDUCATION UPDATE

1. Child Development 108 - Principles and Practices of Teaching Young Children

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DISCRPTION, DISTANCE EDUCATION UPDATE

Current Status/Proposed Changes

1. Child Development 110 - Child Health, Safety, and ~~Safety~~ Nutrition

This course is an introduction to the laws, regulations, standards, policies, procedures, and early childhood curriculum related to child health, safety, and nutrition. It is designed to meet the needs of parents, family child care providers and center-based teachers who are interested in increasing their knowledge of ~~health and safety~~ these practices for young children. Topics include creating a healthy environment, indoor and outdoor safety, chronic and acute illnesses, accident prevention, health screening, disaster planning, nutrition, contagious diseases, and identifying and working with children with special needs. Students will develop and present health and safety education curriculum appropriate for children, staff and parents.

Recommendation

Descriptive Title: Child Health, Safety, and Nutrition

This course is an introduction to the laws, regulations, standards, policies, procedures, and early childhood curriculum related to child health, safety, and nutrition. It is designed to meet the needs of parents, family child care providers and center-based teachers who are interested in increasing their knowledge of these practices for young children. Topics include creating a healthy environment, indoor and outdoor safety, chronic and acute illnesses, accident prevention, health screening, disaster planning, nutrition, contagious diseases, and identifying and working with children with special needs. Students will develop and present health and safety education curriculum appropriate for children, staff and parents.

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, PREREQUISITE, DISTANCE EDUCATION UPDATE

1. Child Development 112 - Teaching Young Children in a Diverse Society

Current Status/Proposed Changes

Prerequisite: Child Development 103 with a minimum grade of C or ~~equivalent~~ concurrent enrollment

In this course students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity; , stereotypes and bias; , social and educational access; , and media and schooling.

Recommendation

Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment

In this course students will examine the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Topics include self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, and media and schooling.

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION

1. Child Development 114 - Observing and Assessing Young Children

Current Status/Proposed Changes

In this course, students will examine the appropriate use of assessment and

observational strategies for young children and document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. ~~This course will explore recording—~~ Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.

Recommendation

In this course, students will examine the appropriate use of assessment and observational strategies for young children and document development, growth, play, and learning in order to work with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods will be explored. Students will analyze, through observation and research, common behavioral issues and the possible underlying influences on behavior. The role of the teacher in promoting an environment which fosters appropriate behavior will be examined. Students will be required to conduct observations in local school programs.

NEW DISTANCE EDUCATION COURSE VERSION

1. Child Development 114 - Observing and Assessing Young Children

INACTIVATE COURSES

1. Child Development 111 - Pediatric First Aid and CPR
2. Child Development 137abcd - Mentor Seminar A
3. Child Development 138abcd - Mentor Seminar B
4. Child Development 139abcd - Mentor Seminar C

FINE ARTS

COURSE REVIEW

1. Music 560 - Woodwind Ensembles for the Older Adult
2. Music 561 - Brass Ensembles for the Older Adult
3. Music 562 - Percussion Ensembles for the Older Adult
4. Music 563 - String Ensembles for the Older Adult
5. Music 565 - Community Band for the Older Adult
6. Music 567 - Jazz Band for the Older Adult
7. Music 570 - Orchestra for the Older Adult
8. Music 576 - Clarinet Choir for the Older Adult

HUMANITIES

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Changes

1. English as a Second Language 03A - Reading and Writing Level I

This beginning Level I reading and writing course is designed to ~~improve~~ develop basic reading comprehension skills, ~~increase~~ expand vocabulary, and ~~improve~~ critical thinking and develop basic writing skills. Students will ~~write~~ move from sentence-level writing to short descriptive and chronologically-ordered paragraphs.

Recommendation

Descriptive Title: Reading/Writing Level I

This beginning Level I reading and writing course is designed to develop basic reading skills, expand vocabulary, and develop basic writing skills. Students will move from sentence-level writing to short descriptive and chronologically-ordered paragraphs.

Current Status/Proposed Changes

2. English as a Second Language 03B - Reading and Writing Level II

This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, ~~instructional~~, biographical, narrative, and subjective paragraphs.

Recommendation

Descriptive Title: Reading/Writing Level II

This Level II reading and writing course is designed to improve reading comprehension, increase vocabulary, and improve critical thinking and writing skills. Students will write descriptive, biographical, narrative, and subjective paragraphs.

INACTIVATE COURSES

1. German 21ab - Beginning Conversational German
2. German 22ab - Intermediate Conversational German

MATHEMATICAL SCIENCES

COURSE REVIEW; CHANGE IN DISTANCE EDUCATION UPDATE

1. Mathematics 40 – Elementary Algebra

INACTIVATE COURSES

1. Mathematics 10A - Basic Arithmetic Skills, Part I
2. Mathematics 10B - Basic Arithmetic Skills, Part II

NATURAL SCIENCES

COURSE REVIEW

1. Biology 8 - Biology of Plants

COURSE REVIEW; CHANGE IN PREREQUISITE

1. Chemistry 1A - General Chemistry I
Current Status/Proposed Changes
Prerequisite: Chemistry 4 ~~with a minimum grade of C~~ or 1 year of high school chemistry and qualification by testing (El Camino College Chemistry Placement Test) and assessment; and eligibility for Mathematics 170 or qualification by testing (El Camino College Mathematics Placement Test) and assessment.

Recommendation

Prerequisite: Chemistry 4 or 1 year of high school chemistry and qualification by testing (El Camino College Chemistry Placement Test) and assessment; and eligibility for Mathematics 170 or qualification by testing (El Camino College Mathematics Placement Test) and assessment.

COURSE REVIEW; CHANGE IN RECOMMENDED PREPARATION

1. Geology 2 - History of Planet Earth
Current Status/Proposed Changes
Recommended Preparation: Geology 1 and eligibility for English 84 1A

Recommendation

Recommended Preparation: Geology 1 and eligibility for English 1A

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Geology 4 - History Planet Earth Laboratory

Current Status/Proposed Changes

This course utilizes laboratory exercises and field study to apply geologic principles in identification of minerals, igneous, metamorphic, and sedimentary rocks and fossils and their use in interpreting earth history, age relationships, and paleogeography of selected regions.

Recommendation

This course utilizes laboratory exercises and field study to apply geologic principles in identification of minerals, igneous, metamorphic, and sedimentary rocks and fossils and their use in interpreting earth history, age relationships, and paleogeography of selected regions.