

**EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
OCTOBER 12, 2010**

Present: J. Davidson, E. French-Preston, S. Gates, E. Goldmann, A. Himsel, L. Kjeseth, M. Lipe, E. Martinez, V. Nemie, T. Norton, V. Rayford, S. Rodriguez, J. Sims, J. Thompson

Absent: F. Arce

Ex-Officio Members Present: Q. Chapman, C. Lee, L. Suekawa

Ex-Officio Members Absent: D. Budri, M. Hall

Also Present: M. Gross, B. Knapp, L. Linka, G. Miranda, J. Meredith, R. Natividad, J. Young

CALL TO ORDER

Chair Kjeseth called the College Curriculum Committee (CCC) meeting to order at 2:30 p.m.

APPROVAL OF MINUTES

The minutes from the September 14th meeting were sent via email and approved before today's meeting. The minutes from the September 28th meeting will be sent to the committee via email after today's meeting. The committee was requested to review and approve in a timely manner.

CURRICULUM REVIEW

Health Sciences and Athletics

- R. Natividad, Dean of Health Sciences and Athletics, introduced his staff, who attended the meeting with him.
- Included in today's handouts was the errata sheet for the Nursing major, which was a copy of the proposal, with requested changes indicated in red.
- L. Suekawa requested clarification of item 6.1, regarding the Anatomy course requirements. It was determined that the first bullet point should read: Anatomy 30 OR Anatomy 32 or BOTH Anatomy and Physiology 34A and 34B.
- Chair Kjeseth called for a motion to approve the revisions and changes to the Nursing major. M. Lipe moved, T. Norton seconded, and the motion was carried.

FULL REVIEW COMMENTS AND VOTES IN CURRICUNET

- Full course review was presented by Chair Kjeseth on CurricUNET. All committee members received a handout with information on full review proposals.
- The following course reviews were summarized by Chair Kjeseth in the handout: Child Development 116, 117, 118 and 119.
- Chair Kjeseth informed the committee that he would take the course review comments made in CurricUNET and summarize them. This summary would be distributed to committee members at the CCC meeting, reviewed, and a determination would be made at that time to approve or return for further review.
- The following processes were brought to the table in order to establish procedures to move forward with proposals:
 - Proposals with all Yeas, with comments, would move forward to be approved.
 - Minor Nays would also move forward to be approved.
 - Multiple Nays, with comments, would be re-reviewed.
- Chair Kjeseth called for a motion to approve this process. S. Rodriguez moved, J. Thompson seconded, and the motion was carried.
 - A minimum of eight Yeas, without comments, will allow the Chair to forward without sending back for minor changes.
- Chair Kjeseth called for a motion to approve this process. V. Nemie moved, E. French-Preston seconded, and the motion was carried.
- Child Development 116 was approved in CurricUNET.
- Child Development 117 was discussed according to the Chair's summary. No comments had been made in CurricUNET, and the proposal will be forwarded.
- Chair Kjeseth called for a motion to approve Child Development 117. A. Himsel moved, J. Thompson seconded, and the motion was carried.
- Child Development 118 was discussed according to the Chair's summary. The comments were addressed, and the minor changes requested had been made by Chair Kjeseth and were approved by J. Young during the meeting.
- Chair Kjeseth called for a motion to approve Child Development 118. A. Himsel moved, S. Rodriguez seconded, and the motion was carried.
- Child Development 119 was discussed according to the Chair's summary. The comments were addressed, and the minor changes requested had been made by Chair Kjeseth and were approved by J. Young during the meeting.
- Chair Kjeseth called for motion to approved Child Development 119. S. Gates moved, V. Nemie seconded, and the motion was carried.

CHAIR'S REPORT

- Chair Kjeseth called for a motion to forgive the Chair for his omission regarding Conditions of Enrollment. T. Norton moved, V. Nemie seconded, and the Chair was unanimously forgiven by the committee.

- Chair Kjeseth congratulated the committee on the completion of their first CurricUNET course review. He requested the committee write down any comments or concerns they may have and submit them to the Chair.
- Congratulations also went out to J. Young for being the first faculty to complete the review process in CurricUNET, and to V. Nemie for being the first faculty to make comments.
- A suggestion was made to give DCC members temporary title changes at their request, in order for them to have more access to CurricUNET when necessary. This was agreed upon by Q. Chapman and Chair Kjeseth.
- Chair Kjeseth reminded the committee that he has set up his calendar with times when he is available for CurricUNET appointments. Ideally, three or four people are a good size group for training on course review. L. Linka can schedule a session for anyone who requires training or assistance with CurricUNET.
- Chair Kjeseth fielded a question in regards to the availability of a “cheat sheet”, something that would explain the steps to take in order to write comments. A “Course Review Worksheet” is available that spells out what is to be done regarding course review before changes are made.
- Small progress is being made on the CCC handbook. We are in no position to make big changes at this time.

ANNOUNCEMENTS

- Q. Chapman informed the committee that the handouts included an updated CCC timeline with room changes, and an updated CCC directory.

ADJOURNMENT

- Chair Kjeseth called for a motion to adjourn the meeting. A. Himsel moved, S. Gates seconded, and the motion carried. The meeting was adjourned at 3:25 p.m.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE
October 12, 2010**

Proposed Curriculum Changes for 2011-2012

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Child Development 116 - Creative Art for Young Children

Current Status/Proposed Change

This course focuses on the principles and methods of planning, presenting and evaluating creative art experiences for young children ages two to ~~five~~ six in diverse settings. Emphasis will be placed on facilitating creativity, self expression, and concept and skill development through the use of art media such as paint, clay, collage, chalk and woodworking. Methods for adapting creative art experiences for children with special needs will be discussed. The course is designed for teachers in training and teachers in service needing to develop and refine skills in understanding, planning, and implementing curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Recommendation:

This course focuses on the principles and methods of planning, presenting and evaluating creative art experiences for young children ages two to six in diverse settings. Emphasis will be placed on facilitating creativity, self expression, and concept and skill development through the use of art media such as paint, clay, collage, chalk and woodworking. Methods for adapting creative art experiences for children with special needs will be discussed. The course is designed for teachers in training and teachers in service needing to develop and refine skills in understanding, planning, and implementing curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

2. Child Development 117 - Music and Movement for Young Children

Current Status/Proposed Change

This course focuses on the principles and methods of planning, presenting, and evaluating music and movement experiences for young children ages two to ~~five~~ six. Activities, such as group singing, rhythmic experiences, perceptual motor, and creative movement, which foster the child's cognitive, psychosocial, and physical development will be presented. Methods for adapting music and movement experiences for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine

skills in planning and implementing music and movement curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Recommendation:

This course focuses on the principles and methods of planning, presenting, and evaluating music and movement experiences for young children ages two to six. Activities, such as group singing, rhythmic experiences, perceptual motor, and creative movement, which foster the child's cognitive, psychosocial, and physical development will be presented. Methods for adapting music and movement experiences for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing music and movement curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

3. Child Development 118 – Science and Math for Young Children

Current Status/Proposed Change

This course focuses on the principles and methods of planning, presenting, and evaluating science and math experiences for young children ages two to ~~five~~ six. Students will develop activities that foster children's natural curiosity about scientific and mathematical concepts. These activities will be designed to encourage exploration, experimentation, problem solving, and discovery. Methods for adapting science and math experiences for young children with special needs will also be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in understanding, planning and implementing science and math curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Recommendation:

This course focuses on the principles and methods of planning, presenting, and evaluating science and math experiences for young children ages two to six. Students will develop activities that foster children's natural curiosity about scientific and mathematical concepts. These activities will be designed to encourage exploration, experimentation, problem solving, and discovery. Methods for adapting science and math experiences for young children with special needs will also be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in understanding, planning, and implementing developmentally appropriate science and math curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

4. Child Development 119 – Language Arts for Young Children

Current Status/Proposed Change

This course focuses on the principles and methods of planning, presenting and evaluating language arts activities for young children ages ~~2-5~~ two to six.

Appropriate activities for expressive and receptive language development such as storytelling, dramatic play, listening, and emergent literacy will be examined.

Methods for adapting language experiences for children with special needs will be discussed. This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing language arts curriculum. Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

Recommendation:

This course focuses on the principles and methods of planning, presenting and evaluating language arts activities for young children ages two to six. Appropriate activities for expressive and receptive language development such as storytelling, dramatic play, listening, and emergent literacy will be examined. Methods for adapting language experiences for children with special needs will be discussed.

This course is designed for teachers in training and teachers in service needing to develop or refine skills in planning and implementing language arts curriculum.

Students will be required to participate in one structured activity related to children and/or professional development outside of class hours.

NEW DISTANCE EDUCATION VERSIONS

1. Child Development 116 - Creative Art for Young Children (Online)
2. Child Development 117 - Music and Movement for Young Children (Online)
3. Child Development 118 – Science and Math for Young Children (Online)
4. Child Development 119 – Language Arts for Young Children (Online)

HEALTH SCIENCES AND ATHLETICS DIVISION

CHANGE IN MAJOR; PROGRAM PREREQUISITES, COURSE REQUIREMENTS, UNITS

1. Nursing Major

Current Status/Proposed Change

Program Prerequisites:

Associate Degree Nursing Program (Generic)

~~1. Attend a general orientation for prospective nursing students.~~

~~2. Graduate from high school or earn acceptable scores on the G.E.D.~~

- ~~3. Complete Mathematics 40 or 41B or higher level mathematics or pass the Mathematics Competency Test.~~
1. Complete the following Nursing Program prerequisite courses with a minimum 2.5 GPA:
 - Anatomy 30 or 32
or
 - Anatomy and Physiology 34A and Anatomy and Physiology 34B
or
 - Physiology 31 (Note: If a student earns only a grade of C in each of these prerequisites, then a 2.5 GPA will not be met. All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
 - Microbiology 33
 - English 1A (not included in the required basic science 2.5 minimum GPA)
 - Mathematics 73 or 80 or pass the Mathematics Competency Exam
- ~~2. Achieve a passing score on Complete a Nursing Assessment/Readiness Test with a state recommended passing score.~~
- ~~3. Complete Degrees of Reading Power Test with a passing score of 60 or greater.~~
- ~~4. Earn a cumulative GPA in all college level course work. In addition to meeting the above requirements, students must have official transcripts on file in the Records Office showing evidence of high school completion as well as all college and university credits earned. A student must also provide evidence of criminal background clearance of 2.5 in all courses completed since high school.~~

Course Requirements:

Nursing 48, 145, 150, 151, 152, 153, 154, 155, 156, 250, 251, 253, 254, 255,
Psychology 5, Sociology 101, English 1B
Total Units: 54.5

Program Prerequisites:

Upward Mobility Program (LVN Option)

1. Possession of a current California LVN/LPN license and employment as an LVN/LPN in a bedside nursing position for at least one year.
2. Complete the following courses with a minimum of a 2.5 GPA:
 - Anatomy 30 or 32
or
 - Anatomy and Physiology 34A and Anatomy and Physiology 34B
or
 - Physiology 31 (All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
 - Microbiology 33

- English 1A
 - Mathematics 73 or 80 or pass the Mathematics Competency Exam
3. Complete Degrees of Reading Power Test with a passing score of 60 or greater.
 4. Complete a Challenge Exam with a passing score.

Course Requirements:

Nursing 48, 149, 150, 151, 152, 153, 154, 155, 156, 250, 251, 253, 254, 255,
English 1B, Psychology 5, Sociology 101

Total Units: 43.5-39.5

~~Diploma Graduate Option~~

~~This option is designed for licensed Diploma RNs to earn credits for previous educational preparation. Specific general education or science courses, selected on a case by case basis, must be completed to fulfill the requirements for the Associate in Science Degree with a major in Nursing. Transcript evaluation will allow up to a maximum of 34 units of credit.~~

Recommendation:

Program Prerequisites:

Associate Degree Nursing Program (Generic)

1. Complete the following courses with a minimum of a 2.5 GPA:
 - Anatomy 30 or 32
or
 - Anatomy and Physiology 34A and
Anatomy and Physiology 34B
or
 - Physiology 31 (All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
 - Microbiology 33
 - English 1A (not included in the required basic science 2.5 minimum GPA)
 - Mathematics 73 or 80 or pass the Mathematics Competency Exam
2. Complete a Nursing Assessment/Readiness Test with a state recommended passing score.
3. Complete Degrees of Reading Power Test with a passing score of 60 or greater.
4. Cumulative GPA of 2.5 in all courses completed since high school.

Course Requirements:

Nursing 48, 145, 150, 151, 152, 153, 154, 155, 156, 250, 251, 253, 254, 255,
Psychology 5, Sociology 101, English 1B

Total Units: 54.5

Program Prerequisites:

Upward Mobility Program (LVN Option)

1. Possession of a current California LVN/LPN license and employment as an LVN/LPN in a bedside nursing position for at least one year.
2. Complete the following courses with a minimum of a 2.5 GPA:
 - Anatomy 30 or 32
or
 - Anatomy and Physiology 34A and
Anatomy and Physiology 34B
or
 - Physiology 31 (All science courses must have been completed within seven years prior to the date the application for the nursing program is submitted.)
 - Microbiology 33
 - English 1A
 - Mathematics 73 or 80 or pass the Mathematics Competency Exam
3. Complete Degrees of Reading Power Test with a passing score of 60 or greater.
4. Complete a Challenge Exam with a passing score.

Course Requirements:

Nursing 48, 149, 151, 154, 155, 156, 250, 253, 254, 255, English 1B, Psychology 5, Sociology 101

Total Units: 39.5