~ECE Department~
Instructional Program Planning
~ Fall 2012
for the 5-year period beginning
Fall 2013~

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I. Background, Evaluation & Analysis

**Program Description:**

The Early Childhood Education Department (ECE) is a large, complex, CTE program with a transfer track that includes partnerships and strong collaborative relationships with a variety of local community agencies, state agencies and programs. The ECE Department worked with other Community College faculty throughout the state to develop the ECE Curriculum Alignment Project and we were awarded CAP alignment status in April 2011. The ECE Department was the third department at Cabrillo to develop an Associate Degree for Transfer, the ECE AS-T. The department offers courses that support students across campus including Child Development (ECE31), which also serves as our entry course to the ECE degree. The Department also offers courses that support: “new to ECE” students, those seeking a degree in ECE, those seeking certificates (of which we offer 9 Certificates of Achievement), those seeking various permit levels on the CA Child Development Permit matrix (with six levels: Assistant Teacher, Associate Teacher, Teacher, Master Teacher, Site Supervisor and Program Director) and those planning to transfer to 4-year colleges and universities (the AS-T has made this path faster and more accessible for ECE students). The ECE Department offers this wide variety of Certificates because our field is multi-faceted and developing expertise in an area of specialization is desirable and necessary (e.g. Infant/Toddler Specialists, Site Supervisors, First and second language development, etc.). Furthermore, CTE programs have been directed by the Chancellor’s Office to offer a variety of certificates to meet the needs of the workforce. During our Advisory Committee meeting each year we consult our members to insure that our Certificate offerings are in line with the needs of our county’s workforce. ECE graduates go on to: work as preschool or infant toddler caregivers in child care centers, open their own family child care businesses, become site supervisors, nanny, work as parent educators and more. The depth and range of our course offerings allow us to meet the diverse educational needs of the Early Care Community.

We are a small but dedicated full time faculty (with one of the four FT faculty members currently reassigned as the Children’s Center Director and another contract faculty member on partial contract-early retirement) with an adjunct pool of 14-18 during the time period of this plan. As a whole, we are a dedicated and passionate group of instructors who strive every day to connect with students in our courses and strive to take the Cabrillo Mission and Vision as well as the four college core competencies to heart in our work.

The core values, efforts and activities of the ECE Department embrace the Cabrillo College Mission:

“Cabrillo College is a dynamic, diverse and responsive educational community dedicated to helping all students achieve their academic, career, and personal development goals.”

Likewise, the ECE Department reflects the Cabrillo College Vision statement as we work to enhance high quality learning opportunities in every ECE course offering and to assure that the ideals of the Cabrillo College Vision are integrated into our course content and pedagogy.

- **Cabrillo College** is passionate about developing critical thinking, honing oral and written communication and enhancing global awareness, while cultivating personal and professional responsibility in our students.
- We help students of varying skill levels achieve their potential, and consider everyone in the college part of a community of learners who are treated with dignity and respect.
- **Cabrillo College** supports a climate of diversity, self-empowerment and sustainability, with a strong sense of social justice.
- As an integral part of Santa Cruz County, **Cabrillo College** is an accessible gateway to prosperity that provides education for all, supporting the local economy and improving economic vitality.
• We serve students who have goals of transfer, career preparation, basic skills, personal fulfillment and retraining through an inclusive and effective learning environment.
• Students will leave with greater knowledge and a richer expectation of themselves.

The ECE department trains the preponderance of Santa Cruz County’s childcare workforce. In so doing, we support the broad economic base of the county. As stated in The Economic Impact Report on Child Care in Santa Cruz County (2007) “The child care industry, also known as early care and education (ECE), is essential to the economic strength and quality of life in Santa Cruz County.” The report goes on to cite: Cornell University researchers, Mildred Warner PhD and Louise Stoney, MSW, “Quality early care and education benefits more than parents and children; it also supports the local economy making child care a good investment in the future of the community.”
**Relationships:**

The ECE Department is supported in its mission of educating the Early Care workforce by its essential relationship with our lab school, the Cabrillo College Children’s Center. Providing access to demonstration classrooms on-site is essential because:

- Our profession requires a practicum experience in a supervised setting for state certification and for transfer. The Cabrillo College lab school, which serves as our lab school, provides a demonstration model program and is the ideal setting where ECE students have this practicum experience in a National Association for the Education of Young Children (NAEYC) accredited model program that is both integrated with and centralized to the ECE program and faculty. Here, students are able to work with models of current best practice and a centralized location for more cost-effective supervision by ECE faculty. Without access to practicum opportunities, an ECE students’ progress toward their degree would be impeded.

- In order for students to receive credit for their practicum experience, they must work with faculty or with a state-approved Mentor Teacher. With the small number of community sites with qualified Mentor Teachers, organizing placements and conducting required visits throughout Santa Cruz County, would significantly increase costs per FTES.

- Student Learner Outcomes (SLO’s) for our courses are inextricably linked to our students having access to observation, research and practicum experiences in a fully-accredited (NAEYC), model program. Through our Practicum courses, student teachers and interns have the opportunity to achieve their academic goals by participating in the Children’s Center classrooms with children and their families and with the guidance of master teachers.

- We offer 9 Certificates of Achievement in ECE. Each one requires access to a high quality classroom setting for observation and research. For example: the “Curriculum Planning Certificate of Achievement” has an SLO that is clearly dependent upon Children’s Center observations.

- The Cabrillo College Children’s Center is one of only five Demonstration sites for the California Department of Education/WestEd Program for Infant-Toddler Care (PITC). The ability to achieve the SLO’s written for our classes depends upon access to on-site observation. There are many examples of SLO’s needing access to on-site observation such as ECE135, “Infant and Toddler Program Development”.

- The Children’s Center also provides non-intrusive observation and research opportunities for classes in other departments at Cabrillo, including psychology, nursing, and anthropology, as well as prospective Cabrillo College students. Cabrillo College students, campus-wide, use our unique observation booths and they would not be able to be served in community programs because those programs are not designed to handle the intrusion of so many students/observers.

The ECE Department maintains many valuable relationships throughout the Early Care Community of Santa Cruz County and beyond. This list includes some of those partnerships:

- Our very active Advisory Committee is composed of leaders from the Early Care and Education community including: the Director of First 5 Santa Cruz, the Director and the Coordinator of the Pajaro Valley Unified School District (PVUSD) Migrant and Seasonal Head Start Program, the Director of Child and Family Development Programs (Head Start & Early Head Start, Santa Cruz Community Counseling Center), the Santa Cruz County Office of Education Coordinator of Child Development Programs, and many others.

- We are working with various colleges and universities to develop articulation agreements for our AS-T in ECE and our ECE degree. Our AS-T in ECE has been accepted by San Jose State University (SJSU) and we have several ECE students who are on track to transfer to SJSU with the new AS-T in ECE.
degree. Through our on-going participation in and close collaboration with the California Early Childhood Mentor Program (www.ecementor.org), the ECE department provides additional venues for ECE students to complete the degree and meet permit requirements for supervised teaching. There are currently six Mentor Sites throughout the community where ECE students may be placed to fulfill the Practicum course. Supervising ECE faculty visit students at the Mentor site and conference with each student and Mentor Teacher several times during the semester. Two ECE contract faculty are members of the Mentor Selection Committee, conducting site visits and evaluations of current Mentor sites and reviewing applications for acceptance into the Mentor program.

- We developed a high school articulation agreement with Watsonville High School. Students who receive a grade of "B" or better and the recommendation of their instructor for the Watsonville High School course: “Careers with Children” are eligible to petition for ECE 161CWC (2 units) and ECE 162CWC (1 unit), ECE elective credits.

- The ECE Department works in close collaboration with local and regional agencies, including: Santa Cruz County Office of Education: Child Care Planning Council and Child Development Resource Center; San Andreas Regional Center; Head Start; Migrant Head Start; Early Head Start; San Francisco Community College District Early Childhood Mentor Program and the University of California Santa Cruz (UCSC).

- The ECE Department currently holds substantial contracts and instructional agreements with: First 5 Santa Cruz; Stanislaus County Office of Education; Foster Kinship Care and Education; Options for Recovery: Specialized Training for Adoptive Parents; Child Development Training Consortium; and WestEd’s Program for Infant-Toddler Caregivers.

- The Foster & Kinship Care Education Program (FKCE) provides approximately 400 hours of training annually for foster and kinship caregivers in Santa Cruz County. This includes the required 15 hours of pre-service training for foster care licensing and placement offered quarterly in English and Spanish, as well as in-service trainings required for foster parents to maintain their licenses. It also includes 15 hours of preparation training for kinship caregivers. In addition, 6 training/support groups are held monthly for foster, adoptive, and kinship caregivers in both English and Spanish. Throughout the academic year, Santa Cruz County-licensed foster parents and approved kinship caregivers attend trainings held at various locations throughout Santa Cruz county.

- The ECE Department has written and currently administers several grant-funded programs. During each year of this Program Planning Cycle, these grants totaled at least $140,253 (the 2010-2011 grant total). These programs provide services essential to our community and to special target populations (including Dual Language Learners, underserved students, and high-risk populations). Our successful implementation of these grants includes provision of the following, thus enhancing student success and community support:
  - Tuition stipends for ECE and GE courses, translation and tutorial services, course materials, and lending library textbooks.
  - A county-wide initiative, with First 5 Santa Cruz, involving hundreds of early care teachers, to increase the emergent language and literacy skills of young children in our community.
  - Professional, on-site, occupational Mentors in the community supporting ECE student teachers in completing their practicum at Mentor sites.
  - Support for the PITC Demonstration site Infant Toddler Classrooms in the Cabrillo College Children’s Center.
  - Grant-funded sections of certain ECE and General Education courses generating FTES at a no cost to minimal cost to the college (Many of our grants pay for 100% of TU’s plus benefits, and indirect costs).
  - 100% of the foster parent training in Santa Cruz County.
The ECE Department also receives an annual donation from the Trombetta family. This donation is received through the Cabrillo College Foundation and has been received every year of this Program Planning Cycle (as well as previous years). Examples of how these funds are used include:

- The salary for one of the Student Interns in the Cabrillo Children's Center Infant classroom
- The Peace Library: purchase of books, materials, student and faculty “librarians”.
- Scholarships for Interns and other ECE students to attend state and national ECE conferences.

The ECE Department maintains many important relationships here at Cabrillo College:

- The Children’s Peace Education and Anti-Bias Library, housed in room 1508, includes a collection of over 900 high quality children’s books which are used by ECE faculty for instruction, by Children's Center teachers, and which are checked out by ECE students for use in children’s programs throughout Santa Cruz County. This collection is cataloged and accessible in the Cabrillo Main Library and through its website that is accessible via the Internet (www.childpeacebooks.org). The Cabrillo College Library and the website are both used by Early Childhood students and professionals. The website is fully available in both English and Spanish. Funded entirely by grants and donations and staffed by student volunteers, the library provides the instructional program with essential examples for supporting children’s identity formation, language development and pre-literacy skills, and for curriculum development in child care programs. The Peace Education and Anti-Bias Library is utilized by the following (as well as others):
  - Cabrillo College ECE students, faculty and Children's Center Teachers.
  - Parents and families of children attending the Cabrillo College Children’s Center.
  - Santa Cruz County Public Librarians as a resource for children’s library book purchases.
  - Santa Cruz County (Raising a Reader) Program as a resource for books to be included in their program for children in schools throughout Santa Cruz County.
  - Santa Cruz Montessori School has recently expressed interest in developing a collaborative relationship with the Peace Library as they are planning to further develop a Peace Library collection initiated and created by ECE graduates employed at the school.

- The ECE Department works to maintain and strengthen our relationship with the ESL Department. ECE students in our Spanish-to-English program are consistently encouraged to take Spanish 16 and/or Spanish 17 to improve proficiency and academic skills in their native language. Spanish 16 is included as recommended preparation for certain ECE courses. Spanish 17 is one of the requirements for our Certificate of Achievement in Bilingual Spanish/English Teaching and for the Skills Certificate in Spanish/English Early Childhood Teaching. Collaboration with ESL faculty led to the development of ESL 221A, 221B, 221C and 221D. Funded by the Title V grant, these four ESL courses were designed as companion courses for the four basic ECE core courses (ECE131/31; ECE 142/32; ECE 51 and ECE 53) leading to the Associate Teacher Level of the Child Development Permit.

- The English Department has offered English 100 (“Emphasis on Children and the Family”) for many years. ECE Faculty are interested in supporting the faculty teaching this class and have worked to do so by collaborating with the instructor regarding the identification of relevant articles for students to read. The ECE department has provided the 1508 classroom for the English 100 class for several years. This classroom houses the ECE Department’s Peace Library, which has been utilized by the English 100 class.

- During the period from 2007 to 2011 ECE faculty have collaborated at length with faculty in Math, in History, in Anthropology, in Computer Applications, in the English Department and in ESL to provide instruction in sections dedicated to cohorts of ECE students.

- The ECE Department maintains a strong relationship with Cabrillo counseling. ECE contract faculty support our students with ECE academic advising and encourage all ECE students to meet regularly with a Cabrillo counselor to be sure they are on track for their certificates and/or degree.
The ECE Department works annually with Santa Cruz County’s Career Technical Education (CTE) Community Collaborative to update our “Career Programs of Study Template” which is a structured sequence of academic career and technical education courses used to assist students in working with teachers, counselors and parents, to achieve their educational and career goals. It is available on their website at: [http://www.santacruzcte.org/education-and-careers.html](http://www.santacruzcte.org/education-and-careers.html)

To ensure accessibility of training and coursework for our community’s diverse workforce, the ECE Department has entered into Instructional Agreements with two key agencies:

- **Migrant and Seasonal Head Start (MSHS) through the Stanislaus County Office of Education Child/Family Services Division, with offices in Modesto, California:**
  For each of the past 10 years, through the MSHS grant, we have offered courses leading to: the A.S. Degree, the various levels of the Child Development Teacher Permit, and various ECE Certificates, in particular the Certificate of Achievement in Infant-Toddler Care and the Certificate in Bilingual Spanish/English Teaching. The rationale behind the MSHS grant is to offer courses to MSHS cohorts within a different time frame than the regular college semester in order to match the “off season” of the staff, teachers and family childcare providers of Santa Cruz County Migrant and Seasonal Head Start. This grant-funded program has consistently included degree-applicable ECE coursework as well as a selection of ESL and General Education courses (Math, English, Computer Applications, History and Anthropology). The Academy that ended in May 2012 provided training for **92 participants**, accounting for a total of **115 course enrollments**.

- **First 5 Commission of Santa Cruz County:**
  In the spring of 2006 the ECE Department was approached by the First 5 Commission of Santa Cruz County to implement their Early Literacy Foundations Initiative. ECE department faculty were involved from the beginning in both the planning and implementation of this project. Several courses were specifically created and revised over time as needed: ECE 162ELF - Early Literacy Foundations for Preschool Children; ECE 144C/162LFC Preschool Language and Literacy Foundations Coaching; ECE 139ELF Early Literacy Foundations for Infants and Toddlers; and ECE 156M Early Literacy Foundations for Young Children. Over the past 6 years, through the First 5 Grant, we have offered **18 course sections accounting for 317 enrollments**.

Finally, it is important to note the significant financial benefit to the college from these and our other grant-funded ECE programs. The grants pay for the majority of the Teaching Units (plus benefits); the college collects apportionment from the state and fully benefits from the low-cost FTE’s.

**Beyond Cabrillo: The State of California to Tokyo, Japan**

- **ECE Department Faculty in collaboration with Children’s Center Faculty have developed a nationally recognized infant/toddler program. The Cabrillo College Children’s Center is one of only five demonstration sites for the CA Department of Education/WestEd Program for Infant-Toddler Care (PITC).** We are one of the original PITC Demonstration sites. The other Demonstration sites are: Glendale Community College Child Development Center, Grossmont College Children’s Center, Merced College Child Development Center, and Santa Rosa College Robert Call Child Development Center. As a PITC Demonstration site, we host hundreds of visitors to the college each year including: directors, teachers, policy makers, college faculty, teacher trainers, infant/toddler specialists, and PITC staff. PITC reviews our infant/toddler program on a biennial basis, and both Children’s Center and ECE faculty participate in statewide PITC meetings and trainings. Also, several of the new training videos produced by the CA Department of Education and WestEd feature the Cabrillo College Infant and Toddler Programs.
ECE Department contract faculty regularly participate in state-wide meetings that shape the direction of the field of ECE in California. We have been active participants in the following activities of the Child Development Division (CDD) of the California Department of Education (CDE): *California Infant/Toddler Learning and Development Foundations* and *Learning & Development Program Guidelines*, the *California Preschool Learning Foundations*, the *Preschool Curriculum Framework*; revision of the *Preschool Program Guidelines*, revision of the *California Desired Results Developmental Profile-2010* for Infants/Toddlers and Preschoolers; and the *Best Practices for Young Dual Language Learners Project*.

Faculty have participated in PITC trainings and some have also completed “Beginning Together” trainings focused on inclusion of children with special needs.

Two of our contract faculty were invited to participate in the *Best Practices for Young Dual Language Learners Project*. California is recognized as a leader throughout the United States regarding characteristics of dual language development and recommended best practices that inform the development of curriculum. The work being done by California’s Department of Education Child Development Division has strong ties with and influences the federal program *Race to the Top*.

- An ECE contract faculty member represented the California Community Colleges as one of the researchers of scientifically validated literature charged with writing sections of the Chapter on Young Dual Language Learners to be included in the Revised *Preschool Program Guidelines*.
- An ECE contract faculty member represented the California Community Colleges ECE departments and the *Chancellor's Office at the Stakeholders* meeting to comment and provide feedback on the draft materials of the chapter on young dual language learners.

The *California Community Colleges Curriculum Alignment Project (CAP)* engaged faculty from across the state to develop a lower-division program of study supporting early care and education teacher preparation. Several ECE contract faculty fully participated in this project over the last several years. A Cabrillo ECE faculty member (retired) was one of two CAP Project Leads at the state level. Our ECE department completed alignment and received approval in April 2011. As of September 2012, 103 Community Colleges in California have agreed to participate in CAP; of these, 67 have submitted documentation for approval and 47 have been approved.

- The CAP Lower Division 8 courses have been accepted as the required coursework for the newly approved Early Childhood Education Transfer Degree (AS-T). Our ECE Department was among the early applicants for the degree and on July 2012 the Chancellor’s Office approved Cabrillo College’s AS-T Degree in Early Childhood Education.
- Two of our contract faculty, have been active participants as Faculty Reviewers of course outlines proposed for C-ID designation by colleges across the state as part of their application for the new AS-T degree. These two faculty regularly participate at Discipline Input Group (DIG) meetings.

ECE faculty serve on the *Santa Cruz County Office of Education, Childcare Planning Council*, and on Planning Council committees including: Central Coast Early Care and Education Conference.

- The *Central Coast Early Care and Education Conference (CCECE)* is an annual event sponsored by the Santa Cruz County Office of Education, Cabrillo College ECE Department, and others and is held at Cabrillo College. The annual conference was held on October 13th, 2012 with over 250 participants from the Early Care community in attendance, including many ECE students. The day began in the Cabrillo College Recital Hall with a keynote address by Linda Brault, Senior Program Associate with WestEd, who spoke on “Social Emotional Foundations”. There were 3 workshop sessions and over 40 workshop offerings. Both contract and adjunct ECE faculty participated in many ways: Committee representatives; Opening Session Moderator; Workshop presenters (10 ECE faculty members were presenters at the 2012 conference).
One ECE contract faculty member currently serves and another previously served as a Board Trustee for the Santa Cruz Community Counseling Center (SCCCC) representing Child & Family Development Programs.

The ECE Department has developed a relationship with Bunkyo Gakuin University in Japan. There are several aspects to this collaboration:

- A Bunkyo ECE faculty member and fifteen ECE students from Bunkyo University visit Cabrillo College each spring semester for a two week internship experience.
- Two Cabrillo ECE students are sponsored by Bunkyo University for a two-week Intern Scholarship program at Bunkyo University in Japan.

We have been part of the Bunkyo Gakuin University-Cabrillo College collaboration for the past four years, three of which have included development and coordination of the scholarship program that sends Cabrillo College ECE students to Japan. As part of the Bunkyo to Cabrillo experience an ECE faculty member conducts a class for Bunkyo students at Cabrillo and helps to coordinate community internship placements for Bunkyo students. ECE faculty work with: Cabrillo Dean of Student Services; Cabrillo HASS Division Dean; Cabrillo International Student Counselor; & the Bunkyo community liaison, to support the Bunkyo students and their faculty supervisor in having a successful experience at Cabrillo and in community internship placements throughout Santa Cruz County.
**Labor Market:**

Students taking courses in ECE may elect to transfer to colleges or universities (now with the option of an AS-T in ECE), complete their AS in ECE, or they may join the Early Care workforce as "Assistants" after completing 6 ECE units or at higher levels of the California Child Development permit matrix (there are six levels on the Permit Matrix) requiring different combinations of education and experience. There are various jobs that students will qualify for based upon a combination of education and experience. We received our Labor Market Information from the Dean of CEED. This data included “Cabrillo College Career Technical Education (CC CTE) Program Completer and Leaver Key Performance Indicators” (data from 2006-2010) as well as data from the “Economic Modeling Specialists, Inc.” (EMSI)

Economic Modeling Specialists, Inc. (EMSI) looks at current data (2011) and makes projections to 2018 regarding several job titles relevant to our students including: “Child Care Workers”, “Preschool Teachers” and “Education Administrators, Preschool and Child Care Center/Program”. They project regional trends in job growth for these categories and also include wage data (see table below).

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Projected Regional Trends in Job Growth</th>
<th>Wage Range</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care Workers</td>
<td>33.5%</td>
<td>$6.06/hr to 10.65/hr</td>
<td>$7.62/hr</td>
</tr>
<tr>
<td>Preschool Teachers</td>
<td>20%</td>
<td>$9.88/hr. to 19.43/hr</td>
<td>13.07/hr.</td>
</tr>
<tr>
<td>Education Administrators, Preschool and Child Care Center/Program</td>
<td>17.1%</td>
<td>$14.56/hr to 30.63/hr</td>
<td>18.82/hr.</td>
</tr>
</tbody>
</table>

*Above Data from: Economic Modeling Specialists, Inc. EMSI (2011)*

The CC CTE Completer/Leaver data indicates that both “completer” and “leaver” students report significant increases in median wages. This increase for both categories speaks to the fact that through the State of California Child Development Permit process students may obtain various permit levels prior to completing an ECE degree (for example: the “Associate Teacher” permit is obtained with 12 ECE units and 50 days of experience). ECE students also show a high percentage of “Employment in the Field”, ranking fourth across all seventeen CTE programs at Cabrillo College.

<table>
<thead>
<tr>
<th>Percent Difference of Median Wages</th>
<th>Percent Reporting Employment in the Field</th>
<th>Percent Reporting Self-Employment</th>
<th>Satisfaction with Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completers</td>
<td>65% increase</td>
<td>69%</td>
<td>5%</td>
</tr>
<tr>
<td>Leavers</td>
<td>42% increase</td>
<td>59%</td>
<td>10%</td>
</tr>
</tbody>
</table>

*Above data from Cabrillo College CTE Completer/Leaver Survey (2006-2010)*

ECE students rank sixth in “Percent Increase in Wages” across all seventeen Cabrillo College CTE programs. While the initial average wage for our students after graduation is not high, the completer surveys report a difference in median wages of sixty-five percent and the leaver surveys report a forty-two percent increase. Many ECE students who come to Cabrillo are already running or are planning to open a Family Child Care Home. These students come to Cabrillo to take classes for a variety of reasons, including the requirements for: affiliate agencies (e.g. Migrant Head Start); state licensing; and/or various levels of the California Child Development Division Children’s Center Permits. Those who do open a Family Child Care Home typically employ others in their small business. Successful entry into the childcare profession through our program has lifted more people out of poverty in this county than any other program on this campus.

One comment from the completer/leaver survey is representative: “I was very pleased with my experience at the Cabrillo ECE Program and feel fortunate to have studied under and worked with so many talented and dedicated teachers…”
 Universities with which the program has been articulated:

In May of 2011 the ECE Department completed alignment with the ECE Curriculum Alignment Project and the EC/CD lower-Division 8. Accessibility to and transferability of these ECE courses will assist students statewide in preparing for careers in the field of Early Childhood Education.

In July of 2012 the ECE Department's AS-T was approved by the Chancellor's Office. ECE was the third department at Cabrillo to develop a Transfer degree, the ECE AS-T. ECE students who earn this AS-T degree will be guaranteed junior standing and priority admission consideration over all other transfer students when applying to a CSU baccalaureate degree program that has been deemed similar to the their community college area of emphasis. They are guaranteed priority admission over other transfer students when applying to a local or non impacted campus or priority admission consideration to an impacted campus.

The chart below identifies ECE articulation with Colleges and Universities in California. This data is from the ASSIST website.

<table>
<thead>
<tr>
<th>Course</th>
<th>C-ID</th>
<th>IGTC</th>
<th>CSU:Y/N</th>
<th>UC:Y/N</th>
<th>CSU: GE</th>
<th>UC: GE</th>
<th>UC</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE31  (3 units) Child Growth and Development</td>
<td>CDEV 100</td>
<td>4G</td>
<td>Y</td>
<td>Y</td>
<td>D7</td>
<td>E</td>
<td>B**</td>
</tr>
<tr>
<td>ECE32  (3 units) Child, Family and Community</td>
<td>CDEV 110</td>
<td>4G</td>
<td>Y</td>
<td>Y</td>
<td>D4</td>
<td>D7</td>
<td>B**</td>
</tr>
<tr>
<td>ECE33  (2 units) Child Development: School Age and Adolescence</td>
<td></td>
<td></td>
<td>Y</td>
<td>Y</td>
<td></td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>ECE34  (3 units) Observation and Assessment Methods in Early Childhood Education</td>
<td>ECE 200</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE51  (3 units) Principles of Working with Young Children</td>
<td>ECE 120</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE52  (3 units) Teaching in a Diverse Society</td>
<td>ECE 230</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE53  (3 units) Introduction to Curriculum for the Young Child</td>
<td>ECE 130</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
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<tr>
<td>ECE53L (.5 units) Curriculum Materials Lab</td>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE54  (4 units) Early Childhood Education Practicum</td>
<td>In Process</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
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<tr>
<td>ECE54L (1-3 units) Early Childhood Practicum Lab</td>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
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</tr>
<tr>
<td>ECE59  (3 units) Health, Safety, and Nutrition Issues in the Child Care Setting</td>
<td>In Process</td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECE64  (3 units) Children's Art</td>
<td></td>
<td></td>
<td>Y</td>
<td>N</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All information included in this table is current (FA12) and gathered from the ASSIST Report: [http://info.assist.org/maint_reports.html](http://info.assist.org/maint_reports.html)

**Behavioral and Social Sciences
Costs:

The ECE Department Program Plan Data for 2010/11 indicates the College load average to be 577.67 for the 5-year period, Fall 2006 through Spring 2011. By contrast, the ECE figure is 464.4 for the same period (see table below). The nature of the ECE program is such that costs, as measured, typically compare unfavorably with other disciplines that can deliver content in large lecture format or via on-line or distance learning, or with disciplines that do not have the same variety in course offerings.

The measures utilized for estimating load and cost efficiency fail to take into account significant resources, assets, and contributions of the ECE program and consequently do not provide a fully accurate view of the costs and benefits of the ECE program.

- Many of our courses are supervision-intensive and have enrollment limits as to number of students.
- We in ECE must offer a broad range of course content in order to serve the specific training needs of our county's diverse and complex childcare workforce.
- Although some of our courses (or course sections) are funded by outside agencies, this is not reflected in the costs attributed to the ECE department. Several ECE grants pay for all of the teaching units (for ECE courses and for several General Education and basic skills courses for cohorts of ECE students). The college collects the full FTES but the grants, not the college, pay for the Teaching Units including faculty benefits plus indirect costs.
- ECE faculty dedicate considerable time and talent to respond to the needs of our Dual Language Learners and other underserved students: conducting orientations for students in Watsonville two weeks prior to the beginning of each semester, both group and individualized advising sessions at both Aptos and Watsonville campuses throughout the academic year, creating specialized learning materials and curricula, arranging for and supervising tutorials for various ECE classes, certifying eligibility for California Department of Education/Child Development Division/Children’s Center Permits (as noted on p. 3), creation and implementation of a lending library of textbooks for ECE courses at both campuses, and providing a wide-range of additional resources to promote enrollment, retention and student success (see below). Many students begin taking ECE classes in Watsonville, to obtain units required for a Children’s Center permit, and as they come to see themselves as competent college students, they often decide to pursue both certificates and degrees. This in turn translates to enrollments in other disciplines, as these students enroll in general education and elective courses. The majority of these students have a high rate of overall success and academic achievement.

Consistently, the ECE Department has been an important contributor to the college’s designation as a Hispanic Serving Institution. When in 2002 the college proportion of Hispanic/Latino students was twenty-two percent, the ECE figure was almost forty eight percent. Currently (2010-2011) Hispanic students comprise fifty-four percent of ECE unduplicated enrollments (see details under Success and Retention).

ECE - Program planning data for 2010/11 supplied by Cabrillo College Planning Research Office:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Course Enrollment</th>
<th>Section Fill</th>
<th>Course Success</th>
<th>Course Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>2007/08</td>
<td>1,199</td>
<td>1,096</td>
<td>87.8%</td>
<td>86.8%</td>
</tr>
<tr>
<td>2008/09</td>
<td>1,231</td>
<td>1,056</td>
<td>96.4%</td>
<td>102.8%</td>
</tr>
<tr>
<td>2009/10</td>
<td>1,103</td>
<td>963</td>
<td>102.4%</td>
<td>98.7%</td>
</tr>
<tr>
<td>2010/11</td>
<td>1,081</td>
<td>1,044</td>
<td>97.1%</td>
<td>100.9%</td>
</tr>
<tr>
<td>2011/12</td>
<td>984</td>
<td>1,020</td>
<td>95.6%</td>
<td>97.0%</td>
</tr>
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</table>
## Student hours, faculty hours and load

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>FTES</th>
<th>WSCH</th>
<th>FTEF</th>
<th>WSCH/FTEF - Load</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td><strong>2007/08</strong></td>
<td>95.6</td>
<td>88.4</td>
<td>3,056.7</td>
<td>2,801.6</td>
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<tr>
<td><strong>2008/09</strong></td>
<td>115.9</td>
<td>100.1</td>
<td>3,721.0</td>
<td>3,176.5</td>
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<tr>
<td><strong>2009/10</strong></td>
<td>91.0</td>
<td>82.4</td>
<td>2,873.6</td>
<td>2,591.7</td>
</tr>
<tr>
<td><strong>2010/11</strong></td>
<td>93.6</td>
<td>89.3</td>
<td>2,969.1</td>
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<tr>
<td><strong>2011/12</strong></td>
<td>83.2</td>
<td>88.3</td>
<td>2,773.5</td>
<td>2,872.0</td>
</tr>
</tbody>
</table>
Student Learning Outcomes:

The ECE Department assessment plan from the previous ECE Program Plan was a guide to us during the last five years. We completed the assessment of the Student Learning Outcomes (SLOs) for our Degree and nine Certificates as well as the assessment of SLOs for all courses taught during this period (see SLO tracker). We have regularly met to work on our SLOs. Besides dedicating a portion of our Fall and Spring Flex department meetings, we also held two weekend retreats, a summer day-long retreat and several additional Flex activities specifically for ECE SLO assessment. Throughout this cycle we assessed 25 Degree/Certificate SLOs and 124 Course SLOs (with some slight variation to this total based upon course revisions and when the SLOs were assessed in the cycle). SLOs that were not assessed include those from inactivated courses, and any course that was not taught during this program planning period (as noted on SLO tracker). All courses now have carefully written SLOs to be in line with Course Objectives, Course Content and Course Assignments. SLOs for courses leading to certificates have been designed to align with the Certificate’s SLOs. All sections of the same course are expected to measure outcomes in a consistent manner using similar assignments.

Departmental discussions of SLOs and their assessment occurred at every Fall and Spring ECE Flex Department meeting. These Department meetings have a regular agenda item dedicated to this process. These discussions are held in both small and large group formats to accommodate the many SLOs needing to be assessed. The ECE faculty have found that these discussions provide a rich opportunity to talk about our teaching, and discuss ideas for improving both teaching and learning. The conversations about SLOs have also served as a vehicle for: engaging in professional development activities, looking at our program planning process, completing the CAP work and the development of our AS-T in ECE.

Our SLO discussions have led to the following considerations, activities, and recommendations: (*’s denote actions, with other departments, explained on p. 18)

Faculty Supports:

- The value of rubrics for both students and faculty was frequently noted in our discussions. As a result, we created an “ECE Rubric Binder” where faculty can both place rubrics they have developed, and find samples of other course rubrics. We continue to encourage faculty to add to the binder, and to utilize the resources we have gathered in developing their course materials.
- It was noted in an SLO discussion that a rubric designed specifically for writing would be useful particularly in our writing factor classes.*
- We also developed an online collection of resource materials and have encouraged faculty to submit successful projects and or activities to share with other faculty. The ECE Department program specialist has created electronic folders for each ECE course and is gathering the shared documents into the appropriate folders. Materials gathered include: course outlines, syllabi, activities and assignments.
- ECE faculty also discussed and subsequently shared Power Point resources they developed with other faculty (contract and adjunct) who teach the same classes. An important part of the discussion related to the connections made when the photos included in a Power Point presentation had been taken at Cabrillo’s Children’s Center by faculty supervising Student teachers (ECE54) or Interns (ECE168). The faculty were able to directly relate these photos to the class discussions because of the theory to practice connections between ECE course content and practices in the Children’s Center classrooms depicted in these photos.
- An ongoing question during our SLO discussions is “How do we move from valuable dialogue to taking action on the ideas generated?” Efforts toward answering this question have led to the following suggestions:
1) The discussion should guide faculty in the ongoing development of assignments for students.
2) The discussion should influence all teaching during both current and future semesters.
   
   ○ There was also a discussion of how to support faculty to complete SLO assessments in a timely manner. We decided on the following plan, which we and have recently implemented:
   
   1) We gave faculty the SLO assessment forms at the ECE Department Flex meeting.
   2) We asked each faculty member to decide which SLO/SLOs they would assess during the semester and what assignment/project/ would be used for the assessment, prior to leaving the meeting.
   3) We gave each faculty member an attractive folder to hold the forms and as a reminder to do the assessment as soon as they completed that assessment during the semester. This strategy was developed to encourage more active and relevant SLO reflection.
   4) To support instructors who are teaching a new course, and as a reminder for all faculty, we have, demonstrated the steps of accessing course outlines on CurricUNET at our Flex department meeting. In the demonstration, we emphasized the importance of faculty using the course outline as they develop their course materials (syllabus and course description).
   5) Each semester a letter is sent to ECE faculty prior to the beginning of the semester. This letter welcomes faculty to the new semester and it also includes important information about the upcoming semester as well as information about ECE related Flex activities and a comprehensive list of important Cabrillo College website links to support faculty during Flex week and throughout the semester is also included in the letter. (See example of ECE Flex letter in addendum)

   ○ To encourage adjunct faculty participation in ECE Program Planning, we planned and implemented a faculty retreat in late Spring 2012. The retreat was dedicated to the review of SLOs for ECE certificates and courses, and to the discussion of our teaching, all part of our Program Planning process.

   ➢ Professional Development:

   ○ Digital Bridge Academy (now Academy for College Excellence), On Course and other professional development opportunities (e.g. state opportunities such as Faculty Initiative Project) are always shared with all ECE faculty and all are encouraged to attend.

   • One contract ECE faculty member has completed the FELI Digital Bridge Academy.
   • Three contract and two adjunct ECE faculty members have completed On Course I.
   • Two contract ECE faculty members have also completed On Course II.
   • Because of faculty interest, in On Course strategies shared at a Flex Department meeting, a copy of the handout “Active Learner Strategies” was given to all ECE faculty.
   • All contract ECE faculty and some ECE adjunct faculty and Children’s Center Teachers participated during our work on the Curriculum Alignment Project (CAP) at retreats and department meetings.
   • We planned and implemented a faculty retreat for late Spring 2012 where we had an opportunity to further review SLOs in ECE certificates and courses and several Adjunct faculty and Children’s Center Teachers participated.
   • All contract ECE faculty and some adjunct ECE faculty have participated in State of California Faculty Initiative Project seminars.
Curriculum planning:

The following is a list of discussion points noted during SLO assessment conversations at ECE Flex Department Meetings:

- Faculty have set up times to work together to consider curriculum in courses that are shared. For example, as a result of a discussion at a Flex department meeting, we scheduled a time for all faculty teaching ECE31 to meet for a more in-depth conversation regarding various class assignments.

- Power Point presentations are regularly shared with other faculty members who are either teaching the same course, or who are teaching a course for the first time.

- The value of the Resource for Infant Educarers (sic) (RIE) videos for deepening understanding of key concepts related to infant/toddler care was noted during an SLO assessment discussion.

- Review of course SLO’s and subsequent discussion led faculty to revise the course textbooks (ECE146, ECE59, and others).

- Consideration of inclusive content (including children with special needs) for all courses.

- Changes were made to course assignments to require and enhance students critical thinking abilities.

- Faculty discussed the benefits/pitfalls of sharing examples of previous assignments with students.

- SLO assessments led faculty to discuss the challenge of complex assignments for students and to think about how to increase students’ successful completion these projects. This led faculty to redesign course projects by scaffolding key components of the more complex assignments.

- The assessment process has led faculty to more thoughtfully consider the design of assignments that lead to specific SLO assessment.

- Use the quality early care assessment tools: Early Childhood Environmental Rating Scale (ECERS), and related assessments (ITERS, FECERS), and the State of California Desired Results Developmental Profile (DRDP) in some way in every class.

- Importance of agreement on a consistent style for papers was discussed and the ECE faculty agreed on the use of APA style. Following this meeting, a handout on the basics of APA format and resources (online) was given to all faculty.

Improving Teaching/Active Learner Strategies:

- All faculty received a packet of active learner strategies from the On Course II workshop.

- Students working with others on an assignment (in class) and then writing individual final assignments was noted as a successful strategy.

- Value of peer brainstorming while working on assignments as well as peer review of assignments prior to submission date was a successful strategy.

- Importance of meeting with students more frequently while assignments are in progress.

- Support students in development of relationships with each other throughout the semester.

- Encourage students working in small groups and group presentations, thus increasing collaboration in classes.

- Create a “menu” of assignments for students to encourage student success.

Tutorial and Writing Skills Support for ECE students:

- The need for ongoing support of students in their development of writing skills. ** & ****
- Ongoing need for greater tutorial support with students writing skills, especially for dual language learners. *** & ****

- Ongoing need for greater scaffolding of assignments in terms of writing and practice in various aspects of assignments.

*The ongoing discussions about student writing led to a conversation with an English department faculty member. The ECE Program Chair asked about suggestions and was referred to the English Department’s website where she found the English 1-A rubric. All ECE faculty now have and are encouraged to use the rubric as a guide in their ECE classes.

**The ECE Program Chair met with the instructor for English 100 (“Emphasis on Children and the Family”). The English faculty member requested articles that might be used in the English 100 class and she was referred to Young Children, the journal from the National Association for the Education of Young Children. The ECE department has provided the 1508 classroom for this English 100 class for several years. This classroom houses the ECE Department’s Peace Library, which has been utilized by the English 100 class.

***Two ECE contract faculty members have met with the ESL Department with the goal of having ESL offer the courses developed with ECE content. An ECE contract faculty member recently worked with the Title V project to develop content-based ESL for ECE courses (ESL 221A, ESL 221B, ESL 221C & ESL 221D). Unfortunately, these courses are not currently being offered.

****ECE students in our Spanish-to-English program are consistently encouraged to take Spanish 16 and/or Spanish 17 to improve their proficiency and academic skills in their native language. Spanish 16 is included as recommended preparation for certain ECE courses. Spanish 17 is one of the requirements for our Certificate of Achievement in Bilingual Spanish/English Teaching and for the Skills Certificate in Spanish/English Early Childhood Teaching. In the period from 2007 to 2011 ECE contract faculty have collaborated at length with faculty in Math, in History, in Anthropology, in Computer Applications, in the English Department and in ESL to provide instruction in sections dedicated to cohorts of ECE students. Collaboration with ESL faculty led to the development of ESL 221A, 221B, 221C and 221D. Funded by the Title V grant, these four ESL courses were designed as companion courses for the four basic ECE core courses (ECE131/31; ECE 142/32: ECE 51 and ECE 53) leading to the Associate Teacher Level of the Child Development Permit.
**Student Success and Retention:**

- **Success rates** for students at Cabrillo College for the period 2006 to 2011 averaged 68.9%. ECE students’ success rate for the same period averaged 82%, exceeding the College figures by 13%.

- In terms of **completion**, ECE exceeds the College average by 5.2%. ECE overall completion rate for the period 2007 to 2011 = 88.8% compared to the College’s 83.3%

- In terms of **degrees** awarded, 112 ECE students graduated over the 5-year period 2006/07 to 2010/11, representing 2.7% of the total for the College. ECE students were awarded 306 Certificates of Achievement representing 19% of the total for the College. This demonstrates how the ECE Department is meeting the vision of the Cabrillo College Master Plan, which states: “The need for job training programs, skills certificates, and other programs with fewer general education requirements will increase. Those who have obtained these skills may seek opportunities for career development, general education and lifelong learning that can lead to higher levels of degree attainment”.

The ECE Department has consistently served the growing population of Hispanic/Latino students. Over the past seven years, more than half of the ECE student population has been Hispanic/Latino, approximately double the percentage of the overall college proportion (see comparison chart below, page 20). The Santa Cruz County Office of Education *All Succeed with Access to Preschool (ASAP) Plan*, published in 2009,\(^1\) presents a blueprint for expanding access to high-quality preschool for our county. The study includes a “snapshot of the current status of the workforce in the 160 centers and family child care sites that participated in the survey” and states: “With regard to language, 88 percent of the workforce represented in the survey reported that they spoke English, 53 percent spoke Spanish and 3 percent another language…When placed in mutually exclusive categories, 51 percent of the workforce represented in the survey spoke both English and Spanish, 34 percent spoke only English, 12 percent spoke only Spanish and 3 percent spoke English and another language.” In terms of need versus capacity of Santa Cruz County Preschools, the study shows that the largest unmet need is in the southern area of our county: “the need in Freedom and Watsonville is about ten times greater than any other geographic area, with approximately 800 children needing quality preschool.”\(^2\) Finally, of the 975 estimated number of early educators in the county, 36% have fewer than 12 ECE units; 35% have between 12 and 33 ECE units; 28% have attained AS or BA degrees in ECE.\(^3\)

Cabrillo’s ECE Spanish-to-English program, pioneered over 20 years ago, is dedicated to serving Hispanic/Latino students in our community who are dual-language learners. Our success over the years has earned us local, statewide and nationwide recognition.\(^4\) ECE faculty have presented details of our bilingual program at the National Association for the Education of Young Children (NAEYC) and the California Association for the Education of Young Children (CAEYC) conferences. We regularly respond to requests from other Community College programs to consult with them on serving their Spanish speaking populations. Our dual-language students progress to advanced coursework, certificates and degrees. In June 2012 twenty-five students graduated with the AS Degree in ECE. Of these, fifteen, i.e. 60%, began ECE coursework in Spanish at the Watsonville campus as part of our Spanish-to-English Program. The majority of students in this group were awarded High Honors, Honors, or Honorable Mention. These figures are representative of prior graduations over the past years. The ECE program usually ranks in the top five or six programs at the College, in terms of numbers of graduates. Typically, half or more than half of ECE graduates, have benefitted from our program of courses that includes sections offered in Spanish or in a bilingual Spanish-English format.

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2. Ibid, p. 50.
3. Ibid, p. 32.
4. For example, Los Angeles Mission College has been awarded a Perkins Grant to review “successful college models…that reach and teach Dual Language college students.” Cabrillo’s ECE program is one of two programs they selected. Three of their faculty will visit our ECE department during the weekend of February 15-17, 2013.
**The chart below notes ten year history of ECE Hispanic/Latino student enrollment 2001-2011:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>All locations</th>
<th>Watsonville Center</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Duplicated</td>
<td>Unduplicated</td>
</tr>
<tr>
<td>2001-02</td>
<td>1,094</td>
<td>597</td>
</tr>
<tr>
<td>2002-03</td>
<td>962</td>
<td>615</td>
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<tr>
<td>2003-04</td>
<td>1,167</td>
<td>693</td>
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<tr>
<td>2004-05</td>
<td>1,198</td>
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<td>2005-06</td>
<td>1,423</td>
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<tr>
<td>2006-07</td>
<td>1,431</td>
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</tr>
<tr>
<td>2007-08</td>
<td>1,244</td>
<td>716</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,213</td>
<td>731</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,106</td>
<td>675</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,144</td>
<td>676</td>
</tr>
</tbody>
</table>

**The chart below notes ECE enrollment numbers at ‘All locations”, Watsonville and the percentage of ECE students enrolled at Watsonville relative to unduplicated totals:**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>All locations</th>
<th>Watsonville</th>
<th>% of ECE enrollment at Watsonville</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>1,248</td>
<td>320</td>
<td>25.6%</td>
</tr>
<tr>
<td>2002-03</td>
<td>1,362</td>
<td>348</td>
<td>25.5%</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,389</td>
<td>398</td>
<td>28.6%</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,428</td>
<td>437</td>
<td>30.6%</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,530</td>
<td>579</td>
<td>37.8%</td>
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<tr>
<td>2006-07</td>
<td>1,434</td>
<td>497</td>
<td>34.6%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,360</td>
<td>349</td>
<td>25.6%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,372</td>
<td>400</td>
<td>29.2%</td>
</tr>
<tr>
<td>2009-10</td>
<td>1,262</td>
<td>366</td>
<td>29.0%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,249</td>
<td>398</td>
<td>31.8%</td>
</tr>
</tbody>
</table>
The chart below notes the consistently higher percentage of ECE Hispanic/Latino (unduplicated) enrollment as compared with all college figures:

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<thead>
<tr>
<th>Year</th>
<th>All ECE students</th>
<th>Hispanic/Latino</th>
<th>ECE % Hispanic/Latin</th>
<th>All College % Hispanic/Latino</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-02</td>
<td>1,248</td>
<td>597</td>
<td>47.8%</td>
<td>22.1%</td>
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<td>2002-03</td>
<td>1,362</td>
<td>615</td>
<td>45.1%</td>
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<td>1,389</td>
<td>693</td>
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<td>1,360</td>
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<td>2008-09</td>
<td>1,372</td>
<td>731</td>
<td>53.2%</td>
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<td>2009-10</td>
<td>1,262</td>
<td>675</td>
<td>53.4%</td>
<td>27.4%</td>
</tr>
<tr>
<td>2010-11</td>
<td>1,249</td>
<td>676</td>
<td>54.1%</td>
<td>30%</td>
</tr>
</tbody>
</table>

As noted in the relationships section, ECE students in our Spanish-to-English program have consistently been encouraged to take Spanish 16 and/or Spanish 17 to improve their proficiency and academic skills in their native language. Cabrillo now requires these students to be co-enrolled in English classes (a compliance issue moving from advisory to required). Spanish 16 is included as recommended preparation for certain ECE courses. Spanish 17 is one of the requirements for our Certificate of Achievement in Bilingual Spanish/English Teaching and for the Skills Certificate in Spanish/English Early Childhood Teaching. In the period from 2007 to 2011 ECE faculty have collaborated at length with faculty in Math, in History, in Anthropology, in Computer Applications, in the English Department and in ESL to provide instruction in sections dedicated to cohorts of ECE students. Collaboration with ESL faculty led to the development of ESL 221A, 221B, 221C and 221D. Funded by the Title V grant, these four ESL courses were designed as companion courses for the four basic ECE core courses (ECE 131/31; ECE 142/32; ECE 51 and ECE 53) leading to the Associate Teacher Level of the Child Development Permit.

The above information demonstrates how the ECE Department fully embraces the following statement from the Master Plan: “Understanding our diverse populations is a key step in providing educational access.”

The Master Plan goes on to highlight several findings that are particularly relevant to characteristics of our ECE students:

- **Sixty percent** of households in Pajaro Valley said that they would like to take college courses but didn’t feel that they could afford it. Whereas, for Santa Cruz households, only **fifteen percent** responded with this concern.
- Residents of Watsonville are **seven times** more likely to fear that they will be unsuccessful in college (28% versus 4% in Santa Cruz).
- Watsonville areas residents are much more focused on job training and degree completion than are residents in other parts of the county.

These findings apply in particular to our ECE Watsonville students who are more likely to be employed during the day, have children, have very limited financial resources, need basic skills courses,
including ESL, and are less likely to use computers or be internet savvy.\(^5\) Compounding the downturn in the Watsonville area economy since 2008, several changes in Cabrillo and state mandated policies and practices over the past 5 years have had a negative impact on access for our typical ECE Watsonville student:

- Increase in unit fees: 73% increase in the cost of a 3-unit course enrollment ($79 in 2007 to $137 in 2011).
- Elimination of phone (Hawk-Talk), pen & paper, and in-person registration.
- Move to completely web-based registration; requirement for an e-mail address and internet access for conducting business relating to Financial Aid, Orientation, Registration and managing wait lists.
- Reduction in personnel, hours and days of operation of A&R, Counseling and Financial Aid offices at the Watsonville Center.
- Most recent decisions (Fall 2012) restricting who may enroll in the bilingual sections of ECE courses taught at the Watsonville Center will have consequences that are not yet fully understood. These restrictions will likely have a negative impact on completion rates, on length of time to completion, on fill rates for course and on number and rotation pattern of sections offered. Specifically, there are two parts to the restrictions as follows:
  1. Spanish speakers who are eligible for, or have completed, ENG100 will no longer be permitted to enroll in ECE sections that are taught bilingually.
     - This challenges our department’s flexibility to offer and fill sections that represent an appropriate mix of core classes. Fewer bilingual sections and less frequent rotations will, in turn, impede students’ ability to move through our program, delaying their employment and/or promotion opportunities, their earning capacity and their ability to attain various levels of the Child Development Permit (Assistant, Associate Teacher, and Teacher).
     - More importantly, we believe that this restriction negatively impacts the students’ learning environment and outcomes. Our students are preparing to work in bilingual communities and classroom environments, working with families, children and co-workers with various levels of proficiency in Spanish and/or English. Students in our bilingual ECE classes benefit from honing their skills in both languages in the terminology and concepts of child development principles and practices.
  2. Requiring students who are not yet eligible for English100 to concurrently enroll in a basic skills English class or an ESL class is indeed desirable and we in the ECE department have consistently advocated for this. Our ECE Watsonville students’ graduation rates and certificate completions attest to this.

For over 14 years we have collaborated with ESL faculty to develop content-based ESL for ECE courses. Most recently, through a Title V grant, a series of four 3-unit ESL classes with ECE content was created (see previous page). As of Spring 2013 the requirement for concurrent enrollment was initially implemented in a most restrictive way – i.e. enroll in 6 units of ESL two days per week, or enroll in 4 units of ENG255 two days per week. As of this writing, during the last week of Spring registration, important flexibility has been added that will allow students to enroll in a three-unit ESL class that will meet once a week on Saturdays\(^6\). A long-term plan with more flexible enrollment options will be essential to serve our students because our ECE Spanish-speaking students are more likely to:

- a) Have financial challenges
- b) Have transportation issues
- c) Have children at home and
- d) Work a full time job during the day

\(^5\) All of these circumstances account for the fact that ECE students take longer to graduate than the college average (15 vs. 7 years).

\(^6\) There is currently no provision to permit students to demonstrate concurrent ESL enrollment at another institution (other community college or adult school).
Results of Student Survey:

The Fall 2011 Student Survey included responses from total of 212 students. The surveys were conducted in classes offered on both the Aptos and the Watsonville Campus.

**Significant information contained in the survey emerged as follows:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number surveyed</td>
<td>212</td>
<td>100%</td>
</tr>
<tr>
<td>Declared ECE majors</td>
<td>159</td>
<td>76.1%</td>
</tr>
<tr>
<td>Taking 6 or fewer units</td>
<td>66</td>
<td>31.0%</td>
</tr>
<tr>
<td>Taking night classes</td>
<td>165</td>
<td>80.1%</td>
</tr>
<tr>
<td>Having at least a High School Diploma</td>
<td>148</td>
<td>70.1%</td>
</tr>
<tr>
<td>In person is the preferred class format</td>
<td>182</td>
<td>86.7%</td>
</tr>
<tr>
<td>Taking only one course at time of survey</td>
<td>89</td>
<td>42.4%</td>
</tr>
<tr>
<td>Taking two courses at time of survey</td>
<td>59</td>
<td>28.1%</td>
</tr>
<tr>
<td>Enrolled in class to meet a requirement</td>
<td>115</td>
<td>55.0%</td>
</tr>
<tr>
<td>Think student performance is assessed sufficiently</td>
<td>127</td>
<td>62.6%</td>
</tr>
<tr>
<td>Average of 4-6 study hours per week in a typical class</td>
<td>121</td>
<td>57.9%</td>
</tr>
<tr>
<td>Think ECE courses workload excessive</td>
<td>32</td>
<td>15.3%</td>
</tr>
<tr>
<td>Indicated ECE as their career plan</td>
<td>156</td>
<td>73.9%</td>
</tr>
<tr>
<td>Plan to take more ECE classes at Cabrillo</td>
<td>179</td>
<td>85.0%</td>
</tr>
<tr>
<td>Would recommend ECE classes at Cabrillo to others</td>
<td>198</td>
<td>93.8%</td>
</tr>
<tr>
<td>Female</td>
<td>178</td>
<td>88.6%</td>
</tr>
<tr>
<td>Under 21 years of age</td>
<td>44</td>
<td>21.4%</td>
</tr>
<tr>
<td>Between 21 and 25 years of age</td>
<td>52</td>
<td>25.2%</td>
</tr>
<tr>
<td>Between 26 and 30 years old</td>
<td>37</td>
<td>18.0%</td>
</tr>
<tr>
<td>Between 31 and 40 years old</td>
<td>38</td>
<td>18.4%</td>
</tr>
</tbody>
</table>

The student profile that surfaced from the surveys contains some significant differences from the student profile that emerged from the surveys collected for the last Program Planning cycle.

For the sake of brevity, only the three most significant differences will be discussed as follows.

1) We noted a shift in the percentage of part-time students. When students were surveyed in 2005 and 2006, 59% and 86% on the Aptos and Watsonville Campus respectively reported taking 8 or fewer units. The results of the 2011 survey on the other hand, show 31% taking 6 or fewer units for both Aptos and Watsonville Campus combined. While this change may appear significant, a closer look at survey results conflicts with this number. As noted above, 42.4% of students surveyed reported taking only one class at the time of the survey, and 28.1% of students surveyed reported taking only two classes at the time of the survey. This is a total of 70% of students surveyed who were taking only one or two classes (a part time load).

2) Another significant difference, which may relate to the above findings, that has taken place between the last and present Program Planning cycles has to do with age demographics, where there has been a 13% increase of students under 21 years of age. The results of the 2005 and 2006 surveys showed an average of
8% of students in this age group (10% in Aptos and 6% in Watsonville), while the 2011 survey results show 21.4% students in this age group. Accordingly, there has been an 8.6% decline of students over age 40. While the total of 207 students surveyed in 2005 and in 2006 combined (114 on the Aptos Campus and 93 on the Watsonville Campus) resulted in an average of 27% students in this age group (25% in Aptos and 29% in Watsonville), the 2011 survey showed a total of 18% students over 40 years old.

3) Similarly, there has also been a 14.6% increase in the number of students taking night classes. While an average of 65.5% students were taking night classes at the time of the last surveys, 80.1% students registered for night classes in 2011.

**Additionally, while there is no data to compare with from the last Program Planning cycle, these two findings were of particular significance to the department.**

This data results from answers to questions 14 and 15.

1) A total of 93.8% of the students surveyed said they would recommend ECE classes to other students.

2) A total of 85% of students surveyed said they plan to take more ECE classes.

**Thoughts and conclusions drawn from the student survey:**

1) The noted shift to higher percentage of students being enrolled in evening courses can be explained by the following. ECE courses are and have been predominantly offered in the evening because many/most ECE students work full or part time jobs during the day. During the previous program planning cycle, we had made some efforts to respond to requests for day time classes. When budget cuts were put into place all but a small number of these day time offerings were cut as they were never as fully enrolled as their evening counterparts (except for ECE31 which is offered both day and evening and meets a GE requirement). This factor may have caused the increase in the number of students noting evening enrollments in the most recent survey.

2) While there is a population shift noted toward younger students, we believe that many of our students still do work full time jobs in the ECE field and therefore maintaining a full time course load is challenging if not impossible.

3) These thoughts lead us to conclude that we need a more thorough survey of ECE students to verify our current assumptions about the ECE student population.

4) If, indeed, we do have the increase in full time students, this may lead us to consider the possibility of cohorts moving through the program.

5) The findings regarding student interest in taking more ECE classes and their willingness to recommend ECE classes to others are affirming to us that we are meeting the needs of our students and they encourage us to continue to provide the highest quality ECE program possible. We believe that we can only do this with a robust full time faculty and therefore are recommending that we be able to, at a minimum, maintain our ECE full time faculty number: 4 full time teaching faculty plus a faculty Children’s Center Director.

6) The survey data did not initially give us the clarity we desired in terms of full-time versus part-time enrollment. We asked PRO to take a deeper look, broken down by campus and excluding enrollment in ECE 31, a course taken by many Cabrillo students to fulfill a GE requirement.

Upon closer review of this data, focusing on students enrolled in ECE courses other than ECE 31/131, we find that over the past six years the percentage of full time enrollment on the Aptos campus has fluctuated from a low of 18.9% (07-08), to a high of 26.7% (09-10) and stands at 23% for the 12-13 academic year. By contrast, in Watsonville, over the same time period, full time enrollment has fluctuated from a low of 7.6% (08-09) to a high of 13.7% (09-10) and stands at 10% for the 2012-13 academic year.
These figures support what has been our intuition all along, that the vast majority of ECE students are part-time students, and that due to work and family responsibilities, many of these take only one course, and at most two, per semester. The chart below offers details of full time and part time enrollment.

### ECE and Full-Time / Part-Time Enrollment

Full-Time: attempting 12 or more units in a Fall or Spring semester.

<table>
<thead>
<tr>
<th>Students with an ECE-31 or ECE-131 enrollment</th>
<th>% of full-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptos/other</td>
<td>Watsonville</td>
</tr>
<tr>
<td>2000-01</td>
<td>71</td>
</tr>
<tr>
<td>2001-02</td>
<td>58</td>
</tr>
<tr>
<td>2002-03</td>
<td>119</td>
</tr>
<tr>
<td>2003-04</td>
<td>109</td>
</tr>
<tr>
<td>2004-05</td>
<td>93</td>
</tr>
<tr>
<td>2005-06</td>
<td>100</td>
</tr>
<tr>
<td>2006-07</td>
<td>98</td>
</tr>
<tr>
<td>2007-08</td>
<td>118</td>
</tr>
<tr>
<td>2008-09</td>
<td>135</td>
</tr>
<tr>
<td>2009-10</td>
<td>143</td>
</tr>
<tr>
<td>2010-11</td>
<td>127</td>
</tr>
<tr>
<td>2011-12</td>
<td>147</td>
</tr>
<tr>
<td>2012-13</td>
<td>68</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students with enrollments in other ECE courses (ECE-31 and ECE-131 enrollments excluded)</th>
<th>% of full-time students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aptos/other</td>
<td>Watsonville</td>
</tr>
<tr>
<td>2000-01</td>
<td>111</td>
</tr>
<tr>
<td>2001-02</td>
<td>131</td>
</tr>
<tr>
<td>2002-03</td>
<td>127</td>
</tr>
<tr>
<td>2003-04</td>
<td>133</td>
</tr>
<tr>
<td>2004-05</td>
<td>154</td>
</tr>
<tr>
<td>2005-06</td>
<td>142</td>
</tr>
<tr>
<td>2006-07</td>
<td>138</td>
</tr>
<tr>
<td>2007-08</td>
<td>139</td>
</tr>
<tr>
<td>2008-09</td>
<td>154</td>
</tr>
<tr>
<td>2009-10</td>
<td>139</td>
</tr>
<tr>
<td>2010-11</td>
<td>140</td>
</tr>
<tr>
<td>2011-12</td>
<td>142</td>
</tr>
<tr>
<td>2012-13</td>
<td>77</td>
</tr>
</tbody>
</table>

Fall and Spring terms only. Data grouped by academic year.

Students enrolled in more than one ECE course in any academic year are counted once.
Curriculum Review:

Over the past 4 years ECE faculty have thoroughly reviewed and updated every ECE course and every Certificate listed in the catalog. These reviews, in addition to separate semi-annual SLO assessment meetings, were done in a planned, systematic fashion during department meetings, at dedicated Flex meetings, and during two separate weekend retreats and one summer retreat. Various adjunct faculty members and Children’s Center faculty participated with contract faculty at each of these meetings. The review of curriculum included discussion and possible revision of SLOs for each course, course objectives and course content along with methods of evaluation and textbooks.

As part of our curriculum review for program planning, consideration was given to each prerequisite and determination was made based on the above-noted curriculum review of SLOs, course objectives and content that the prerequisite courses do indeed teach essential skills for success in any subsequent course.

Also, as an occupational program, we reviewed all of our certificates ensuring that students who obtain these awards will be well prepared for success in the labor market.

As a result of these efforts we have accomplished all of the following:

- Alignment and articulation of eight ECE core courses with California community colleges participating in the Curriculum Alignment Project (CAP)
- Creation of AS-T degree in ECE for Transfer
- 53 Courses revised and/or new courses created
- 11 Courses currently pending approval: 4 new; 5 modifications; 2 deletions
- 12 Courses articulated for transfer
- 9 Certificates revised
- 4 Courses approved for GE credit for the AS degree:
  - ECE 31 (Area D and E), ECE 32 (Area D and E), ECE 33 (Area E) and ECE 52 (Multicultural)
- 32 Courses deleted / inactivated
II. New Directions:

△ Relationship to other College Plans:

As a result of our SLO assessments, discussions with faculty, consultation with workforce representatives on our ECE Advisory Committee and student input we are considering the following modifications to our ECE Degree and Certificate Programs:

- **ECE 163 Advanced Curriculum**, becomes elective and no longer required for the ECE Degree or Certificate
- **ECE 135 Infant and Toddler Program Development**, becomes required for the ECE Degree and Certificate
- **ECE 159L Health Guidelines, First Aid, and CPR in the Child Care Setting** will no longer be offered, while First Aid and CPR certification will still be required for successful completion.
- **ECE 32 Child, Family and Community**, will no longer require ECE 31 or 131 as prerequisite. This will more closely align us with other community colleges that have an AS-T degree and will offer greater flexibility for our students to complete the required coursework for the Associate Teacher Permit.

We are planning to require **ECE135 Infant and Toddler Program Development** for all ECE graduates and certificate recipients because of the need for our students to have a greater depth of knowledge about infant and toddler development and caregiving practices. We have had extensive conversations with our Advisory Committee and in particular with those who employ ECE students and they unanimously agree that this is essential knowledge for all ECE graduates and certificate holders. Infant/toddler coursework is required for anyone working for Early Head Start and many other infant/toddler programs. To enable us to add ECE135 as part of the ECE Certificate and Degree, we have decided that ECE163 Advanced Curriculum will become an elective and will still be part of the ECE Specialization Certificate in Curriculum Development. All ECE students who receive the certificate or degree currently take ECE53 Introduction to Curriculum for the Young Child which focuses on preschool. We believe that while ECE163 is a very valuable course for our students, our students and community will be better served with ECE135 as a requirement.

We have offered the 159L as a way for ECE students to get certified in Pediatric First Aid and CPR and over the years it has become very challenging for us to offer this class. Many ECE students who register for ECE 59 are already certified (American Heart Association, or Red Cross). For those who need certification there are various opportunities in the community where our students may obtain this certification for a similar cost since they currently pay for .5 unit and a $33 materials fees in the ECE159L class.

The ECE department is interested in moving forward with new technology in our classrooms and this will align us with the college Technology Plan. Additionally, there were a number of comments from ECE students in the survey recommending that classrooms used for ECE classes be “smart classrooms”. We currently have two laptop computers available to faculty, but due to recent thefts on campus, these laptops must be requested in advance for use. We have one classroom with a computer and projector (ECE1508) and we have portable projectors available in two other classrooms typically used for ECE classes. Faculty are therefore required to bring a personal laptop and set up the portable projector if they plan to use a power point. This process is time consuming and also requires some expertise with the equipment. There are no external speakers other than those located on the laptop making it difficult to incorporate any items, such as video clips, that have sound. We recently had a laptop that had been stolen, replaced and are interested in purchasing new laptops and/or I-Pads for ECE faculty to use both in classes and for use when attending a conference, attending college wide committee meetings, etc. We also recently wrote (Fall 2012) and were granted a Faculty Grant to upgrade the technology in room 1521.
We are also interested in obtaining new tables and thus aligning with the Facilities Master Plan. We continue to struggle with the tables in one of the three classrooms we use most frequently, room 1508. The tables in this room are uniquely problematic, they were purchased several years ago and they have proven to be anything but durable. These tables were purchased because they have wheels and are reasonably lightweight. Because this room is used for a variety of purposes, moveable furniture is essential. The lack of durability of these tables is certainly problematic as we now have several broken and unusable tables and most have missing parts.
III. Program Goals and Recommendations:

The following program recommendations are derived from:

- SLO assessment of ECE courses and Certificates
- A series of program planning ECE Department meetings
- Data and trends described above
- ECE student surveys
- ECE Advisory Committee

# 1: Staffing – Hiring a Bilingual Contract faculty member: $39,062/faculty member (Salary + benefits subtracting the 30 adjunct faculty units that would be saved) (Rationale noted below #2)

AND

# 2: Staffing – Hiring a Bilingual Contract faculty member: $39,062/faculty member (Salary + benefits subtracting the 30 adjunct faculty units that would be saved)

In order to continue to serve the diverse needs of the 54.1% ECE students enrolled in our Spanish-to-English program we must make the efforts to attract and hire qualified faculty who are bilingual. The Watsonville Center Master Plan projects continued growth, and specifically: growth of Hispanic residents; continued significant presence of dual language learners; and efforts to maintain Cabrillo’s status as a Hispanic Serving Institution. We have every indication that, through thoughtful design of ECE class schedules with a substantial number of courses leading to certificates, permits and degrees, courses will invariably fill. Our hope is to continue with our high level of student success and retention as demonstrated in the data in the period of 2006-2011.

Instructional planning is a major, on-going effort in the field of Early Childhood Education, not something that happens once every 5 years. As a CTE program with a transfer track, we must offer a large variety of courses to meet industry needs. Few, if any, disciplines at Cabrillo have such a large number of active courses. Our contract faculty have completely revised and/or developed 53 courses. The thoughtful design and coordination of content and student learner outcomes, establishing rubrics and assessment methods for all courses require the continuous effort and depth of attention that only contract faculty can provide.

Given current trends for the field of Early Childhood (outlined above) it is critical that ECE contract faculty be actively involved in partnerships and collaborative relationships with a variety of local and state agencies. During this program planning cycle, ECE contract faculty have been involved, and will continue to be involved, with the following activities and/or agencies:

- 4-year Colleges and Universities
- Santa Cruz County Office of Education
- Head Start and Migrant Head Start
- First 5
- Child Care Planning Council
- California Preschool Instructional Network (CPIN)
- California Faculty Initiative Project (CFIP)
- California Community College ECE Curriculum Alignment Project (CAP)
- California Community College Early Child Education Committee (CCCECE)
- Other local and state agencies and organizations that influence change in our field

As of Fall 2012, one of our bilingual full-time faculty members was reassigned as the Children’s Center Director and another bilingual full-time faculty member began a partial contract retirement track, and will retire in June 2013. It will be essential to replace both of the ECE department’s bilingual full-time faculty
to continue serving the diverse needs of our students, maintain our high level of student success and retention, and continue our active partnerships at the local and state levels.

**This request links to Student Learner Outcomes for all the various ECE Certificates, including the following:**

**ECE Teaching Certificate of Achievement**

**Program Learning Outcomes:**
1. Teach and care for young children using effective communication and relationship skills
2. Create programs, curriculum and environments based on child development theory, observations, documentation and assessments of children.
3. Demonstrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for young children.
4. Develop respectful, two-way partnerships with the families of children in early childhood programs.
5. Demonstrate professional and ethical practices in teaching and caring for young children.

**AND ECE Certificate of Achievement in Bilingual Spanish English Teaching:**

**Program Learning Outcome:**
1) Create curriculum and environments that promote children's bilingual language development based on developmental principles, observations, documentation and assessments of children.

**# 3: Staffing – Hiring part-time adjunct faculty including some who are bilingual ($1,735/TU)**

Serving the instructional needs for the early childhood workforce in our Santa Cruz community requires a team of faculty with a broad and diverse set of competencies and experience. This poses particular challenges to the ECE departments’ ability to identify and hire qualified adjunct faculty. We serve a diverse workforce. Bilingual/bicultural faculty are most desirable to better serve our ECE student body, 54% of whom are Hispanic/Latino. We must also hire adjunct faculty who bring expertise in a variety of specializations: infant-toddler development; program administration; bilingual language development; health, safety and nutrition; and working with children with special needs.

**This request links to Student Learner Outcomes for many ECE courses, including the following:**

**ECE 135: Infant and Toddler Program Development:**

**Student Learner Outcome:**
1. Create developmentally appropriate curriculum and responsive care giving practices for infants and toddlers.

**AND ECE146: The Child with Special Needs in the Child Care Program:**

**Student Learner Outcome:**
1. Integrate knowledge of the current systems, programs, policies, and issues regarding children with special needs, to support a child and their family in an inclusive setting by developing adaptations and modifications in collaboration with a team of professionals.

**#4 Facilities and Equipment-Copy Machine:** (see “update page” at end of this section)

The ECE department houses a copier to serve our faculty, the Children's Center and FKCE/OFR programs. During the last year and a half, we have been plagued with breakdowns requiring frequent service calls to Canon for repairs of this machine. Repeated calls are for recurring problems. As a department located on lower...
campus, with most of our course offerings in the evening (6:30 start time) and with a large number of adjunct faculty (typically 18+/semester), it is particularly onerous to ask them to make copies at the HASS Division office, located on upper campus, with typical business hours of operation. This copy machine is due for replacement. We do not require a high-tech machine, but rather a reliable, basic purpose, copier. The least expensive copier noted on the Cabrillo purchasing page is the SHARP MX-M363N: NJPA PRICING @ $5751.00(+$460.08 tax) = Total: $6,211.08

This request links to Student Learner Outcomes for many ECE courses and Certificates:

Because none of our classes are delivered in an on-line format, a reliable copier represents essential infrastructure for delivering course materials/handouts/assignments and by extension relates to supporting student learning outcomes in all our courses and Certificates.

# 5: Facilities and Equipment – Furniture: Tables with wheels (durable), foldable (flip & roll style) for classroom 1508:

a) Tables on wheels, foldable (flip & roll tables) for Room 1508: 16 @ approx. $450 ea + tax = $7,850

This request links to Student Learner Outcomes for many ECE courses:

Because none of our classes are delivered in an on-line format, all the above equipment needs represent essential infrastructure for delivering courses and by extension relate to supporting student learning outcomes in all of our courses and Certificates.

# 6: Facilities and Equipment - Laptop computers: 2 @ approx. $800 + (+$66 tax) = $866 x 2 = $1,732

Power point presentations as part of lecture are common practice with ECE faculty. We have frequent discussions at Department meetings about teaching (SLO assessment) and this has led to the sharing of power point presentations among faculty, especially between faculty who teach different sections of the same class. To support our entire faculty (contract and adjunct) so they may include power point presentations as part of their class, we need ECE department lap top computers. This is especially necessary since we have only one (“smart”) classroom. The old ECE laptops were not able to be updated a few years ago, when we requested power point software be installed, and were told the computers were too old.

This request links to Student Learner Outcomes for many ECE courses:

Because none of our classes are delivered in an on-line format, all the above equipment needs represent essential infrastructure for delivering courses and by extension relate to supporting student learning outcomes in all of our courses and Certificates.

# 7: Instruction – Annual Retreats for ECE and Children’s Center Faculty ($1,500 to $3,000 per retreat)

Support and ensure that Children’s Center practices and policies accurately demonstrate ECE principles and practices through collaborative meetings and regular full-day retreats for ECE and Children’s Center Faculty. One of the strengths of the ECE Department has been the integration of theory, course content and practice through coordination of teaching between the ECE and Children’s Center faculty members. This collaboration directly supports the instruction and training needs of ECE students at all levels. It is crucial that we continue to review and implement measures to support and reinforce collaboration, coordination and coherence between the ECE department goals, course content and the Children’s Center practices.

This request links to Student Learner Outcomes for many ECE courses, including the following:

ECE 54: Early Childhood Education Practicum:
Student Learner Outcomes:
1. Demonstrate through the practical application of theory an understanding of children’s
development and needs, creating healthy, caring relationships and supportive learning
environments for all children.
2. Design developmentally, linguistically, and culturally appropriate curriculum for young children
in small and large groups that support their physical, social/emotional, and cognitive development
based on observation and assessment.
3. Critically assess one’s own teaching experiences to guide and inform practice based on the
California Child Development Permit competencies at the Associate Teacher level.

AND ECE 168: Advanced Child Care Practicum
Student Learner Outcomes:
2. Compare and contrast various interpersonal communication techniques and apply principles of
active listening, culturally sensitive communication and active group participation in team
discussion, analysis, and planning.
3. Design and implement appropriate curriculum based on observation and assessment of
children's individual needs, interests and learning competencies, in context of classroom group
dynamics.
4. Create portfolio collections for making visible children's development and learning, based on
observations, utilizing the Desired Results Developmental Profiles (DRDP).

# 8: Instruction: More units for ECE courses required for CA CD Permit-Associate Teacher
Provide more sections of ECE31/131 Child Growth and Development, ECE 32/142 Child, Family and
Community; ECE 51 Principles of Working with Young Children, and ECE 53 Introduction to
Curriculum. The current section offerings fill quickly as do the wait lists. These are the four courses that
lead to the California Child Development Permit: Associate Teacher and more sections represent a clear
response to workforce needs. (see: ASAP Plan)\(^8\). For example ECE31/131 meets a GE requirement for
many Cabrillo College students and is also the entry course into the ECE program (serving as a pre-
requisite for many ECE courses). We typically offer 6-7 sections each semester and typically every section
fills and has a full wait list prior to the beginning of the semester.

This request links to Student Learner Outcomes for these ECE courses (with SLOs are listed below):

ECE31/131: Child Growth and Development
Student Learner Outcomes:
1. Analyze, compare and contrast major developmental milestones for children from conception
through adolescence in the areas of physical, psychosocial, cognitive, and language development
using standard research methodologies.
2. Analyze how social, cultural, economic, political and historical contexts impact and affect
development.
3. Investigate the importance of the early years, appraise the interaction between maturational
processes and environmental factors and analyze their effects on various areas of development.
4. Analyze children's development based on detailed, descriptive, non-evaluative written
documentation of child observations.

AND ECE32/142: Child Family and Community
Student Learner Outcomes:
1. Critically assess how educational, political and socioeconomic factors directly impact the lives of
children, families and early care professionals and their relationships.
2. Investigate and evaluate appropriate community resources for children and families.

\(^8\) Reference: [http://www.antacruz.k12.ca.us/superintendent/asap.pdf](http://www.antacruz.k12.ca.us/superintendent/asap.pdf), p. 40
3. Produce a "Vision Statement" establishing a personal and professional connection to a particular advocacy issue.

**# 9: Facilities and Equipment - Weather/Rodent Proofing Curriculum Materials Storage Sheds:** (see “update page” at end of this section)
The ECE department has storage sheds that are used for storing materials for various classes (e.g.: ECE 53, ECE163, ECE 59, ECE 156’s) and Children’s Center classroom storage. We have had an ongoing problem with rodent infestation, even with regular support from M&O. We have taken various steps to control and avoid damage from weather and from rodents: setting traps; storing curriculum materials in plastic containers; placing sandbags in front of doors. Despite these efforts the water and dirt still gets in, the rodent infestation is unabated, damage and loss of materials has continued. Weather proofing AND rodent-proofing the sheds would go a long way toward protecting instructional materials and eliminating the arduous (and disgusting) work and effort involved in frequently cleaning sheds and disposing of damaged materials.

   a) Cost: Weather proof door-seal bottom: 3 @ $20 = $60; Labor costs approx.: $50.
   b) Gaps and cracks pest block insulating foam sealant: 20 cans at $8-10 each = $160-200; Labor approx.: $300-400. Total: $460 to $600.

*This request links to Student Learner Outcomes for many ECE courses, including the following:*

**ECE 53L: Introduction to Curriculum for the Young Child:**

Student Learner Outcomes:
1. Construct and critically assess developmentally appropriate curriculum activities, materials, and equipment typically used to support play and learning in environments for young children.
2. Investigate and apply effective approaches and strategies to the creation of play materials that positively influence children's development and learning.

**AND ECE 163: Advanced Curriculum for the Young Child:**

Student Learner Outcome:
1. Construct integrated, project-based curriculum based on an understanding of developmental and constructivist theory

**AND ECE 156 series (one example follows):**

Student Learner Outcome:
1. Apply developmental principles and inclusive practices to create a life science curriculum appropriate for young children.

**#10: Facilities and Equipment - Furniture:**

As noted above, the 1508 classroom furniture is moved on a regular basis to accommodate a variety of classroom instruction. Stacking chair dollies would make this a safer process for instructors who currently lift and move and stack the chairs.

b) Stacking chair dolly: 3 @ approx. $200 + tax = $660

*This request links to Student Learner Outcomes for many ECE courses:*

Because none of our classes are delivered in an on-line format, all the above equipment needs represent essential infrastructure for delivering courses and by extension relate to supporting student learning outcomes in all of our courses and Certificates.
#4 Facilities and Equipment - Copy Machine:
The ECE department houses a copier to serve our faculty, the Children’s Center and FKCE/OFR programs. During the last year and a half, we have been plagued with breakdowns requiring frequent service calls to Canon for repairs of this machine. Repeated calls are for recurring problems. As a department located on lower campus, with most of our course offerings in the evening (6:30 start time) and with a large number of adjunct faculty (typically 18+/semester), it is particularly onerous to ask them to make copies at the HASS Division office, located on upper campus, with typical business hours of operation. This copy machine is due for replacement. We do not require a high-tech machine, but rather a reliable, basic purpose, copier. The least expensive copier noted on the Cabrillo purchasing page is the SHARP MX-M363N: NJPA PRICING @ $5751.00(+$460.08 tax) = Total: $6,211.08

UPDATE: The ECE Department has been given the HR copy machine, which is being replaced with a new copier. We are hopeful that this copy machine will be an improvement over our old copy machine. We will not remove this item from our plan at this point, as we are in a “wait and see” mode regarding the copy machine we are being given, which is used.

#9: Facilities and Equipment - Weather/Rodent Proofing Curriculum Materials Storage Sheds:
The ECE department has storage sheds that are used for storing materials for various classes (e.g.: ECE 53, ECE163, ECE 59, ECE 156’s) and Children’s Center classroom storage. We have had an ongoing problem with rodent infestation, even with regular support from M&O. We have taken various steps to control and avoid damage from weather and from rodents: setting traps; storing curriculum materials in plastic containers; placing sandbags in front of doors. Despite these efforts the water and dirt still gets in, the rodent infestation is unabated, damage and loss of materials has continued. Weather proofing AND rodent-proofing the sheds would go a long way toward protecting instructional materials and eliminating the arduous (and disgusting) work and effort involved in frequently cleaning sheds and disposing of damaged materials.
   c) Cost: Weather proof door-seal bottom: 3 @ $20 = $60; Labor costs approx.: $50.
   d) Gaps and cracks pest block insulating foam sealant: 20 cans at $8-10 each = $160-200; Labor approx.: $300-400. Total: $460 to $600.

UPDATE: The ECE Department proposed weather/rodent proofing of the ECE Curriculum Materials Storage Sheds as a project for an engineering course. This course has an engineering service learning project and student design teams work to complete various projects. Our proposal was accepted by one of the design teams and we are looking forward to seeing their plans and the completion of this project. We hope to be able to fund the materials needed for this project with a state grant that comes to the Children’s Center for facilities renovation and repair. We are not removing this because we are uncertain of the outcome of the project.

#10: Facilities and Equipment - Furniture:
As noted above, the 1508 classroom furniture is moved on a regular basis to accommodate a variety of classroom instruction. Stacking chair dollies would make this a safer process for instructors who currently lift and move and stack the chairs.
   b) Stacking chair dolly: 3 @ approx. $200 + tax = $660

UPDATE: Both chairs and the dollies were in our original request. We are grateful to have obtained chairs from the Cabrillo warehouse. We are requesting only the dollies to be able to move the chairs when this room is re-configured for various purposes.
IV. Required Attachments:
1. Cover Page with Signatures
2. College Catalog pages of ECE program and ECE Course Lists
3. Program Plan Goals Template
4. SLO Assessment Analysis Forms
5. Assessment Plan form

V. Other Attachments:
1. AS-T in ECE
2. California Community Colleges Curriculum Alignment Project Official Alignment Notification Summary
3. Flex week letter example (Spring 2013)
Occupational Program Assessment Plan for Early Childhood Education

Use the form below to describe your assessment plan and to analyze the results of it. Include this form in your Instructional Plan and describe the plan in the narrative of your instructional plan.

<table>
<thead>
<tr>
<th>Department</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Outcomes</strong> (List the student learning outcomes of each degree and certificate your program offers. Attach another sheet if necessary)</td>
<td><strong>1. Certificate of Achievement: Teaching</strong></td>
</tr>
<tr>
<td></td>
<td>o Develop respectful relationships with children and families using effective communication skills.</td>
</tr>
<tr>
<td></td>
<td>o Create programs, curriculum and environments based on child development theory, observations, documentation and assessments of children.</td>
</tr>
<tr>
<td></td>
<td>o Demonstrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for young children.</td>
</tr>
<tr>
<td></td>
<td>o Demonstrate professional and ethical practices in teaching and caring for young children.</td>
</tr>
<tr>
<td></td>
<td><strong>2. Certificate of Achievement: ECE Administration</strong></td>
</tr>
<tr>
<td></td>
<td>o Demonstrate professional and ethical practices in supervising programs that: teach and care for young children based on developmental theory; support partnerships with families; promote professional growth for teachers.</td>
</tr>
<tr>
<td></td>
<td><strong>3. Certificate of Achievement: Anti-Bias Curriculum</strong></td>
</tr>
<tr>
<td></td>
<td>o Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching, caring and developing programs for young children.</td>
</tr>
<tr>
<td></td>
<td><strong>4. Certificate of Achievement: Children's Literacy Curriculum</strong></td>
</tr>
<tr>
<td></td>
<td>o Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives to create literacy curriculum and environments based on developmental principles, observations, documentation and assessments of children.</td>
</tr>
</tbody>
</table>
5. **Certificate of Achievement: Curriculum Planning**
   - Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives to create curriculum and environments based on developmental principles, observations, documentation and assessments of children.

6. **Certificate of Achievement: Infant/Toddler Care**
   - Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives to create curriculum and environments based on developmental principles, observations, documentation and assessments of children.
   - Develop respectful relationships with children and families in infant/toddler programs.

7. **Certificate of Achievement: Working with Culturally Diverse Families**
   - Demonstrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for young children and working with their families.

8. **Certificate of Achievement: Bilingual Spanish/English Teaching**
   - Create curriculum and environments that promote dual language learning, for children whose home language is either Spanish or English, based on developmental principles, anti-bias perspectives and respectful relationships.

9. **Skills Certificate: Spanish/English Early Childhood Teaching**
   - Create curriculum and environments that promote dual language learning, for children whose home language is either Spanish or English, based on developmental principles, anti-bias perspectives and respectful relationships.
Assessment of Program SLOs

Describe the Assessment Process your program will use to evaluate the outcomes. Include the assessment tool used and the rubric or criteria used to evaluate success

We will use a course embedded assessment process.

The example below illustrates the thread that runs through content, objective, assignment and learner outcome.

A particular assignment is identified as the assessment tool to be used for evaluating the particular SLO.

Additionally the course SLO relates to one of the SLOs in the Certificate with which the course is associated.

For Example:

Course # and Title:
ECE 32 – Child, Family and Community.

SLO #2: Investigate and evaluate appropriate community resources for children and families.

Objective #8: Identify and describe collaboration between families and early childhood programs; critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning.

Content #13: Identify and research community agencies, referral systems, procedures and availability of specialized services and support for families and children

Assignment: Write a "Family History" paper applying principles of family dynamics and family systems to a specific real or fictional family to define the family traditions, mores, rules, customs, unwritten codes, division of responsibilities, etc.

Certificate of Proficiency in Teaching (requires ECE 32)

SLO # 1: Develop respectful, two-way partnerships with the families of children in early childhood programs.
### Assessment Evaluation

**Describe the process the department uses to evaluate assessment results. Include:**

<table>
<thead>
<tr>
<th>What meetings will be held?</th>
<th>The process for assessing the learner outcomes for each of the certificates listed will entail several faculty meetings each semester – two during Flex Week and one or two additional meetings during the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>When?</td>
<td>Contract and Part-time faculty typically attend Flex department meetings. We will create work groups for each course associated with particular certificates. For each certificate there will be one full-time faculty who is assigned as work-group lead. All part-time faculty who teach courses directly related to each of the certificates will be asked and encouraged to participate in one or two additional meetings to be held during the semester according to the schedule below.</td>
</tr>
<tr>
<td>Who will be involved?</td>
<td>The meetings will provide opportunity to assess course SLOs, share and improve rubrics, and make recommendations for improving outcomes when appropriate.</td>
</tr>
<tr>
<td>What will be discussed?</td>
<td>We'll aim to evaluate outcomes for all ECE courses and these nine certificates over the next 4 years. With this purpose in mind, we propose the following schedule:</td>
</tr>
<tr>
<td>How will you record the results?</td>
<td><strong>Fall 2013</strong> — Certificate of Achievement: Curriculum Planning  &lt;br&gt;<strong>Spring 2014</strong> — Certificate of Achievement: Children’s Literacy Curriculum and Certificate of Achievement: Anti-Bias Curriculum  &lt;br&gt;<strong>Fall 2014</strong> — Certificate of Achievement: Infant Toddler Care and Certificate of Achievement: Working with Culturally Diverse Families  &lt;br&gt;<strong>Spring 2015</strong> — Certificate of Achievement: Bilingual Spanish/English Teaching, Skills Certificate in Spanish/English Early Childhood Teaching and Certificate of Achievement: Teaching  &lt;br&gt;<strong>Fall 2015</strong> — Certificate of Achievement: ECE Administration  &lt;br&gt;We will keep written records of every meeting detailing discussion, discoveries and recommendations.</td>
</tr>
</tbody>
</table>
## Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<table>
<thead>
<tr>
<th><strong>Department</strong></th>
<th>ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>FALL 2007 FLEX Thursday, August 30, 2007</td>
</tr>
<tr>
<td><strong>Number of Faculty in Attendance (% of full time and adjunct plus total)</strong></td>
<td>4 FT 13 (see below for attendance) = 17 total</td>
</tr>
<tr>
<td><strong>Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)</strong></td>
<td>All faculty participated in the discussion of the Specialization Certificate in Curriculum Planning and regarding specific course SLO’s as well</td>
</tr>
<tr>
<td><strong>SLO(s) Competency Measured</strong></td>
<td>SLO: Create curriculum and environments that promote children’s development based on developmental principles, observations, documentation and assessments of children AND Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in developing curriculum for young children. Also the following courses: 31, 3, 53L, 54L, 135, 152, 162Y</td>
</tr>
<tr>
<td><strong>Assessment Tool (Briefly describe assessment tool)</strong></td>
<td>We used both the Transfer/Basic Skills assessment analysis form and the Occupational analysis form (100 + level)</td>
</tr>
<tr>
<td><strong>Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)</strong></td>
<td>Results were generally assessed as “good”. <strong>Needs and Issues identified included:</strong> Students work long hours and then come to class. They have limited time to work on HW Students need to continue to work on observation skills avoiding assumptions, judgments, and generalizations. “Students need more practice in writing and clearly articulating ideas.” “The need for ongoing support of students in their development of writing skills.” <strong>Successes:</strong> grasp of key issues Thoughtful self evaluation and self reflection based on tools</td>
</tr>
</tbody>
</table>
including the student teaching competencies. Strong understanding of sensory motor development Understanding of DRDP pages was high.

<table>
<thead>
<tr>
<th>Next Step in the Classroom to Improve Student Learning (list all the items faculty felt would help them improve student learning)</th>
<th>Next Step in the Department to Improve Student Learning (check all that the department felt would help them improve student learning)</th>
</tr>
</thead>
</table>
| ● (3) State goals or objectives of assignment/activity more explicitly  
○ Revise content of assignment/activities  
○ Revise the amount of writing, oral, visual, clinical or similar work  
● (4) Revise activities leading up to assignment  
● (2) Increase in-class discussions and activities  
● (3) Increase student collaboration and/or peer review  
○ Provide more frequent feedback on student progress  
○ Increase guidance for students on assignments  
○ Use methods of questions that encourage competency  
● (1) State criteria for grading more explicitly  
● (1) Increase interaction with students outside of class  
○ Ask a colleague to critique assignment  
○ Collect more data  
○ Nothing; assessment indicates no improvement necessary  
○ Other (please describe) *More tutorial supports* | ● (1) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods  
● (1) Consult teaching and learning experts about teaching methods  
● (2) Encourage faculty to share activities that foster competency  
● (1) Write collaborative grants to fund departmental projects to improve teaching  
○ Prove articles/books on teaching about competency  
○ Visit classrooms to provide feedback (mentoring)  
● (3) Create bibliography of resource material  
● (1) Have binder available for rubrics and results  
○ Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses  
● (2) Nothing; assessments indicate no improvements necessary  
○ Other (please describe) *Add culture share presentations to other classes* |
### Priorities to Improve Student Learning

(List the top 3-6 things faculty felt would most improve student learning)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>State criteria for grading more explicitly</td>
</tr>
<tr>
<td>(2)</td>
<td>Increase in-class discussions and activities</td>
</tr>
<tr>
<td>(3)</td>
<td>State goals or objectives of assignment/activity more explicitly</td>
</tr>
<tr>
<td>(4)</td>
<td>Revise activities leading up to assignment</td>
</tr>
<tr>
<td>(5)</td>
<td>Increase student collaboration and/or peer review</td>
</tr>
<tr>
<td>(6)</td>
<td>Increase interaction with students outside of class</td>
</tr>
</tbody>
</table>

### Implementation

(List the departmental plans to implement these priorities)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
</tr>
<tr>
<td>(1)</td>
<td>Consult teaching and learning experts about teaching methods</td>
</tr>
<tr>
<td>(2)</td>
<td>Encourage faculty to share activities that foster competency</td>
</tr>
<tr>
<td>(1)</td>
<td>Write collaborative grants to fund departmental projects to improve teaching</td>
</tr>
<tr>
<td>(3)</td>
<td>Create bibliography of resource material</td>
</tr>
<tr>
<td>(1)</td>
<td>Have binder available for rubrics and results</td>
</tr>
</tbody>
</table>

### Timeline for Implementation

(Make a timeline for implementation of your top priorities)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of rubric binder where faculty can place rubrics they are using and where faculty can go to find samples of course rubrics.</td>
<td></td>
</tr>
<tr>
<td>Working with faculty during the semester to add to rubric binder and to submit successful projects and or activities to share with other faulty</td>
<td></td>
</tr>
<tr>
<td>Attendance at Digital Bridge will be encouraged for all ECE faculty whenever FELI is offered.</td>
<td></td>
</tr>
<tr>
<td>(All of the above to be completed during the semester and to be an ongoing project) to be placed in course folders in ECE office.</td>
<td></td>
</tr>
</tbody>
</table>
## Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<table>
<thead>
<tr>
<th>Department</th>
<th>ECE</th>
</tr>
</thead>
</table>
| **Meeting Date** | FLEX Activity: SPRING 2008  
Thursday, Feb. 7, 2008 |
| **Number of Faculty in Attendance (% of full time and adjunct plus total)** | 4 FT=100%  
16/17= 94%  
(see below for attendance)  
= 20 total |
<p>| <strong>Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)</strong> | All faculty participated in the discussion of the Specialization Certificate in Anti-Bias Education |
| <strong>SLO(s) Competency Measured</strong> | SLO: Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching, caring and developing curriculum for young children. Also the following courses: ECE152, 145, 31/131, 159, 51, 53, |
| <strong>Assessment Tool (Briefly describe assessment tool)</strong> | We used both the Transfer/Basic Skills assessment analysis form and the Occupational analysis form (100 + level) |
| <strong>Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)</strong> | There were several comments made regarding ongoing development of rubrics for courses, especially ECE31/131 to support students in understanding expectations. The need for ongoing support of students in their development of writing skills. The success of self evaluation rubric tool that is also reviewed by instructor and idea to develop similar tools for other courses. The use of lecture, class discussion and then a question on a final to have multiple ways for students to gain |</p>
<table>
<thead>
<tr>
<th>Next Step in the Classroom to Improve Student Learning (list all the items faculty felt would help them improve student learning)</th>
<th>knowledge and demonstrate understanding.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• State goals or objectives of assignment/activity more explicitly</td>
</tr>
<tr>
<td></td>
<td>• Revise content of assignment/activities</td>
</tr>
<tr>
<td></td>
<td>o Revise the amount of writing, oral, visual, clinical or similar work</td>
</tr>
<tr>
<td></td>
<td>• Revise activities leading up to assignment</td>
</tr>
<tr>
<td></td>
<td>• Increase in-class discussions and activities</td>
</tr>
<tr>
<td></td>
<td>• Increase student collaboration and/or peer review</td>
</tr>
<tr>
<td></td>
<td>o Provide more frequent feedback on student progress</td>
</tr>
<tr>
<td></td>
<td>• Increase guidance for students on assignments</td>
</tr>
<tr>
<td></td>
<td>o Use methods of questions that encourage competency</td>
</tr>
<tr>
<td></td>
<td>• State criteria for grading more explicitly</td>
</tr>
<tr>
<td></td>
<td>o Increase interaction with students outside of class</td>
</tr>
<tr>
<td></td>
<td>o Ask a colleague to critique assignment</td>
</tr>
<tr>
<td></td>
<td>o Collect more data</td>
</tr>
<tr>
<td></td>
<td>o Nothing; assessment indicates no improvement necessary</td>
</tr>
<tr>
<td></td>
<td>o Other (please describe)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Step in the Department to Improve Student Learning (check all that the department felt would help them improve student learning)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
</tr>
<tr>
<td></td>
<td>o Consult teaching and learning experts about teaching methods</td>
</tr>
<tr>
<td></td>
<td>• Encourage faculty to share activities that foster competency</td>
</tr>
<tr>
<td></td>
<td>o Write collaborative grants to fund departmental projects to improve teaching</td>
</tr>
<tr>
<td></td>
<td>o Prove articles/books on teaching about competency</td>
</tr>
<tr>
<td></td>
<td>o Visit classrooms to provide feedback (mentoring)</td>
</tr>
<tr>
<td></td>
<td>• Create bibliography of resource material</td>
</tr>
<tr>
<td></td>
<td>• Have binder available for rubrics and results</td>
</tr>
<tr>
<td></td>
<td>o Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</td>
</tr>
<tr>
<td></td>
<td>o Nothing; assessments indicate no improvements necessary</td>
</tr>
<tr>
<td></td>
<td>o Other (please describe)</td>
</tr>
</tbody>
</table>
| Priorities to Improve Student Learning | • State goals or objectives of assignment/activity more explicitly  
• Revise content of assignment/activities  
• Increase in-class discussions and activities  
• Increase student collaboration and/or peer review  
• Increase guidance for students on assignments  
• State criteria for grading more explicitly |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the top 3-6 things faculty felt would most improve student learning)</td>
<td></td>
</tr>
</tbody>
</table>
| Implementation | • Encourage faculty to share activities that foster competency  
• Create bibliography of resource material  
• Have binder available for rubrics and results |
| (List the departmental plans to implement these priorities) |  |
| Timeline for Implementation | Working with faculty during the semester to add to rubric binder and to submit successful projects and or activities to share with other faulty (all to be completed during the semester and to be an ongoing project)  
Some of the above activities are more individualized and faculty will work independently asking for support as needed. |
| (Make a timeline for implementation of your top priorities) |  |
# Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<table>
<thead>
<tr>
<th>Department</th>
<th>ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>FALL 2008 FLEX: Thursday, August 28, 2008</td>
</tr>
<tr>
<td><strong>Number of Faculty in Attendance</strong> (% of full time and adjunct plus total)</td>
<td>4 FT 16 (see below for attendance) = 20 total</td>
</tr>
<tr>
<td><strong>Number of Faculty sharing Assessment Results – if applicable</strong> (% of full time and adjunct plus total)</td>
<td>All participated in the discussion of the Specialization Certificates: Infant Toddler Care AND Working with Culturally Diverse Families AND regarding specific course SLO’s</td>
</tr>
<tr>
<td><strong>SLO(s) Competency Measured</strong></td>
<td>SLO’s: 1) Teach and care for infants and children under three years of age using effective communication and relationship skills. 2) Create curriculum and environments that promote infants and toddlers development based on developmental principles, observation, documentation and assessments of children. 3) Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for very young children. 4) Develop respectful, two-way partnerships with the families of children in infant toddler programs. 1) Demonstrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for young children. 2) Develop respectful, two-way partnerships with the families of children in early childhood programs. And the following courses: 31/131, 135, 159, 139SN, 152, 156B, 158</td>
</tr>
<tr>
<td><strong>Assessment Tool (Briefly describe assessment tool)</strong></td>
<td>We used both the Transfer/Basic Skills assessment analysis form and the Occupational analysis form (100 + level)</td>
</tr>
<tr>
<td><strong>Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)</strong></td>
<td>“The need for ongoing support of students in their development of writing skills.” The value of rubrics with assignments both for students to better understand expectations and for faculty as a grading tool. Interest of faculty in further sharing and developing rubrics especially for major assignments. Rubrics for writing component specifically would be useful</td>
</tr>
</tbody>
</table>

Revised 7/20/07
FA07-SP12 WOA Occ_Prog_Assmnt_Analysis_Form.doc
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particularly in writing factor classes. Value of RIE videos for deepening understanding of key concepts related to infant/toddler care.

<table>
<thead>
<tr>
<th>Next Step in the Classroom to Improve Student Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(list all the items faculty felt would help them improve student learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● (3) State goals or objectives of assignment/activity more explicitly</td>
</tr>
<tr>
<td></td>
<td>o Revise content of assignment/activities</td>
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<td></td>
<td>o Revise the amount of writing, oral, visual, clinical or similar work</td>
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<td>● (2) Revise activities leading up to assignment</td>
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<tr>
<td></td>
<td>o Increase in-class discussions and activities</td>
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<td>o Use methods of questions that encourage competency</td>
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<tr>
<td></td>
<td>● (2) State criteria for grading more explicitly</td>
</tr>
<tr>
<td></td>
<td>o Increase interaction with students outside of class</td>
</tr>
<tr>
<td></td>
<td>o Ask a colleague to critique assignment</td>
</tr>
<tr>
<td></td>
<td>o Collect more data</td>
</tr>
<tr>
<td></td>
<td>o Nothing; assessment indicates no improvement necessary</td>
</tr>
<tr>
<td></td>
<td>o Other (please describe) More tutorial supports</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Step in the Department to Improve Student Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(check all that the department felt would help them improve student learning)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
</tr>
<tr>
<td></td>
<td>o Consult teaching and learning experts about teaching methods</td>
</tr>
<tr>
<td></td>
<td>● (2) Encourage faculty to share activities that foster competency</td>
</tr>
<tr>
<td></td>
<td>o Write collaborative grants to fund departmental projects to improve teaching</td>
</tr>
<tr>
<td></td>
<td>o Prove articles/books on teaching about competency</td>
</tr>
<tr>
<td></td>
<td>o Visit classrooms to provide feedback (mentoring)</td>
</tr>
<tr>
<td></td>
<td>o Create bibliography of resource material</td>
</tr>
<tr>
<td></td>
<td>● (1) Have binder available for rubrics and results</td>
</tr>
<tr>
<td></td>
<td>o Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</td>
</tr>
<tr>
<td></td>
<td>● (2) Nothing; assessments indicate no improvements necessary</td>
</tr>
<tr>
<td></td>
<td>o Other (please describe) Group projects are successful with correct format/design based on student population (in class time to support success).</td>
</tr>
</tbody>
</table>
### Priorities to Improve Student Learning

(List the top 3-6 things faculty felt would most improve student learning)

- (3) State goals or objectives of assignment/activity more explicitly
- (2) Revise activities leading up to assignment
- (2) Increase in-class discussions and activities
- (2) State criteria for grading more explicitly

### Implementation

(List the departmental plans to implement these priorities)

- (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- (2) Encourage faculty to share activities that foster competency
- (1) Have binder available for rubrics and results
- Other (please describe) *Group projects are successful with correct format/design based on student population (in class time to support success).*

### Timeline for Implementation

(Make a timeline for implementation of your top priorities)

Continue to encourage faculty to share rubrics for our “ECE Rubric Binder” and to utilize the resources we have gathered.

Encourage further sharing of course assignments with others teaching the same course and also across courses.

Attendance at Digital Bridge will be encouraged for all ECE faculty whenever FELI is offered.

(All of the above to be completed during the semester and to be an ongoing project) to be placed in course folders in ECE office.
Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

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<thead>
<tr>
<th>Department</th>
<th>ECE</th>
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</thead>
<tbody>
<tr>
<td>Meeting Date</td>
<td>SPRING 2009 FLEX: Thursday, February 5, 2009</td>
</tr>
</tbody>
</table>
| Number of Faculty in Attendance (% of full time and adjunct plus total) | 4 FT=100%  
14 Adjunct =93% (see below for attendance)  
= 18 total |
| Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total) | All participated in the discussion of the Specialization Certificate:  
*Bilingual Spanish/English Teaching*  
AND  
Skills Certificate:  
*Spanish/English Early Childhood Teaching*  
AND  
regarding specific course SLO’s |
| SLO(s) Competency Measured | SLO’s: (for both)  
1) Create curriculum and environments that promote children’s bilingual language development based on developmental principles, observations, documentation and assessments of children.  
2) Teach and care for young children using effective communication and relationship skills.  
3) Supervise and support interactions, curriculum and environments for a wide range of children whose home language is either Spanish or English, in early childhood programs where both Spanish and English are spoken.  
Also the following courses: 53, 51, 156L, 133 |
| Assessment Tool (Briefly describe assessment tool) | We used both the Transfer/Basic Skills assessment analysis form and the Occupational analysis form (100 + level) |
| Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged) | “Students working with others on assignment (in class) and then writing individual final assignment was a successful method.”  
“Students are very engaged in assignments, and interested in research and principles, but need more practice implementing ideas in their classroom settings regarding implementation of SLO’s.”  
“Important principles, such as those related to communication and relationship skills need more time because of importance.”  
“Scaffolding the key principles throughout the semester through reading and class discussions to support greater integration of these
### Next Step in the Classroom to Improve Student Learning
(list all the items faculty felt would help them improve student learning)

<table>
<thead>
<tr>
<th>Ideas</th>
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<tbody>
<tr>
<td>1. State goals or objectives of assignment/activities more explicitly</td>
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<td>2. Revise content of assignment/activities</td>
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<td>4. Revise activities leading up to assignment</td>
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<td>5. Increase in-class discussions and activities</td>
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<td>6. Increase student collaboration and/or peer review</td>
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<td>7. Provide more frequent feedback on student progress</td>
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<td>9. Use methods of questions that encourage competency</td>
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<tr>
<td>10. State criteria for grading more explicitly</td>
</tr>
<tr>
<td>11. Increase interaction with students outside of class</td>
</tr>
<tr>
<td>12. Ask a colleague to critique assignment</td>
</tr>
<tr>
<td>13. Collect more data</td>
</tr>
<tr>
<td>14. Nothing; assessment indicates no improvement necessary</td>
</tr>
<tr>
<td>15. Other (please describe)</td>
</tr>
</tbody>
</table>

### Next Step in the Department to Improve Student Learning
(check all that the department felt would help them improve student learning)

<table>
<thead>
<tr>
<th>Ideas</th>
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<td>1. Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
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<tr>
<td>2. Consult teaching and learning experts about teaching methods</td>
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<tr>
<td>3. Encourage faculty to share activities that foster competency</td>
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<td>4. Write collaborative grants to fund departmental projects to improve teaching</td>
</tr>
<tr>
<td>5. Prove articles/books on teaching about competency</td>
</tr>
<tr>
<td>6. Visit classrooms to provide feedback (mentoring)</td>
</tr>
<tr>
<td>7. Create bibliography of resource material</td>
</tr>
<tr>
<td>8. Have binder available for rubrics and results</td>
</tr>
<tr>
<td>9. Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</td>
</tr>
<tr>
<td>10. Nothing; assessments indicate no improvements necessary</td>
</tr>
<tr>
<td>11. Other (please describe)</td>
</tr>
<tr>
<td>Priorities to Improve Student Learning</td>
</tr>
<tr>
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</tr>
<tr>
<td>o (1) State goals or objectives of assignment/activity more explicitly</td>
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<table>
<thead>
<tr>
<th>Implementation</th>
<th>(List the departmental plans to implement these priorities)</th>
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</thead>
<tbody>
<tr>
<td>o (1) Consult teaching and learning experts about teaching methods</td>
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<td>o (2) Encourage faculty to share activities that foster competency</td>
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<tr>
<th>Timeline for Implementation</th>
<th>(Make a timeline for implementation of your top priorities)</th>
</tr>
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<tbody>
<tr>
<td>Faculty have set up times to work together to consider course curriculum in courses that are shared.</td>
<td></td>
</tr>
<tr>
<td>Continue to encourage faculty to share rubrics for our “ECE Rubric Binder” and to utilize the resources we have gathered.</td>
<td></td>
</tr>
<tr>
<td>Encourage further sharing of course assignments with others teaching the same course and also across courses and to send to Kelly (ECE office assistant) who has created electronic files for ECE courses and is keeping these documents there.</td>
<td></td>
</tr>
<tr>
<td>Attendance at Digital Bridge and other Professional Growth opportunities will be encouraged for all ECE faculty whenever offered by the college and beyond (state opportunities such as Faculty Initiative Project (FIP)).</td>
<td></td>
</tr>
<tr>
<td>(All of the above to be completed during the semester and to be an ongoing project) to be placed in course folders in ECE office.</td>
<td></td>
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### Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

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<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>FALL 2009 FLEX: Thursday, August 27, 2009</td>
</tr>
</tbody>
</table>
| **Number of Faculty in Attendance ( % of full time and adjunct plus total)** | 4 FT=100%  
13/16 Adjunct = 81.25% (see below for attendance)  
= 17 total |
| **Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)** | All participated in the discussion of the Specialization Certificates:  
*ECE Administration*  
AND  
Continued: *Bilingual Spanish/English Teaching*  
AND  
Skills Certificate:  
*Spanish/English Early Childhood Teaching*  
AND  
regarding specific course SLO’s |
| **SLO(s) Competency Measured** | **SLO’s: for Administration:**  
1) Supervise and support programs that teach and care for young children; support partnerships with families; and promote professional growth for teachers.  
2) Supervise and support programs, curriculum and environments based on child development theory, observations, documentation and assessments of children.  
3) Demonstrate professional and ethical practices in supervising programs for young children.  

**for Bilingual (both):**  
1) Create curriculum and environments that promote children’s bilingual language development based on developmental principles, observations, documentation and assessments of children.  
2) Teach and care for young children using effective communication and relationship skills.  
3) Supervise and support interactions, curriculum and environments for a wide range of children whose home language is either Spanish or English, in early childhood programs where both Spanish and English are spoken.  
Also the following courses: 53, 51 AND 156L, 133, 135 |
| **Assessment Tool** | We used both the Transfer/Basic Skills assessment analysis form |
### Assessment Results
(Summarize the overall results of your department including any students needs and issues that emerged)

“Students working with others on assignment (in class) and then writing individual final assignment was a successful method.”
“Students are very engaged in assignments, and interested in research and principles, but need more practice implementing ideas in their classroom settings regarding implementation of SLO’s.”
“Important principles, such as those related to communication and relationship skills need more time because of importance.”
“Scaffolding the key principles throughout the semester through reading and class discussions to support greater integration of these ideas.”

### Next Step in the Classroom to Improve Student Learning
(list all the items faculty felt would help them improve student learning)

- (2) State goals or objectives of assignment/activity more explicitly
- (3) Revise content of assignment/activities
- (1) Revise the amount of writing, oral, visual, clinical or similar work
- (4) Revise activities leading up to assignment
- (2) Increase in-class discussions and activities
- (1) Increase student collaboration and/or peer review
- Provide more frequent feedback on student progress
- (1) Increase guidance for students on assignments
- (1) Use methods of questions that encourage competency
- (1) State criteria for grading more explicitly
- (1) Increase interaction with students outside of class
- Ask a colleague to critique assignment
- Collect more data
- Nothing; assessment indicates no improvement necessary
- Other (please describe) consider lab dates (53L) to align with other ECE53.

### Next Step in the Department to Improve Student Learning
(check all that the department felt would help them improve student learning)

- (1) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- (1) Consult teaching and learning experts about teaching methods
- (2) Encourage faculty to share activities that foster competency
- (1) Write collaborative grants to fund departmental projects to improve teaching
- Prove articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
<table>
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<tr>
<th>Priorities to Improve Student Learning</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the top 3-6 things faculty felt would most improve student learning)</td>
<td>(List the departmental plans to implement these priorities)</td>
</tr>
</tbody>
</table>
| o (1) Create bibliography of resource material  
o Have binder available for rubrics and results  
o (1) Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses  
o Nothing; assessments indicate no improvements necessary  
o Other (please describe) | o (2) State goals or objectives of assignment/activity more explicitly  
o (3) Revise content of assignment/activities  
o (1) Revise the amount of writing, oral, visual, clinical or similar work  
o (4) Revise activities leading up to assignment  
o (2) Increase in-class discussions and activities |
| Timeline for Implementation | |
| (Make a timeline for implementation of your top priorities) | Continue to encourage faculty to share rubrics for our “ECE Rubric Binder” and to utilize the resources we have gathered as they work on course materials.  
Encourage further sharing of course assignments with others teaching the same course and also across courses. Ask faculty during FLEX to send course materials to Kelly (ECE office assistant) so that they may be place in the individual electronic files for ECE courses. These may be shared by all  
Encourage ALL ECE faculty to participate in ON COURSE, Digital Bridge and other Professional Growth opportunities offered at Cabrillo and beyond including state opportunities such as Faculty Initiative Project (FIP).  
(All of the above to be completed during the semester and to be seen as ongoing professional development for ECE faculty.) |


## Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

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<td><strong>Meeting Date</strong></td>
<td>SPRING 2010 FLEX: Thursday, February 4, 2010</td>
</tr>
<tr>
<td><strong>Number of Faculty in Attendance (% of full time and adjunct plus total)</strong></td>
<td>4 FT=100% 15/15 Adjunct = 100% (see below for attendance) = 19 total</td>
</tr>
<tr>
<td><strong>Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)</strong></td>
<td>All participated in the discussion of the Specialization Certificates: regarding specific course SLO’s</td>
</tr>
<tr>
<td><strong>SLO(s) Competency Measured</strong></td>
<td>SLO’s: for ECE courses: 32, 33, 53L, AND 133, 146, 150, 152, 156G, 163, 53, 51, 156L, 133, 162CC</td>
</tr>
<tr>
<td><strong>Assessment Tool (Briefly describe assessment tool)</strong></td>
<td>We used both: the Transfer/Basic Skills assessment analysis form AND the Occupational analysis form (100 + level) based on course being assessed</td>
</tr>
</tbody>
</table>
| **Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)** | o Ongoing need for greater tutorial support in students writing especially for those learning English.  
   o Importance of learning English so that students will be successful in advanced classes and beyond in their career and further education.  
   o Review of course materials led to revision of texts (146)  
   o Revising time allotment for group discussion on an activity used for SLO assessment, thus encouraging further dialogue about the environmental rating scales used in EC environments.  
   o Consideration of inclusive content (including children with special needs) for all courses.  
   o Change to curriculum assignment regarding critical assessment of ideas. |
| **Next Step in the Classroom to Improve Student Learning** | o (2) State goals or objectives of assignment/activity more explicitly  
   o (3) Revise content of assignment/activities |
| (list all the items faculty felt would help them improve student learning) | o Revise the amount of writing, oral, visual, clinical or similar work  
| | o (2) Revise activities leading up to assignment  
| | o (2) Increase in-class discussions and activities  
| | o (2) Increase student collaboration and/or peer review  
| | o Provide more frequent feedback on student progress  
| | o Increase guidance for students on assignments  
| | o Use methods of questions that encourage competency  
| | o State criteria for grading more explicitly  
| | o Increase interaction with students outside of class  
| | o Ask a colleague to critique assignment  
| | o Collect more data  
| | o Nothing; assessment indicates no improvement necessary  
| | o Other (please describe) consider lab dates (53L) to align with other ECE53.  |

| Next Step in the Department to Improve Student Learning (check all that the department felt would help them improve student learning) | o (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods  
| | o Consult teaching and learning experts about teaching methods  
| | o Encourage faculty to share activities that foster competency  
| | o Write collaborative grants to fund departmental projects to improve teaching  
| | o Prove articles/books on teaching about competency  
| | o Visit classrooms to provide feedback (mentoring)  
| | o Create bibliography of resource material  
| | o Have binder available for rubrics and results  
| | o (1) Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses  
| | o Nothing; assessments indicate no improvements necessary  
| | o Other (please describe)  |

| Priorities to Improve Student Learning (List the top 3-6 things faculty felt would most improve student learning) | o (2) State goals or objectives of assignment/activity more explicitly  
| | o (3) Revise content of assignment/activities  
| | o Revise the amount of writing, oral, visual, clinical or similar work  
| | o (2) Revise activities leading up to assignment  
| | o (2) Increase in-class discussions and activities  
| | o (2) Increase student collaboration and/or peer review  |

| Implementation |  |
| (List the departmental plans to implement these priorities) | ○ (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods  
○ (1) Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses |
| --- | --- |
| **Timeline for Implementation** | Share ideas from On Course at next Flex activity and continue to encourage ALL ECE faculty to participate in On Course, Digital Bridge and other Professional Growth opportunities offered at Cabrillo and beyond including state opportunities such as Faculty Initiative Project (FIP).  
Continue to encourage faculty to share rubrics for our “ECE Rubric Binder” and to utilize the resources we have gathered as they work on course materials.  
Encourage further sharing of course assignments with others teaching the same course and also across courses. Ask faculty during FLEX to send course materials to Kelly (ECE office assistant) so that they may be placed in the individual electronic files for ECE courses. These may be shared by all  
(All of the above to be completed during the semester and to be seen as ongoing professional development for ECE faculty). |
| (Make a timeline for implementation of your top priorities) | --- |
Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

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<td>FALL 2010 FLEX: Thursday, August 26, 2010</td>
</tr>
<tr>
<td><strong>Number of Faculty in Attendance (% of full time and adjunct plus total)</strong></td>
<td>4 FT = 100% 14/16 Adjunct = 87.5% (see below for attendance) = 18 total</td>
</tr>
<tr>
<td><strong>Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)</strong></td>
<td>All participated in the discussion regarding specific course SLO’s</td>
</tr>
<tr>
<td><strong>Assessment Tool (Briefly describe assessment tool)</strong></td>
<td>We used both: the Transfer/Basic Skills assessment analysis form AND the Occupational analysis form (100 + level) based on course being assessed</td>
</tr>
<tr>
<td><strong>Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)</strong></td>
<td>o Several faculty identified the importance of and need for scaffolding various aspects of assignments after reviewing for SLO assessment. o Faculty discussed the benefits of sharing examples as well as the pitfalls. o Ongoing need for greater scaffolding of assignments in terms of writing and practice in various aspects of the assignment (as needed) as well as need for more tutorial support in students writing. o Faculty discussed the value of peer brainstorming during work on assignments as well as peer review of assignments prior to submission date.</td>
</tr>
<tr>
<td><strong>Next Step in the Classroom to Improve Student Learning</strong> (list all the items faculty felt would help them)</td>
<td>o (2) State goals or objectives of assignment/activity more explicitly o (5) Revise content of assignment/activities o Revise the amount of writing, oral, visual, clinical or similar work o (7) Revise activities leading up to assignment</td>
</tr>
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| **improve student learning** | (3) Increase in-class discussions and activities  
(6) Increase student collaboration and/or peer review  
(3) Provide more frequent feedback on student progress  
(4) Increase guidance for students on assignments  
(2) State criteria for grading more explicitly  
(2) Increase interaction with students outside of class  
(1) Ask a colleague to critique assignment  
Collect more data  
Nothing; assessment indicates no improvement necessary  
Other (please describe) outcome is *too much for this one unit class* Develop library of books for ECE32 course (“borrow”) |
| **Next Step in the Department to Improve Student Learning** | (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods  
Consult teaching and learning experts about teaching methods  
(5) Encourage faculty to share activities that foster competency  
(1) Write collaborative grants to fund departmental projects to improve teaching  
(1) Prove articles/books on teaching about competency  
(1) Visit classrooms to provide feedback (mentoring)  
(4) Create bibliography of resource material  
(4) Have binder available for rubrics and results  
(3) Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses  
Nothing; assessments indicate no improvements necessary  
Other (please describe) |
| **Priorities to Improve Student Learning** | (5) Revise content of assignment/activities  
(7) Revise activities leading up to assignment  
(3) Increase in-class discussions and activities  
(6) Increase student collaboration and/or peer review  
(3) Provide more frequent feedback on student progress  
(4) Increase guidance for students on assignments |
| **Implementation** | (2) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods  
(5) Encourage faculty to share activities that foster competency  
(4) Create bibliography of resource material |
| o (4) Have binder available for rubrics and results  
| o (3) Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses |

**Timeline for Implementation**

*(Make a timeline for implementation of your top priorities)*

| Encourage ALL ECE faculty to participate in On Course, Digital Bridge and other Professional Growth opportunities offered at Cabrillo and beyond including state opportunities such as Faculty Initiative Project (FIP) and now the Curriculum Alignment Project process (CAP). |

| Remind faculty that we have developed the “ECE Rubric Binder” and that resources are accessible from Kelly. We continue to encourage faculty to participate in the gathering of all of these materials. |

| As we are working on the CAP (Curriculum Alignment Project) all of our core courses are being revised and this is exciting to involve all faculty in this process. They demonstrated great interest at our FLEX meeting. |

| (All of the above to be completed during the semester and to be seen as ongoing professional development for ECE faculty). |
## Occupational Program Assessment Analysis

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<td><strong>Meeting Date</strong></td>
<td>SPRING 2011 FLEX: Thursday, February 3, 2011</td>
</tr>
</tbody>
</table>
| **Number of Faculty in Attendance (% of full time and adjunct plus total)** | 4 FT=100%  
12/16 Adjunct = 75% (see below for attendance)  
= 16 total |
| **Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)** | All participated in the discussion regarding specific course SLO’s |
| **SLO(s) Competency Measured** | SLO’s: for ECE courses:  
32/142, 33, 51, 52, 53L, 54 & 54L, 59  
| **Assessment Tool (Briefly describe assessment tool)** | We used both:  
the Transfer/Basic Skills assessment analysis form  
AND  
the Occupational analysis form (100 + level) based on course being assessed |
| **Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)** | o Design assignments that lead to specific SLO.  
o Meet with students more frequently while assignment is in progress.  
o Better coordination between ECE31 & ECE33 instructors.  
o Help students develop relationships with each other from the beginning of the semester.  
o Increase student collaboration in classes.  
o Encourage students working in groups and group presentations.  
o Use ECERS and DRDP in some way in every class even if just a few pages.  
o Create a “menu” of assignments for students.  
o Help students early in the semester.  
o Model for self advocacy. |
| **Next Step in the Classroom to Improve Student Learning** | o State goals or objectives of assignment/activity more explicitly  
o Revise content of assignment/activities  
o Revise the amount of writing, oral, visual, clinical or similar work |
<table>
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<tr>
<th>(list all the items faculty felt would help them improve student learning)</th>
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</tr>
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<tbody>
<tr>
<td>- Revise activities leading up to assignment</td>
<td>- Revisit activities leading up to assignment</td>
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<tr>
<td>- Increase in-class discussions and activities</td>
<td>- Increase in-class discussions and activities</td>
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<td>- Increase student collaboration and/or peer review</td>
<td>- Increase student collaboration and/or peer review</td>
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<tr>
<td>- Provide more frequent feedback on student progress</td>
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<td>- Increase guidance for students on assignments</td>
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<td>- Use methods of questions that encourage competency</td>
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</tr>
<tr>
<td>- State criteria for grading more explicitly</td>
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</tr>
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<td>- Increase interaction with students outside of class</td>
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</tr>
<tr>
<td>- Ask a colleague to critique assignment</td>
<td>- Ask a colleague to critique assignment</td>
</tr>
<tr>
<td>- Collect more data</td>
<td>- Collect more data</td>
</tr>
<tr>
<td>- Nothing; assessment indicates no improvement necessary</td>
<td>- Nothing; assessment indicates no improvement necessary</td>
</tr>
<tr>
<td>- Other (please describe)</td>
<td>- Other (please describe)</td>
</tr>
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</table>

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</tr>
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<tr>
<td>(check all that the department felt would help them improve student learning)</td>
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<td>- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
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<td>- Consult teaching and learning experts about teaching methods</td>
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<td>- Encourage faculty to share activities that foster competency</td>
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<td>- Write collaborative grants to fund departmental projects to improve teaching</td>
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</tr>
<tr>
<td>- Prove articles/books on teaching about competency</td>
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</tr>
<tr>
<td>- Visit classrooms to provide feedback (mentoring)</td>
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</tr>
<tr>
<td>- Create bibliography of resource material</td>
<td>- Create bibliography of resource material</td>
</tr>
<tr>
<td>- Have binder available for rubrics and results</td>
<td>- Have binder available for rubrics and results</td>
</tr>
<tr>
<td>- Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses</td>
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</tr>
<tr>
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<td>- Nothing; assessment indicates no improvements necessary</td>
</tr>
<tr>
<td>Other (please describe)</td>
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</tr>
</tbody>
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<tr>
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</tr>
</thead>
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<td>2) Increase in-class discussions and activities</td>
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</tr>
<tr>
<td>3) Encourage faculty to share activities that foster competency</td>
<td>3) Encourage faculty to share activities that foster competency</td>
</tr>
<tr>
<td>4) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
<td>4) Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods</td>
</tr>
<tr>
<td>5) Have binder available for rubrics and results</td>
<td>5) Have binder available for rubrics and results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Implementation</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>(List the departmental plans to implement these priorities)</td>
<td>(List the departmental plans to implement these priorities)</td>
</tr>
<tr>
<td>- We are planning a faculty retreat for Spring/Summer 2012 where we will have an opportunity to work on all of these priorities as part of our Program Planning process. (#1-5)</td>
<td>- We are planning a faculty retreat for Spring/Summer 2012 where we will have an opportunity to work on all of these priorities as part of our Program Planning process. (#1-5)</td>
</tr>
<tr>
<td>- All faculty are regularly notified of and encouraged to attend workshops provided by state and local agencies for ECE faculty as well as opportunities here at Cabrillo. (#4)</td>
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</tr>
<tr>
<td>- We encourage faculty to submit course outlines, syllabi, and any assignments they are willing to share to a shared</td>
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</tr>
</tbody>
</table>
online file for all faculty. We will continue to encourage this process and work to develop new ways to encourage this collaboration. (#3)

<table>
<thead>
<tr>
<th>Timeline for Implementation</th>
<th>As noted above, most will occur during our Program Planning Retreat in Spring or Summer 2012 where all ECE faculty will be invited to participate.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Make a timeline for implementation of your top priorities)</td>
<td>(All of the above to be completed during the semester and to be seen as ongoing professional development for ECE faculty).</td>
</tr>
</tbody>
</table>
# Occupational Program Assessment Analysis

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<table>
<thead>
<tr>
<th>Department</th>
<th>ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>FALL 2011 FLEX: Thursday, August 22 &amp; 25, 2011</td>
</tr>
<tr>
<td><strong>Number of Faculty in Attendance (% of full time and adjunct plus total)</strong></td>
<td>4 FT=100% 12/13 Adjunct = 92% (see below for attendance) = 16 total</td>
</tr>
<tr>
<td><strong>Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)</strong></td>
<td>All participated in the discussion regarding specific course SLO’s</td>
</tr>
<tr>
<td><strong>SLO(s) Competency Measured</strong></td>
<td>SLO’s: for ECE courses: 31/131, 32, 52, 53 &amp; 53L, 54L, 59 AND 139SN, 142, 156A, 156G, 157B, 157C, 159L, 162CC, 163</td>
</tr>
<tr>
<td><strong>Assessment Tool (Briefly describe assessment tool)</strong></td>
<td>We used both: the Transfer/Basic Skills assessment analysis form AND the Occupational analysis form (100 + level) based on course being assessed</td>
</tr>
</tbody>
</table>
| **Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)** | - Design assignments that lead to specific SLO.  
- Meet with students more frequently while an assignment is in progress.  
- Better coordination between ECE31 & ECE33 instructors.  
- Help students develop relationships with each other from the beginning of the class.  
- Increase student collaboration all semester.  
- Encourage student’s working in groups and group presentations.  
- Use ECERS and DRDP in some way in every class even if just a few pages.  
- Create a menu of assignments for students  
- Help students early in the semester  
- Model for self advocacy. |
| **Next Step in the Classroom to Improve Student Learning** | - State goals or objectives of assignment/activity more explicitly  
- Revise content of assignment/activities  
- Revise the amount of writing, oral, visual, clinical or similar |

Revised 7/20/07  
FA07-SP12 WOA Occ_Prog_Assmnt_Analysis_Form.doc  
Page 25 of 30
## Next Step in the Department to Improve Student Learning

### (check all that the department felt would help them improve student learning)

- Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
- Consult teaching and learning experts about teaching methods
- Encourage faculty to share activities that foster competency
- Write collaborative grants to fund departmental projects to improve teaching
- Prove articles/books on teaching about competency
- Visit classrooms to provide feedback (mentoring)
- Create bibliography of resource material
- Have binder available for rubrics and results
- Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses
- Nothing; assessments indicate no improvements necessary
- Other (please describe)

## Priorities to Improve Student Learning

### (List the top 3-6 things faculty felt would most improve student learning)

1. Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
2. Consult teaching and learning experts about teaching methods
3. Encourage faculty to share activities that foster competency
4. Write collaborative grants to fund departmental projects to improve teaching
5. Prove articles/books on teaching about competency
6. Visit classrooms to provide feedback (mentoring)
7. Create bibliography of resource material
8. Have binder available for rubrics and results
9. Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses
10. Nothing; assessments indicate no improvements necessary
11. Other (please describe)

## Implementation

### (List the departmental plans to implement these priorities)

- We are planning a faculty retreat for Spring/Summer 2012 where we will have an opportunity to work on all of these priorities as part of our Program Planning process. (#1-6)
- All faculty are notified of and encouraged to attend workshops provided by state and local agencies for ECE faculty as well as opportunities here at Cabrillo. (#2-6)
| **Timeline for Implementation** (Make a timeline for implementation of your top priorities) | As noted above, most will occur during our Program Planning Retreat in Spring or Summer 2012 where all ECE faculty will be invited to participate. We will also include these priorities in our planning for our Flex meeting for Spring 2012 and in the future as needed. |
**Occupational Program Assessment Analysis**

Use the form below to summarize the results of the department meeting in which you discussed the results of your program’s assessment process. Include this form in your Instructional Plan and incorporate the results into the narrative of your instructional plan.

<table>
<thead>
<tr>
<th>Department</th>
<th>ECE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meeting Date</strong></td>
<td>SPRING 2012 FLEX: Monday, January 30 &amp; Thursday, February 2, 2012</td>
</tr>
</tbody>
</table>
| **Number of Faculty in Attendance (% of full time and adjunct plus total)** | 4 FT=100%  
11/13 Adjunct = 85% (see below for attendance)  
= 15 total |
| **Number of Faculty sharing Assessment Results – if applicable (% of full time and adjunct plus total)** | All participated in the discussion regarding specific course SLO’s |
| **SLO(s) Competency Measured** | SLO’s: for ECE courses:  
31/131, 32, 51, 52, 53 & 53L  
AND  
150, 156L, 157C, 159L, 168, 230 |
| **Assessment Tool (Briefly describe assessment tool)** | We used both:  
The Transfer/Basic Skills assessment analysis form  
AND  
The Occupational analysis form (100 + level) based on course being assessed |
| **Assessment Results (Summarize the overall results of your department including any students needs and issues that emerged)** | Our conversation included discussion of:  
- How to move from valuable dialogue to taking action on the ideas generated.  
- Some suggestions arose in response:  
  1) The discussion should drive changes to course assignments each semester.  
  2) The discussion should influence all of our teaching both during the current and in future semesters.  
- There were also specific idea regarding the class ECE31 and some ideas for improving student success  
- There was a lengthy discussion of active learner strategies that some of us have learned as part of ONCourse I & II.  
- There was also a discussion of how to support faculty to complete SLO assessment in a more timely manner.  
  We decided to give faculty the form at our Flex meeting each week and have everyone then decide on which class,
which SLO’s, and how they will be assessing this semester. We will place the SLO assessment sheet in an attractive folder and give these to each instructor to have as a reminder to do the assessment as soon as they complete that assignment, exam, assessment, etc. during rather than after the semester. The idea to get a more immediate and relevant reflection.

- We also re-examined the question and agreed on the use of APA style for papers throughout the department.
- One instructor, teaching a course she has not taught in a while, started with the SLO’s as she developed the course outline (rather than looking at them after this work was done). YEAH!

| Next Step in the Classroom to Improve Student Learning | o State goals or objectives of assignment/activity more explicitly
| o Revise content of assignment/activities
| o Revise the amount of writing, oral, visual, clinical or similar work
| o Revise activities leading up to assignment
| o Increase in-class discussions and activities
| o Increase student collaboration and/or peer review
| o Provide more frequent feedback on student progress
| o Increase guidance for students on assignments
| o Ask a colleague to critique assignment
| o Use methods of questions that encourage competency
| o State criteria for grading more explicitly
| o Increase interaction with students outside of class
| o Ask a colleague to critique assignment
| o Collect more data
| o Nothing; assessment indicates no improvement necessary
| o Other (please describe) |

| Next Step in the Department to Improve Student Learning (check all that the department felt would help them improve student learning) | o Offer/encourage attendance at seminars, workshops or discussion groups about teaching methods
| o Consult teaching and learning experts about teaching methods
| o Encourage faculty to share activities that foster competency
| o Write collaborative grants to fund departmental projects to improve teaching
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| o Visit classrooms to provide feedback (mentoring)
| o Create bibliography of resource material
| o Have binder available for rubrics and results
| o Analyze course curriculum to determine that competency skills are taught, so that the department can build a progression of skills as students advance through courses
<p>| o Nothing; assessments indicate no improvements necessary |</p>
<table>
<thead>
<tr>
<th><strong>Priorities to Improve Student Learning</strong>&lt;br&gt;(List the top 3-6 things faculty felt would most improve student learning)</th>
<th>12) We re-examined the question and agreed on the use of APA style for papers throughout the department.&lt;br&gt;13) We began discussion of active learner strategies that some of us have learned as part of On Course (I &amp; II) Ofelia and Jean are sharing these tools with interested faculty.&lt;br&gt;14) Passing on the idea of beginning with the course SLO’s in terms of course development and revisions!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementation</strong>&lt;br&gt;(List the departmental plans to implement these priorities)</td>
<td>o APA across the department will be shared with all faculty early in this semester. (2-2012)&lt;br&gt;o All faculty will receive a packet of active learner strategies from the On Course II workshop in Feb. of 2012 from Jean and Ofelia. (2-2012)&lt;br&gt;o Any instructor teaching a new course or one they have not taught in a while will be encouraged to follow the idea of using the course outline as a guide to begin the planning process. (ongoing)&lt;br&gt;o We are planning a faculty retreat for Spring/Summer 2012 where we will have an opportunity to work on all of these priorities as part of our Program Planning process. (SP/SU 2012, date TBA)</td>
</tr>
<tr>
<td><strong>Timeline for Implementation</strong>&lt;br&gt;(Make a timeline for implementation of your top priorities)</td>
<td>See above timeline noted in parenthesis following each priority</td>
</tr>
</tbody>
</table>
January 28, 2013

Dear ECE colleagues,

Welcome to Spring 2013! We hope you have had time to relax, renew and restore during winter break! ALL ECE faculty members are invited and encouraged to attend our ECE Department Flex meeting:

**IMPORTANT:**
The ECE Department Flex Meeting will be held on **MONDAY, February 4th**, from 5:30-8:30, instead of our usual Thursday evening meeting.

The Monday evening ECE Department meeting will take place in room 1508. This meeting is a special opportunity for ECE faculty to come together to share stories, take care of College business, and complete important work for Instructional Planning.

We'll begin the meeting with our usual delicious and nutritious potluck dinner at 5:30 and begin our discussion at 6 p.m.

For the potluck, if your last name begins with:
- **A to E** please bring appetizers, salads, veggie dishes
- **F to L** please bring a main course
- **M to Z** please bring fruit, desserts, sweets

Rather than a power point of photos, we encourage you to bring a photo or two or an object to share. **Please think about your check-in ahead of time, and plan to keep it to 2 minutes or less**, as we are many and we want a chance to hear from everyone.

**SLO ASSESSMENT and Instructional Planning:**

If you have completed the SLO assessment paperwork for FA12, THANK YOU! If you have not done so, PLEASE complete the paperwork for your FA12 SLO assessment (given out at the FA12 Flex meeting, and also sent by email, midway through FA12 semester). Please send these to Jean (jegallag@cabrillo.edu) in the next week, or bring them completed to our ECE Department Flex meeting on MONDAY, February 4th.

We are beginning a new Instructional Planning cycle and now that we are all familiar with the forms and the need for this documentation, we would like to begin using our Flex meetings for more talking about our teaching and less filling out paperwork. These assessments are best completed during the semester of the assessment and then discussed at the subsequent Flex meeting.

**We must keep ongoing SLO documentation as part of Instructional Planning.**
ANOTHER Flex Activity Opportunity in ECE:

The ECE Department will be holding a second Flex Activity this semester. It will be held on Tuesday, February 4th from 6-7:30 in Room 1508. This meeting will kick off a brand new cycle of Instructional Planning for ECE. And is a special opportunity for discussion of teaching successes, challenges and more! We hope you will be able to attend. We will provide beverages, and will end in time for you to have dinner at home.

News, Announcements, Reminders and Cabrillo website links:

- Luz Marina Cardona continues as Director of the Children’s Center, now 100%. Together, Luz and the Children’s Center teachers are continuing with this exciting year, supporting children and families. Thank you Lupe and Ariba for your dedication and tireless support during the transition and Luz’s first semester as the new Children’s Center Director.

- PAPERLESS: Please continue to support ECE department efforts to save the resources of our Earth, and our resources at Cabrillo. We are continuing in our efforts to go “paperless” with this Flex Letter. We will have a few copies of needed forms available at the meeting on MONDAY evening, but appreciate you downloading documents using the links noted in this letter. We encourage you to use the Cabrillo website and the resources in this email, during Flex and throughout the semester.

- ECE ADJUNCT Office and CHILDREN’S CENTER Conference spaces:
  - The ECE office now has an adjunct faculty desk. It has a computer and two file drawers (these were formerly located in the ECE Adjunct office 1504A).
  - Luz Marina Cardona’s faculty office (1506B). Now that Luz is 100% Children’s Center director, her faculty office will be available as an adjunct office space, while we are waiting for a Full Time faculty replacement. This office has a desk, computer, book shelves, and some open file drawer space.
  - Room 1523, our former Adjunct office space, has a desk available for ECE. We have worked out an agreement to share this space with the Criminal Justice Department, whose classes are typically held during the day, for any faculty who would prefer to have an upstairs office space. We will be moving a computer to that space and possibly some file drawers (on a space available basis). Please see Kelly for a key if you are interested in using this space.

- MANY MOVES:
  Kelly worked diligently during the break to facilitate the many challenges of these moves. This included the careful labeling and boxing of materials. But as with anything, the best planning has its challenges. We apologize for any mix-up of materials and are working hard to assure everyone’s materials are safely stored and labeled in file drawers. If you are missing any items, please let Kelly know as soon as possible. We appreciate your help in keeping only those materials you are currently using for your classes at Cabrillo. As always, you are welcome to use faculty offices for your office hours. Please check the schedule of classes, and then check with the individual faculty member.
  - Deborah Helms has moved from the corner office (outside 1500 bldg. main doors) to the former Copy room.
  - Alicia Beard’s (FKCE office assistant) office has moved from a shared office with Kelly to 1506B (former Adjunct office).
  - The Copy Room has moved to Deborah’s former office (outside the 1500 bldg. main doors). You will need your #605 key to access the Copy room; it will remain locked at all times. Anticipating rain: Because of this new location, during inclement weather, you may wish to use the ‘Forest Green Zippered Canvas Sleeve’ to protect your copies as you...
move from the copy room back into the 1500 building. It is available for use in the new Copy room. Please return it to the Copy room for your colleagues.

- Regularly used AV equipment (slide projector and LCD portable projector) has moved from the metal cabinets (old Copy room) to the Student room wooden cupboards. Keys to these cupboards are available on the back of the ECE office door. Please remember to sign out for this equipment, sign out is located on the cupboard door (interior).
- ECE office has a desk and computer available for Adjunct faculty.

- **CLASSROOM KEYS:** now need to be exchanged each semester (if your classroom teaching assignment changes). Be sure to KEEP your #605 key, as it is your building access key. Kelly will have your SP13 keys available as of Monday, February, 4th. You must turn in your previous semester classroom keys to get keys for the new semester. You may exchange keys with Kelly (2/4 on, or with Jean at Flex meetings on 2/4 or 2/5). *This change is in response to college wide theft issues.*

- **SPRING 2013 FLEX WEEK** takes place Monday, February 4th through Thursday, February 7th.
  - Adjunct faculty members are expected to participate in **at least one hour of flex activity per teaching unit** and ALL must submit a flex agreement.
  - Flex Agreement Forms will now be submitted **ONLINE**! (Paper forms will no longer be accepted). Here is the link to the online forms: [https://sites.google.com/a/cabrillo.edu/spring-2013-flex-week/home/flex-guidelines-and-forms](https://sites.google.com/a/cabrillo.edu/spring-2013-flex-week/home/flex-guidelines-and-forms)
  - Here is a You Tube video explaining the forms and the process: [http://www.youtube.com/watch?v=URk-Ti3hdvk&feature=youtu.be](http://www.youtube.com/watch?v=URk-Ti3hdvk&feature=youtu.be)
  - **Flex calendar** is only available in electronic format at: [https://sites.google.com/a/cabrillo.edu/spring-2013-flex-week/home](https://sites.google.com/a/cabrillo.edu/spring-2013-flex-week/home)
  - **FYI:** The ECE Department meeting counts for flex hours for Adjunct faculty.

- **AVAILABILITY STATEMENT – Spring 14:** You may submit your completed form during Flex Department Meetings (Kelly will forward to HASS) or you may submit directly to our HASS Dean.

- **BUDGET REQUEST FORM:** As you are aware, we have a reduced instructional supplies/guest speaker budget. We are being asked by the College to make every effort to teach without the benefit of guest speakers and other instructional supports. If there are essential guest speakers or supplies, please submit a budget request form, in writing, to Jean and we will do everything we can to support your needs. We do not pay for panel guest speakers.

- **SPRING 2013 OFFICE HOURS:** Submit your **office hours** to Belem Ruiz (beruiz@cabrillo.edu), the Central Instructional Division Assistant, as soon as possible. Also, be sure to update your Salsa profile on the Cabrillo website:
  - Salsa, web faculty directory (for updating): [https://babyface.cabrillo.edu/salsa/login.jsp](https://babyface.cabrillo.edu/salsa/login.jsp)

- **SYLLABI AND COURSE DESCRIPTION:** Please remember that the ECE office and the College keep copies of course descriptions and syllabi. **Please email your Spring 13 documents to BOTH:** Kelly (keeckert@cabrillo.edu) AND Belem Ruiz (beruiz@cabrillo.edu). Belem asks that you PLEASE label your syllabus/course description as follows: **DEPARTMENT_COURSE #_INSTRUCTOR_LAST NAME_TERM**

- **KELLY** (keeckert@cabrillo.edu): She is the resident multi-tasking master, and she works half-days, which means the balance of time the ECE office is closed. We regret that there is not more support for
all in the department and in particular for ECE students. THANKS to all for the support you give to one another and to ECE students. **Student success depends on all of us, the ‘ECE Village’**.

- **DUPLICATIONS**: Please use Duplications whenever possible and the **ECE copier for emergencies only**. Cabrillo continues to use PrintSmith in Aptos for duplications. Below are duplications basics, but if you have further questions, detailed information is available at: http://www.cabrillo.edu/internal/duplications/index.html or you may call for help/info at ext. 6488.  

  **DUPLICATIONS Basics:**
  - Use a “Duplications Request Form” (in word or pdf) located at: http://www.cabrillo.edu/internal/duplications/duplications.html
  - Submit requests to duplications@cabrillo.edu
  - These requests go directly to PrintSmith for processing and duplicated materials will be delivered to the Duplications Service Center in the mailroom 1005.
  - Your Duplication order will be ready for you to pick-up in the Cabrillo College Mailroom from 7:30–7:00 Mon-Fri, and 7:30–4:00 Fridays. The mailroom is closed for lunch daily 12-1pm.
  - **Anticipate a 2 week turn-around** time during the first two weeks prior to the beginning and during the first week of the semester and 7 days at all other times.

- **ECE STUDENT LOAN LIBRARY**: We continue in our effort to increase this student resource and we ask all faculty to support this service by requesting DESK COPIES for your courses and donating any extra copies to the Loan Library. Also, when you receive texts from publishers that you are not interested in keeping, please leave with Kelly for re-use.

- **CABRILLO COLLEGE Web Site Links you may find useful:**
  - Cabrillo College web site (home page): http://www.cabrillo.edu/
  - Web Advisor (log in to download your rosters or to send an e-mail to your class): https://wave.cabrillo.edu/WebAdvisor/WebAdvisor?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=6746590732
  - Spring 2013 Schedule of Classes: http://www.cabrillo.edu/publications/schedule/next/
  - ECE Department website: http://www.cabrillo.edu/academics/ece/
  - The Cabrillo College Budget Information Center: http://cabrillo.edu/services/marketing/budget_center.html
  - Cabrillo College Emergency Notification: http://www.cabrillo.edu/internal/emergency/alertu.html

  An SMS-based emergency notification service for mobile phones: In an emergency, a real-time alert with important security information is sent. To receive, text: CABRILLO to: 253788, or sign up online: www.alertu.org/cabrillo, reply ‘Y’ to the text. FYI: service is free; standard message rates may apply.

  **Looking forward to seeing you on**  
  **MONDAY, February 4th for our ECE Department Flex meeting &**  
  **TUESDAY, February 5th for our SLO assessment workshop!**

  *Jean, Luz, Michelle and Ofelia*
## California Community Colleges Curriculum Alignment Project
### Official Alignment Notification Summary
#### CAP 4A

<table>
<thead>
<tr>
<th>College:</th>
<th>Cabrillo College</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAP Regional Lead:</td>
<td>Edna Rodriggs</td>
</tr>
<tr>
<td>CAPtain:</td>
<td>Ofelia Garcia</td>
</tr>
<tr>
<td>Date(s) Reviewed:</td>
<td>1/22/11, 4/20/11</td>
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### Status
(For CDTC use only)
- Date Pending Notification: 
- Date Verified: April 20, 2011
- Alignment Verification: 
- Date of Letter of Alignment: May 3, 2011

### Correspondence:
5/3/2011

<table>
<thead>
<tr>
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<td>Child, Growth, and Development</td>
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<td>Observation and Assessment</td>
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<td>Introduction to Curriculum</td>
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<td>Transfer Degree</td>
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### Comments:
PROGRAM OF STUDY

Associate in Science in Early Childhood Education for Transfer

The E.C.E. program provides the course work required by the State of California Department of Social Services and for the Department of Education Child Development Permit. It also provides a foundation for transfer to four-year programs in Child Development, Human Development or Early Childhood Education. A broad range of employment opportunities are available by fulfilling the various certificate and degree requirements. Career options include infant-toddler specialist, children's center teacher, family childcare provider, director or administrator in state-funded, public or private early care and education settings.

Cabrillo offers options for a degree in Early Childhood Education. The first option listed below is the Associate in Science in Early Childhood Education for Transfer (AS-T), which is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major. See Associate Degree for Transfer information in the Cabrillo College Catalog. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. Specific lower division major preparation at four-year public institutions in California can be found at www.assist.org. Please see a counselor for advisement for transfer to any four-year institutions.

The second option fulfills requirements for a non-transferable A.S. Degree in Early Childhood Education at Cabrillo College.

Contact the Early Childhood Education Department for an appointment with a faculty program advisor and the Cabrillo counseling office for further program and degree requirements.

Completion of CSU or IGETC General Education Requirements

<table>
<thead>
<tr>
<th>GE Units</th>
<th>37 - 39</th>
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Core

<table>
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<tr>
<th>Units</th>
<th>(25 units)</th>
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<tbody>
<tr>
<td>ECE 31</td>
<td>Child Growth and Development</td>
</tr>
<tr>
<td>ECE 32</td>
<td>Child, Family and Community</td>
</tr>
<tr>
<td>ECE 34</td>
<td>Observation and Assessment Methods in Early Childhood Education</td>
</tr>
<tr>
<td>ECE 51</td>
<td>Principles of Working with Young Children</td>
</tr>
<tr>
<td>ECE 52</td>
<td>Teaching in a Diverse Society</td>
</tr>
<tr>
<td>ECE 53</td>
<td>Introduction to Curriculum for the Young Child</td>
</tr>
<tr>
<td>ECE 54</td>
<td>Early Childhood Education Practicum</td>
</tr>
<tr>
<td>ECE 59</td>
<td>Health, Safety, and Nutrition Issues in the Child Care Setting</td>
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</table>

Electives

<table>
<thead>
<tr>
<th>Units</th>
<th>(0-2 units)</th>
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</thead>
<tbody>
<tr>
<td>Any course numbered 1-99.</td>
<td>0 - 2</td>
</tr>
</tbody>
</table>

Note: ECE 31 and 32 are also general education courses.

Total Units

| 60 |

PID 442
EARLY CHILDHOOD EDUCATION
Human Arts and Social Sciences Division
Isabel O'Connor, Division Dean
Division Office, Room 420
Jean Gallagher-Heil, Program Chair, (831) 479-5015
Michelle Chao, Faculty, información en español, (831) 477-3502
Aptos Counselor: (831) 479-6274 for appointment
Watsonville Counselor: (831) 786-4734
Call (831) 479-6354 for more information
http://www.cabrillo.edu/programs

Early Childhood Education A.S. Degree
Program Description:
The E.C.E. program provides the course work required by the State of California Department of Social Services and for the Department of Education Child Development Permit. It also provides a foundation for transfer to four-year programs in Child Development, Human Development or Early Childhood Education. A broad range of employment opportunities are available by fulfilling the various certificate and degree requirements.

Career Opportunities:
Career options include infant-toddler specialist, children’s center teacher, family childcare provider, director or administrator in state-funded, public or private early care and education settings. Contact the Early Childhood Education Department for an appointment with a faculty program advisor and the Cabrillo counseling office for further program and degree requirements.

A.S. General Education 21 Units
Core Courses (35-36)
ECE 31 *Child Growth and Development .............. 3
or
ECE 131 Child Growth and Development .............. 3
ECE 32 *Child, Family and Community ............... 3
or
ECE 142 Niño, familia, y comunidad .................. 3
ECE 34 *Observation and Assessment Methods in Early Childhood Education .................. 3
ECE 51 *Principles of Working with Young Children ........ 3
ECE 52 *Teaching in a Diverse Society ................ 3
ECE 53 *Introduction to Curriculum for the Young Child ........ 3
ECE 53L Curriculum Materials Lab .................... 0.5
ECE 54 *Early Childhood Education Practicum ........ 4
ECE 59 ** Health, Safety, and Nutrition Issues in the Child Care Setting ...................... 3
ECE 135 Infant and Toddler Program Development ........ 4
or
ECE 163 Advanced Curriculum for the Young Child ........ 3
ECE 146 The Child with Special Needs in the Child Care Program .................. 2
ECE 158 Working With Families ....................... 3
ECE 159L **Health Guidelines, First Aid, and CPR in the Child Care Setting .................. 0.5

Core: Special Curriculum Topics (Take 1 unit from the following:)
ECE 156A-M ........................................ 1–3

Electives (3-4 Units)
ECE 133 Understanding Infant Development ........... 1–3
ECE 134 Understanding Toddler Development .......... 1–3
ECE 135 Infant and Toddler Program Development ........ 4
ECE 139C Curriculum with Toddlers .................... 0.5–3
ECE 139E Nurturing Environments for Infants and Toddlers .................... 0.5–3
ECE 139ELF Early Literacy Foundations for Infants and Toddlers............... 3
ECE 139SN The Infants and Toddlers with Special Needs in the Childcare Program ........ 1–2
ECE 145 Peace Education and Children’s Literature ........ 1–3
ECE 163 Advanced Curriculum for the Young Child ........ 3

Prospective ECE majors are encouraged to consult an ECE instructor regarding recommended elective courses.

Total Units 60

*Denotes courses that are part of the Curriculum Alignment Project (CAP) 8 Lower-Division Transfer Program
**ECE 159L is a corequisite for ECE 59 and may be met with proof of CPR certification.

Teaching Certificate of Achievement
Program Learning Outcomes:
1. Teach and care for young children using effective communication and relationship skills
2. Create programs, curriculum and environments based on child development theory, observations, documentation and assessments of children.
3. Demonstrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in teaching and caring for young children.
4. Develop respectful, two-way partnerships with the families of children in early childhood programs.
5. Demonstrate professional and ethical practices in teaching and caring for young children.
Core Courses (35-36 units)

ECE 31 * Child Growth and Development .................. 3
or
ECE 131 Child Growth and Development .................. 3
ECE 32 * Child, Family and Community .................. 3
or
ECE 142 Niño, familia, y comunidad .................. 3
ECE 34 * Observation and Assessment Methods in Early Childhood Education .................. 3
ECE 51 * Principles of Working with Young Children .................. 3
ECE 52 * Teaching in a Diverse Society .................. 3
ECE 53 * Introduction to Curriculum for the Young Child .................. 3
ECE 53L Curriculum Materials Lab .................. 0.5
ECE 54 * Early Childhood Education Practicum .................. 4
ECE 59 * Health, Safety, and Nutrition Issues in the Child Care Setting .................. 3
ECE 135 Infant and Toddler Program Development .................. 4
or
ECE 163 Advanced Curriculum for the Young Child .................. 3
ECE 146 The Child with Special Needs in the Child Care Program .................. 2
ECE 156A-M Special Curriculum Topics .................. 1
ECE 158 Working With Families .................. 3
ECE 159L **Health Guidelines, First Aid, and CPR in the Child Care Setting .................. 0.5

Other Required Courses (3 Units)

ENGL 100 Elements of Writing .................. 3
or
ENGL 1A/1AH/1AMC/1AMCH .................. 3

Total Units 38–39

*Denotes courses that are part of the Curriculum Alignment Project (CAP) 8 Lower-Division Transfer Program

**ECE 159L is a corequisite for ECE 59 and may be met with proof of CPR certification.

ECE Administration Certificate of Achievement

Program Description:

This program provides the student with the course work required by the State of California Department of Social Services and the Department of Education Child Development Permit which enables the student to be employed as a children’s center teacher or administrator in a state-funded program, or public or private setting. Contact the Early Childhood Education Department for an appointment with a faculty program advisor and the counseling office for further program requirements.

Program Learning Outcomes:

1. Demonstrate professional and ethical practices in supervising programs that teach and care for young children based on: developmental theory, principles of cultural and linguistic competency, anti-bias education principles and inclusive practices, and that support partnerships with families and promote professional growth for teachers.

Required

ECE Certificate of Achievement in Teaching 38–39

Other Required Courses

ECE 157A Administration and Supervision of Children’s Programs .................. 3
ECE 157B Administration and Supervision of Children’s Programs .................. 3
ECE 157C Supervising Adults in the Childcare Setting .................. 2

Total Units 46–47

All Cabrillo and State Specializations

Certificates of Achievement

Program Description:

The Cabrillo and State specializations require 24 units of ECE to include ECE 31/131, ECE 32/142, ECE 51 and ECE 53, plus six units of additional specialized course work as described in each Certificate of Achievement.

Cabrillo and State Requirements

ECE 31 Child Growth and Development .................. 3
or
ECE 131 Child Growth and Development .................. 3
ECE 32 Child, Family and Community .................. 3
or
ECE 142 Niño, familia, y comunidad .................. 3
ECE 51 Principles of Working with Young Children .................. 3
ECE 53 Introduction to Curriculum for the Young Child .................. 3

Total Units 12
### Anti-Bias Curriculum Certificate of Achievement

**Program Learning Outcomes:**
1. Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias education principles when teaching, caring and developing programs for young children.

**Cabrillo and State Requirements (24 units to include the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 31: Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 131: Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 32: Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 142: Niño, familia, y comunidad</td>
<td>3</td>
</tr>
<tr>
<td>ECE 51: Principles of Working with Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE 53: Introduction to Curriculum for the Young Child</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional ECE courses numbered 1-199... 12

**Required: 6 units of specialized coursework from below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 52: Teaching in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**AND (3 units from courses below):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 139SN: The Infants and Toddlers with Special Needs in the Childcare Program</td>
<td>1–2</td>
</tr>
<tr>
<td>ECE 145: Peace Education and Children's Literature</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Total Units** 30

### Children's Literacy Curriculum Certificate of Achievement

**Program Learning Outcomes:**
1. Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias perspectives in developing curriculum for young children.

**Cabrillo and State Regulations (24 units to include the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 31: Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 131: Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 32: Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 142: Niño, familia, y comunidad</td>
<td>3</td>
</tr>
<tr>
<td>ECE 51: Principles of Working with Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE 53: Introduction to Curriculum for the Young Child</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional ECE courses numbered 1-199... 12

**Required: 6 units of specialized coursework from below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 52: Teaching in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**AND (3 units from courses below):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 139SN: The Infants and Toddlers with Special Needs in the Childcare Program</td>
<td>1–2</td>
</tr>
<tr>
<td>ECE 145: Peace Education and Children's Literature</td>
<td>1–3</td>
</tr>
<tr>
<td>ECE 146: The Child with Special Needs in the Child Care Program</td>
<td>1–2</td>
</tr>
</tbody>
</table>

**Total Units** 30

### Curriculum Planning Certificate of Achievement

**Program Learning Outcomes:**
1. Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias education to create curriculum and environments based on developmental principles, observations, documentation and assessments of children.

**Cabrillo and State Requirements (24 units to include the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 31: Child Growth and Development</td>
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<tr>
<td>or ECE 131: Child Growth and Development</td>
<td>3</td>
</tr>
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<td>3</td>
</tr>
<tr>
<td>or ECE 142: Niño, familia, y comunidad</td>
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<tr>
<td>ECE 51: Principles of Working with Young Children</td>
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<tr>
<td>ECE 53: Introduction to Curriculum for the Young Child</td>
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</tr>
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</table>

Additional ECE courses numbered 1-199... 12

**Required: 6 units of specialized coursework from below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 52: Teaching in a Diverse Society</td>
<td>3</td>
</tr>
</tbody>
</table>

**AND 3 units from courses below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 145: Peace Education and Children's Literature</td>
<td>1–3</td>
</tr>
<tr>
<td>ECE 156A-M: Curriculum for the Young Child</td>
<td>1–3</td>
</tr>
<tr>
<td>ECE 162A-Z: Curriculum Development in Programs for Young Children</td>
<td>1–3</td>
</tr>
</tbody>
</table>

**Total Units** 30

### Infant/Toddler Care Certificate of Achievement

**Program Description:**

The Certificate of Achievement in Infant and Toddler Care reflects accomplishment in the skills and knowledge necessary to provide quality care and education for young children from early infancy through two years of age.

**Program Learning Outcomes:**
1. Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias education in teaching and caring for young children and working with their families.

**Cabrillo and State Requirements (24 units to include the following)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 31: Child Growth and Development</td>
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</tr>
<tr>
<td>or ECE 131: Child Growth and Development</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 32: Child, Family and Community</td>
<td>3</td>
</tr>
<tr>
<td>or ECE 142: Niño, familia, y comunidad</td>
<td>3</td>
</tr>
<tr>
<td>ECE 51: Principles of Working with Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE 53: Introduction to Curriculum for the Young Child</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional ECE courses numbered 1-199... 12

**Required: 6 units of specialized coursework from below:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 135: Infant and Toddler Program Development</td>
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</table>

**AND 2 units from courses below**

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<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ECE 133: Understanding Infant Development</td>
<td>1</td>
</tr>
<tr>
<td>ECE 134: Understanding Toddler Development</td>
<td>1–3</td>
</tr>
<tr>
<td>ECE 139AZ: Special Topics in Infant/Toddler Development and Care</td>
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</tr>
</tbody>
</table>

**Total Units** 30
Working with Culturally Diverse Families Certificate of Achievement

Program Learning Outcomes:
1. Integrate principles of cultural and linguistic competency, inclusive practices, and anti-bias education in teaching and caring for young children and working with their families.

Cabrillo and State Regulations
The Cabrillo and State specializations require 24 units of ECE to include ECE 31/131, ECE 32/142, ECE 51, and ECE 53, plus six units of additional specialized course work from below: ........................... 24

Required
ECE 158 Working With Families ................................. 3
ECE 52 Teaching in a Diverse Society ............................. 3
Total Units ....................................................... 30

Bilingual Spanish English Teaching Certificate of Achievement

Program Learning Outcomes:
1. Create curriculum and environments that promote dual language learning, for children whose home language is either Spanish or English, based on developmental principles, cultural and linguistic competency and anti-bias education and respectful relationships.

Cabrillo and State Regulations
The Cabrillo and State specializations require 24 units of ECE to include ECE 31/131, ECE 32/142, ECE 51, and ECE 53, plus six units of additional specialized course work from below: 24

Required
ENGL 100 Elements of Writing ...................................... 3
SPAN 4 Intermediate Spanish ...................................... 4
or
SPAN 17 Elementary Spanish for Spanish Speakers ............. 4
Total Units ....................................................... 31

Spanish/English Early Childhood Teaching Skills Certificate

Program Learning Outcomes:
1. Create curriculum and environments that promote children’s bilingual language development based on developmental principles, observations, documentation and assessments of children.

Required
ECE 32 Child, Family and Community ............................ 3
or
ECE 142 Niño, familia, y comunidad .................................. 3
ECE 51 Principles of Working with Young Children ............ 3
ECE 53 Introduction to Curriculum for the Young Child ......... 3
ENGL 100 Elements of Writing ...................................... 3
SPAN 4 Intermediate Spanish ...................................... 4
or
SPAN 17 Elementary Spanish for Spanish Speakers ............. 4
Total Units ....................................................... 16

Early Childhood Education Courses

ECE 31 Child Growth and Development
3 units; 3 hours Lecture

Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or SPAN 16 or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Examines the major physical, psychosocial, and cognitive/language developmental milestones for children from conception through adolescence with an emphasis on non-judgmental observation. Focuses on the interaction between maturational processes and environmental factors. Critical, analytical written work is the primary means of evaluation. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate. Meets a core course requirement for Social Services Licensing for the California Child Development Permit.

Transfer Credit: Transfers to CSU; UC, with limits: ECE 31, 32, 33 or PSYCH 8 combined: maximum credit–1 course. C-ID: CDEV 100.

ECE 32 Child, Family and Community
3 units; 3 hours Lecture

Prerequisite: ECE 31 or ECE 131.

Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Examines the developing child in a societal context focusing on the interrelationship of family, school and community, emphasizing historical and sociocultural factors. Studies the processes of socialization, identity development and the importance of respectful, reciprocal relationships that support and empower families. Meets a core course requirement for Social Services Licensing for the California Child Development Permit. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

Transfer Credit: Transfers to CSU; UC, with limits: ECE 31, 32, 33 or PSYCH 8 combined: maximum credit–1 course. C-ID: CDEV 110.

ECE 33 Child Development:
School Age and Adolescence
2 units; 2 hours Lecture

Corequisite: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Recommended Preparation: ECE 31 or ECE 131.

Covers the major theories of development during school-age and adolescence, studying the milestones of physical, social-emotional, and cognitive development in the specific context of today’s families and society. Focuses on the developmental changes that characterize the transition from childhood to adulthood. Studies characteristics of these periods that require major shifts in how adults think about and interact with school-age children and adolescents. May be offered in a Bilingual Spanish/English Format.

Transfer Credit: Transfers to CSU; UC, with limits: ECE 31, 32, 33 or PSYCH 8 combined: maximum credit–1 course.
ECE 34
Observation and Assessment Methods in Early Childhood Education
3 units; 3 hours Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Uses observation and assessment to document development and learning, promote children’s success and maintain quality programs in collaboration with families and ECE professionals. Explores recording strategies, rating systems, documentation portfolios and various assessment methods. May also be offered in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.
Transfer Credit: Transfers to CSU. C-ID: ECE 200.

ECE 51
Principles of Working with Young Children
3 units; 3 hours Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Studies developmentally appropriate practices emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies supporting comprehensive development of all children. Includes review of historical roots of early childhood programs. Assignments assume access to young children in group settings. Meets a core course licensing requirement for Social Services Licensing and the California Child Development Permit. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.
Transfer Credit: Transfers to CSU.

ECE 52
Teaching in a Diverse Society
3 units; 3 hours Lecture
Prerequisite: ECE 32 or ECE 142.
Recommended Preparation: ENGL 100 and READ 100.

Examines the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege on children, families, programs, classrooms and teaching. Teaches approaches that help young children and the adults who care for them to embrace human diversity, recognize social bias, and take action on their own and others’ behalf. Used in conjunction with ECE 158 for the Specialization Certificate in Working with Culturally Diverse Families.
Transfer Credit: Transfers to CSU. C-ID: ECE 230.

ECE 53
Introduction to Curriculum for the Young Child
3 units; 3 hours Lecture
Corequisite: ECE 53L.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Focuses on knowledge and skills for creating developmentally appropriate curriculum and environments for children through age 6 emphasizing essential role of play and sensory learning. Examines teacher’s role in the development of language and literacy, social and emotional skills, creativity, math and science. Meets a core requirement for Social Services Licensing and the Child Development Permit. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.
Transfer Credit: Transfers to CSU. C-ID: ECE 130.

ECE 53L
Curriculum Materials Lab
0.5 unit; 1 hour Laboratory
Prerequisite: ECE 53 or
Corequisite: ECE 53.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Repeatable: May be taken a total of 2 times.

Provides support, in a lab setting, for students enrolled in ECE 53 to develop, design, and prepare learning materials for use with young children through six years of age.
Transfer Credit: Transfers to CSU.
ECE 54
Early Childhood Education Practicum
4 units; 1 hour Lecture, 9 hours Laboratory
Prerequisite: ECE 31 or ECE 131.
Hybrid Requisite: Completion of or concurrent enrollment in ECE 51
Completion of or concurrent enrollment in ECE 53.
Recommended Preparation: COMM 6; Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 2 times.

Supports supervised student teaching exploring connections between
theory and practice using child-centered, play-oriented approaches to
teaching, learning, and assessment, and building healthy, caring relations.
Includes design, implementation and evaluation of learning experiences
for all young children. Focuses on the competencies of the
California Child Development Permit. Some of the class hours for this
course may be scheduled as To Be Arranged (TBA). See the Schedule of
Classes for the details about this course offering.
Transfer Credit: Transfers to CSU.

ECE 54L
Early Childhood Education Practicum Lab
1 - 3 units; 3 hours Laboratory
Hybrid Requisite: Completion of or concurrent enrollment in ECE 54.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 2 times.

Supports demonstration of developmentally appropriate early childhood
under guided supervision based on the Associate Teacher level competencies
for the California Child Development Permit.
Transfer Credit: Transfers to CSU.

ECE 59
Health, Safety, and Nutrition Issues in the Child Care Setting
3 units; 3 hours Lecture
Corequisite: ECE 159L or current CPR and First Aid Certification by the
American Red Cross. Eligibility for ENGL 100 and READ 100 when taught in
English, or concurrent enrollment in ESL at the 201 level or higher, when
taught in Spanish.

Teaches essential information and skills regarding the health, safety
and nutritional needs of young children including relevant regulations,
standards, policies and procedures. Emphasizes collaboration with fam-
ilies, health professionals and agencies. Appropriate for teachers, child-
care providers, parents, foster parents and others who care for young
children. Meets Health and Safety requirement for Social Services and
Foster Parent Licensing. May be offered in Spanish as part of
Spanish/English Bilingual Specialization Certificate.
Transfer Credit: Transfers to CSU.

ECE 64
Children's Art
3 units; 3 hours Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100.

Studies the developmental sequence of children’s art and teaching
implications for children 2 to 13 years of age through the exploration of
various media. Focuses on using clay, watercolor, tempera, drawing
materials, block printing, and collage. Designed for preschool teachers,
elementary teachers, and parents.
Transfer Credit: Transfers to CSU.

ECE 131
Child Growth and Development
3 units; 3 hours Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or SPAN 16 or concurrent enrollment in ESL at the 201 level
or higher, when taught in Spanish. ESL 201A; SPAN 16.

Examines the major physical, psychosocial, and cognitive/language
developmental milestones for children from conception through adoles-
cence with an emphasis on non-judgmental observation. Focuses on the
interaction between maturational processes and environmental factors.
Critical, analytical written work is the primary means of evaluation. May
also be taught in Spanish as part of the Bilingual Spanish/English ECE
teacher skills certificate. Meets a core course requirement for Social
Services Licensing for the California Child Development Permit.

ECE 132
Ages and Stages: An Overview of Early Childhood Development
1 - 2 units; 1 hour Lecture
Corequisite: Eligibility for ENGL 100 and READ 100 when taught in English,
or SPAN 16 or concurrent enrollment in ESL at the 201 level or higher, when
taught in Spanish.

Introduces the development of children from birth through age 6 in a
context appropriate for parents, foster parents, childcare providers, and
beginning ECE students. May also be taught in Spanish as part of the
Bilingual Spanish/English ECE teacher skills certificate.

ECE 133
Understanding Infant Development
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.

Examines how infants learn, grow, develop relationships, think, learn
language, develop physical skills, share culture, and are supported in
their development by their families and caregivers. Does not meet Social
Services Licensing requirements for infant/toddler care but may be used
in conjunction with ECE 135 for the 6-unit Infant-Toddler Specialization
Certificate. May be offered in a Bilingual Spanish/English Format.

ECE 133L
Infant Development and Observation Lab
1 - 2 units; 3 hours Laboratory
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Repeatability: May be taken a total of 4 times.

Examines infant development through observation and discussion in a
lab format in which infants, parents, and caregivers participate together.
Focuses on how infants develop social awareness, establish trust, devel-
操 physical and cognitive skills. Discussion will also include issues spe-
cific to the adult’s life as a parent. Offered for Pass/No Pass only.
ECE 134
Understanding Toddler Development
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Examines how toddlers learn and grow, explore and think, learn language, develop physical skills, explore relationships and autonomy, share and learn culture. Studies the role of family in supporting toddler development and how relationships and roles change in the family when babies grow into toddlers. Does not meet Social Services Licensing requirements for infant/toddler care but may be used in conjunction with ECE 135 for the 6-unit Infant-Toddler Specialization Certificate. May be offered in a Bilingual English/Spanish Format.

ECE 134L
Toddler Development and Observation Lab
1 - 2 units; 3 hours Laboratory
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Repeatability: May be taken a total of 4 times.
Examines toddler development in a format designed for toddlers, parents, and caregivers to participate together using observation, discussion, and reading. Focuses on how toddlers establish autonomy and develop physical, cognitive, and social skills. Discussion will also include issues specific to the adult’s life as a parent. May be offered in a Bilingual English/Spanish format.

ECE 135
Infant and Toddler Program Development
4 units; 4 hours Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Teaches principles for planning developmentally appropriate and culturally responsive group care of infants and toddlers to promote the development of cognitive, language, emotional, physical, and social skills. Topics include: primary care, individualized scheduling, staffing ratios and group size, responsive care, caregiving as curriculum, environments for care and learning, culturally appropriate caregiving, parent/teacher partnerships, and inclusion of children with special needs. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate. Meets requirements for Social Services Licensing for infant/toddler care. May be used in conjunction with ECE 133, 133L, 134, 134L, and ECE 139A-Z for the 6-unit Infant-Toddler Specialization Certificate.

ECE 136
Planning Programs for School Age Children
1 - 3 units; 1 hour Lecture
Recommended Preparation: ECE 33; Eligibility for ENGL 100 and READ 100.
Focuses on planning, implementing, and evaluating before and after school-care programs that build competence, self-esteem, and community in developmentally appropriate ways in a variety of settings. May be used for the California Child Development School-Age Emphasis Permit.

ECE 137A
Parents in the Cabrillo Children's Center: Focus on Infants and Toddlers
0.5 unit; 1 hour Laboratory
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Repeatability: May be taken a total of 4 times.
Teaches the principles of child development for parents of children enrolled in Cabrillo College's Children's Center, focusing on understanding specific developmental stages of five-month to three-year-old children. May be offered in a bilingual Spanish/English format. Open entry/open exit. Students may enroll through the 12th week.

ECE 137B
Parents in the Cabrillo Children's Center: Focus on Preschoolers
0.5 unit; 1 hour Laboratory
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Repeatability: May be taken a total of 4 times.
Teaches the principles of child development for parents of children enrolled in Cabrillo College's Children's Center, focusing on understanding specific developmental stages of three- to five-year-old children. May be offered in a bilingual Spanish/English format. Open entry/open exit. Students may enroll through the 12th week.

ECE 137C
Parents in the Cabrillo Children's Center: Advanced Seminar
0.5 unit; 1 hour Laboratory
Prerequisite: ECE 137A or ECE 137B.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 4 times.
Focuses on principles of child development for parents of children enrolled in Cabrillo College's Children's Center, focusing on advanced topics of the child in the center and in the home. Open entry/open exit. Students may enroll through the 12th week.

ECE 138A
Communication and Positive Discipline with 2- to 5-Year Olds
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Explores effective approaches to communication and problem solving with two- to five-year-olds that build self-esteem and protect the dignity of both children and adults. Focuses on encouraging cooperation and setting age appropriate and consistent limits. Appropriate for parents, foster parents, and family childcare home providers. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.
ECE 138B
Communication and Positive Discipline with School Age Child
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Explores effective approaches to communication and problem solving with 6- to 12-year-olds that build competence, encourage cooperation, and establish age appropriate limits. Appropriate for after-school caregivers, parents, foster parents, and family childcare providers. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate. May be used for the California Child Development School-Age Emphasis Permit.

ECE 139A-Z
Special Topics in Infant/Toddler Development and Care
0.5 - 3 units; 0.5 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and/or current experience as a caregiver for infants and toddlers.

Provides intensive study of some aspect of infant and/or toddler development for parents, caregivers, and personnel in childcare programs. Course content will vary with each offering, as will prerequisites. May be used in conjunction with ECE 135 for the 6-unit Infant-Toddler Specialization Certificate. May be offered in Bilingual Spanish/English Format.

ECE 142
Niño, familia, y comunidad
3 units; 3 hours Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Examines the developing child in a societal context focusing on the interrelationship of family, school and community, emphasizing historical and sociocultural factors. Studies the processes of socialization, identity development and the importance of respectful, reciprocal relationships that support and empower families. Meets a core course requirement for Social Services Licensing for the California Child Development Permit. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 144A
Early Steps to Reading Success I
1 unit; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.

Provides theoretical framework and practical strategies for preparing young children to become successful writers and readers. Topics include: developmental continuum of emergent literacy; the role of expressive language; how play supports literacy development; and how to select children’s books. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 144B
Early Steps to Reading Success II
2 units; 2 hours Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 144A.

Teaches strategies to create a classroom that supports the development of reading and writing in young children through age-appropriate learning outcomes and goals that meet the State of California guidelines for Early Literacy. Topics will include: ‘scaffolding’ language curriculum; connecting play to language enrichment; connecting literacy curriculum to children’s emergent ideas; developing skills to teach shared reading, independent reading, book handling, phonemics, alphabetic learning, and emergent writing. Focus on building a literacy program based on the child’s home culture and language while working with parents to support their children’s emergent literacy. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 144C
Early Literacy Foundations for Preschool Children
3 units; 3 hours Lecture
Prerequisite: ECE 131, ECE 51, ECE 53; Completion of 10 core units (ECE 31 or 131; ECE 51, and ECE 53) and currently working as a teacher/caregiver in a program for preschool children.

Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Focuses on using the SEEDS approach to help children, 3 to 5 years old, develop emergent literacy skills using a “Sensitive, Encouraging, Educating, and Demonstrating” teaching approach. Emphasizes methods to enhance children’s vocabulary and conversation; print, book, and letter knowledge; and phonological awareness. Course includes: classroom, lab and field experience. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 145
Peace Education and Children’s Literature
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100.

Utilizes children’s literature to support peace education curriculum for young children. Focuses on the strands of the Peace Education Library: development of self esteem and connection to others; joy in human diversity; love and care of nature; imagination and delight; creative conflict resolution and a sense of justice; and global awareness.
ECE 146
The Child with Special Needs in the Child Care Program
2 units; 2 hours Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Examines issues and practices that support all children, teachers, and
parents in creating an inclusive program for children with special needs.
May be taught in Spanish as part of the Bilingual Spanish/English ECE
teacher skills certificate.

ECE 147
Creating Healthy Adult Relationships in the Child Care Setting
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Focuses on adult/adult relationships in the child care and education
setting including effective communication, relationship maintenance,
and conflict resolution strategies with staff and parents. May be offered
in a Bilingual Spanish/English Format.

ECE 150
Early Care and Education
1 unit; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Explores early childhood professions including: types of programs and
credentials, history, ethics, and socio-political context, and beginning
preparation for employment. May also be offered in Spanish as part of the
Bilingual Spanish/English ECE teacher skills certificate.

ECE 156A
Curriculum for the Young Child: Life Science
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Studies developmentally appropriate practices for planning a curricu-
lum for young children around the plant and animal life in our environ-
ment, based on ecological and scientific principles. May be taught in
Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156B
Curriculum for the Young Child: Physical Science
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Studies developmentally appropriate practices for creating curriculum for
young children exploring the physical world. Topics may include: water,
electricity, magnetism, and elements of basic physics. May be taught in
Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156C
Curriculum for the Young Child: Social Knowledge
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Explores social knowledge as it manifests itself in young children’s
natural interests and in their emerging understanding of: self-concept;
valuing diversity; interdependency of humans; cultures and the similari-
ties and diversity of people everywhere. This class may explore curricu-
lum themes such as: “food and cooking,” “community workers,” “fami-
ilies.” May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156D
Large Motor and Movement Curriculum
1 unit; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Repeatability: May be taken a total of 2 times.
Studies movement and large motor activities appropriate for the devel-
opment of children’s coordination and sense of rhythm. Explores use of
both the classroom and the outdoors as environments for large muscle
development. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156E
Exploring Music with the Young Child
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Studies appropriate developmental practices for incorporating music with
young children including singing, chanting, and making music. Demonstrates methods for finding and recognizing developmentally
appropriate songs and chants and developing a resource file. Appropriate for teachers, caregivers, and parents. May be taught in
Spanish as part of the Bilingual Spanish/English ECE teacher skills cer-
tificate.
ECE 156F  
Teaching Creative Movement to Young Children  
1 - 3 units; 1 hour Lecture  
Corequisite: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.  
Recommended Preparation: ECE 31 or ECE 131 and ECE 53.  
Repeatability: May be taken a total of 2 times.  
Studies appropriate practices for creative movement and body awareness experiences for children 2 to 12 years of age, emphasizing spontaneity and expression. Examines the effect of creative movement on both artistic and cognitive development. Appropriate for teachers, child care providers, and parents. May be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156G  
Circle Time Activities  
1 - 3 units; 1 hour Lecture  
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.  
Repeatability: May be taken a total of 2 times.  
Introduces concepts and strategies for choosing and presenting developmentally appropriate circle times with young children. May include music, creative movement, games, group problem solving, language activities, and science experiences, so that children will participate and learn with interest and delight. May be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156H  
Cooking Curriculum for Young Children  
1 - 3 units; 1 hour Lecture  
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.  
Repeatability: May be taken a total of 2 times.  
Studies developmentally appropriate practices for cooking with young children to support sensory/motor learning; math and science concepts; emergent literacy and language, in culturally relevant curriculum. Learn how to plan and prepare a child-safe cooking environment; how to create healthy and nutritious, simple, good tasting recipes; and how to implement a cooking curriculum using everyday utensils and appliances. May be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 156I  
Persona Dolls in Curriculum for Young Children  
1 - 3 units; 1 hour Lecture  
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.  
Repeatability: May be taken a total of 2 times.  
Studies developmentally appropriate practices for incorporating persona dolls to support children’s concept development, language, social skills, problem solving skills, and to help children explore and understand humans’ similarities and differences. Students will create a persona doll and learn culturally and age-appropriate activities and stories that enhance creativity and teach pro-social values.
ECE 156J
Superhero and Weapon Play
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Studies developmentally appropriate practices for understanding and responding to young children's superhero and weapon play. Focuses on the influence of culture, gender, role expectations, and children's development on play. Studies strategies for guiding play while emphasizing positive aspects and guidance of superhero and weapon play.

ECE 156L
Fostering First and Second Language Development
1 - 3 units; 1 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 53.
Repeatability: May be taken a total of 2 times.
Presents practical ways for teachers and parents to support the language development of young children in bilingual or multilingual settings through curriculum development and authentic assessment. Focuses on similarities and differences between first and second language acquisition; the relationship of language development to beginning literacy; and on the impact of partnerships between school and family on children's language development and sense of self. May be offered a Bilingual Spanish/English Format.

ECE 156M
Early Literacy Foundations for Young Children
1 - 3 units; 1 hour Lecture
Prerequisite: Currently working as a teacher/caregiver in a licensed program for children birth through age five.
Recommended Preparation: ECE 31 or ECE 131 ECE 53; Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Introduces the SEEDS ("Sensitive, Educating, Demonstrating and Self-affirming") curriculum approach to help children, birth through age five, develop emergent literacy skills. Emphasizes methods to enhance vocabulary development and conversation skills; print, book, and letter knowledge; and phonological awareness. Course includes classroom lectures, literacy materials workshops and field experience. May also be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 157A
Administration and Supervision of Children's Programs
3 units; 3 hours Lecture
Prerequisite: Completion of 12 core units (ECE 31 or 131; 32 or 142; 51 and 53) for licensing or permit requirement and one year teaching experience.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 2 times.
Presents an overview of quality programs for children, with emphasis on: regulations and policy; promotion and enrollment; personnel; financial management; space and equipment; and relationships with families. Meets the requirement for three units in Program Administration for Social Services Licensing and three of the required six units for the Site Supervisor level of the California Child Development Permit Matrix.

ECE 157B
Administration and Supervision of Children's Programs
3 units; 3 hours Lecture
Prerequisite: Completion of 12 core units (ECE 31 or 131; 32 or 142; 51 and 53) for licensing or permit requirement and one year teaching experience.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 2 times.
Emphasizes the leadership role of the director in the development of program and personnel evaluation procedures that reflect the goals of a program. Topics include goal-setting, team-building, assessment systems, record keeping, and cost-benefit analysis. Meets the requirements for three units Program Administration for Social Services Licensing and three of the required six units for the Site Supervisor level of the California Child Development Permit.

ECE 157C
Supervising Adults in the Childcare Setting
2 units; 2 hours Lecture
Prerequisite: Completion of 12 core units (ECE 31 or 131; 32 or 142; 51 and 53) for licensing or permit requirement and one year teaching experience.
Recommended Preparation: Eligibility for ENGL 100 and READ 100.
Explores methods and principles of supporting and supervising adults in early childhood settings, emphasizing the role of experienced teachers mentoring new teachers. Required for entry into the Mentor Teacher program. Meets the Adult Supervision course requirement for the California Child Development Permit.
ECE 158
Working With Families
3 units; 3 hours Lecture
Prerequisite: ECE 51 or concurrent enrollment.
Corequisite: Eligibility for ENGL 100 and READ 100 when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Focuses on building strong partnerships between teachers and families using the family-centered care model: two-way communication and decision making; honoring diversity; acknowledging family and teacher expertise; and building networks of support. Studies the benefits of the partnership for children, families, teachers, and programs, and emphasizes the development of the specific competencies for parent/teacher communications both written and verbal, problem-solving, parent meetings, parent/teacher conferences, work days, and co-ops. Also appropriate for family childcare home providers. May be offered in a Bilingual Spanish/English Format as part of Spanish/English Bilingual Specialization Certificate. Used in conjunction with ECE 152 for the Specialization Certificate in Working with Culturally Diverse Families.

ECE 159L
Health Guidelines, First Aid, and CPR in the Child Care Setting
0.5 unit; 1 hour Laboratory
Corequisite: ECE 59.
Recommended Preparation: Eligibility for ENGL 100 and READ 100. when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Provides hands-on training for parents, teachers, and caregivers in infant, child, and adult CPR and first aid in order to obtain certification by the American Red Cross. May be offered in Spanish as part of Spanish/English Bilingual Specialization Certificate.

ECE 161A-Z
Child Development and Interaction Skills in Early Childhood
0.5 - 3 units; 0.5 hour Lecture
Corequisite: Eligibility for ENGL 100 and READ 100. when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Recommended Preparation: ECE 31 or ECE 131; Current experience as a caregiver for children.
Repeatability: May be taken a total of 4 times.

Offers a series of courses in selected areas of child development with an emphasis on interaction, communication, and guidance skills for those who care for children. Course content will vary with each offering, as will prerequisites. Topics may include: infancy development, preschool development, communication skills, and family dynamics. May be offered in a Bilingual Spanish/English Format.

ECE 162A-Z
Curriculum Development in Programs for Young Children
0.5 - 4 units; 0.5 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100. when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish; ECE 31 or ECE 131 and ECE 52 and/or current experience as a caregiver for children.
Repeatability: May be taken a total of 4 times.

Offers a series of courses focusing on selected aspects of child development with an emphasis on specific curriculum topics. Course content will vary with each offering, as will prerequisites. Examples of topics include: music, math, language, pre-reading and literacy, science, art, and health. Appropriate for teachers, caregivers, and personnel of preschool and childcare programs. May be offered in a Bilingual Spanish/English Format.

ECE 163
Advanced Curriculum for the Young Child
3 units; 3 hours Lecture
Prerequisite: ECE 31 or ECE 131 and ECE 53 and ECE 53L.
Recommended Preparation: Eligibility for ENGL 100 and READ 100. when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.

Explores theoretical and practical considerations for developing integrated and emergent curriculum inspired by Reggio Emilia programs and aligned with early learning content, standards and assessments. May also be offered in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.

ECE 166
Advanced Child Care Practicum
2 - 4 units; 6 hours Laboratory
Prerequisite: ECE 51, ECE 53, ECE 54 or equivalent skills.
Hybrid Requisite: Completion of or concurrent enrollment in ECE 158.
Recommended Preparation: ECE 34; Eligibility for ENGL 100 and READ 100.
Repeatability: May be taken a total of 4 times.

Offers instruction and support for advanced student teachers, interns or experienced teachers engaged in supervised field experience at designated child development programs.

ECE 170
Competencies of the Child Care Professional
0.5 - 3 units; 0.5 hour Lecture
Prerequisite: ECE 31 or ECE 131.
Recommended Preparation: Eligibility for ENGL 100 and READ 100. when taught in English, or concurrent enrollment in ESL at the 201 level or higher, when taught in Spanish.
Repeatability: May be taken a total of 4 times.

Provides an opportunity for experienced child care professionals to work with a trainer on program assessment, reflective practice, professional development, and leadership skills. May be taught in Spanish as part of the Bilingual Spanish/English ECE teacher skills certificate.
ECE 171A-Z
Issues for Family Day Care Providers
0.5 - 2 units; 0.5 hour Lecture
Recommended Preparation: Eligibility for ENGL 100 and READ 100. when
taught in English, or concurrent enrollment in ESL at the 201 level or higher,
when taught in Spanish.
Repeatability: May be taken a total of 4 times.
Offers a series of courses designed for family childcare home
providers to plan or revitalize their programs. Course content will vary
with each offering, as will prerequisites. Topics may relate to: child devel-
opment; environments; curriculum, partnerships with families; profes-
sional development. May be taught in Spanish as part of the Bilingual
Spanish/English ECE teacher skills certificate.

ECE 230
Basic Skills of Preparing Child Observations
and Assessments
0.5 unit; 1 hour Laboratory
Recommended Preparation: Concurrent enrollment in ESL at the 201 level or
higher, when taught in Spanish.
Repeatability: May be taken a total of 2 times.
Teaches practical approaches for child observation and assessment,
developing writing skills necessary for documenting child observations,
parent interviews, child development studies or family history papers.
Each section will relate to a specific Early Childhood Education course.
May be taught in Spanish as part of the Bilingual Spanish/English ECE
teacher skills certificate.

ECE 231
Introduction to Child Development
1 - 3 units; 1 hour Lecture
Recommended Preparation: Concurrent enrollment in ESL at the 201 level or
higher, when taught in Spanish. Eligibility for ENGL 100 and READ 100.
Prepares, through observation, written documentation, and analysis of
children’s behavior, the basic concepts of child development from birth
through age six. May be taught in Spanish as part of the Bilingual
Spanish/English ECE teacher skills certificate.
## ECE Program Planning
### Goals and Recommendations

<table>
<thead>
<tr>
<th>Description:</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1 &amp; 2: Instruction/Staffing – Hiring 2 Bilingual Contract faculty members: ... to serve the diverse needs of the 54.1% ECE students enrolled in our Spanish-to-English program we must make the efforts to attract and hire qualified faculty who are bilingual. (See page 26 for additional details)</td>
<td>$39,062 x 2 = $78,24</td>
</tr>
<tr>
<td># 3: Instruction/Staffing – Hiring part-time adjunct faculty including some who are bilingual ($1,735/TU) - Need for adjunct who are Spanish speakers and who have specialized knowledge and experience (See page 28 for additional details)</td>
<td>$1,735/TU with total based on any additional units</td>
</tr>
<tr>
<td># 4: Facilities and Equipment - Copy Machine: The ECE department houses a copier to serve our faculty and the Children’s Center and FKCE/OFR. During the last year and a half, we have been plagued with breakdowns requiring frequent service calls to Canon for repairs of this &quot;ancient&quot; machine. Repeated calls are for recurring problems. ...We require a reliable, basic purpose, copier. The least expensive copier noted on the Cabrillo purchasing page: SHARP MX-M363N: NJPA PRICING @ $5751.00 (+$460.08 tax) = Total: $6,211.08 (See page 29 for additional details)</td>
<td>$6,211</td>
</tr>
<tr>
<td># 5: Facilities and Equipment - Tables with wheels (durable), foldable (flip &amp; roll tables) for Room 1508: 16 @ approx. $450 + tax = $7,850 (See page 30 for additional details)</td>
<td>7,850</td>
</tr>
<tr>
<td># 6: Facilities and Equipment - Laptop computers: 2 @ approx. $800 + (+$66 tax) = $866 x 2 = $1,732 (See page 30 for additional details)</td>
<td>1,732</td>
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<tr>
<td># 7: Instruction – Annual Retreats for ECE and Children’s Center Faculty (see page 28 for additional details)</td>
<td>$1,500-3.00 per retreat</td>
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<tr>
<td># 8: Instruction: More units for ECE courses required for CA CD Permit-Associate Teacher a) Provide more sections of ECE31/131 Child Growth and Development, ECE 32/142 Child, Family and Community; ECE 51 Principles of Working with Young Children, and ECE 53 Introduction to Curriculum. (see page 31 for additional details)</td>
<td>$1,735/TU if taught by adjunct faculty</td>
</tr>
<tr>
<td># 9: Facilities and Equipment - Weather/Rodent Proofing Sheds: The ECE department has storage sheds that are used for storing materials for various classes (e.g.: ECE 53, ECE 163, ECE 59, ECE 156’s) and Children’s Center classroom storage. (See page 32 for additional details)</td>
<td>$460 to $600</td>
</tr>
<tr>
<td># 10: Facilities and Equipment - Furniture: As noted above, the 1508 classroom furniture is moved on a regular basis to accommodate a variety of classroom instruction. Stacking chair dollies would make this a safer process for instructors who currently lift and move and stack the chairs: a) Stacking chair dolly: 3 @ approx. $200 + tax = $660 (See page 32 for additional details)</td>
<td>$660.00</td>
</tr>
</tbody>
</table>