OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Memorandum

TO: Curriculum and General Education Committee  
K. Bandy, M. Bishop, D. Bell, K. Carlson, M. Mayfield, T. Mendoza, R. Murillo, M. Oja, J. Rangel-Escobedo, A. Rashvand, D. Rodenhauser, D. Vohnout, N. Woodall, B. Young, D. Salas-ASO Representative, and PTK Representative

FROM: Dr. Vicki Jacobi, Vice President Academic Senate, Co-Chairperson  
Dr. Leslie Minor, Vice President of Instruction, Co-Chairperson

DATE: March 11, 2022

SUBJECT: Next Meeting’s Agenda

The Curriculum and General Education Committee will be held on Thursday March 17, 2022, from 1:10 p.m. to 2:30 p.m.  
Zoom: https://cccconfer.zoom.us/j/98987960795

Packet of agenda items can be found at the Office of Instruction, Taft College, 29 Cougar Ct, Taft CA 93268 for public inspection or located at http://committees.taftcollege.edu/cgec/ website.

AGENDA

CALL TO ORDER

I. PUBLIC COMMENTARY
The Committee welcomes participation at Curriculum Committee Meetings. Members of the public may address the Committee on any item of interest to the public that is scheduled on the Agenda. For everyone to be heard, please limit your comments to 5 minutes or less.

II. APPROVAL OF MINUTES: ACTION ITEM
A. January 11, 2022 and February 10, 2022, Curriculum & General Education meeting (4, 6)

III. CONSENT ITEMS: ACTION ITEM
Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. Consent agenda items should be routine and non-controversial. Members should have adequate time to review consent items. Problems in using a consent agenda occur when members approve consent agendas without first reviewing documents. The result is that consent items can be hastily approved and may result in a cover-up. There is no discussion or debate of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda without reason or vote and moved to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).
A. **Course Inactivation**
   1. ETHN 2110 Introduction to Ethnic Studies (9)
   2. STSU 0205 Introduction to Campus Life (10)
   3. STSU 0206 Time/Organizational/Study Strategies (12)
   4. LRSK 0200 Enhancement of Learning Styles (14)
   5. LRSK 0240 Math Concepts (16)
   6. LRSK 0250 Improving Study Skill Strategies (16)

B. **Course Revisions**
   1. ECEF 1521 Practicum Field Experience (18)
   2. ECEF 1571 Child Study and Assessment (31)
   3. ECEF 1601 Diversity in Early Care, Education and Family Studies (41)
   4. SOC 1510 Introduction to Sociology (53)
   5. SOC 2141 Sociology of Marriage (59)
   6. COMM 1511 Public Speaking (68)
   7. ECEF 1501 Early Care, Education, and Family Studies Curriculum (75)

C. **Distance Learning Approval**
   1. ECEF 1521 Practicum Field Experience (86)
   2. ECEF 1571 Child Study and Assessment
   3. SOC 1510 Introduction to Sociology (91)
   4. SOC 2141 Sociology of Marriage (101)

IV. **NEW BUSINESS: ACTION ITEMS**

A. **New Courses - Business Arts & Humanities**
   1. COMM 1520 Argumentation and Debate (106)
   2. COMM 1590 Introduction to Persuasion (112)

B. **New Program – Business Arts & Humanities**
   1. Communication Studies ADT (122)

C. **Program Revision – Allied Health/Applied Technology**
   1. Court Reporting A.S. (130)

V. **DISCUSSION ITEMS:**
   A. **Brown Act/ Robert’s Rules of Order**
      a. Request to withdraw previous commitment from February 10, 2022 meeting
         Link to Brown Act Handbook
   B. **Course Re-naming**
   C. **Adding disciplines to courses**
      a. Link to ASCCC
         https://asccc.org/search?search_api_fulltext=assigning+disciplines+to+courses
      b. Power points (see packet) (148)
   D. **Math requirement for graduation (230)**
      Link to Minimum Requirements for Associate Degree
Minimum Requirements for Associate Degree

E. AB 4020 inclusion of ethnic studies(233)

VI. AJOURNMENT

VII. NEXT MEETING: Thursday April 21, 2022, from 1:10 p.m. to 2:30 p.m. in the Cougar Room.

Posted (3-11-2022)

*Program Status, please see the table below:

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<th>Program</th>
<th>Tech Review Approved</th>
<th>C &amp; GE Approved</th>
<th>Board Approved</th>
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* New Program
OFFICE OF THE VICE PRESIDENT OF INSTRUCTION
CURRICULUM AND GENERAL EDUCATION COMMITTEE

Minutes of the Curriculum and General Education Committee Meeting
January 11, 2022, 11:10 am-1:00 pm via Zoom

Present: M. Bishop, D. Bell, K. Carlson, V. Jacobi, M. Mayfield, L. Minor, T. Mendoza, R. Murillo, M. Oja, J. Rangel-Escobedo, D. Rodenhauser, D. Vohnout, N. Woodall, D. Salas, and B. Young

Absent: K. Bandy,

Recorder: N. Lopez

MINUTES

I. PUBLIC COMMENTARY
Meeting called to order at 11:10 a.m. No public commentary.

II. APPROVAL OF MINUTES: From the November 11, 2021, Curriculum & General Education meeting
On a motion from D. Rodenhauser, seconded by V. Jacobi, and unanimously carried by all, the November 2021 minutes were approved.

III. TRAINING
Dr. V. Jacobi shared the recent signing of AB 1111 – Common Course numbering System. This bill requires CCC’s to adopt a common course numbering system by July 1, 2024. Taft College is working on implementing the process. It was recommended that we start with revising CI-D courses. V. Jacobi gave an update on the Ethnic Studies course project. V. Jacobi encouraged all divisions to review their curriculum & think of ways to incorporate Ethnic Studies. Courses that meet Ethnic Studies requirements will be used to satisfy Area 7, Ethnic Studies, of the General Education pattern.

IV. Discussion Items:
A. CTE Update
Divisions were asked to consider new program ideas. Emerging fields include, Medical Billing/Coding, Sustainability, and Renewable Energy. Overall enrollment has been lower than usual, TC is considering expanding our CTE program offering to draw student interest. The committee briefly discussed ideas that might help with enrollment, ideas include, student surveys, more sections of high demand courses, and PACE-like programs. D. Minor let the committee know our new CTE Dean will be starting soon. ASO has created a marketing video hoping to bring enrollment. V. Jacobi & Office of Instruction are available for curriculum support.

B. Curriculum update
Divisions updated the committee on curriculum items they are working. We hope to have a productive Spring 2022.

C. Division update
Some Divisions shared curriculum semester goals. Divisions were encouraged to reach out to V. Jacobi and Office of Instruction for support.

D. Five-year Review
Divisions were encouraged to update courses over the five-year mark.

V. NEXT MEETING: February 2022.
Meeting adjourned at 1:00 p.m.

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* New Program
OFFICE OF THE VICE PRESIDENT OF INSTRUCTION  
CURRICULUM AND GENERAL EDUCATION COMMITTEE  

Minutes of the Curriculum and General Education Committee Meeting  
February 10, 2022, 1:10 am-2:30 pm via Zoom  

Present:  M. Bishop, D. Bell, K. Carlson, V. Jacobi, M. Mayfield, L. Minor, R. Murillo, M. Oja, J. Rangel-Escobedo, A. Rashvand, D. Rodenhauser, D. Vohnout, N. Woodall, and B. Young  

Guests:  A. Abbott, L. Travis, S. Eveland, T. Payne  

Absent:  T. Mendoza, K. Bandy  

Recorder:  N. Lopez  

MINUTES  

I. PUBLIC COMMENTARY  
Meeting called to order @ 1:10 p.m. Dr. A. Abbott would like the committee to have a broader discussion regarding Consent items B, 1 – 9, STSU course discipline. Specifically, adding disciplines to course outlines.  

II. APPROVAL OF MINUTES: From the January 11, 2022 Curriculum & General Education meeting Minutes approved as presented.  
Co-chair V. Jacobi re-ordered agenda without debate or approval.  

III. Discussion Item:  
A. Adding Disciplines to courses  
V. Jacobi shared a few Academic Senate presentations regarding disciplines. She covered various topics including Minimum qualifications, Discipline list, and assigning courses to Disciplines. It is important to keep in mind that discipline is from the perspective of faculty preparation. Assigning courses to disciplines is determined by a local process, however the Academic Senate has regulatory authority. The committee acknowledges that the process is more complicated than simply choosing a discipline out of the handbook. The role played by Human Resources & the Curriculum & Gen. Ed. Committee was briefly discussed. The committee acknowledges CORs are not to be used as hiring tools. In summary, all Courses must be assigned to a discipline listed in the Discipline’s List and the assignment of courses is under the academic senate’s/curriculum committee’s authority  

IV. CONSENT ITEMS:  
In response to the public commentary by Dr. A. Abbott, Dr. V. Jacobi re-ordered items B, 1-9, from consent.  

A. Course Inactivations  
1. ETHN 2110 Introduction to Ethnic Studies  
2. STSU 0205 Introduction to Campus Life  
3. STSU 0206 Time/Organizational/Study Strategies  
4. LRSK 0200 Enhancement of Learning Styles  
5. LRSK 0240 Math Concepts  
6. LRSK 0250 Improving Study Skill Strategies  

B. Course Revisions  
10. ECEF 1521 Practicum Field Experience  
11. ECEF 1571 Child Study and Assessment  

Page 1 of 3
12. ECEF 1601  Diversity in Early Care, Education and Family Studies  
13. SOC 1510  Introduction to Sociology  
14. SOC 2141  Sociology of Marriage  
15. COMM 1511  Public Speaking

On a motion from M. Mayfield, seconded by D. Rodenhauser, and unanimously carried by all, Consent Items A., B. 10-15 were approved.

Items B. 1-9 were pulled from consent by Co-Chair V. Jacobi without objection.

C. Course Revisions: Action
   1. STSU 1001  Educational Planning
   After discussion, STSU 1001 was approved as presented. J. Rangel-Escobedo motioned for the committee to vote on the remaining STSU courses as a group. Dr. V. Jacobi denied the motion because said items were initially pulled from consent. The items will have to be individually voted-on at a future meeting. The Learning Support division created a workgroup as part of the STSU course revision process. The workgroup determined the most appropriate discipline is Counseling. This decision was challenged by Dr. A. Abbott. He requested the vote be tabled until the Academic Senate completes their “Assigning courses to disciplines” policy and procedures process. Items B. 2-9 have been tabled to the next C & GE meeting.

   2. STSU 1016  College Survival  
   3. STSU 1017  Becoming A Successful Online Student  
   4. STSU 1018  Career and Major Exploration  
   5. STSU 1019  Career/Life Planning  
   6. STSU 1500  Strategies for College and Life Management  
   7. STSU 1525  Transfer Planning  
   8. STSU 1530  Transitioning from High School to College  
   9. STSU 1550  Funding a Transfer Plan

Agenda items were re-ordered by Co-Chair V. Jacobi without objection.

V. Discussion Items - Continued:
   A. Course Re-naming
   V. Jacobi shared the course renaming project planning for TC. The Data Standards committee has requested future course prefixes to be four characters. V. Jacobi shared news on AB-1111 – Common course numbering system. Deadline to implement the system is July 2024. Divisions will keep this in mind moving forward.

V. NEW BUSINESS:
Tabled to the next meeting due to lack of time.
   A. New Courses - Business Arts & Humanities
      B. COMM 1520  Argumentation and Debate
      C. COMM 1590  Introduction to Persuasion
   B. New Program – Business Arts & Humanities
      1. Communication Studies ADT

New business items were not discussed.

VI. NEXT MEETING: Thursday March 10, 2022 from 1:10 p.m. to 2:30 p.m. in the Cougar Room.
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* New Program
To: Chief Instructional Officer  
Vicki Jacobi, Curriculum Co-Chair  

From: Michelle Oja  
Division: Social Science  
Date: 9/29/2019  
Re: ETHN 2110 (Introduction to Race and Ethnicity)  

Type of Curriculum Change:  
☐ New Course*  
☐ Nonsubstantial Course Change*  
☒ Course Inactivation  

Justification for Request:  
Please enter a brief description of the background and rationale for the course or course changes. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:  
ETHN 2110 was an attempt to fulfill the new Area F CSU GE requirement. It was not approved for Area F, so we would like to deactivate this course.  

Programs Affected/Stand Alone:  
Please list all degrees and certificates affected:  
None. CSU GE Area F requirement was attempted, but not successful.  

☐ Addition to Taft College General Education:  
☐ Natural Science  
☐ Social & Behavioral Science  
☐ English Composition  
☐ Humanities  
☐ Communication & Critical Thinking  

Justification for Addition to Taft College General Education:  
Please list the General Education SLOs this course meets:  
Click here to enter text.  

*SLOs are required
To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Juana Rangel-Escobedo

Division: Learning Support Division

Date: 11/10/2021

Re: STSU 205 Introduction to Campus Life

Type of Curriculum Change:

☐ New Course*  ☐ Substantial Course Change*
☐ Nonsubstantial Course Change*  ☒ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain): Course has not been taught since Spring 2012

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☐ Natural Science  ☐ Social & Behavioral Science  ☐ English Composition

☐ Humanities  ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

* Please list the General Education SLOs this course meets:

Click here to enter text.

* SLOs are required
To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair  
From: Juana Rangel-Escobedo  
Division: Learning Support Division  
Date: 11/10/2021  
Re: STSU 206 Time/Organization/Study Strategies

Type of Curriculum Change:  
☐ New Course*  
☐ Nonsubstantial Course Change*  
☐ Substantial Course Change*  
☒ Course Inactivation

For Course Changes, why is this course being updated?  
☐ For C-ID  
☒ As part of the 5 year review cycle  
☒ Other (please explain): Course has not been taught since Summer 2010

For New Courses, please enter a justification for the request:  
Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:  
Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:  
☐ Natural Science  
☐ Social & Behavioral Science  
☐ English Composition  
☐ Humanities  
☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

Click here to enter text.
To: Dr. Leslie Minor Chief Instructional Officer
    Dr. Vicki Jacobi, Curriculum Co-Chair
From: Juana Rangel-Escobedo
Division: Learning Support Division
Date: 12/14/2021
Re: LRSK 200 Enhancement of Learning Styles

Type of Curriculum Change:

☐ New Course*
☐ Nonsubstantial Course Change*
☒ Substantial Course Change*
☒ Course Inactivation

For Course Changes, why is this course being updated?
☐ For C-ID
☒ As part of the 5 year review cycle
☒ Other (please explain): Course has not been taught since Fall 2012

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

N/A

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

None

☐ Addition to Taft College General Education:

☐ Natural Science       ☐ Social & Behavioral Science       ☐ English Composition
☐ Humanities          ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:*

Click here to enter text.
To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair  

From: Juana Rangel-Escobedo  
Division: Learning Support Division  
Date: 12/14/2021  
Re: Improving Study Skill Strategies

Type of Curriculum Change:  
☐ New Course*  
☐ Substantial Course Change*  
☒ Course Inactivation  
☐ Nonsubstantial Course Change*

For Course Changes, why is this course being updated?  
☐ For C-ID  
☒ As part of the 5 year review cycle  
☒ Other (please explain): Course has not been taught since Fall 2012

For New Courses, please enter a justification for the request:  
*Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:*

N/A

Programs Affected/Stand Alone:  
*Please list all degrees and certificates affected:*

None

☐ Addition to Taft College General Education:  
☐ Natural Science  
☐ Social & Behavioral Science  
☐ English Composition

*SLOs are required
Justification for Addition to Taft College General Education:

* Please list the General Education SLOs this course meets: 

Click here to enter text.
To: Vicki Jacobi, Curriculum Co-Chair
From: Michelle Oja
Division: Social Science
Date: 1/24/2022
Re: ECEF 1521: Practicum Field Experience

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID
☒ As part of the 5 year review cycle
☒ Other (please explain): Update courses to follow CAP changes across the state.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

ECE AS-T; ECEFS AS; Certificates: ECEFS; Early Intervention Assistant I; Early Intervention Assistant II; Teacher; Master Teacher

☐ Addition to Taft College General Education:

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition
☐ Humanities ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:*

Click here to enter text.
Prerequisites: Successful completion of ECEF 1500, ECEF 1501, ECEF 1531, and PSYC 2003 with a ‘C’ or better.

Prerequisite knowledge and skills: Before entering the course, the student should be able to
1. explain the importance of planning prior to conception,
2. identify ways in which prenatal development influences later growth and development,
3. describe growth and developmental characteristics from birth for each domain of development: physical, cognitive, linguistic, and social-emotional,
4. evaluate and illustrate major theories and principles of human development as it relates to behavior in children,
5. compare principal scientific methods used in the study of child development,
6. identify significant research which has contributed to the establishment of developmental principles,
7. describe the different theories on parenting styles,
8. relate learning in child development to personal life experience,
9. demonstrate a sensitivity to the special needs of children at developmental levels,
10. compare and contrast family cultural practices and their impact on children,
11. demonstrate critical thinking and college level writing skill,
12. cite vocational opportunities related to child growth and development,
13. demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages cultures and backgrounds,
14. examine and evaluate the importance of the early years and the effects of interaction between the individual and her/his environment,
15. examine and evaluate the role of teachers and other professionals in facilitating children’s development,
16. examine and evaluate the role of play and its relationship to development at various stages,
17. analyze the impact culture, economics, politics and history has on development,
18. apply developmental theory to children's observations, surveys, and interviews,
19. differentiate characteristics of typical and atypical development at various stages
20. demonstrate knowledge about the child as developing within a system and influenced by numerous factors of socialization,
21. discuss theories about the role of family, school and community in the process of socialization,
22. examine the role of family in the process of socialization,
23. compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth,
24. examine the impact of change and transitions upon children and family dynamics,
25. examine the role of childcare and schooling in the process of socialization,
26. explain and interpret the impact of socioeconomic factors on children and families, particularly in the area of work, childcare, single parent families, health poverty,
27. define and examine a variety of contemporary issues that influence family functioning and develop appropriate strategies to assist families experiencing stress,
28. investigate and explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status, institutions, the media, and public policy on children and families,
29. identify stereotypes and assumptions that affect attitudes and actions within the family, the culture and the professional community,
30. identify early childhood practices that support all children and families,
31. demonstrate the ability to identify and analyze risk factors and/or problems and recommend appropriate community resources,
32. demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families,
33. demonstrate ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations,
34. investigate advocacy strategies to influence public policy on behalf of children and families,
35. develop advocacy strategies to affect public attitude and policy,
36. explore one’s own family history and examine how it affects one’s relationships with children and families,
37. demonstrate critical thinking and college level writing skill,
38. explain the importance of studying the child in the context of family and the community as part of vocational development,
39. recognize developmentally appropriate principles and teaching strategies and apply them in supervised settings with young children,
40. demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs,
41. identify theoretical and program model implications for curriculum,
42. analyze activity plans with regard to theory and program model foundations,
43. demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities,
44. recognize variation in individual child needs and strategies to accommodate those needs,
45. distinguish appropriate practices in early care and education from other levels of education while investigating educational history,
46. compare and contrast theories educational philosophies and approaches,
47. demonstrate awareness of developmental ages and stages,
48. assess early childhood settings, curriculum and teaching strategies using indicators of quality early childhood practices inclusive and respectful of all children and families,
49. examine the value of play as a vehicle for developing skills, enhancing knowledge and strengthening relationships between young children,
50. examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community,
51. analyze the relationship between observation, assessment, planning, and developing effective teaching strategies and creating developmentally appropriate environments,
52. identify the benefits of building a strong partnership with families,
53. explain child development as a profession, including ethics, and professional organizations,
54. develop a professional philosophy and professional goals,
55. demonstrate competency in writing.
56. apply critical thinking skills,
57. investigate career opportunities in early childhood education,
58. describe appropriate vocational skills needed in early childhood care and education, and
59. interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.

**Hours and Unit Calculations:**
64 hours lecture, 128 Outside of class hours. (146 Total Student Learning Hours) 4 Units
Total hours: 32 hours lecture; 48 50 hours lab (participation in a pre-school program) (80 hours total)

**Catalog Description:** This course provides students with the opportunity to apply their knowledge of Early Care, Education and Family Studies theory and pedagogy in a learning environment under the supervision of a mentor teacher. Child development, children and families, developmentally appropriate practice, and curriculum content areas are primary focus areas. Experiential learning is the primary modality of the course through design, implementation, and evaluation of experiences that promote positive development and learning inclusive of all children and families. TB test clearance may be required for some lab work locations.

Demonstration of developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice will be emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Includes exploration of career pathways, professional development, and teacher responsibilities.

TB Clearance, proof of immunizations, and fingerprinting may be required by some school sites. Students will spend approximately 50 hours in an early childhood classroom (approximately 3 hours per week).

**Type of Class/Course: Degree Credit**

**Text such as:**

**Additional Required Materials:** Instructor's information texts and materials

**Course Objectives:**

By the end of the course a successful student will be able to

1. assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom,
2. explain educational theory and pedagogical practices and their impact on the contemporary classroom,
3. evaluate strengths and weaknesses in their individual teaching assignments in regards to ethical and professional conduct,
4. plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum,
5. model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies,
6. demonstrate the ability to work successfully in a developmentally appropriate environment establishing a trusting and respectful relationship with children and families,
7. explain and demonstrate the need for ongoing planning and assessment in curriculum development,
8. apply principles of effective advocacy in assignments and projects,
9. demonstrate competency in writing,
10. apply critical thinking skills,
11. describe appropriate vocational skills needed in early childhood care and education, and
12. critically assess one’s own teaching experiences to guide and inform practice.

1. Apply current research and theories on learning and development to plan experiences for young children.

2. Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.

3. Plan, implement, and evaluate curriculum based on the needs and interests of young children.

4. Incorporate principles of the Universal Design for Learning into a variety of curriculum experiences.

5. Demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning.

6. Use documentation and assessment to monitor children’s progress and to adjust learning experiences.

7. Analyze the impact of the classroom environment and daily routines on children’s behavior as a basis for planning.

8. Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children.

9. Identify and implement strategies to prevent and/or address young children’s challenging behaviors and to help children learn to resolve conflicts.

10. Practice strategies for communication and collaboration with families and other adults in the classroom to support young children’s development and learning.

11. Reflect on student teaching experiences to guide future teaching and collaborative practices.

12. Demonstrate the ability to provide guidance and constructive performance feedback to other adults in the Early Childhood Education setting.

Course Scope and Content:
Unit I The Student as a Professional
   A. Ethical Conduct
   B. Developing a philosophy of education
   C. Defining the role of the mentee and mentor
   D. State qualifications
   E. Career ladder

Unit II Working with Children and Families
   A. Understanding the role of the lab student
   B. Learning to work with teachers/mentors in the early childhood classroom
   C. Learning to work with children and families
   D. Documenting behavior and developing lesson plans
   E. Learning from self-reflection and evaluation
   F. Involvement of families in early childhood programs

Unit III Curriculum Development
   A. Developmentally Appropriate Practice
   B. Child Centered and Play Based
   C. Project Approach
   D. Curriculum Theory
   E. Lesson Planning
   F. Organization of physical environment and daily schedule
   G. Use of California state learning standards and tools

Unit IV Planning and Evaluation
   A. Forms of Assessment: Observation, Anecdotal Records, Checklists, Rating Scales and Desired Results Assessments
   B. Portfolio Development
   C. Curriculum Cycle—Observation, Planning and Implementation,
   D. Evaluation and Documentation
   E. Environment Assessment—Early Childhood Rating Scale (ECERS)

Unit V Planning for Diversity
   A. Culture and Language
   B. Special Needs
   C. Family Circumstances
   D. Temperament

Unit I Theory to Practice
   A. Developmentally, culturally, and linguistically appropriate practices
   B. Current research related to children’s development and learning
   C. State and national standards

Unit II Professionalism and Ethics
   A. The role and responsibilities of the student-teacher
      i. Typical teaching and non-teaching activities in early childhood settings
ii. Self-reflection and self-assessment
iii. Ethical practices
iv. Appropriate communication and interactions with supervising teacher, peers, children, and families
v. Positive dispositions of caring, support, acceptance, and fairness

Unit III Planning Instruction and Designing Learning Experiences
A. The ongoing curriculum development cycle
   i. Observation
      1. Strategies
      2. Goals
   ii. Planning
      1. Based on observation
      2. Elements of a lesson plan
      3. In collaboration with others
   iii. Implementation
      1. Developmentally appropriate practices
      2. Variety of strategies
         a. Intentional teaching
         b. Teachable moments
         c. Child-initiated and teacher-directed interactions
         d. Focused conversations
         e. Flexibility
   iv. Reflection and evaluation
      1. Reflection on the experience
      2. Adaptations for multiple reasons
      3. Incorporated into future planning
   v. Documentation
      1. Purpose
      2. Types

B. Teaching in the content areas
   i. The use of teachers’ discipline-based knowledge in the content areas
   ii. Supporting children’s content learning and developing skills
   iii. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks
      1. Social and Emotional Development
      2. Language and Literacy
      3. English Language Development
      4. Mathematics
      5. Visual and Performing Arts
      6. Physical Development
      7. Health
      8. History-Social Sciences
      9. Science
   iv. Integration of content areas across the curriculum

Unit IV Environments for Teaching and Learning
A. Use of space and floor plans indoors and out
B. Equipment and material selection
C Instructional technology
D. Routine and schedule
E. Effects of floor plans and routines on children’s behavior

Unit V  Classroom Management
A. Guidance
   i. Developmentally appropriate expectations
   ii. Proactive/preemptive guidance strategies
   iii. Interactions and positive interventions
   iv. Cultural perspectives on guidance
   v. Challenging behaviors
   vi. Conflict resolution
B. Staffing and scheduling
C. Effects of outside factors

Unit VI Family Engagement
A. Home school relationships
B. Respectful communication
C. Supporting home language
D. Partnering with parents to support children’s learning
E. Preparing for parent conferences

Unit VII  Developing as a Professional Educator
A. Professional portfolio
B. Qualifications and standards for teachers in California
   i. Title 22
   ii. Title V
   iii. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
C. Career Ladder
D. Professional development
E. Advocacy for children and best practices
F. Professional responsibilities for the learning outcomes of all children
G. Skills for working with other adults
   i. Co-plan and co-teach with others
   ii. Supervision of others in the classroom such as aides and parents
   iii. Constructive performance feedback to adults

Lab Content:

1. Perform typical teaching and non-teaching activities.

2. Observe children as a basis for planning.

3. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.
4. Use the environment such as physical space, routines, materials, equipment to promote children’s development and learning.

5. Implement learning experiences to meet children’s individual needs including first and/or second language acquisition.

6. Demonstrate a variety of teaching strategies.

7. Contribute as a member of the teaching team.

8. Use reflection to adjust personal teaching approaches, plans, and the environment.

9. Set developmentally-appropriate expectations for young children’s behavior.


11. Demonstrate ethical and professional practice.

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Written work
5. Journal
6. Observation of or participation in an activity related to course content

Methods of Instruction:

1. Lecture
2. Discussion
3. Modeling appropriate teaching strategies
4. Use of technology
5. Lab work

Methods of Evaluation:

1. Substantial writing assignments, including:
   a. essay exams
   b. lab reports
   c. assignments
2. Computational or non-computational problem-solving demonstrations, including one or more of the following:
   a. exams
   b. homework problems
3. Skill demonstrations, including:
   a. oral presentation
   b. performance exams
   c. field work
   d. observations
   e. use of technology
   f. evaluation of master/mentor teacher of student’s activities and products
   g. reflective journal and/or professional portfolio
   h. self-evaluation using the same method used by mentor/master teacher which demonstrates the student’s ability to apply essential teaching skills and to utilize self-evaluation techniques to enhance teaching ability

Supplemental Data:

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### ECEF1521 Practicum Field Experience - Student Learning Outcomes (SLO’s)

| 1. Design and implement curriculum and environments that are developmentally and linguistically-appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children. |
| 2. Apply a variety of teaching strategies, manage the classroom, monitor children’s development and learning, guide behavior, and use reflection on teaching practice to guide future planning. |
| 3. Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development. |
To: Vicki Jacobi, Curriculum Co-Chair
From: Michelle Oja
Division: Social Science
Date: 1/24/2022
Re: ECEF 1571: Observation and Assessment

Type of Curriculum Change:

☐ New Course*  ☒ Nonsubstantial Course Change*

☐ Substantial Course Change*  ☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID

☒ As part of the 5 year review cycle

☒ Other (please explain): Update courses to follow CAP changes across the state.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

ECE AS-T; ECEFS AS; Certificates: ECEFS; Early Intervention Assistant II; Teacher; Master Teacher

☐ Addition to Taft College General Education:

☐ Natural Science  ☐ Social & Behavioral Science  ☐ English Composition

☐ Humanities  ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

*SLOs are required
Please list the General Education SLOs this course meets:

Click here to enter text.

*SLOs are required
Course: Child Study Observation and Assessment (3 Units) (DS5) CSU

[formerly Early Childhood Education 1571; Early Childhood Education 20]

Advisory: Eligibility for English 1500 or 1501 strongly recommended; completion of nine (9) units in Early Care, Education and Family Studies, including PSYC 2003 and ECEF1521, recommended.

Hours and Unit Calculations:
Total Hours: 32 hours lecture; 48-50 hours lab. 64 Outside of class hours. (1464 Total Student Learning Hours) 3 Units

Catalog Description: This course will provide students with information on appropriate assessment techniques used to assess children, guide learning and curriculum development, and create appropriate and respectful environments. Content includes hands-on experience working with families in observing, assessing, and developing portfolios for young children. Anecdotal records, rating systems and multiple assessment techniques will be explored. Introduces the appropriate use of assessment and observation tools and strategies to document young children’s development and learning. The use of findings to inform and plan learning environments and experiences are emphasized. Recording strategies, rating systems, portfolios, and multiple assessment tools will be discussed, along with strategies for collaboration with families and professionals. TB Clearance, proof of immunizations, and fingerprinting may be required by some school sites. Students will spend approximately 50 hours in an early childhood classroom (approximately 3 hours per week) observing children and using strategies and observation tools. C-ID: ECE 200.

Type of Class/Course: Degree Credit


Course Objectives:

By the end of the course, a successful student will be able to:

1. Provide appropriate and effective methods, theories and practices for observing and documenting young children's development,
2. Examine and recognize the special needs of children in a group environment,
3. Evaluate what he/she is seeing and experiencing,
4. Demonstrate sensitivity to and awareness of diversity and special needs issues in using observation tools to identify patterns, trends and anomalies individuals and groups of
children,

5. Establish and maintain a confidential relationship with the children, families and caregivers in a group environment,

6. Recognize individual families and their role in the assessment process,

7. Consider the effect of social context, child’s state of health and well-being, primary language, ability and environment on assessment processes,

8. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes,

9. Understand the preschool learning foundations and how they correlate with Early Childhood Education theories,

10. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, CLASS),

11. Demonstrate and apply knowledge of developmental domains to interpretations of observations,

12. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs,

13. Demonstrate competency in writing,

14. Apply critical thinking skills,

15. Explain the importance of having a knowledge of child study and assessment in the field of early care and education,

16. Identify the purpose, value, and use of formal and informal observation and assessment strategies,

17. Describe the major characteristics, strengths, and limitations of selected assessment tools, and

18. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children’s development and behavior.

1. Differentiate between various observation and assessment tools according to their purpose and validity.

2. Demonstrate basic formative and summative assessment techniques.

3. Apply knowledge of development and other influencing factors to interpret observations and assessments.

4. Use standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

5. Discuss logistical challenges, biases, and preconceptions about observing and assessing children.

6. Demonstrate how observation and assessment are used to plan for and adjust learning experiences.

7. Describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.

8. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
Course Scope and Content:

Unit I  The Role of Observation and Assessment in Early Childhood Education
   A. The Role in Meeting Individual and Group Needs
   B. The Role in Guiding Behavior
   C. The Role in Creating Environments
   D. The Role in Developing Appropriate Curriculum

Unit II Methods for Recording Observations of Young Children's Behavior and Development
   A. Anecdotal
   B. Rating Systems
   C. Desired Result Developmental Profile (DRDP)
   D. California Preschool Learning Foundations
   E. Portfolios
   F. Differentiation between Subjective and Objective Data Collection and Recording

Unit III Observing and Caring for Children at Each Stage of Development
   A. Infants
   B. Toddlers
   C. Preschool Age Children
   D. Kindergarten

Unit IV Including Families in the Assessment Process
   A. Inclusion of Families in the Assessment Process

Unit V Using Assessment Tools and Portfolios in Determining the Need for Intervention
   A. Using Assessment Tools and Portfolios in Determining the Need for Intervention

Unit VI Diversity in the Assessment and Portfolio Process
   A. Diversity in the Assessment and Portfolio Process

Unit VII Legal and Ethical Responsibilities Including Confidentiality
   A. Legal Responsibilities
   B. Ethical Responsibilities
   C. Confidentiality

Unit VIII Impact of Situational Factors on Assessing Data
   A. Situational Factors
   B. Impact on Assessment

Unit IX The Linkage Between Child-Development Theory and Research to Observation and Assessment
   A. The Link Between Child-Development Theory and Research to Observation and Assessment

Unit X Utilize Observation and Assessment Strategies for Dual-language Learners,
Children at Risk for Failure, and Children with Special Needs
A. Observation and Assessment Strategies for Dual-language Learners
B. Observation and Assessment Strategies for Children at Risk for Failure
C. Observation and Assessment Strategies for Children with Special Needs

Unit XI ——— Identification of Personal Biases and Expectations
A. Influence of Personal Bias and Expectations
B. Awareness of Personal Bias and Expectations

Course Scope and Content: Laboratory

Unit I ——— The Role of Observation and Assessment in Early Childhood Education
A. The Role in Meeting Individual and Group Needs
B. The Role in Guiding Behavior
C. The Role in Creating Environments
D. The Role in Developing Appropriate Curriculum

Unit II ——— Methods for Recording Observations of Young Children's Behavior and Development
A. Anecdotal
B. Rating Systems
C. Desired Result Developmental Profile (DRDP)
D. California Preschool Learning Foundations
E. Portfolios
F. Differentiation between Subjective and Objective Data Collection and Recording

Unit III ——— Observing and Caring for Children at Each Stage of Development
A. Infants
B. Toddlers
C. Preschool Age Children
D. Kindergarten

Unit I ——— Observation and Assessment Based on Theories of Child Development and Learning
a. California Infant-Toddler Learning and Development Foundations
b. California Preschool Learning Foundations

Unit II ——— Tools of Observation and Assessment
a. Purpose and use
b. Current and historic
c. National tools such as the Early Childhood Environmental Rating Scale (ECERS), Classroom Assessment Scoring System (CLASS), and Quality Rating Improvement System (QRIS)
d. State tools such as the Desired Results Developmental Profile (DRDP), and the resources of the California early care and learning systems.

Unit III ——— Observation and Reporting
A. Formal and informal
B. Legal and ethical responsibilities
C. Confidentiality
D. Data collection methods such as:
   E. Direct observation
   F. Time and event samples
   G. Interviews
   H. Questionnaires
   I. Rating scales

J. Reporting methods such as:
K. Anecdotal records
L. Running records
M. Checklists

N. Subjective and objective reporting
O. Qualitative and quantitative
P. Documentation
Q. Types
R. ii. Purposes

Unit IV Impact of Situational Factors in the Process of Observation and Assessment
a. Factors outside of the school setting
b. Demographics, cultural background, and perspectives of the children and families
c. Observers’ cultural perspectives, expectations, and personal bias

Unit V Use of Observation and Assessment to
a. Monitor children’s health, well-being, development, and learning
b. Determine, plan, and adjust teaching strategies and curriculum to meet
   i. Various content and curriculum purposes
   ii. Child’s interests, skills, and abilities
   iii. First and dual-language learners
   iv. Environmental design needs
   v. Guidance and behavior needs

c. Inform referral and intervention

Unit IV The On-Going Cycle of Curriculum Development
a. Observation
b. Planning
c. Implementation
d. Assessment
e. Reflection

Unit VII Collaboration with Families and Professionals
a. Use of assessment data
b. Promoting family involvement
c. Referral processes
d. National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct
e. Recordkeeping
f. Rights of children and families

Lab Content:

1. Observe children in a natural setting
2. Use observation and assessment tools
3. Work with children and family members in the assessment process
4. Conduct a case study using one or more children

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 4 hours per week outside of the regular class time doing the following:

1. Studying,
2. Answering questions,
3. Completing required reading,
4. Completing written work, and
5. Observing children in an educational setting.

Methods of Instruction:

1. Film
2. Workshops,
3. Visiting specialists,
4. Class presentations,
5. Reading and evaluations, and
6. Peer interactions.

Methods of Evaluation:

1. Written assignments, including:
   a. Journal entries,
   b. Self-assessment inventory, and
   c. Design a portfolio.
2. Skill demonstrations, including:
   a. Presentations,
   b. Computation or non-computational problem solving and conflict resolution,
   c. Observations, and
   d. Field work.
3. Reading Assignments, including:
   a. Clinical studies,
   b. Developmental profiles, and
   c. Issues, rationales, challenges and strategies.
4. Other Examinations, including:
   a. Multiple choice,
   b. Matching,
   c. True/false, and
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ECEFS 1571 Observation and Assessment - Student Learning Outcomes (SLO’s)

1. Evaluate the characteristics, strengths, limitations, and applications of contemporary observation and assessment tools.

2. Complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.

3. Discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.
To: Vicki Jacobi, Curriculum Co-Chair
From: Michelle Oja
Division: Social Science
Date: 1/24/2022
Re: ECEF 1601: Diversity in Early Care, Education, and Family Studies

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID
☒ As part of the 5 year review cycle
☒ Other (please explain): Update courses to follow CAP changes across the state.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

ECE AS-T; ECEFS AS; Certificates: Early Intervention Assistant I; Early Intervention Assistant II; Teacher; Master Teacher

☐ Addition to Taft College General Education:

☐ Natural Science ☐ Social & Behavioral Science ☐ English Composition
☐ Humanities ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

Click here to enter text.
Early Care, Education, and Family Studies (ECEF) 1601 Diversity in Early Care, Education, and Family Studies (3 Units) (DS8) CSU
[formerly Early Childhood Education 1601; Early Childhood Education 15]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculation:
48 hours lecture. 96 Outside of class hours (144 Total Student Learning Hours) 3 Units

Catalog Description: This course studies the philosophy, goals, materials, and techniques necessary for designing an anti-bias environment for young children. It includes the examination of different cultural practices, as well as the impact prejudice, discrimination and stereotypic behavior can have on an environment as well as on children and families and involves self-reflection of one’s own understanding of educational principles in integrating anti-goals in order to better inform teaching practices and/or program development. The development of social identities is also addressed. Course includes skills of how to empower children to address bias in their classroom as well as their community in hopes of creating a peaceful world.

Examines the historical and current perspectives on diversity and inclusion and the impact of systemic societal influences on children’s development, learning, and school experiences. Strategies for developmentally, culturally, and linguistically appropriate anti-bias curriculum will be explored as well as approaches to promote inclusive and anti-racist classroom communities. Includes self-reflection on the influence of teachers’ own culture and life experiences on teaching and interactions with children and families. C-ID: ECE 230.

Type of Class/Course: Degree Credit

Text:

Derman-Sparks, Louise, and Julie Olsen Edwards. Anti-Bias Education for Young Children and Ourselves. Ingram Publisher, 2020.


Additional Instructional Materials:
Course Objectives:

By the end of the course, a successful student will be able to:

1. Evaluate his/her own attitudes toward cultural groups other than his/her own and the roots of those attitudes and feelings,
2. Describe major theoretical points of view about the influence and importance of culture on personality development of teachers, children, and families,
3. Recognize the variety of learning styles of different cultures,
4. Explore the unique and overlapping issues in racism, sexism, classism, heterosexism, ableism, and ethnocentrism as they relate to children and to early childhood settings,
5. Define and assess the impacts of factors such as language, ethnicity, religion, immigration, and economic class in the personal history of the student and the subsequent impact on teaching young children and families,
6. Incorporate a multi-cultural, anti-bias approach to teaching that pervades all aspects of school life rather than isolated days, weeks, or units targeting certain groups for study,
7. Describe a variety of strategies for creating partnerships with parents through building mutual, collaborative relationships,
8. Identify conflicts in young children and the influence of teachers and caregivers on individual learning and identity,
9. Evaluate inclusive environments, materials, and approaches that demonstrate a sensitivity to the special needs of children and families in a child care setting,
10. Demonstrate competency in writing,
11. Apply critical thinking skills,
12. Describe appropriate vocational skills needed in early childhood care and education,
13. Critique theories and review the multiple impacts on young children’s social identity, and
14. Analyze various aspects of children’s experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.

1. Describe historical and current perspectives on diversity and inclusion.
2. Identify and differentiate between various forms and types of diversity.
3. Discuss how stereotypes, bias, discrimination, systemic oppression, and internalized privilege impact children’s learning, development, and school experiences.
4. Reflect on your own values and implicit and explicit biases and the ways in which these may positively and negatively affect teaching and learning.
5. Evaluate classroom environments, materials, and approaches for developmental, cultural, and linguistic appropriateness for infants and toddlers through the early primary years.
6. Describe appropriate teaching strategies and potential curriculum and pedagogical modifications to help all young children access the curriculum.
7. Describe strategies to promote an inclusive and anti-racist classroom community.
8. Identify approaches to help children negotiate and resolve conflict related to social injustice and bias.
9. Describe strategies to build collaborative, respectful partnerships with families.

Course Scope and Content:

Unit I ——— Ethnic Identity and Culture
   A. Exploring Ethnic Identity and Culture
   B. Respecting Yourself and Others
C. The Impact of Discrimination

Unit II Influence and Importance of Culture on Personality Development
A. Defining Culture
B. Providing a Multicultural Environment
C. Developing a Multicultural Curriculum

Unit III Examining Our Racial Attitudes
A. Racial Attitudes and Behaviors
B. Exploring the Impact of Parenting and Culture

Unit IV Institutionalized Racism and Change
A. The Influence of Media
B. Individual Responsibility in Change

Unit V Developing Age-Appropriate Multicultural, Anti-Bias Curriculum
A. Including Parents in Curriculum Development
B. Creating Awareness in Multicultural and Anti-Bias Curriculum
C. Resources for Providing an Appropriate Curriculum

Unit VI Community Resources
A. Websites, Organizations and Local Agencies

Unit VII Developing a Multicultural, Anti-Bias Environment
A. Involvement of Staff and Families Together
B. Using the Environmental Rating Scale to Evaluate the Environment
C. Resources for Creating a Multicultural, Anti-Bias Environment
D. Including a Respect for Gender, Ability, Culture, Race, Religion, and Family
E. Type in the Environment

Unit VIII Bilingualism/Bilingual Education
A. Approaches and Strategies Used in Early Childhood Programs

Unit IX Recruitment and Retention of a Diverse Staff and Families
A. Recruitment and Retention Strategies
B. The Benefits of Diverse Staff and Families

Unit X Models of Inclusive Classroom Environments
A. Evaluating and Learning from Inclusive Environments
B. Resources for Creating an Inclusive Environment

Unit XI Issues of Diversity, Inequity, Access, Systemic and Internalized Oppression Affecting Children’s Identity and Learning
A. Issues of diversity, inequity, and access affecting children’s identity and learning
B. Systemic issues affecting children’s identity and learning
C. Internalized issues affecting children’s identity and learning

Unit XII Misconceptions about Multicultural Education and Anti-bias Education
A. Common misconceptions about multicultural education and anti-bias education
B. Reality of multicultural education and anti-bias education
Unit XIII — Economic Class, Family Structure and Impact of Privilege and Oppression
   A. How economic class, family structure and privilege and oppression influence children’s identity and learning

Unit XIV — Environments and Curriculum that Challenge Children’s Biases and Support the Acquisition of Authentic Information about Human Differences
   A. The role of environments in challenging bias while supporting the acquisition of authentic information about human differences
   B. The role of curriculum in challenging bias while supporting the acquisition of authentic information about human differences

Unit XV — Effects of Dominant Culture Holiday Curriculums
   A. Examination of culturally and class embedded traditions of diverse groups.

Unit XVI — Children’s Books and Media to Support:
   A. Identity Development
   B. Anti-bias thinking
   C. Represent Home Language
   D. Culture and Traditions
   E. Stories and Song

Unit I — Foundational Understandings for Teaching in a Diverse Society

   a. Defining and clarifying dimensions of diversity including
      i. Sex and gender roles, sexual orientation
      ii. National identity, culture, race/ethnicity
      iii. Language and literacy
      iv. Religion and belief systems
      v. Family structure and function
      vi. Ability
      vii. Age
      viii. Socioeconomic status

   b. Trends and current issues of equity and access as they relate to young children’s learning and development
      i. Equity and access
         1. Institutional policies that perpetuate inequitable access
2. Bias, stereotypes, and prejudice
   a. Implicit and explicit bias
   b. How stereotypes and prejudice develop and are challenged
   c. Recognizing internalized oppression and microaggressions
   d. Stereotypes and biases in the media
   e. Overt and covert social messages

3. Effects of the dominant culture on holidays and traditions, family roles, religion, values, and beliefs
   c. Addressing Misconceptions

Unit II Classroom Curriculum and Environments
   a. The influence of teachers in children’s and families’ lives
      i. Recognition of teacher’s personal bias and its impact on teaching
      ii. Supportive communication and interactions
      iii. Modeling of respectful and inclusive behaviors
      iv. Collaborative partnerships with families
   b. Culturally responsive, inclusive, anti-racist teaching
      i. Defining the terminology
      ii. Curriculum and learning experiences
         1. Equity and access for all children
            a. Culture
            b. Ability
            c. Immigration status
            d. Homelife and family characteristics and needs
         2. Teaching strategies and modifications
            a. Culturally responsive approaches for infants, toddlers, and preschool-age children
b. Talking to children about diversity

c. Helping children respond to social injustice and bias

d. Appropriate strategies for supporting dual language learners in developing English language and literacy skills

e. Pedagogical modifications to meet individual needs

3. Environments and materials

   a. Elements of an anti-bias environment

   b. Tools for evaluation

   c. Selection of appropriate books and materials

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work
5. Journaling

Methods of Instruction:

1. Critical thinking written and oral assignments
2. Textbook and outside readings
3. Lectures and discussions
4. Student and instructor evaluations
5. Films when available
6. Guest speakers

Methods of Evaluation:

1. Written assignments
2. Project presentations
3. Tests
4. Instructor/student evaluations
5. Cultural sharing

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<td>1. Examine the impact of various societal influences on the development of children’s personal and social identity.</td>
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<td>2. Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.</td>
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<td>3. Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.</td>
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To: Vicki Jacobi, Curriculum Co-Chair
From: Michelle Oja
Division: Social Science
Date: 1/26/2022
Re: SOC 1510: Introduction to Sociology

Type of Curriculum Change:

☐ New Course*
☒ Nonsubstantial Course Change*
☐ Substantial Course Change*
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID
☒ As part of the 5 year review cycle
☐ Other (please explain):__________

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

Sociology AS-T; Psychology AS-T; elective option in ADMJ AS-T, CJA AS, Dental Hygiene AS; History AA-T; Spanish AA-T

☒ Addition to Taft College General Education:

☐ Natural Science  ☒ Social & Behavioral Science  ☐ English Composition
☐ Humanities  ☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

*Please list the General Education SLOs this course meets:

GE/SS – Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.

GE/SS – Explain the methodologies employed in social scientific inquiry.

GE/SS – Explain the principles, concepts, models, value systems, and ethics employed in social scientific inquiry.
Sociology (SOC) 1510 Introduction to Sociology (3 Units) CSU:UC
[formerly Sociology 1]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculations:
48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units
Total Hours: 48 hours lecture

Catalog Description: An introductory study of the basic concepts, theoretical approaches, and methods of sociology. Topics typically include the analysis and explanation of social structure, group dynamics, socialization and the self, social stratification, culture and diversity, social change, and global dynamics. Course objectives include the ability to apply sociological ideas to everyday life. C-ID: SOCI 110

Type of Class/Course: Degree Credit

Text: Griffiths, Heather, et al., Introduction to Sociology 2e, OpenStax, 2015,

Additional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to:

1. understand and apply the sociological imagination to a variety of contemporary social phenomena,
2. understand the historical development of sociology as a separate discipline,
3. distinguish between the use of various research methods,
4. identify, compare and apply the primary sociological perspectives,
5. explain and apply key sociological concepts,
6. describe and explain the basic dimensions of social inequality and social change in historical and contemporary society, and
7. assess what social forces and organizational structures are most prominent in shaping, guiding and influencing individual and group behavior in contemporary society.

Course Scope and Content:

Unit I Introduction to Sociology: Reasoning, Theory and Methods
A. Defining sociology

1
A. The historical development of sociology

B. The sociological perspective

C. The sociological imagination

D. General theoretical Perspectives
   a. Structural functionalism
   b. Conflict theory
   c. Symbolic interactionism

D. The historical development of sociology

Unit II Major Sociological Perspectives
A. Structural functionalism
B. Conflict theory
C. Symbolic interactionism

E. Unit III Studying the Social World: an Introduction to Research Methods
   The scientific method
   a. the scientific method
      1. positivism
      2. interpretivism
   b. The research model
      1. quantitative, qualitative and comparative

D. The historical development of sociology

Unit IV Society, Introducing the Sociology of Culture, and Socialization
A. Culture
   a. material vs. non-material
      A.b. critiques of culture
   B. Socialization
   C. Interaction
   D. Groups
   E. Organizations

Unit III Introducing the Sociology of Religion
A. Dynamics of socio-religious thought, action, and influence
   a. sacred vs. profane
   B. Varieties of religious systems
      a. church: eclesia or denomination
      b. sect
      c. new religious movements

Unit IV Introducing Deviance and Social Control the Sociology of Deviance
A. Deviance
   a. involuntary vs. voluntary
      A.b. primary vs. secondary
   B. Social control
   C. Deviance vs. Crime
   D. Paradigms
      B.a. affinity, affiliation, and signification / labeling

Unit VI Introducing the Sociology of Race, Ethnicity, and Nation Stratification: class, Race,
Ethnicity, Age, Sex, and Gender
A. Social stratification
   A. Social class in the U.S.
      a. phenotype
   B. Race and ethnicity
      a. socio-cultural attributes
   C. Sex and gender
      a. citizenship / immigration status
D. Power Dynamics of REN
   a. racism vs. racialize
   b. cultural repression
   c. anti-immigration
   d. hate-crimes and REN

Unit VII Introducing the Sociology of Sex, Gender and Sexuality (SGS)
Social institutions
A. Family
   A.a. social construction of sex identifiers
B. Politics
   a. “Doing Gender”
   b. “Gender as Performative”
C. Education
   C.a. varieties of sexuality
D. Science and technology
E. Medicine
F. Economy/work
D. Religion
   Power Dynamics of SGS
   a. sexism
   b. patriarchy
   c. gender segmentation
   d. gender pay gap
   e. misogyny
   f. hate-crimes and SGS

Unit VIII Social Dynamics Introducing the Sociology of Globalization
A. Globality
   a. globalization vs. internationalization
   b. core, semi-periphery, and periphery
   c. transnationalism
A. Population and urbanization
   B. Post Bretton Woods Conference World Order
      a. World Bank
      b. International Monetary Fund
      c. World Trade Organization
B. Environment and globalization

Unit IX Social Change
C. Social movements and social change
   a. Climate Change
Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work

Methods of Instruction: May include:

1. Lectures
2. Class discussions
3. Audiovisual presentations
4. Use of online resources
5. Instructor guided research project(s)

Methods of Evaluation:

1. Substantial writing assignments, including:
   A. Essay exams
   B. Student generated APA/ASA format research paper
   C. Written assignments

2. Other examinations may include:
   A. Objective exams
   B. Application exercises
   C. Research project
   D. Field journal
   E. Oral presentations
   F. Reflection and discussion
   G. Small group activities
   H. Out-of-class activities

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SLOs: SOC 1510 (Introduction to Sociology)

Keep SLO the same:

SOC 1510 Course #1 - Analyze the cause and effect relationship between inequalities of social location and social forces/structures.
To: Vicki Jacobi, Curriculum Co-Chair  
From: Michelle Oja  
Division: Social Science  
Date: 1/26/2022  
Re: SOC 2141: Sociology of Marriage

Type of Curriculum Change:
☐ New Course*  
☒ Nonsubstantial Course Change*  
☐ Substantial Course Change*  
☐ Course Inactivation

For Course Changes, why is this course being updated?
☐ For C-ID  
☒ As part of the 5 year review cycle  
☐ Other (please explain):___________

For New Courses, please enter a justification for the request:
Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:

Sociology AS-T;; elective option in CJA AS, History AA-T

☒ Addition to Taft College General Education:
☐ Natural Science  
☒ Social & Behavioral Science  
☐ English Composition  
☐ Humanities  
☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:

*SLOs are required
Please list the General Education SLOs this course meets:

GE/SS – Discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions using the major concepts, models, and concerns developed through the social sciences in contemporary as well as historical settings and in a variety of cultural contexts.
Sociology (SOC) 2141 Sociology of Marriage, Family and Relationships (3 Units) CSU
[formerly Sociology 41]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculations:
48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units
Total Hours: 48 hours lecture

Catalog Description: Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. C-ID: SOCI 130

Text:

Type of Class/Course: Degree Credit

Course Objectives:
By the end of the course, a successful student will be able to

1. demonstrate an understanding of major sociological theories to the social institution of the marriage, family, and relationships
2. identify and discuss the family from cross-cultural, historical, and political within the family,
2.3. identify and discuss marriage, family and relationships from cross-cultural, historical, social, economic, and political perspectives
3.4. identify and examine sex, gender, sexuality, race, ethnicity, immigration status, class, and age in relation to and socialization within the family,
4.5. identify and understand the various kinship and family arrangements,
5.6. describe and explain the basic dimensions of social inequality and social change, and
6.7. identify the intersection among race, ethnicity, class, immigration status, age, class, sex, gender, and sexuality within the family.

Course Scope and Content:

Unit I Studying Families and Other Close Relationships
Introducing Sociology, Marriage, Families, and Relationships (MFR)
A. Introducing Sociology, Sociological Theory and Sociological Inquiry
   a. the sociology of social institutions
   b. the Sociological Imagination and MFR
   c. MFR through the three general theoretical perspectives: structural functionalism, conflict, and symbolic interactionism
traditional family and changing family forms

A.B. Defining MFR families
a. the social construction of MFR
b. the family MFR through socio-historical perspectives

traditional family and changing family forms

B. Functions of families

Unit II Diverse Bonds Gender among MFR Roles and Socialization
A. The application of the Sociological Imagination and the links between private experiences and social structure
B. Dating, courting, and mate selection
C. Sex, gender, and sexuality
D. Race, ethnicity, nation

Social Class
E. Singlehood, Cohabitation and Other Non-marital Options - Arrangements
B.F. Social dynamics of oppression, exclusion, inequality

patriarchy

C. Race and ethnicity

G. Social Class

D. Social class

E.a. Poverty
E.b. The intersections of sex, gender, race, ethnicity, and class

Unit III Social Dynamics of Exclusion, Oppression, Inequality, and Inequity
Singlehood, Cohabitation and Other Non-marital Options

A. Singlehood
B. Friendships
A. Social class and Dating, courting, and mate selectionpoverty
B. Multi-racial arrangements
C. Multi-sex, gender, and sexuality arrangements
D. Multi-ethnic/cultural arrangements

E. Patriarchy

F. Oppressive bondage, slavery, trafficking
C. Intersectionality

D.G. Cohabitation

Unit IV Motives and Motivation for MFR Bonds Communication Patterns
A. Affect / Love bonds
B. Utility / Practicality bonds
A.C. The importance of communication Interaction and communication patterns
B. The cultural context of communication: embracing difference
C. Types of communication
D. Sex differences in communication
E. Communicating to keep your relationships strong: self-disclosure

F.D. Conflict, communication, and problem solving
G.E. Power, control, and decision making
Unit V  
**Bonding Rites: Marriage and Parenthood**
A. Marriage: here, there, and everywhere  
B. Marriage in U.S. history  
C. Marriage in the 21st Century  
D. The marriage premium happiness, health, and economic security  
E. Equality of marriage benefits  
F. Marital satisfaction and success

Unit VI  
**Bonds and Responsibility: Parents, Children, and Work**
A. Population and fertility trends worldwide  
B. Fertility in the U.S.  
C. The costs and rewards of raising children  
D. Remaining childfree  
E. The transition to parenthood  
F. Children  
  a. Socialization  
G. Work  
  a. Paid vs. unpaid labor  
  b. Domestic labor / domestic duties  
  c. “Second Shift”

Unit VII  
**Breaking Bonds: Violence, Abuse, and Exploitation**
A. Parenting: it’s not the same everywhere  
B. Socialization: learning to be human  
C. Parenting styles  
D. Mothering  
E. Fathering  
F. Children’s influence on their parents  
G. Parenting and family contexts

Unit VIII  
**Families and Work**
A. The changing dynamics of the workplace  
B. Life in a recession  
C. Family work at home  
D. Juggling work and family life  
E. Diversity in families: why we chose to live in Hungary  
F. Today’s children

Unit IX  
**Family Violence, Crises and Change**
A. The nature of stress and crisis  
  B. A. Intimate partner violence  
  C. B. Child abuse and neglect  
  D. C. Elder abuse  
  E. D. Explanations for violence among intimates
The public’s response

Unit VIIX: Broken Bonds: Stress, Trauma, Break-up, Separation, and Divorce, and Dissolution
A. Divorce in the United States
B. Reasons people divorce
C. Experiencing divorce
D. Divorcee and children: child support
E. Effects of divorce on children
F. Legal procedures for divorce
G. The ‘good divorce’

Unit VI-XII: New Bonds: Family Life, Partnering, and Remarriage after Divorce
A. Being single again
B. Repartnering after divorce
C. Remarriage
D. Stepfamilies
E. Surviving and thriving in stepfamilies

Unit IX-XII: Aging and Family Life
A. The demographic revolution
B. Aging in historical perspective
C. Family transitions
D. The aging couple
E. Widowhood
F. Grandparents and their grandchildren
G. Retirement
H. Health

Unit XIV: Future of the Family
A. What families need to flourish?
B. Family policy
C. Building resilience: general policies and programs to support families
D. Policies and programs for children
E. Policies and programs for the elderly

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Completing required reading
4. Completing written work

Methods of Instruction: May include:

1. Lectures
2. Class discussions
3. Audiovisual presentations
4. Small group activities
5. Out-of-class activities
6. Guest speakers

Methods of Evaluation: May include:
1. Objective exams
2. Written assignments
3. Application exercises
4. Research project
5. Field journal
6. Oral presentations
7. Reflection and discussion

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SLOs: SOC 2141 (Sociology of Marriage)

Keep SLOs the same:

- SOC 2141 Course #1 - Analyze the cause and effect relationship between inequalities of social location and social forces/structures in relation to marriage and family.

- SOC 2141 Course #2 - Evaluate the strengths and weaknesses of various family arrangements, incorporating sociological factors and/or historical context.
To:        Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair  
From:        L. Travis  
Division:        Business, Arts, and Humanities  
Date:        2/1/2022  
Re:        COMM 1511  

Type of Curriculum Change:  
☐ New Course*  ☐ Substantial Course Change*  
☒ Nonsubstantial Course Change*  ☐ Course Inactivation  

For Course Changes, why is this course being updated?  
☐ For C-ID  
☐ As part of the 5 year review cycle  
☐ Other (please explain): ___________________________________________  

For New Courses, please enter a justification for the request:  
Updating course content.  

Programs Affected/Stand Alone:  
☐ Addition to Taft College General Education:  
☐ Natural Science  ☐ Social & Behavioral Science  ☐ English Composition  
☐ Humanities  ☐ Communication & Critical Thinking  

Justification for Addition to Taft College General Education:  
Please list the General Education SLOs this course meets:  

*SLOs are required
Communication (COMM) 1511 Public Speaking (3 Units) CSU: UC

Advisory: Eligible for English 1500 or 1501 strongly recommended

Hours and Unit Calculations:
48 hours lecture. 96 Outside-of-class Hours (144 Total Student Learning Hours) 3 Units

Catalog Description: This course develops the ability to organize, develop, and deliver a speech effectively. Emphasis is on research, organization, presentation, and evaluation. C-ID: COMM 110

Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. C-ID: COMM 110

Type of Class/Course: Degree Credit


Course Objectives:

By the end of the course, a successful student will be able to:

1. Explain the basic principles of human communication;
2. Analyze their communication situation, audience, occasion, and purpose; and selection of subject matter;
3. Formulate through research, analysis, and organization of material; presentation of the message including management of communication apprehension; and evaluation of the effectiveness of their communication;
4. Demonstrate that they are careful and critical thinkers and communicators, both as speakers and as listeners;
5. Explain their relationship and ethical responsibilities to others involved in the communication transaction;
6. Recall significant historical contributions of great orators such as Plato & Aristotle.
7. Identify and explain importance of communication skills in various settings.
8. Participate in listening skill building activities.
9. Define plagiarism, evaluate the Taft College student code of conduct identifying aspects of ethical communication in school and beyond.
10. Assess their own speaking anxiety and practice relaxation and other management techniques.
11. Understand significance of audience demographics.
7. Demonstrate understanding of topic selection through the completion of topic selection brainstorming, as well as turning in topics for their speeches for review and discussion.

8. Demonstrate the ability to use the Taft College library and conduct quality research skills in the computer lab as a means of researching their topics.


10. Practice creating individually or in groups appropriate introductions and conclusions in practice and then students will be required to write and share their introductions and conclusions in their speeches.

11. Demonstrate different nonverbal communication choices and students will be graded on their nonverbal communication during their speeches.

12. Apply their understanding of the power of presentation aids by creating and displaying presentation aids in their speeches.

13. Differentiate between the various types of informative speeches and they will write and deliver their own informative speeches.

14. Analyze arguments and create their own arguments for their persuasive speeches, which they will write and deliver.

15. Identify, explain and demonstrate the various special occasion speeches.

Course Scope and Content:

Unit I Speaking and Listening
   A. Speaking in Public
   B. Ethics and Public Speaking
   C. Listening

Unit II Speech Preparation: Getting Started
   A. Selecting a Topic and Purpose
   B. Analyzing the Audience
   C. Gathering Materials
   D. Supporting Ideas

Unit III Speech Preparation: Organizing and Outlining
   A. Organizing the Body of the Speech
   B. Beginning and Ending the Speech
   C. Outlining the Speech

Unit IV Presenting the Speech
   A. Using Language
   B. Delivery
   C. Using Visual Aids

Unit V Varieties of Public Speaking
A. Speaking to Inform  
B. Speaking to Persuade  
C. Methods of Persuasion  
D. Speaking on Special Occasions  
E. Speaking in Small Groups  

Unit I Getting Started  
A. Becoming a Public Speaker  
B. From A to Z: Overview of a Speech  
C. Managing Speech Anxiety  
D. Ethical Public Speaking  
E. Listeners and Speakers  

Unit II Development  
A. Analyzing the Audience  
B. Selecting a Topic and Purpose  
C. Developing Supporting Material  
D. Finding Credible Sources in Print and Online  
E. Citing Sources in Your Speech  

Unit III Organization  
A. Organizing the Body of the Speech  
B. Selecting an Organizational Pattern  
C. Preparing Outlines for the Speech  

Unit IV Starting, Finishing, and Styling  
A. Developing the Introduction and Conclusion  
B. Using Language  

Unit V Delivery  
A. Methods of Delivery  
B. Your Voice in Delivery  
C. Your Body in Delivery  

Unit VI Presentation Aids  
A. Speaking with Presentation Aids  
B. Designing Presentation Aids  
C. Using Presentation Software  

Unit VII Types of Speeches  
A. Informative Speaking  
B. Principles of Persuasive Speaking  
C. Constructing the Persuasive Speech  
D. Speaking on Special Occasions  

Unit VIII Online, Group, and Business Contexts  
A. Preparing Online Presentations  
B. Communicating in Groups  
C. Delivering Group Presentations
D. Business and Professional Presentations

Unit IX. Speaking in Other College Courses

A. Presentations Assigned across the Curriculum
B. Science and Mathematics Courses
C. Technical Courses
D. Social Science Courses
E. Arts and Humanities Courses
F. Education Courses
G. Nursing and Allied Health Courses

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying
2. Answering questions
3. Skill practice
4. Completing required reading
5. Written work
6. Observation of or participation in an activity related to course content

Methods of Instruction

1. Lectures
2. Discussion
3. Activities
4. Audiovisual presentations
5. Speeches varying in type and length
   a. introductory speech
   b. two informative speeches
   c. two persuasive speeches
   d. two impromptu speeches
   e. special occasion speech

4. Independent Study
5. Purposeful Collaboration

Methods of Evaluation:

1. Speech presentations in front of a live audience
2. Speech outlines and bibliographies
3. Critiques of speeches
4. Quizzes and tests
5. Substantial writing assignments, including:
   a. essay midterm and final
   b. written homework
6. Skill demonstrations, including:
   a. class performance exams
7. Other examinations, including:
   a. multiple choice
Supplemental Data:

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<td>Communication Studies</td>
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</table>
Student Learning Outcomes

COMM 1511 – Public Speaking

SLO #1: Analyze a situation in order to organize and deliver speeches for any occasion (informative, demonstrative, persuasive, special occasion)

SLO #2: Use voice, body movement, and eye contact appropriately to deliver speeches that are read, recited, extemporaneous, and/or impromptu

SLO #3: Prepare and appropriately use visual aids
To: Vicki Jacobi, Curriculum Co-Chair  
From: Michelle Oja  
Division: Social Science  
Date: 2/16/2022  
Re: ECEF 1501: ECEFS Curriculum

Type of Curriculum Change:

☐ New Course*  
☒ Nonsubstantial Course Change*  
☐ Substantial Course Change*  
☐ Course Inactivation

For Course Changes, why is this course being updated?

☐ For C-ID  
☒ As part of the 5 year review cycle  
☒ Other (please explain): Update courses to follow CAP changes across the state.

For New Courses, please enter a justification for the request:

Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:

Click here to enter text.

Programs Affected/Stand Alone:

Please list all degrees and certificates affected:

ECE AS-T; ECEFS AS; Certificates: ECEFS; Early Intervention Assistant I; Early Intervention Assistant II; Child Development Assistant Teacher; Child Development Associate Teacher; Teacher; Master Teacher

☐ Addition to Taft College General Education:

☐ Natural Science  
☐ Social & Behavioral Science  
☐ English Composition  
☐ Humanities  
☐ Communication & Critical Thinking

*SLOs are required
Justification for Addition to Taft College General Education:

Please list the General Education SLOs this course meets:

Click here to enter text.
Early Care, Education and Family Studies (ECEF) 1501 Early Care, Education, and Family Studies Curriculum (3 Units) (DS3) CSU
[formerly Early Childhood Education 1501; Early Childhood Education 2]

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Units Calculation:
48 hours lecture. 96 Outside of class hours (144 Total Student Learning Hours) 3 Units.

Catalog Description: This course is designed as an introduction to the appropriate and effective methods, theories and practices of Early Care, Education and Family Studies curriculum. It is also a practical "hands on" approach to presenting a variety of learning experiences to children birth through age 8 with an awareness of cultural differences and diverse abilities. The following content areas will be examined: mathematics, language and literacy, science, nutrition, and arts and creativity, social and emotional learning and sensory learning. The teacher's role in supporting learning and development in young children, with an emphasis on the role of play, will also be examined. TB clearance is required. C-ID: ECE 130

Developmentally appropriate curriculum and environments for children birth through age eight. Students will use knowledge of children’s development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children’s development and learning integrated throughout indoor and outdoor settings. C-ID: ECE 130

Type of Class/Course: Degree Credit


Moravcik, Eva, and Sherry Nolte. Meaningful Curriculum for Young Children 2nd ed., Pearson, 2018

Additional Required Materials:
None
Instructor prepared materials, including art, math and science books, language curriculum and
other seasonal activity books.

Course Objectives:

By the end of the course a successful student will be able to:

1. Recognize developmentally appropriate principles and teaching strategies and apply them in supervised settings with young children.
2. Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs.
3. Identify theoretical and program model implications for curriculum.
4. Analyze activity plans with regard to theory and program model foundations.
5. Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities, and
6. Recognize variation in individual child needs and strategies to accommodate those needs.

1. Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.
2. Explain how the curriculum is integrated across all developmental domains and content areas.
3. Observe and evaluate teaching strategies, curriculum, and environmental designs.
4. Observe children as a basis for planning curriculum and environments.
5. Apply knowledge of academic discipline content, children’s growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.
6. Develop plans for physical environments that are appropriate for children’s individual ages, and stages, skills and abilities, needs, and learning goals.
7. Explain how different teaching strategies could be used for a variety of curriculum goals.
8. Describe guidance and interaction approaches to support social relationships and learning.
9. Explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children’s learning and development needs.
10. Describe various strategies for engaging and partnering with families to support children's development and learning.

Course Scope and Content:

Unit I: Characteristics of the Learning Process and Educational Strategies
A. The Importance of Play
B. Developmentally Appropriate Practice
C. Theoretical and Historical Foundations in Early Care, Education, and Family Studies (ECE)

Unit II: Observation and Assessment
11. Techniques
12. Desired Results Developmental Profile Desired Results Developmental Profiles (DRDP)

13. California Preschool Learning Foundations

Unit III Fostering Relationships and Communication
1. Children
2. Adult
3. Parent

Unit IV The Environment
A. The Physical Environment
B. The Social Emotional Environment
C. Using Early Childhood Environmental Rating Scale (ECERS) to Create the Environment

Unit V Developmentally Appropriate Curriculum
A. Caregiving as Curriculum
B. Language and Emergent Literacy
C. Math, Science and Nutrition
D. Art and Creativity
E. Music and Movement
F. Social and Emotional Learning

Unit VI The Role of the Teacher
A. Fostering Social Skills
B. The Power of Language
C. Curriculum and Materials
D. Reflection and Evaluation
E. Collaboration

Unit VII Context for Developmentally Appropriate Practice
A. Developmental theory as it applies to curriculum development
B. Observation and assessment strategies as they apply to curriculum planning and evaluation

Unit VIII Impacts on Child Development and Curriculum Planning/Implementation
A. Language and culture
B. Engagement and interest
C. Learning styles and modalities
D. Special needs
E. Standards from legislation and accrediting groups

Unit IX ECE Classrooms
A. Learning centers
B. Components of learning environments
C. Program models and approaches

Unit X Adjusting for and including
A. Families, cultures, and languages of the communities served
B. Children with special needs
Unit I Theoretical Frameworks for Planning Curriculum and Environments: Models of Developmentally Appropriate Play-Based Approaches Such As
   A. Emergent Curriculum
   B. High-Scope
   C. Waldorf
   D. Reggio Emilia
   E. Montessori

Unit II Planning Early Childhood Curriculum
   A. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for:
      a.1. a--Infants and toddlers
      b.2. b--Preschoolers
      e.3. e--School-age children
   B. The ongoing curriculum cycle
      a.1. a—Observe
      b.2. b—Plan
      e.3. e—Implement
      d.4. d—Assess
      e.5. e—Document
      f.6. f—Reflect
   C. Level of teacher involvement-teaching continuum
   D. Universal Design for Learning (UDL)
   E. Teacher-child interactions
   F. Guidance and discipline
   G. Relationship-based practices
   H. Effective use of questions
   I. Planning opportunities for children to support each other in learning
   J. Family engagement
   K. Ethical and professional practices
   L. Content areas
      a. Application of teachers’ discipline-based knowledge in the content areas
      b. State and national content standards
      c. Planning developmentally appropriate curriculum for
         i. Math
ii. Science  
iii. English language development  
iv. Language and literacy  
v. History and social science  
vi. Social-emotional development  
vii. Visual and performing arts  
ix. Physical development  
vii. Health  
d. Appropriate use of instructional technology  
e. Adjustments to curriculum and environment to address children’s individualized learning needs including:  
f. Culture and ethnicity  
g. Socioeconomic status  
h. Home language  
i. Ability  
j. Gender  
k. Learning style

Unit III  Planning Learning Environments
A. Designs and impact of physical space  
B. Learning centers  
C. Selection of equipment and materials  
D. Impact of routines and schedules  
E. Integration of content throughout the indoor and outdoor environments  
F. Indicators of quality  
G. Inclusion of children’s culture and language  
H. Health, safety, and nutrition  
I. Staffing and zoning  
J. Environments impact on classroom management

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Studying  
2. Answering questions  
3. Skill practice  
4. Completing required reading  
5. Written work  
6. Observation of or participation in an activity related to course content  
7. Projects hands on

Methods of instruction:

1. Lecture  
2. Participation workshops for a hands-on approach to teaching the preschool curriculum  
3. Films when available  
4. Lesson presentations
5. Guest panel of local preschool directors

Methods of evaluation:

1. Substantial writing assignments, including:
   a. essay exams
   b. written homework
   c. hands-on projects

2. Computational or non-computational problem-solving demonstrations, including:
   a. exams
   b. field work
   c. observational reports
   d. hands-on projects

3. Skill demonstrations, including:
   a. class performance
   b. performance exams
   c. field work
   d. hands-on projects

4. Other examinations, including:
   a. multiple choice
   b. matching items
   c. true/false

Supplemental Data:

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<td>Cooperative Work Experience:</td>
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# Level SLOs: ECEFS 1501 Curriculum

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<th>Mapped PSLOs</th>
<th>Mapped ISLOs</th>
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<td>Apply elements of various curriculum models, approaches, theories, and standards</td>
<td>Integrate understanding of the needs, characteristics, and multiple influences on development</td>
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<td>California Pre School Learning Foundation Report</td>
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<td>Differentiate between</td>
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<td>of children birth to age eight as related to high quality care and education of young children.</td>
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<td>ECEF 1501 Course #2—</td>
<td>Plan indoor and outdoor environments based on knowledge and understanding of</td>
<td>Design, implement, and evaluate environments and activities that support positive, development</td>
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<td>Children’s Book Activity Summary and Presentation</td>
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<td>Identify the teachers’</td>
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<td>ECEF 1501 Course #3—</td>
<td>Develop curriculum for all content areas to support children’s learning and</td>
<td>Apply effective guidance and interaction strategies that support all children's social learning,</td>
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<td>DAP Integrated Study Lesson Plan and Presentation</td>
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<td>Select and apply</td>
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Date: February 15, 2022

X Revision  X New SLO
Discipline Faculty: Michelle A. Beasley

Division Chair: Michelle Oja
Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #: ECEF 1521
Course Title: Practicum Field Experience
Submitted by: Becky Roth
Date of First Submission: 01/13/22

Date of Resubmission:
Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?
   ☒ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
   ☐ No
   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):
   ☒ Online
   ☒ Hybrid (class meetings will be held partially in person and partially online)
   ☐ Offline (exclusively for incarcerated students)
3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

☒ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
  ☐ A Substantive Change has been submitted to ACCJC.
  ☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

☐ Educational materials
☐ Field trips
☒ Labs
☐ Models
☐ Presentations
☐ Requirements to attend a live performance
☐ Requirements to present in front of live audience
☐ Other:

☐ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:
The lab activities are more like field experiences. This challenge is met by placing students at local child development centers with staff at the centers supervising their activities.
5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
   f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of Title 5 Section 55204 Instructor Contact, AP 4105, and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

**Recommended:**

I. Syllabus includes a communication policy that explains or states the following:
   a. the frequency of all contact initiated by the instructor,
   b. the timeliness of response to student-initiated contact,
c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),

d. important dates, such as assignment and assessment deadlines,

e. instructor contact information which includes virtual or in-person office hours, and

f. the student-to-student contact requirements for the course.

Required:

II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in AP 4105:

<table>
<thead>
<tr>
<th>Method</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Orientation materials</td>
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<td>r. Others as appropriate</td>
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</tbody>
</table>

Revised 3-8-21
Distance Learning and Education Committee Comments:

The Distance Learning and Education Committee recommends that ECEF 1521: Practicum Field Experience should be eligible for online and hybrid distance education delivery.

Date forwarded to the Curriculum Committee: February 22, 2022

Curriculum Committee Comments:

Course Approved or Disapproved
Taft College Distance Learning Approval Form
Addendum to the Course Outline of Record

Course #: ECEF 1571
Course Title: Observation and Assessment
Submitted by: Becky Roth
Date of First Submission: 01/13/22
Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?
   - ☒ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
   - ☐ No
   - ☐ Other (please explain): 

2. This course is appropriate for (select all that apply):
   - ☒ Online
   - ☒ Hybrid (class meetings will be held partially in person and partially online)
   - ☐ Offline (exclusively for incarcerated students)
3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

- ☒ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
  - ☐ A Substantive Change has been submitted to ACCJC.
  - ☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- ☐ Educational materials
- ☐ Field trips
- ☒ Labs
- ☐ Models
- ☐ Presentations
- ☐ Requirements to attend a live performance
- ☐ Requirements to present in front of live audience
- ☐ Other:

☐ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:
The lab component is more like field experience in which students observe children, not a traditional science lab. Students will be assigned to a child development center, mentor teacher, or provided videos to view in order to complete observation assignments.
5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
   e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
   f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of Title 5 Section 55204 Instructor Contact, AP 4105, and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:
   I. Syllabus includes a communication policy that explains or states the following:
      a. the frequency of all contact initiated by the instructor,
      b. the timeliness of response to student-initiated contact,
c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),

d. important dates, such as assignment and assessment deadlines,

e. instructor contact information which includes virtual or in-person office hours, and

f. the student-to-student contact requirements for the course.

**Required:**

II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- a. Orientation materials
- b. Weekly announcements in the CMS
- c. Threaded discussion boards
- d. Email contact (within or outside the CMS)
- e. Participation in online group collaboration projects
- f. Face-to-face informal meetings
- g. Face-to-face formal meetings
- h. Feedback for student work
- i. Podcasts
- j. Instructor-prepared e-lectures or publisher-created e-lectures or materials
- k. Virtual Office hours
- l. Screencasts
- m. Personalized feedback for student work
- n. Voicemail and telephone
- o. Interactive mobile technologies
- p. Videoconferencing
- q. Live orientation or review sessions
- r. Others as appropriate
Distance Learning and Education Committee Comments:

The Distance Learning and Education Committee recommends that Course #: ECEF 1571: Observation and Assessment should be eligible for online and hybrid distance education delivery.

Date forwarded to the Curriculum Committee: February 22, 2022

Curriculum Committee Comments:

Course Approved or Disapproved
Course #: SOC 1510
Course Title: Introduction to Sociology
Submitted by: Salvador Jiménez Murguía
Date of First Submission: 1/26/22
Date of Resubmission: 

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?
   ☑ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
   ☐ No
   ☐ Other (please explain):

2. This course is appropriate for (select all that apply):
   ☑ Online
   ☐ Hybrid (class meetings will be held partially in person and partially online)
   ☐ Offline (exclusively for incarcerated students)
3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

☒ Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

☐ This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

☐ This course will push the percentage of Distance Learning courses offered in the program over 50%
  ☑ A Substantive Change has been submitted to ACCJC.
  ☐ A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

☐ Educational materials
☐ Field trips
☐ Labs
☐ Models
☐ Presentations
☐ Requirements to attend a live performance
☐ Requirements to present in front of live audience
☐ Other:
  ☑ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:
5. In accordance with Title 5, AP 5145 and AP 3725 instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

☒ I/We have read the full text of Title 5 Section 55206, AP 5145, AP 3725 and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

ADA and 508 Compliance Requirements:
   a. Videos are accurately captioned.
   b. Audio files are transcribed.
   c. Objects (including images, tables, and charts) have alternative text.
   d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
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   f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)

6. In accordance with Title 5 and AP 4105 this course must promote regular effective instructor/student contact.

☒ I/We have read the full text of Title 5 Section 55204 Instructor Contact, AP 4105, and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

Regular Effective Contact Guidelines: DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

I. Syllabus includes a communication policy that explains or states the following:
   a. the frequency of all contact initiated by the instructor,
   b. the timeliness of response to student-initiated contact,
c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
d. important dates, such as assignment and assessment deadlines,
e. instructor contact information which includes virtual or in-person office hours, and
f. the student-to-student contact requirements for the course.

**Required:**

**II.** Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

**III.** Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

**IV.** Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in **AP 4105:**

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*Revised 3-8-21*
Distance Learning and Education Committee Comments:

The Distance Learning and Education Committee recommends that SOC 1510: Introduction to Sociology should be eligible for online course delivery.

Date forwarded to the Curriculum Committee: February 22, 2022

Curriculum Committee Comments:

Course Approved or Disapproved
Course #: SOC 2141
Course Title: Sociology of Marriage, Family, and Relationships
Submitted by: Salvador Jiménez Murguía
Date of First Submission: 1/26/22
Date of Resubmission:

Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.

1. Has this course previously been approved for distance learning?

☒ Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.
☐ No
☐ Other (please explain):

2. This course is appropriate for (select all that apply):

☒ Online
☐ Hybrid (class meetings will be held partially in person and partially online)
☐ Offline (exclusively for incarcerated students)

Revised 3-8-21
3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the IR Accreditation page for Substantive Change or ask the division chair and/or the DE Director to determine.

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*** If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

☐ Educational materials
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☐ Other:

☒ After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:
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Recommended:

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   a. the frequency of all contact initiated by the instructor,
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c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
d. important dates, such as assignment and assessment deadlines,
e. instructor contact information which includes virtual or in-person office hours, and
f. the student-to-student contact requirements for the course.

Required:

II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.

III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.

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   k. Virtual Office hours
   q. Live orientation or review sessions
   e. Participation in online group collaboration projects
   l. Screencasts
   r. Others as appropriate
   f. Face-to-face informal meetings

Revised 3-8-21
Distance Learning and Education Committee Comments:

The Distance Learning and Education Committee recommends that SOC 2141: Sociology of Marriage, Family, and Relationships should be eligible for online course delivery.

Date forwarded to the Curriculum Committee: February 22, 2022

Curriculum Committee Comments:

Course Approved or Disapproved
To: Dr. Leslie Minor Chief Instructional Officer  
   Dr. Vicki Jacobi, Curriculum Co-Chair
From: L. Travis
Division: Business Arts, and Humanities  
Date: 2/1/2022
Re: COMM 1520 & 1590

Type of Curriculum Change:
☒ New Course*
☐ Substantial Course Change*
☐ Nonsubstantial Course Change*  
☐ Course Inactivation

For Course Changes, why is this course being updated?
☐ For C-ID
☐ As part of the 5 year review cycle
☐ Other (please explain):_______________________________________________________

For New Courses, please enter a justification for the request:

Courses that should be added to the curriculum include Argumentation and Debate (COMM 1520) and the Introduction to Persuasion (COMM 1590), which are UC/CSU transferrable and completes the course requirements in the Communication Studies-Transfer Model Curriculum. Argumentation and Debate meet the requirements in List A and the Introduction to Persuasion meet the requirements for List B.

Programs Affected/Stand Alone:
Please list all degrees and certificates affected:
☐ Addition to Taft College General Education:
   ☐ Natural Science   ☐ Social & Behavioral Science   ☐ English Composition
   ☐ Humanities   ☐ Communication & Critical Thinking

Justification for Addition to Taft College General Education:
Please list the General Education SLOs this course meets:
Click here to enter text.
Communication (COMM) 1520 Argumentation and Debate (3 Units) CSU

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Hours and Unit Calculations:
48 hours lecture. 96 Outside-of-class Hours (144 Total Student Learning Hours) 3 Units

Catalog Description: Methods of critical inquiry and advocacy. Identifying fallacies in reasoning and language, testing evidence and evidence sources, advancing a reasoned position, and defending and refuting arguments. Analysis, presentation, and evaluation of oral and written arguments.

Type of Class/Course: Degree Credit

Texts:


Course Objectives:

By the end of the course, a successful student will be able to:
2. Develop an understanding of the reasoning process and skill in utilizing various methods of reasoning.
3. Analyze, advocate, and criticize ideas, especially through the process of debate.
4. Recognize fallacies of reasoning and argue ethically.
5. Develop research skills.
6. Foster the use of critical thinking skills in oral and written communication

Course Scope and Content:

Unit I  Understanding Argument
A. What is an argument?
B. What is rhetoric?
C. Arguing responsibly
D. Four criteria of responsible reasoning
E. What are the aims of argument?

Unit II  Reading Arguments
A. Strategies for critical reading

Unit III  Analyzing Arguments: The Toulmin Method
A. An overview of the Toulmin Method
B. A step-by-step demonstration of the Toulmin Method

Unit IV  Critiquing an Argument
A. What is a critique?
B. Why critique an argument?
C. How a critique differs from a reaction?
D. The assignment
E. Choosing an argument
F. Exploring your topic
G. Drafting your paper
H. Revising your draft

Unit V  Analyzing and Using Visual Arguments
A. Understanding culturally diverse visual arguments
B. “Reading” images
C. Analysis: Five common types of visual argument
D. Analyzing an advertisement or editorial cartoon

Unit VI  Writing Research-Based Arguments
A. Finding and issue
B. Finding sources
C. Field research
D. Library and Internet research
E. Searching your library
F. Internet research
G. Evaluating sources
H. Using sources
I. Incorporating and documenting source material
J. Creating works cited and reference lists

Unit VII  Ethical Writing and Plagiarism
A. Why ethics matter
B. What plagiarism is
C. The ethics of using sources
D. The ethics of giving and receiving help with writing
E. Ethical writing and good study habits

Unit VIII  Joining the Conversation: Arguing to Inquire
A. What is comparing diverse perspectives?
B. Why write to compare diverse perspectives?
C. How does comparing diverse perspectives work?
D. Readings
E. The assignment
F. Choosing a topic
G. Exploring your topic
H. Drafting your paper
I. Revising your draft

Unit IX Making Your Case: Arguing to Convince
A. What is a case?
B. Why make a case?
C. How do you make a case?
D. Readings
E. Putting your voice into your argument

Unit X Motivating Action: Arguing to Persuade
A. What is persuasion?
B. Why write to persuade?
C. How does persuasion work?
D. Readings
E. Using your voice in appealing for action
F. Preparing to write: Thinking about persuasive appeals

Unit XI Resolving Conflict: Arguing to Mediate
A. Mediation and other aims of argument
B. The process of mediation: Looking objectively at different perspectives
C. Mediation and Rogerian argument

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Participating as a member of a team by working cooperatively with others and contributing to group’s efforts with ideas, suggestions and effort for group projects
2. Interpreting and communicating information by selecting and analyzing information and communicating the results of others, using oral, writing, pictorial methods for individual and group projects

Methods of Instruction
1. Lectures
2. Discussion
3. Activities
4. Independent Study
5. Purposeful Collaboration

Methods of Evaluation
1. Oral presentation in front of live audience;
2. examinations;
3. evaluation of the oral arguments of others;
4. written analysis of reasoning and arguments;
5. use of appropriate evidence from research;
6. debates
Supplemental Data:

<table>
<thead>
<tr>
<th>TOP Code:</th>
<th>1506.00 Speech Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Priority Code:</td>
<td>E: Non-Occupational</td>
</tr>
<tr>
<td>Distance Education:</td>
<td>Under Review</td>
</tr>
<tr>
<td>Funding Agency:</td>
<td>Y: Not Applicable (funds not used)</td>
</tr>
<tr>
<td>Program Status:</td>
<td>Y: Program Applicable</td>
</tr>
<tr>
<td>Noncredit Category:</td>
<td>Y: Not Applicable, Credit Course</td>
</tr>
<tr>
<td>Special Class Status:</td>
<td>N: Course is not a special class</td>
</tr>
<tr>
<td>Basic Skills Status:</td>
<td>N: Course is not a basic skills course</td>
</tr>
<tr>
<td>Prior to College Level:</td>
<td>Y: Not applicable</td>
</tr>
<tr>
<td>Cooperative Work Experience:</td>
<td>N: Course is not part of a cooperative work experience education program</td>
</tr>
<tr>
<td>Eligible for Credit by Exam:</td>
<td>NO</td>
</tr>
<tr>
<td>Eligible for Pass/No Pass:</td>
<td>C: Pass/No Pass</td>
</tr>
<tr>
<td>Discipline:</td>
<td>Communication Studies</td>
</tr>
</tbody>
</table>
**Student Learning Outcomes:**

**COMM 1520 - Argumentation and Debate**

SLO #1 Demonstrate the ability to research, analyze, and reason from evidence to reach an effective conclusion or outcome

SLO #2 Identify and create syllogisms and enthymemes, Identify different types of fallacies
Communication (COMM) 1590 Introduction to Persuasion (3 Units) CSU

Advisory: Eligibility for English 1500 or COMM 1511 strongly recommended.

Hours and Unit Calculations:
48 hours lecture. 96 Outside-of-class Hours (144 Total Student Learning Hours) 3 Units

Catalog Description: Introduction to Persuasion will examine historical and contemporary approaches to persuasive messages throughout time. It will also focus on the presentation of persuasive appeals, and learning to construct, deliver, and critique persuasive messages.

Type of Class/Course: Degree Credit


Additional Optional Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. Explain and apply the basic concepts of the field of communication demonstrating an understanding of theories of persuasive communication.

2. Differentiate between ethical persuasion and unethical means of influence such as manipulation, coercion, and propaganda.

3. Construct and deliver ethical persuasive messages directed toward a specific audience in front of a live audience or other pedagogically appropriate medium.

Course Scope and Content:

Unit I Persuasion in Your Life

A. Persuasion Defined
   1. Persuasion in Your Life
   2. The Importance of Connecting and Engaging in Your Life
B. Overview: Your Study of Persuasion
   1. Ethics
   2. Theories of Persuasion
   3. Argumentation
   4. Visual Persuasion
   5. Persuasion and New Media
   6. Persuasive Public Campaigns
   7. Persuasion in Interpersonal Relationships
   8. Nonverbal Communication
   9. Health Communication
   10. Business and Professional Communication
   11. Persuasive Presentations
   12. Persuasive Humor
   13. Appraisal of Persuasive Messages

Unit II Ethical Dimensions of Persuasion
   A. Defining Ethics
   B. The Importance of Ethics
   C. Ethical Considerations
      1. The Ethics of Electronic Communication
   D. Ethical Responsibility
      1. Ethical Responsibility in Politics
      2. Adapting to the Audience
   E. Some Ethical Perspectives
      1. Religious Perspective
      2. Human Nature Perspective
      3. Dialogical Perspective
      4. Situational Perspective

Unit III Theories of Persuasion
   A. What Is Theory?
   B. Early Theories
      1. Aristotelian Theory
      2. Rank’s Model of Persuasion
      3. Narrative Paradigm
   C. Social Theories
      1. Attribution Theory
      2. Causal Attributions
      3. Social Judgment Theory
      4. Elaboration Likelihood Model
      5. Social Learning Theory
   D. Tension Reduction Theories
      1. Cognitive Dissonance
      2. Balance Theory
      3. Uses and Gratifications

Unit IV Argumentation
A. Argumentation, Not Arguing
   1. Culture of Argument?
   2. Ethical Arguing
B. Locating Examples of Argumentation
   1. Argumentation in the Private Sphere
   2. Argumentation in the Technical Sphere
   3. Argumentation in the Public Sphere
C. Defining Argumentation
   1. Logicians, Formal Argument, and the Syllogism
   2. Argumentation, Aristotle, and Logos
   3. The Toulmin Model
D. Warrants: The Heart of Argument
   1. Importance of Warrants
   2. Types of Warrants and Types of Thinking
   3. What Do the Warrants Say About the Argument?

Unit V Visual Persuasion
A. Visual Communication Defined
B. Visual Culture
   1. Witnessing
C. Does the Visual Argue?
   1. UNICEF Belgium and the Smurfs: An Example of Visual Argument
D. The Visual Narrative
   1. The Twin Towers of 9/11: An Example of Visual Narrative
E. Visual Persuasion in Advertising
   1. Sexual Appeals in Advertising: Does Sex Sell?
F. Visual Campaigning

Unit VI Persuasion and New Media
A. Traditions of Technological Development
   1. Oral Tradition
   2. Written/Print Tradition
   3. Electronic Tradition
   4. Digital/New Media Tradition
   5. Traditional Media Versus New Media
B. Social Networking
   1. Mass Interpersonal Persuasion
   2. Persuasive Experience
   3. Automated Structure
   4. Social Distribution
   5. Rapid Cycle
   6. Huge Social Graph
   7. Measured Impact
C. The Inherent Persuasiveness of Social Networking
   1. Power and Control
   2. Public Versus Private
D. Voyeurism and Surveillance
E. Business and Influence
   1. Reciprocation
2. Commitment and Consistency
3. Social Proof
4. Liking
5. Authority
6. Scarcity

Unit VII Persuasive Public Campaigns
A. Foundations of Persuasive Public Campaigns
B. Advertising as Persuasion
1. Definition
2. Elements of Advertising
   i. Emotion
   ii. Logic
   iii. Credibility
C. The Advertising Process
1. Identification
2. Legitimacy
3. Participation
4. Penetration
5. Distribution
D. Types of Advertising
1. Product-Oriented Advertising
2. Person-Oriented Advertising
3. Idea Oriented Advertising
E. Public Relations as Persuasion
1. Definition
2. History
F. The Public Relations Process
1. Planning
2. Implementation
3. Evaluation
G. Types of Persuasive Public Relations Campaigns
1. Community Relations
2. Consumer Relations
3. Employee Relations
4. Public Issues
H. Crisis Management
1. Types of Crises
2. Crisis Response Strategies
3. Image Restoration Strategies
4. Apologia
I. New Media and Persuasive Public Campaigns
1. Two-Way Communication
2. Relationship-Building
3. Far-Reaching Strategies
4. Cost-Effective Persuasion

Unit VIII Persuasion and Personal Relationships
A. Power Defined

B. Six Principles of Power

C. Influence Goals in Interpersonal Relationships

D. Verbal Power Plays
   1. Direct Requests
   2. Bargaining
   3. Aversive Stimulation
   4. Ingratiation
   5. Indirect Requests
   6. Moral Appeals
   7. Manipulation
   8. Deception
   9. Distributive Communication
   10. Threats

E. Nonverbal Behaviors That Increase Power
   1. Physical Appearance
   2. Spatial Behavior
   3. Eye Behavior
   4. Body Movements
   5. Touch
   6. Voice
   7. Artifacts

F. Persuasion and Power Across Interpersonal Relationships
   1. Family
   2. Marriage

Unit IX Persuasive Dimensions of Nonverbal Communication

A. Nonverbal Communication as Persuasion

B. Environment
   1. Formality
   2. Color
   3. Lighting
   4. Sound
   5. Smell
   6. Temperature

C. Proxemics
   1. Cultural Background
   2. Sex and Sexual Orientation
   3. Status

D. Kinesics
   1. Posture, Dominance, and Status
   2. Walk
   3. Gestures

E. Touch
   1. Types of Touch
   2. Appropriateness

F. Physical Appearance
   1. Body Types
Unit X  Persuasive Dimensions of Health Communication

A. Defining Health and Health Communication

B. Interpersonal Issues of Health
   1. Talking About Health to Others
   2. Persuasion in the Patient-Provider Interaction

C. Mediated Persuasion in Advertising and Health Campaigns
   1. Direct-to-Consumer Advertising
   2. Pro-Social Health Messages and Health Campaigns
   3. The Real Impact of Persuasive Mediated Messages
   4. Evaluating Mediated Health Messages

Unit XI  Persuasion in Business and Professional Contexts

A. Persuasion in Business and Professional Contexts

B. Using Persuasion to Get the Job
   1. Direct Persuasion
   2. Indirect Persuasion
   3. Email
   4. Social Networking: The Facebook Factor

C. Persuasion on the Job
   1. Persuading Customers and Clients
   2. The Persuasive Essentials of Leadership
      i. Impression Management
      ii. Dress to Impress
      iii. Business and Social Etiquette
      iv. Utilizing Power in Leadership

Unit XII  Persuasive Presentations

A. Persuasive Presentations in Your Life

B. Determining Your Persuasive Purpose
   1. Topic
   2. General Purpose Statement
   3. Specific Purpose Statement
   4. Persuasive Presentations

C. Consider the Culturally Diverse Audience

D. Organizing Your Persuasive Presentation
   1. Cause-and-Effect Pattern
   2. Problem-Solution Pattern
   3. Monroe’s Motivated Sequence
   4. Sample Persuasive Outline

E. Types of Arguments
   1. Argument by Example
2. Argument by Definition
3. Argument by Analogy
4. Argument by Cause
5. Argument by Sign
6. Argument by Statistic
7. Argument by Principle or Value

F. Standards for Argument
1. Relevance
2. Sufficiency
3. Credibility

Unit XIII  Persuasive Humor
A. What Is Humor?
B. Three Theories of Humor
   1. Superiority Theory
   2. Relief Theory
   3. Incongruity Theory
C. Persuasive Effects of Humor
D. Persuasive Uses of Humor
   1. Connecting With the Culturally Diverse Audience
   2. Making the Enthymematic Connection
E. Limitations of Humor in Persuasion

Unit XIV  Appraisal of Persuasive Messages
A. Elements of Persuasion Appraisal
   1. Ex Post or Ex Ante?
B. Purposes of Persuasive Appraisal
   1. Message
   2. Credibility
   3. Purpose
   4. Situation (Constraints)
   5. Outcomes (Post-Analysis)
C. The Relevance of Theory
   1. Selection
   2. Research
   3. Evaluation: Theory of Planned Behavior
D. Application
   1. Counter-Factual Reasoning
   2. Audience Differentiation
   3. Audience Refutation
E. Evaluation
   1. Pragmatic Evaluation
   2. Ethical Evaluation
   3. Implications

Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
1. Participating as a member of a diverse team by working cooperatively with others and contributing to group’s efforts with ideas, suggestions, and effort for group projects

2. Interpreting and communicating information by selecting and analyzing information and communicating the results of others, using oral, written, pictorial methods for individual and group projects

Methods of Instruction

1. Discussion
2. Activities
3. Independent Study
4. Purposeful Collaboration
5. Lectures

Methods of Evaluation

1. Preparation and presentation of persuasive messages.
2. Observation, assessment, and critique of speeches or other persuasive events.
3. May also include exams and/or analytical papers.

Supplemental Data:

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<th>TOP Code:</th>
<th>1506.00 Speech Communication</th>
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<td>Funding Agency:</td>
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<td>Program Status:</td>
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<td>Communication Studies</td>
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</table>
Student Learning Outcomes:

COMM 1590 - Introduction to Persuasion

SLO #1 Correctly identify and evaluate the use of classical persuasive techniques

SLO #2 Identify multiple types of fallacies and demonstrate awareness of ethical implications of their use

SLO #3 Ethically apply persuasive techniques in message development
MEMO

To: Dr. Leslie Minor, Vice President of Instruction
   Dr. Vicki Jacobi, Curriculum Co-Chair
From: Lori Travis/D. Rodenhauser
Division: Business, Arts & Humanities
Date: 1/24/2022
Re: ADT for Communication Studies

Program Title: Communication Studies

Type of Curriculum Change:
* New Program  □ Substantial Program Change*  □ Nonsubstantial Program Change*

*For Program inactivations, please follow Administrative Procedure 4021

I have reviewed the Program Review prior to updating this program:

□ Yes   □ No

Justification for Request:
Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.

Currently we offer an AA in Liberal Arts with an emphasis in Communication. The courses we offer now as part of the Transfer Model Curriculum with a major in Communication Studies include Public Speaking (COMM 1511), Small Group Communication (COMM 1507), and the Introduction to Mass Communications (Journalism 1510, Mass Communication and the Individual).

After completing the Area of Emphasis: Communication courses, students will be able to:
1. Prepare and present clear presentations
2. Evaluate, organize, and present information
3. Use cultural contexts to create appropriate presentations
4. Create evidence-based arguments

*Program SLOs are required
We have high student attendance for COMM 1511, COMM 1507, and JRNL 1510. These are courses that are transferrable to UC and CSU universities. Many sections of the COMM 1511 course are offered and are filled to their capacity. According to the previous APR report of 2017-2018 (2018-2019 cycle), the success rate of the communication courses offered, COMM 1511 (formerly SPCH 1511) and COMM 1507 (formerly SPCH 1507) was at 97%. During that cycle, there was a 45% increase in the number of transferable Communication degrees awarded in Kern County.

The program should add more communication courses, since there are many students who are majoring in the field. Course offerings should be added to the Communication Studies - Transfer Model Curriculum, so that students would be able to receive an AA-T in Communication Studies.

Courses that should be added to the curriculum include Argumentation and Debate, which is UC/CSU transferrable and completes the course requirements for List A in the Communication Studies-Transfer Model Curriculum. Currently, we offer Public Speaking (COMM 1511), which is a required course and Small Group Communication (COMM 1507), one of two courses offered in List A. We should also add the Introduction to Persuasion to the course offerings, which is UC/CSU transferable because it would complete the offerings students would need to take for List B in the Transfer Model. Students need to take two courses from List B. We currently offer JRNL 1510, Mass Communication and the Individual.
NARRATIVE for Communication Studies Associate in Arts for Transfer

Item 1. Statement of Program Goals and Objectives

The mission of the Communication Studies AA-T is to prepare students to communicate effectively in a variety of situations in future educational and career settings and by being aware and sensitive to diversity.

Item 2. Catalog Description

The Associate in Arts in Communication Studies for Transfer program is designed to prepare students to continue studies toward a B.A. degree in Communication Studies, assist students in transferring to a CSU or for entry level into a variety of career options that require competent and ethical communication skills. Students who pursue advanced Communication degrees enjoy a multitude of career opportunities ranging from Public Relations Managers, Human Resources Specialists, Retail Managers, Politicians, Lawyers, College Professors, and numerous options in Mass Communications such as radio and television. Communication courses focus on how people use messages to generate meaning within and across various contexts, cultures, and channels.

Program Learning Outcomes:

1. Construct and deliver a presentation with communicative competence and confidence;
2. Demonstrate the dynamics of effective communication in a variety of settings and contexts.

Pursuant to SB1440, section 66746, the description must also include the following completion requirements:

Students must earn a “C” or better in all courses required for the major.

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
   b. A minimum of 18 semester units or 27 quarter units in a Communication Studies coursework.
2. Obtainment of a minimum grade point average of 2.0.

ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.

If the ADT program goal selected is “Career Technical Education (CTE) and Transfer,” list the potential careers students may enter upon completion.

Items 3-21.
No written response is required for Narrative Items #3–21. All ADTs are developed in accordance with SB1440. SB1440 was authorized with alignment and in compliance with Title 5,
Chapter 6, Subchapter 2, sections 55100 and 55130. ADTs and corresponding transfer model curriculum (TMC) were developed collaboratively by intersegmental discipline faculty from the community colleges and the CSU. ADTs assist local community colleges in meeting master plan goals of enhancing transfer opportunities for students.

Important Note: Education Code section 66746 subdivision (b) prohibits a community college district from imposing any additional course requirements for a student to be eligible for an ADT, and subdivision (e) prohibits allowing remedial non-collegiate level coursework to be counted toward the units required for an ADT. If the college normally requires students to complete additional graduation requirements to obtain an associate degree, the catalog description must clearly state that the ADT does not require them.

Program Requirements:

**Core** - 3 units
COMM 1511 - Public Speaking .................................................................3 units

**List A** - 6 units
COMM 1520 - Argumentation & Debate.........................................................3 units
COMM 1507 - Small Group Communication...................................................3 units

**List B** - (6 units)
JRNL 1510 – Mass Communication and the Individual.................................3 units
COMM 1590 - Introduction to Persuasion.........................................................3 units

**List C** - Select one course (3 units)
PSYC 1500 – Introductory Psychology............................................................3 units
SOC 1510 – Introduction to Sociology...............................................................3 units
ENGL 1600 – Critical Thinking, Literature, and Composition..........................4 units

**Total Major Units.........................................................................................18 units**

In addition to the above ‘major specific’ courses, students must complete the rest of the CSU GE or IGETC pattern requirements. Course “double-dipping” is allowed to satisfy these areas with courses from the above Major lists.

Remaining units must be transfer-level electives to reach a total of 60 units.

**Total Overall Units .....................................................................................60 units**

Students are not required to complete additional campus course graduation requirements.
In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:
http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx

or the ASSIST website:

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

http://www.c-id.net/degreereview.html

Attach the appropriate ASSIST documentation as follows:
- **Articulation Agreement by Major (AAM)** demonstrating lower division preparation in the major at a CSU;
- **CSU Baccalaureate Level Course List by Department (BCT)** for the transfer courses; and/or,
- **CSU GE Certification Course List by Area (GECC).**

The acronyms **AAM, BCT, and GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course’s inclusion in the transfer degree. To access ASSIST, please go to http://www.assist.org.

### Associate in Arts in Communication Studies for Transfer Degree
**College Name: Taft College**

<table>
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<th>TRANSFER MODEL CURRICULUM (TMC)</th>
<th>COLLEGE PROGRAM REQUIREMENTS</th>
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<tr>
<td><strong>REQUIRED CORE:</strong> (3 units)</td>
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<tr>
<td>Public Speaking (3)</td>
<td>COMM 110</td>
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<td><strong>LIST A: Select two (6 units)</strong></td>
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<tr>
<td>Argumentation or Argumentation and Debate (3)</td>
<td>COMM 120</td>
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<td>Interpersonal Communication (3)</td>
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<td>Small Group Communication (3)</td>
<td>COMM 140</td>
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<td><strong>LIST B: Select two (6 units)</strong></td>
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<td>Any LIST A course not already used.</td>
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<td>Forensics (Speech and Debate) (1) (3 units maximum)</td>
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<td>Intercultural Communication (3)</td>
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<td>Introduction to Communication Theory (3)</td>
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<td>Introduction to Mass Communication Theory (3)</td>
<td>JOUR 100</td>
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<td>Course</td>
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<td>Communication and New Media (3) (See examples on TMC)</td>
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<td>Oral Interpretation of Literature (3)</td>
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<td>Introduction to Persuasion (3)</td>
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<td>Any course articulated as lower division preparation in the Communication, Communication Studies major at a CSU. (3)</td>
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<td>Survey of Human Communication (3)</td>
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<td>Introduction to Cultural Anthropology (3)</td>
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<td>Introduction to Literature (3) OR Argumentative Writing and Critical Thinking (3)</td>
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<tr>
<td>Introduction to Reporting and Newswriting (3) OR Introduction to Journalism (3)</td>
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<tr>
<td>Any CSU transferrable Communication Studies course.</td>
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**Total Units for the Major:** 18

**Total Units that may be double-counted**

(The transfer GE Area limits must not be exceeded)

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**General Education (CSU-GE or IGETC) Units**

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**Elective (CSU Transferable) Units**

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**Total Degree Units (maximum)**

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Program Submission Requirements

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

Program Title: **Communication Studies**

Program TOP Code: **1506.00 - Speech Communication**

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

**Annual Completers: 10**
Number of students estimated to receive the degree or certificate each year after the program is fully established.

Program Goal: **Transfer**
Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

**Net Annual Labor Demand (CTE only): N/A**
For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

**Faculty Workload: 1.5**
Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

**New Faculty Positions: 0**
Provide the number (not FTED) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

**New Equipment: 0**
If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

**New/Remodeled Facility: 0**
If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

**Library Acquisitions: 0**
Provide the estimated cost (in dollars) of library and learning resources materials

**Program Review Date: Spring 2027**
Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

**Gainful Employment: N/A**
Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

**Apprenticeship: No**
Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

**Distance Education: 50-99%**
Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

**CTE Regional Consortium Approved: No**
For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.
MEMO

To:        Leslie Minor, Vice President of Instruction
          Vicki Jacobi, Curriculum Co-Chair

From:      Kanoe Bandy

Division:  Applied Technologies

Date:      2/10/2022

Re:        Program Title: Court Reporting

Program Title: Court Reporting

Type of Curriculum Change:

☐ New Program          ☐ Substantial Program Change*        ☒ Nonsubstantial Program Change*

*For Program inactivations, please follow Administrative Procedure 4021

I have reviewed the Program Review prior to updating this program:

☐ Yes    ☐ No

Justification for Request:
There is a need to increase the number of speed building courses in the requirements of the course. They are currently taking those lower-level courses in order for them to meet the speed building courses that are in the current requirements.

*Program SLOs are required
Minutes of the Court Reporting Advisory Committee
November 17th, at 1:30 p.m.
Zoom

Members Present: Gary Shaw, Kanoe Bandy, Leslie Minor, Chelcie Lewis, Cassandra LeFave, Chris Flachmann, and Tara Leal

Secretary: Julie Rothgeb

1. Introduction of Council Members: The group went around and introduced themselves

2. Old Business: None

3. General/ New Business:
   a. Duties and responsibilities of Advisory Council – We need to start meeting on a regular basis
   b. Report concerning the computer lab upgrade – In progress. Getting close to the completion date
   c. Current condition of the program – We’re down on enrollment. We’ve been doing more advertising. It all depends on how many students we have in the Theory class. Speed building classes are then populated with students from Theory. Cassandra stated that they are testing everyday and that it’s going great. Chelcie said that she learns better in person but that on-line is okay too. Have had some bad connections
   d. Potential updates to the Court Reporting curriculum – The required speed is 200. There are only two required courses at present but we would like to modify them. A student would need to take at least 7 classes that best fit them. This will keep it more organized. Leslie asked the question was that enough practice time? Both students that were present said yes, that’s plenty of time to practice at home. The motion is to modify curriculum changes as discussed. Chris made the first motion, and Cassandra 2nd the motion. Moved – all approved

4. New Business: Gary will set up the next meeting for spring. The information will be included in the Invite. Kanoe wanted to thank everyone for showing up for the meeting today.

5. Next meeting: To be determined

Respectfully submitted by Julie Rothgeb
Approved by Gary Shaw
August 2021

Labor Market Analysis

Court Reporters and Legal Assistants

POWERED BY

California Community Colleges

C·O·E

Prepared by the Central Valley/Mother Lode Center of Excellence
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<td>Introduction</td>
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<tr>
<td>Job Postings</td>
<td>5</td>
</tr>
<tr>
<td>Salaries</td>
<td>6</td>
</tr>
<tr>
<td>Education</td>
<td>6</td>
</tr>
<tr>
<td>Baseline and Specialized Skills</td>
<td>6</td>
</tr>
<tr>
<td>Software Skills</td>
<td>7</td>
</tr>
<tr>
<td>Certifications</td>
<td>7</td>
</tr>
<tr>
<td>Education, Work Experience &amp; Training</td>
<td>8</td>
</tr>
<tr>
<td>Supply</td>
<td>9</td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>10</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
</tr>
<tr>
<td>Recommendation</td>
<td>10</td>
</tr>
<tr>
<td>Appendix A: Methodology &amp; Data Sources</td>
<td>11</td>
</tr>
</tbody>
</table>

**COVID-19 Statement:** This report includes employment projection data by Emsi. Emsi’s projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

*If for any reason this document is not accessible or if you have specific needs for readability, please contact us and we will do our utmost to accommodate you with a modified version. To make a request, contact Nora Seronello by phone at (209) 575-6894 or by email seronellon@mjc.edu.*
Summary

Please note the COVID-19 statement on page 2 when considering this report’s findings.

This study conducted by the Central Valley/Mother Lode Center of Excellence examines labor market demand, wages, skills, and postsecondary supply for court reporters and legal assistants. Five occupations related to court reporters and legal assistants were identified for Taft College:

- 23-2011, Paralegals and Legal Assistants
- 43-4031, Court, Municipal, and License Clerks
- 43-6012, Legal Secretaries and Administrative Assistants
- 27-3092, Court Reporters and Simultaneous Captioners
- 23-2093, Title Examiners, Abstractors, and Searchers

Key findings:

- **Occupational demand** — More than 3,000 workers were employed in jobs related to court reporters and legal assistants in 2020 in the South Central Valley/Southern Mother Lode (SCV/SML) subregion. The largest occupation is paralegals and legal assistants with 1,292 workers in 2020, a projected growth rate of 7% over the next five years, and 145 annual openings.

- **Wages** — Court reporters and simultaneous captioners earn the highest entry-level wage, $30.37/hour in the subregion.

- **Employers** — Employers with the most job postings in the subregion are APC, San Joaquin College Law, and Cazador Consulting Group.

- **Occupational titles** — The most common occupational title in job postings in the subregion is paralegals and legal assistants. The most common job title is legal secretary.

- **Skills and certifications** — The top baseline skill is detail oriented, the top specialized skill is litigation, and the top software skill is Microsoft Excel. The most in-demand certification is paralegal.

- **Education** — An associate degree is typically required for paralegals and legal assistants, and a postsecondary nondegree award is typically required for court reporters and simultaneous captioners. A high school diploma or equivalent is typically required for the remaining three occupations.

- **Supply** — Analysis of postsecondary completions in the region shows that on average 26 awards were conferred in the Central Valley/Mother Lode region each year.

Based on a comparison of occupational demand and supply, there is an undersupply of 302 trained workers in the subregion and 469 workers in the region. The Center of Excellence recommends that Taft College work with the regional directors, the college’s advisory board, and local industry in the expansion of programs to address the shortage of court reporters and legal assistants in the region.
Introduction

The Central Valley/Mother Lode Center of Excellence was asked by Taft College to provide labor market information for court reporters and legal assistants. The geographical focus for this report is the South Central Valley/Southern Mother Lode (SCV/SML) subregion, but regional demand and supply data has been included for broader applicability and use. The average living wage for a single adult in the SCV/SML subregion is $11.91/hour. Analysis of the program and occupational data related to court reporters and legal assistants resulted in the identification of applicable occupations. The Standard Occupational Classification (SOC) System codes and titles used in this report are:

- 23-2011, Paralegals and Legal Assistants
- 43-4031, Court, Municipal, and License Clerks
- 43-6012, Legal Secretaries and Administrative Assistants
- 27-3092, Court Reporters and Simultaneous Captioners
- 23-2093, Title Examiners, Abstractors, and Searchers

The occupational titles, job descriptions, sample job titles, and knowledge and skills from the Bureau of Labor Statistics and O*NET OnLine are shown below.

Paralegals and Legal Assistants

**Job Description:** Assist lawyers by investigating facts, preparing legal documents, or researching legal precedent. Conduct research to support a legal proceeding, to formulate a defense, or to initiate legal action.

**Knowledge:** Clerical, English Language, Law and Government, Customer and Personal Service, Computers and Electronics

**Skills:** Reading Comprehension, Active Listening, Speaking, Writing, Critical Thinking

Court, Municipal, and License Clerks

**Job Description:** Perform clerical duties for courts of law, municipalities, or governmental licensing agencies and bureaus. May prepare docket of cases to be called; secure information for judges and court; prepare draft agendas or bylaws for town or city council; answer official correspondence; keep fiscal records and accounts; issue licenses or permits; and record data, administer tests, or collect fees.

**Knowledge:** Clerical, Customer and Personal Service, English Language, Law and Government, Administration and Management

**Skills:** Active Listening, Speaking, Reading Comprehension, Writing, Coordination

Legal Secretaries and Administrative Assistants

**Job Description:** Perform secretarial duties using legal terminology, procedures, and documents. Prepare legal papers and correspondence, such as summonses, complaints, motions, and subpoenas. May also assist with legal research.

**Knowledge:** Clerical, Law and Government, English Language

**Skills:** Reading Comprehension, Writing, Active Listening, Speaking, Time Management

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1 The term “living wage” in Center of Excellence reports is calculated by averaging the self-sufficiency wages from the Insight Center’s California Family Needs Calculator for each county in the subregion: https://insightced.org/tools-metrics/self-sufficiency-standard-tool-for-california/.
Court Reporters and Simultaneous Captioners

Job Description: Use verbatim methods and equipment to capture, store, retrieve, and transcribe pretrial and trial proceedings or other information. Includes stenocaptioners who operate computerized stenographic captioning equipment to provide captions of live or prerecorded broadcasts for hearing-impaired viewers.

Knowledge: English Language, Clerical, Computers and Electronics, Law and Government, Customer and Personal Service
Skills: Active Listening, Writing, Reading Comprehension, Monitoring, Speaking

Title Examiners, Abstractors, and Searchers

Job Description: Search real estate records, examine titles, or summarize pertinent legal or insurance documents or details for a variety of purposes. May compile lists of mortgages, contracts, and other instruments pertaining to titles by searching public and private records for law firms, real estate agencies, or title insurance companies.

Knowledge: English Language, Law and Government, Clerical, Customer and Personal Service, Computers and Electronics
Skills: Reading Comprehension, Active Listening, Critical Thinking, Speaking, Writing

Occupational Demand

The South Central Valley/Southern Mother Lode subregion employed 3,011 workers in court reporter and legal assistant occupations in 2020 (Exhibit 1). The largest occupation is paralegals and legal assistants with 1,292 workers in 2020. This occupation is projected to grow by 7% over the next five years and has the greatest number of projected annual openings, 145.

Exhibit 1. Employment of court reporters and legal assistants as well as occupational projections in the SCV/SML subregion

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2020 Jobs</th>
<th>2025 Jobs</th>
<th>5-Year Change</th>
<th>5-Year % Change</th>
<th>Annual Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegals and Legal Assistants</td>
<td>1,292</td>
<td>1,376</td>
<td>84</td>
<td>7%</td>
<td>145</td>
</tr>
<tr>
<td>Court, Municipal, and License Clerks</td>
<td>783</td>
<td>857</td>
<td>74</td>
<td>9%</td>
<td>87</td>
</tr>
<tr>
<td>Legal Secretaries and Administrative Assistants</td>
<td>589</td>
<td>540</td>
<td>(48)</td>
<td>(8%)</td>
<td>58</td>
</tr>
<tr>
<td>Court Reporters and Simultaneous Captioners</td>
<td>209</td>
<td>221</td>
<td>13</td>
<td>6%</td>
<td>20</td>
</tr>
<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>140</td>
<td>131</td>
<td>(9)</td>
<td>(6%)</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,011</td>
<td>3,125</td>
<td>114</td>
<td>4%</td>
<td>320</td>
</tr>
</tbody>
</table>
Wages

Exhibit 2 shows the entry-level hourly wages of the court reporter and legal assistant occupations. Court reporters and simultaneous captioners earn the highest entry-level wage, $30.37/hour in the subregion. Entry-level wages are derived from the 25th percentile.

Exhibit 2. Entry-level wages for court reporters and legal assistants in the SCV/SML subregion

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Entry-level Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court Reporters and Simultaneous Captioners</td>
<td>$30.37</td>
</tr>
<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>$20.19</td>
</tr>
<tr>
<td>Court, Municipal, and License Clerks</td>
<td>$19.30</td>
</tr>
<tr>
<td>Paralegals and Legal Assistants</td>
<td>$19.17</td>
</tr>
<tr>
<td>Legal Secretaries and Administrative Assistants</td>
<td>$18.63</td>
</tr>
</tbody>
</table>

Job Postings

There were 356 job postings for the five occupations in the SCV/SML subregion from February 2021 to July 2021. The employers with the most job postings are listed in Exhibit 3.

Exhibit 3. Top employers of court reporters and legal assistants by number of job postings

<table>
<thead>
<tr>
<th>Employer</th>
<th>Job Postings</th>
<th>% Job Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>APC</td>
<td>19</td>
<td>7%</td>
</tr>
<tr>
<td>San Joaquin College Law</td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>Cazador Consulting Group</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Goldner Company</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Klein Denatale Goldner</td>
<td>7</td>
<td>3%</td>
</tr>
<tr>
<td>Klein Dentale Goldner</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>The May Firm</td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Acclaim Credit Technologies</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Baker Manock Jensen</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Yarra Law Group</td>
<td>4</td>
<td>2%</td>
</tr>
</tbody>
</table>

2 Other than occupation titles and job titles, the categories below can be counted one or multiple times per job posting, and across several areas in a single posting. For example, a skill can be counted in two different skill types, and an employer can indicate more than one education level.
Exhibit 4 shows how job postings for the targeted occupations in the SCV/SML subregion are distributed across seven O*NET OnLine occupations. The occupational title paralegals and legal assistants is listed in 228 job postings. Note how this occupational title dominates the job posting results. Common job titles in postings include Legal Secretary in 46 job postings, Paralegal in 27 job postings, and Legal Assistant in 21 job postings.

### Exhibit 4. Top occupational titles in job postings for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Occupational Title</th>
<th>Job Postings</th>
<th>% of Job Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegals and Legal Assistants</td>
<td>228</td>
<td>64%</td>
</tr>
<tr>
<td>Legal Secretaries</td>
<td>75</td>
<td>21%</td>
</tr>
<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>37</td>
<td>10%</td>
</tr>
<tr>
<td>Court Clerks</td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>License Clerks</td>
<td>5</td>
<td>1%</td>
</tr>
<tr>
<td>Municipal Clerks</td>
<td>3</td>
<td>1%</td>
</tr>
<tr>
<td>Court Reporters</td>
<td>1</td>
<td>0%</td>
</tr>
</tbody>
</table>

### Salaries

Exhibit 5 shows the “Market Salaries” for court reporter and legal assistant occupations that are calculated by Burning Glass which uses a machine learning model built off of millions of job postings every year, and accounts for adjustments based on locations, industry, skills, experience, education requirements, among other variables.

### Exhibit 5. Salaries for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Market Salary Percentile</th>
<th>Salary Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>10th Percentile</td>
<td>$28,522</td>
</tr>
<tr>
<td>25th Percentile</td>
<td>$31,818</td>
</tr>
<tr>
<td>50th Percentile</td>
<td>$37,635</td>
</tr>
<tr>
<td>75th Percentile</td>
<td>$44,863</td>
</tr>
<tr>
<td>90th Percentile</td>
<td>$54,755</td>
</tr>
</tbody>
</table>

### Education

Of the 356 job postings, 182 listed an education level preferred for the positions being filled. Of those, 56% requested high school or vocational training, 38% requested a bachelor’s degree, and 18% requested an associate degree (Exhibit 6). A job posting can indicate more than one education level. Hence, the percentages shown in the chart below may total more than 100%.

### Exhibit 6. Education levels requested in job postings for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Job Postings</th>
<th>% of Job Postings</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school or vocational training</td>
<td>102</td>
<td>56%</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>69</td>
<td>38%</td>
</tr>
<tr>
<td>Associate degree</td>
<td>33</td>
<td>18%</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>4</td>
<td>2%</td>
</tr>
<tr>
<td>Doctoral degree</td>
<td>2</td>
<td>1%</td>
</tr>
</tbody>
</table>

### Baseline and Specialized Skills

Exhibit 7 depicts the top baseline and specialized skills for the targeted occupations. The three most important baseline skills are detail oriented, 62% of job postings, organizational skills, 55%, and communication skills, 54%. The top three specialized skills are litigation, 50% of job postings, legal
documentation, 35%, and legal support, 34%.

Exhibit 7. In-demand baseline and specialized skills for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail-Oriented</td>
<td>62%</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>55%</td>
</tr>
<tr>
<td>Communication Skills</td>
<td>54%</td>
</tr>
<tr>
<td>Microsoft Excel</td>
<td>47%</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>46%</td>
</tr>
<tr>
<td>Litigation</td>
<td>50%</td>
</tr>
<tr>
<td>Legal Documentation</td>
<td>35%</td>
</tr>
<tr>
<td>Legal Support</td>
<td>34%</td>
</tr>
<tr>
<td>Legal Document Composition</td>
<td>28%</td>
</tr>
<tr>
<td>Cleaning</td>
<td>25%</td>
</tr>
</tbody>
</table>

Software Skills
Analysis also included the software skills most in demand by employers. Microsoft Excel and Office were the top two software skills identified in job postings (Exhibit 8).

Exhibit 8. In-demand software skills for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Software Skills</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Excel</td>
<td>47.3%</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>46.4%</td>
</tr>
<tr>
<td>Microsoft Word</td>
<td>38.0%</td>
</tr>
<tr>
<td>Microsoft Outlook</td>
<td>16.0%</td>
</tr>
<tr>
<td>Adobe Acrobat</td>
<td>6.3%</td>
</tr>
</tbody>
</table>

Certifications
Of the 356 job postings, 124 contained certification data. Among those, 65% indicated a need for a paralegal. The next top certifications are driver’s license and typing certification (Exhibit 9). (Due to the low number of job postings with certifications listed, the chart below may not be representative of the full sample.)
Exhibit 9. Top certifications requested for court reporters and legal assistants in job postings

<table>
<thead>
<tr>
<th>Certification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegal Certification</td>
<td>65%</td>
</tr>
<tr>
<td>Driver’s License</td>
<td>22%</td>
</tr>
<tr>
<td>Typing Certification</td>
<td>10%</td>
</tr>
<tr>
<td>Real Estate Certification</td>
<td>3%</td>
</tr>
<tr>
<td>Legal Secretary Certification</td>
<td>2%</td>
</tr>
</tbody>
</table>

Education, Work Experience & Training

An associate degree is typically required for paralegals and legal assistants, and a postsecondary nondegree award is typically required for court reporters and simultaneous captioners (Exhibit 10). A high school diploma or equivalent is typically required for the remaining three occupations.

Exhibit 10. Education, work experience, training, and Current Population Survey results for court reporters and legal assistants

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Typical Entry-level Education</th>
<th>Work Experience Required</th>
<th>Typical On-The-Job Training</th>
<th>CPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paralegals and Legal Assistants</td>
<td>Associate degree</td>
<td>None</td>
<td>None</td>
<td>43.2%</td>
</tr>
<tr>
<td>Court, Municipal, and License Clerks</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Long-term</td>
<td>44.4%</td>
</tr>
<tr>
<td>Legal Secretaries and Administrative Assistants</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term</td>
<td>53.2%</td>
</tr>
<tr>
<td>Court Reporters and Simultaneous Captioners</td>
<td>Postsecondary nondegree award</td>
<td>None</td>
<td>Short-term</td>
<td>74.6%</td>
</tr>
<tr>
<td>Title Examiners, Abstractors, and Searchers</td>
<td>High school diploma or equivalent</td>
<td>None</td>
<td>Moderate-term</td>
<td>39.1%</td>
</tr>
</tbody>
</table>

Supply

Analysis of program data from the California Community Colleges Chancellor’s Office Data Mart included the TOP codes and titles: 051410 - Legal Office Technology, 051430 - Court Reporting, 22.0301 - Legal Administrative Assistant/Secretary, 22.0302 - Legal Assistant/Paralegal, and 22.0303 - Court Reporting/Court Reporter. Analysis of the last three years of data shows that, on average, 26 awards were conferred in the Central Valley/Mother Lode region each year (Exhibit 11).

**Exhibit 11. Postsecondary supply for court reporters and legal assistants in the region**

<table>
<thead>
<tr>
<th>TOP/CIP Codes- Titles</th>
<th>Colleges</th>
<th>Associate Degree</th>
<th>Award 1 &lt; 2 Academic Years</th>
<th>Award 2 &lt; 4 Academic Years</th>
<th>Bachelor’s Degree</th>
<th>Certificate 16 &lt; 30 Semester Units</th>
<th>Certificate 30 &lt; 60 Semester Units</th>
<th>Certificate 6 &lt; 18 Semester Units</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>051410 - Legal Office Technology</td>
<td>Fresno City</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Sequoias</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>051430 - Court Reporting</td>
<td>Taft</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>22.0301 - Legal Administrative Assistant/Secretary</td>
<td>MTI Business College Inc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>22.0302 - Legal Assistant/Paralegal</td>
<td>Humphreys University-Stockton and Modesto Campuses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Santa Barbara Business College-Bakersfield</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>22.0303 - Court Reporting/Court Reporter</td>
<td>Humphreys University-Stockton and Modesto Campuses</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>14</td>
<td></td>
<td></td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
There is an undersupply of 302 court reporters and legal assistants in the SCV/SML subregion and 469 workers in the region (Exhibit 12).

**Exhibit 12. Workforce annual demand and supply in the SCV/SML subregion and region for court reporters and legal assistants**

<table>
<thead>
<tr>
<th></th>
<th>Demand</th>
<th>Supply + Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCV/SML</td>
<td>320</td>
<td>302</td>
</tr>
<tr>
<td>Supply + Gap</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CVML</td>
<td>496</td>
<td>469</td>
</tr>
<tr>
<td>Demand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply + Gap</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>

**Student Outcomes**

Data on student outcomes from the California Community College Chancellor’s Cal-PASS Plus LaunchBoard was not available for the TOP codes related to court reporters and legal assistants.

**Conclusion**

The entry-level wages of the five occupations exceed the SCV/SML subregion’s average living wage. There were 356 job postings in the past six months for occupations related to court reporters and legal assistants in the subregion. Analysis of skills and certification requirements in job postings indicates:

- The top baseline skill is detail oriented, and the top specialized skill is litigation.
- The top software skill is Microsoft Excel.
- The top certification is a paralegal.

There is an undersupply of trained workers, a shortage of 302 in the SCV/SML subregion and 469 in the region.

**Recommendation**

Based on these findings, it is recommended that Taft College work with the regional directors, the college’s advisory board, and local industry in the expansion of programs to address the shortage of court reporters and legal assistants in the region.
Appendix A: Methodology & Data Sources

Data Sources

Labor market and educational supply data compiled in this report derive from a variety of sources. Data were drawn from external sources, including the Economic Modeling Specialists, Inc., the California Community Colleges Chancellor’s Office Management Information Systems Data Mart and the National Center for Educational Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). Below is the summary of the data sources found in this study.

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typical Education Level and On-the-job Training</td>
<td>Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education and typical on-the-job training to each occupation for which BLS publishes projections data: <a href="https://www.bls.gov/emp/tables/educational-attainment.htm">https://www.bls.gov/emp/tables/educational-attainment.htm</a>.</td>
</tr>
<tr>
<td>Job Posting and Skills Data</td>
<td>Burning Glass: burning-glass.com/.</td>
</tr>
<tr>
<td>Additional Education Requirements/ Employer Preferences</td>
<td>The O*NET Job Zone database includes over 900 occupations as well as information on skills, abilities, knowledge, work activities and interests associated with specific occupations: onetonline.org.</td>
</tr>
</tbody>
</table>
Key Terms and Concepts

**Annual Job Openings**: Annual openings are calculated by dividing the number of years in the projection period by total job openings.

**Education Attainment Level**: The highest education attainment level of workers age 25 years or older.

**Employment Estimate**: The total number of workers currently employed.

**Employment Projections**: Projections of employment are calculated by a proprietary Economic Modeling Specialists, Intl. (EMSI) formula that includes historical employment and economic indicators along with national, state, and local trends.

**Living Wage**: The cost of living in a specific community or region for one adult and no children. The cost increases with the addition of children.

**Occupation**: An occupation is a grouping of job titles that have a similar set of activities or tasks that employees perform.

**Percent Change**: Rate of growth or decline in the occupation for the projected period; this does not factor in replacement openings.

**Replacements**: Estimate of job openings resulting from workers retiring or otherwise permanently leaving an occupation. Workers entering an occupation often need training. These replacement needs, added to job openings due to growth, may be used to assess the minimum number of workers who will need to be trained for an occupation.

**Total Job Openings (New + Replacements)**: Sum of projected growth (new jobs) and replacement needs. When an occupation is expected to lose jobs, or retain the current employment level, number of openings will equal replacements.

**Typical Education Requirement**: represents the typical education level most workers need to enter an occupation.

**Typical On-The-Job Training**: indicates the typical on-the-job training needed to attain competency in the skills needed in the occupation.
**Item 1. Program Goals and Objectives**

The mission of the Taft College Court Reporting Program is to change lives by providing a relevant and meaningful education for the purpose of placing each graduate with the capabilities, skills, and expertise necessary to secure employment within the court reporting and captioning professions. Promotion of life-long learning is demonstrated by the educational option of earning a Diploma or an Associate Degree in the programs offered.

**Goals**
Taft College is committed to these goals:

- developing and maintaining a high-quality court reporting program that includes classroom instruction in the mastery of making verbatim records of deposition, hearings, meeting, conventions, and judicial proceedings by means of shorthand and the accurate transcription of such proceedings;

- ensuring students complete appropriate curricula and required hours of instruction mandated by Title 16 of the California Code of Regulations, which will enable them to take the State licensing examination;

- assuring students who complete the required training achieve a minimum of 225 WPM shorthand speed and 60 net WPM typing speed as the competency set by Title 16 of the California Code of Regulations; and

- understanding the critical importance and value in pursuing and developing relationships with members of the community, a part of which our graduates will ultimately become.

**PROGRAM LEARNING OUTCOMES**

Students will be able to:

1. Effectively perform routine court reporting duties
2. Pass the California Court Reporters Board Examination for Licensure
3. Apply appropriate ethical behavior in the profession
4. Exhibit professional qualities and attitude

**Item 2. Catalog Description**

The Court Reporting Program is designed to provide students with the academic foundation and technical training to be certified shorthand reporters and captioners. The program prepares students to take the California Court Reporters' Board examination for certification. The courses listed meet the requirements of the Court Reporter's Board of California and for an Associate in Science Degree in Court Reporting at Taft College. Students must complete a minimum of 2300 hours of speed building courses.
**Item 3. Program Requirements**

Upon passing school requirements for state certification, students will be eligible to take the Certified Shorthand Reporter examination. Academic courses completed in adult education or a private court reporting school are not transferable. To earn an Associate in Science Degree in Court Reporting, students must complete: (1) all court reporting course requirements with a minimum grade of "C" in each course; (2) 39 - 49 units of General Education Graduation Requirements with an overall GPA of 2.0; (3) achieve a minimum of 200 WPM shorthand speed; and (4) have a demonstrated keyboarding speed of 45 WPM.

**ASSOCIATE IN SCIENCE: COURT REPORTING:**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Dept. Name/#</th>
<th>Name</th>
<th>Units</th>
<th>CSU-GE</th>
<th>IGETC</th>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Core (8146 units)</td>
<td>ADMJ 1501</td>
<td>Introduction to Justice</td>
<td>3</td>
<td></td>
<td></td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>CTRP 1010</td>
<td>Machine Shorthand Theory</td>
<td>5</td>
<td></td>
<td></td>
<td>Yr 1, Summer</td>
</tr>
<tr>
<td></td>
<td>CTRP 1015</td>
<td>Computer-Aided Transcription</td>
<td>3</td>
<td></td>
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<td></td>
<td>CTRP 1070</td>
<td>Legal Terminology I</td>
<td>3</td>
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<td>Yr 1, Fall</td>
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<tr>
<td></td>
<td>CTRP 1075</td>
<td>Legal Terminology II</td>
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<tr>
<td></td>
<td>CTRP 1080</td>
<td>Court &amp; Deposition Procedures</td>
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<tr>
<td></td>
<td>CTRP 1090</td>
<td>Punctuation &amp; Grammar</td>
<td>4</td>
<td></td>
<td></td>
<td>Yr 2, Fall</td>
</tr>
<tr>
<td></td>
<td>CTRP 1154</td>
<td>200 Speed Building: Literary and Jury Charge</td>
<td>5</td>
<td></td>
<td></td>
<td>Yr 3, Spring</td>
</tr>
<tr>
<td></td>
<td>CTRP 1164</td>
<td>200 Speed Building: 4-Voice</td>
<td>5</td>
<td></td>
<td></td>
<td>Yr 4, Summer</td>
</tr>
<tr>
<td></td>
<td>CTRP 1250</td>
<td>CSR Preparation and Review</td>
<td>2</td>
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<td>Yr 4, Summer</td>
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<td></td>
<td>CTRP 1210</td>
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<td></td>
<td>ENGL 1500</td>
<td>Composition &amp; Reading</td>
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<td>Yr 1, Fall</td>
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<tr>
<td></td>
<td>HLED 1541</td>
<td>Medical Terminology</td>
<td>3</td>
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<td>Yr 3, Summer</td>
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<tr>
<td></td>
<td>HLED 1543</td>
<td>Medical Terminology for Court Rep</td>
<td>2</td>
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<tr>
<td></td>
<td><strong>Choose 7 courses from the following</strong></td>
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<tr>
<td></td>
<td>CTRP 1131</td>
<td>35 units of additional Speed Building classes</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>CTRP 1132</td>
<td>60 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
<td></td>
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<td>Yr 1, Fall, Spring</td>
</tr>
<tr>
<td></td>
<td>CTRP 1133</td>
<td>100 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
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<td>Yr 1, Fall, Spring</td>
</tr>
<tr>
<td></td>
<td>CTRP 1134</td>
<td>140 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
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<td>Yr 2, Fall, Spring</td>
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<tr>
<td></td>
<td>CTRP 1134</td>
<td>35 units of additional Speed Building classes</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Semester</td>
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<tr>
<td>CTRP 1141</td>
<td>180 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
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<tr>
<td>CTRP 1142</td>
<td>60 WPM Machine Shorthand Speed Building: 2-Voice</td>
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<tr>
<td>CTRP 1143</td>
<td>100 WPM Machine Shorthand Speed Building: 2-Voice</td>
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<td>Yr 2, Fall, Spring</td>
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</tr>
<tr>
<td>CTRP 1144</td>
<td>140 WPM Machine Shorthand Speed Building: 4-Voice</td>
<td>5</td>
<td>Yr 2, Fall, Spring</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CTRP 1151</td>
<td>180 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>CTRP 1152</td>
<td>80 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
<td>Yr 2, Fall, Spring</td>
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</tr>
<tr>
<td>CTRP 1153</td>
<td>120 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
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</tr>
<tr>
<td>CTRP 1154</td>
<td>160 WPM Machine Shorthand Speed Building: Literary and Jury Charge</td>
<td>5</td>
<td>Yr 1, Fall, Spring</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>CTRP 1161</td>
<td>80 WPM Machine Shorthand Speed Building: 2-Voice</td>
<td>5</td>
<td>Yr 2, Fall, Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTRP 1162</td>
<td>120 WPM Machine Shorthand Speed Building: 2-Voice</td>
<td>5</td>
<td>Yr 2, Fall, Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CTRP 1163</td>
<td>160 WPM Machine Shorthand Speed Building: 4-Voice</td>
<td>5</td>
<td>Yr 2, Fall, Spring</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Required Major Total: **8146** units
GE pattern: 22 units
Electives: 0 units
TOTAL UNITS: **10368** units

Proposed Sequence:
Year 1 – Summer = 5 units
Year 1 – Fall = 11 units
Year 1 – Spring = 11 units
Year 2 – Summer = 7 units
Year 2 – Fall = 12 units
Year 2 – Spring = 8 units  
Year 3 – Summer = 8 units  
Year 3 – Fall = 7 units  
Year 3 – Spring = 5 units  
Year 4 – Summer = 7 units  

TOTAL UNITS: = 81 units  

If the associate degree program goal selected is “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” then the set of requirements must reflect the thinking of the advisory committee, as indicated in advisory committee minutes that are submitted as part of the proposal. If the CTE program requirements do not reflect the advisory committee's recommendation, then the college must explain its departure from those recommendations.  

If the associate degree program goal selected is "Transfer," or Career Technical Education (CTE) and Transfer," then students must be advised to complete the CSU-GE-Breadth or IGETC pattern. Unless the major requires a high number of units, students who intend to transfer must not be allowed to complete only 18 or more units of local general education requirements. In most cases, the local general education requirements do not provide adequate preparation for transfer.  

**Item 4. Master Planning**  
Working in several different environments, including business offices, attorney's offices, court rooms as well as private venues, a licensed court reporter can work as an official or freelance reporter. Today there are many other career paths that a court reporter can chose to pursue and a variety of practice locations which they can choose to practice locations at which to practice. Court reporters have more opportunities than ever before, and it is up to the individual to decide what career path they want to pursue and how and where they want to put their education and experience to good use. Here are a few of the possibilities:  

- **Court reporters**, commonly known as official or freelance reporters, work in court or in depositions. Officials have a fixed salary, benefits, and work a regular schedule. Freelancers work independently in various settings (depositions, conferences).  
- **Broadcast captioners** use real-time technology to provide on-screen captions of live TV broadcasts for hearing-impaired viewers.  
- **CART Providers** allow deaf and hard-of hearing students to participate in classroom education by utilizing real-time technology.  
- **Internet information reporters** remotely caption to the Internet or provide Webcasting services for businesses.  
- **Scopists** assist reporters directly with production, transcription and editing.  
- **Transcriptionists** use computerized shorthand in a wide range of fields, from medical transcription for physicians to oral history projects and investigative interviews.  
- **Proofreaders**
ACCREDITATION – Taft College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges.

The program is recognized by the Court Reporters Board of California

Similarly, for a program with a selected goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” whenever a program is to be offered in close cooperation with one or more specific employers, a discussion of the relationship must be provided. For example, an employer’s facilities may be used to provide the training, or the program may be structured to meet training needs of a specific employer. The proposal must include an explanation of how the open enrollment requirements for California community college courses (California Code of Regulations, Title 5, §§ 51006 and §§ 58100-58108) will be observed in this context.

It is not necessary to repeat information covered elsewhere in the proposal, as long as the proposal includes a cross-reference to a page number or section number. If reference is made to appended meeting minutes, then corresponding section(s) in the minutes must be highlighted in the attachment.

Item 5. Enrollment and Completer Projections

“• the number of sections of core courses to be offered annually = 6 to 10
• the headcount student annual enrollment = 5
• the number of estimated program completers per year at the end of the first year of program operation = 5
• the number of estimated program completers per year at the end of the third year of program operation = 7

Item 6. Place of Program in Curriculum/Similar Programs

“The Associate of Science: Court Reporting Program will be housed in the Allied Health/Applied Technologies Division of Taft College. All of the courses required for this program are offered through Taft College.

a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.

Does not apply.

b) Does the program replace any existing program(s) on the college’s inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

Does not apply replace any existing program in our inventory.

c) What related programs are offered by the college?

No related program offered by our College.”
Item 7. Similar Programs at Other Colleges in Service Area

*Taft College is a single college district. There are no similar programs within the service area.*
The new Curriculum Inventory System, launched in July 2017, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

**Program Title:** Court Reporting

**Program TOP Code:** 051430

The TOP code is assigned according to the content and outcomes of the program and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

**Annual Completers:** 5

Number of students estimated to receive the degree or certificate each year after the program is fully established.

**Program Goal:** Career Technical Education

Degree and Certificate programs may have the following specified program goals: Career Technical Education (Limited to Programs in the CTE TOP codes other than ADTs) (C), Transfer (All ADTs and Certificates of Achievement for CSU GE Breadth and IGETC) (T), and Local (all other AA/AS degrees and certificate not in a CTE TOP Code) (O).

**Net Annual Labor Demand (CTE only):** 60

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

**Faculty Workload:** 2

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program’s first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

**New Faculty Positions:** 0

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

**New Equipment:** 0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

**New/Remodeled Facility:** 0
Program Submission Requirements

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

Library Acquisitions: 0
Provide the estimated cost (in dollars) of library and learning resources materials

Program Review Date: 
Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

Gainful Employment: Yes or No
Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

Apprenticeship: Yes or No
Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

Distance Education: 1-49%
Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

CTE Regional Consortium Approved: Yes or No
For programs with a selected program goal of CTE, by selecting “Yes” the college certifies that the program was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.
Placing Courses in Disciplines

ASCCC Curriculum Institute 2017
Riverside Convention Center

John Freitas, ASCCC Treasurer
Craig Rutan, ASCCC Area D Representative
Outcomes

Participants will:

• Learn about the Disciplines List and Minimum Qualifications as defined in the California Community College system;

• Consider and discuss the “what,” “how,” “why,” and “where” for placing courses in disciplines;
Why Do We Care about Faculty Qualifications?

Minimum Qualifications are one mechanism that:

- Ensures appropriate faculty preparation in the content area,
- Ensures appropriate faculty preparation to communicate the value of educational attainment,
- Addresses Accreditation Standards,
- Is an academic and professional matter (equivalency - Ed. Code §87359(b), minimum qualifications - Ed. Code §87360(b)).
Minimum Qualifications or MQs

- In order to teach courses, faculty must meet the MQs of the disciplines to which those courses are assigned.

- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (Title 5 §53430).

- MQs for disciplines are found in the Disciplines List.
Where are the Disciplines Listed?

- [Disciplines List](#) information at ASCCC website
- [Minimum Qualifications 2016](#) for Faculty and Administrators

- Proposals to modify the Discipline’s List are due by September 30.
What is a Discipline?

A “discipline” is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by a degree or degrees (MFA, MA, BA, MS, etc.), or specific professional preparation.

- Not the same as local departments or subject areas
- Defined in the Minimum Qualifications document maintained by the California Community Colleges Board of Governors

Example:
- Local Department or Subject Name: Child and Family Studies
- Official Discipline: Early Childhood Education

- Discipline Definition in CA Education Code §87357
- Not the same as or related to TOP codes and names, or FSAs.
Organization of the Disciplines List

- Disciplines Index (New for 2016!) A-Z reference list of all disciplines, including associated Ed Code and Title 5 citations as appropriate, and the page number where found. There is no longer the ”blended list” that shows all MQs together.

- Disciplines requiring a Master’s Degree, including relevant MQs for EOPS, DSPS, health services, and learning assistance/learning skills faculty.

- Disciplines requiring a specific Bachelor’s or Associate’s degree plus the requisite professional experience, including noncredit MQs from Title 5.
  - Professional experience is always required, even with a master’s degree or higher.

- Disciplines requiring any Bachelor’s or Associate’s degree plus the requisite professional experience.
  - Professional experience is always required, even with a master’s degree or higher.

- All relevant Ed Code and Title 5 language on MQs, including for academic administrators.
Master’s Degree List Sample

<table>
<thead>
<tr>
<th>DISCIPLINE AND AREAS</th>
<th>Paraphrased CCR Citation</th>
<th>MINIMUM QUALIFICATIONS</th>
<th>CEC / CCR Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>Master’s in chemistry</td>
<td>Master’s in chemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td>Bachelor’s in chemistry or biochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>AND</strong></td>
<td>Master’s in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> the equivalent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicano Studies</td>
<td>Master’s degree in Chicano Studies</td>
<td>Master’s degree in Chicano Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> Ethnic Studies</td>
<td><strong>OR</strong> Ethnic Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong> the equivalent.</td>
<td></td>
<td></td>
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</table>
Non-master’s List -
Specific bachelor’s or associate’s degree sample

<table>
<thead>
<tr>
<th>DISCIPLINE AND AREAS</th>
<th>Paraphrased CCR Citation</th>
<th>MINIMUM QUALIFICATIONS</th>
<th>CEC / CCR Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biotechnology</td>
<td></td>
<td>Bachelor’s degree in the biological sciences, chemistry, biochemistry or engineering, and two years of full-time related professional experience.</td>
<td></td>
</tr>
<tr>
<td>Citizenship: Noncredit</td>
<td>X</td>
<td>Bachelor’s degree in any discipline, and six semester units in American history and institutions.</td>
<td>CCR 53412(d)</td>
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</table>
## Non-master’s List - Any bachelor’s or associate’s degree sample

<table>
<thead>
<tr>
<th>DISCIPLINE AND AREAS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td></td>
</tr>
<tr>
<td>Commercial Art</td>
<td></td>
</tr>
<tr>
<td>(Sign making, lettering, packaging, rendering)</td>
<td></td>
</tr>
<tr>
<td>Commercial Music</td>
<td></td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td></td>
</tr>
<tr>
<td>(Computer network installation, microcomputer technology, computer applications)</td>
<td></td>
</tr>
<tr>
<td>Computer Service Technology</td>
<td></td>
</tr>
</tbody>
</table>
Who Assigns Courses to Disciplines?

- Identified in Title 5 section 53200 as an academic and professional matter within curriculum:
  
  (c) “Academic and professional matters” means the following policy development and implementation matters:

  (1) *curriculum*, including establishing prerequisites and placing courses within disciplines;

- Determines the minimum qualifications necessary to teach a course;
- Determined by local process, but Senate has regulatory authority;
- Local process should rely on discipline faculty expertise with review and oversight by local Curriculum Committee, Senate, or both;
- Curriculum Committee often charged with overseeing this process, but other models exist;
- Faculty-driven process, regardless of committee.
Courses, Disciplines, and MQs – Oh My!

**Discipline**
Defines required academic preparation and professional experience for faculty

**Assignment of Course to Discipline**
Defines the MQs needed to teach the course.

**Courses**
What the faculty teach...curriculum!
Considerations for Course Assignments to Discipline

- The assignment is based on course content, not personnel issues or FTEF.
- Courses should be placed in a discipline based upon the knowledge necessary to teach the course.
- Regardless of the local situation, discipline faculty need to be involved in assignment of courses to disciplines.
- Remember: Not all programs or department titles are disciplines.
- C-ID discipline designation on descriptors is for C-ID purposes only.
- TOP Codes and FSAs are NOT disciplines!
How can Courses be Assigned to Disciplines?

Three ways to consider:

1. Course assigned to a single discipline.
   • Example: ENGL 101 assigned to English. The minimum qualifications for English provides adequate preparation to teach the course content.

2. Course assigned to more than one discipline with an “or”
   • Example: ARTS 101 assigned to Art or Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.

3. Course assigned to more than one discipline with an “and”
   • Example: HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.
Multiple Disciplines

- *Do not* need to be listed on more than one course outline of record (COR) or be listed in the catalog under multiple subject codes. For Example:

  ARTS 101 is assigned to Art OR Graphic Design on the COR. The college only maintains one COR for ARTS 101. The course is listed in the catalog ONLY as ARTS 101.

- *May* be “double-coded” (a.k.a. “cross-listed”), i.e. recorded on two or more CORs and listed in the catalog under each subject code. For example:

  Social Psychology is recorded on two separate CORs, one as PSYC 120, one as SOCI 120. It is listed in the catalog under both subject codes. Double-coded courses should have identical CORs.
Impact on Teaching

Single Discipline:
Faculty who meet minimum qualifications or the locally-determined equivalent for that discipline are eligible to teach the course.

More than one discipline with an “or”:
Faculty who meet minimum qualifications or the locally-determined equivalent in any of the listed disciplines are eligible to teach the course.

More than one discipline with an “and”:
Faculty who meet minimum qualifications or the locally-determined equivalent for ALL of the listed disciplines are eligible to teach the course.
Interdisciplinary Studies

• The Disciplines List includes the discipline of Interdisciplinary Studies.

• The minimum qualifications for Interdisciplinary Studies are:

  Master’s in the interdisciplinary area OR master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one other constituent discipline.

• Any time interdisciplinary studies is used, the disciplines for a particular course MUST be specified.
Local Disciplines Assignment

• A district may locally assign any discipline on the state list for local use, but they do not have to use any particular discipline.

• For instance, if a district has not locally adopted the discipline of Art History, it could assign all of its Art History courses to the discipline of Art. *Be careful...*

• In this case, the MQs for Art History classes in that district would be those defined for the Art discipline, not the Art History discipline (unless/until the district chose to change this).
Multi-College Districts

- While some multi-college districts have common courses, others do not.
- Since your district has one set of minimum qualifications, similar courses should be placed in the same discipline, even if they are called different things.
- Your local process may be different than those in single college districts.
Conflicts When Assigning Courses – What Would You Do?

Example: The faculty in your physics department want to create a new course on the Philosophy of Science and would like this to be a physics course. The philosophy faculty object to the placement of the course in physics and believe that the course should be part of philosophy.

Question: How does your local process deal with conflicts like this?
Which Discipline(s) Would YOU Assign?

Multimedia Applications for the Web
Introduction to the use of multimedia components, images, typography, motion and audio, for designing websites. Software may include Photoshop, Dreamweaver, SoundEdit 16 and Flash. Projects include conceptualizing, storyboarding, and designing Web page layout. Application of design elements to Web page creation.
Which Discipline(s) Would YOU Assign?

Introduction to Peace and Conflict Studies

Historical, social and economic development of the world order along with a wide range approach integral to the examination of global studies, peace and conflict resolution. The study of peace and conflict areas to include the war system, war prevention, nonviolence, human rights, social justice, environmental sustainability and the role of the United Nations and other international governing bodies.
Which Discipline(s) Would YOU Assign?

**Introduction to Geographic Information System**
This course introduces basic scientific principles of Geographic Information Systems (GIS) as they relate to working with data that have important spatial orientation and organization. Geometric and geographic concepts and theories are used to develop scientific methods for proper communication of the data and the solution of problems that have spatial relationships. Course covers basic concepts in mapping and orientation, the development of map scales and comparison of different coordinate systems and data error analysis.
Summary

✓ All Courses must be assigned to a discipline listed in the Discipline’s List and the assignment of courses is under the academic senate’s/curriculum committee’s authority.

✓ The process for assigning courses is locally determined and may differ from college to college.

✓ Different colleges may choose to use different disciplines for similar courses!

✓ Create a clear local process that outlines who is involved and who makes the ultimate decision.
Resources

• **Qualifications for Faculty Service In The California Community Colleges: Minimum Qualifications, Placement of courses Within Disciplines, and Faculty Service Areas**, ASCCC (Adopted spring 2004).

• **Who Gets to Teach That Course? The Importance of Assigning Courses to Disciplines**, ASCCC Rostrum (September 2016).

• Examples of processes:
  • **Cuesta College Curriculum Process for Assignment of Minimum Qualifications Disciplines to Courses**
  • **Glendale Community College Curriculum Handbook** – includes process for placing courses in disciplines.
Questions?

John Freitas – freitasje@lacitycollege.edu

Craig Rutan - rutan_craig@sccollege.edu

Thank you!
Assigning Courses to Disciplines: Who Owns This Course Anyway?

Geoffrey Dyer-Taft College
Julie Oliver-ASCCC Area A Representative
Assigning Courses to Disciplines - Who Owns This Course Anyway?

1:00 PM - 2:15 PM PDT on July 9
496 spots left

CURRICULUM 201: BEYOND THE BASICS

The Disciplines List provides the minimum qualifications for all faculty, but the minimum qualifications to teach courses at your college are not set until each course is assigned to one of those disciplines. Assigning courses to disciplines is based upon the academic and career technical education preparation necessary to teach the content of a specific course and may not match local department names. Join us for a lively discussion to learn about the Disciplines List, different options for assigning courses to disciplines, and effective practices for cross-listing and double-coding courses.
Introductions

Please let us know who is here by using the Chat in the Pathable platform to add the following:

• Your college, discipline, leadership role

Also, please post your questions in the chat, and we will address as many as possible throughout the session.
Today, we will discuss...

- Minimum Qualifications (MQs)
- The Disciplines List
- Assigning Courses to Disciplines

You will want to have the MQ Handbook ready to use during this breakout. Here is the link for the document https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Reports/Files/CCCCO_Report_Min_Qualifications-ADA-Final.pdf?la=en&hash=FF3BCB9C661A0ADBEF0FCE90CF3E0A2EE3D85CC5
What is a Discipline?

• A “discipline” is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by a degree or degrees (MFA, MA, BA, MS, etc), or specific professional preparation.
• Discipline is from the perspective of faculty preparation.
• Faculty must meet the MQs for the discipline of the faculty member’s assignment.
• Not the same as local departments or subject areas.
  • Example:
    • Local Department or Subject Name: Child and Family Studies
    • Official Discipline: Early Childhood Education
• Not the same as your local designator, a TOP code, or a FSA!
Minimum Qualifications

- Degrees and credits generally must be from accredited institutions (§53406).
- An occupational license or certificate is required in certain instances (§53417).
- A district may hire a person who possesses qualifications different from, but equivalent to, those listed on the disciplines list, according to criteria and procedures agreed upon by the governing board and the academic senate (§53430).
The Second Minimum Qualification

• Sensitivity to and understanding of diversity is the prime directive

• While Education Code section 87360 leaves faculty hiring criteria, policies and procedures to be developed jointly by the governing board and the academic senate, it does mandate one criterion that is non-negotiable:

• Education Code §87360(a) provides:
  “In establishing hiring criteria for faculty and administrators, district governing boards shall . . . develop criteria that include a sensitivity to and understanding of diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.”

• In effect, Section 87360 requires that sensitivity to and understanding of diversity be included in the district’s final hiring criteria.
The Disciplines List

• Specifies the *minimum* qualifications for each discipline
• Revisions to Discipline List is done annually
  • Through local senate or through professional organization
  • Must have two separate senate districts approve the proposal
  • Must provide evidence to support rationale for change
  • Minimum of two statewide hearings
• Board of Governors considers the recommendations of the Academic Senate and formally acts on them
Organization of the Disciplines List

• Disciplines requiring a Master’s Degree
• Disciplines where a Master’s degree is not normally expected but a Bachelor’s or Associate degree is expected
• Disciplines in which a Master’s, Bachelor’s or Associate Degree is not generally expected or available in that specific discipline
• Disciplines for non-credit instruction
• Other – to include Administrators, Learning Center Coordinators, Health Services Professionals, Apprenticeship Instructors, DSP&S Counselors, Work Experience Coordinators, Faculty Interns, EOPS
## DISCIPLINES INDEX

This is a comprehensive list of all of the disciplines included in the handbook displayed in alphabetical discipline order. The list identifies the degree and professional experience requirement along with the associated statutory law in California Education Code (CEC) and/or regulation in California Code of Regulations (CCR), title 5 section for each discipline. Reference the Statutory Laws & Regulations section of this handbook for a definition of Occupational and Professional Experience.

<table>
<thead>
<tr>
<th>Discipline and Areas</th>
<th>Master's Degree</th>
<th>Specific Bachelor's/Associate's Degree and Professional Experience</th>
<th>Any Degree and Professional Experience</th>
<th>CEC / CCR Code</th>
<th>Page Number</th>
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<td>(Police science, corrections, law enforcement)</td>
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<tr>
<td>African American Studies</td>
<td>X</td>
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<td>17</td>
</tr>
</tbody>
</table>
Why Do We Care About Faculty Qualifications?

- Minimum Qualifications are one mechanism that
  - Ensures faculty preparation in the content area
  - Addresses accreditation standards
  - Is a 10+1 issue
    - Title 5 §53200(c): “(1) Curriculum, including establishing prerequisites and placing courses within disciplines”
    - Equivalency: Ed. Code §87359(b)
    - Minimum Qualifications: Ed. Code §87360(b)
  - Ensures Learning
Local Minimum Qualifications

• Equivalency must be established locally and must be at least equivalent to the minimum qualifications.

• A district may establish additional qualifications which are more rigorous than the state-established MQs.

• However, local MQs cannot be less rigorous than the state-established MQs.
Discipline
 Defines required academic preparation and professional experience for faculty

Assignment of Course to Discipline
 Defines the MQs needed to teach the course.

Courses
 What the faculty teach...curriculum!

Courses, Disciplines, and MQs – Oh My!
Assigning Courses to Disciplines

- Determine the minimum qualifications necessary to teach a course.
- Local senates maintain responsibility for placing courses in disciplines (§53200(c)(1)).
- All credit & noncredit courses **must** be placed within a discipline or disciplines.
- Not required for community service courses.
Options for Assigning Courses

1. **Course assigned to a single discipline**
   - Example: ENGL 101 assigned to English. The minimum qualifications for English provides adequate preparation to teach the course content.

2. **Course assigned to more than one discipline with an “or”**
   - Example: ARTS 101 assigned to Art or Graphic Design. The minimum qualifications for either discipline provide adequate preparation to teach the course content.

3. **Course assigned to more than one discipline with an “and”**
   - Example: HUMA 120 assigned to Humanities and Ethnic Studies. The minimum qualifications for both disciplines together provide adequate preparation to teach the course content.
Multiple Disciplines

• Do not need to have more than one course outline of record (COR) or be listed in the catalog under multiple subject codes.
  • Example: ARTS 101 is assigned to Art OR Graphic Design on the COR. The college only maintains one COR for ARTS 101. The course is listed in the catalog ONLY as ARTS 101. However, faculty who meet MQ for Art or Graphic Design can teach the course.

• May be “double-coded”—i.e., recorded on two or more CORs and listed in the catalog under each subject code.
  • Example: Social Psychology is recorded on two separate CORs, one as PSYC 120, one as SOCI 120. It is listed in the catalog under both subject codes. Double-coded courses should have identical CORs.
Impact on Teaching

1. Single Discipline
   • Faculty who meet minimum qualifications or the locally-determined equivalent for THAT listed discipline are eligible to teach the courses within that particular discipline.

2. More than one discipline with an “or”
   • Faculty who meet minimum qualifications or the locally-determined equivalent in ANY of the listed disciplines are eligible to teach the course.

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   • Faculty who meet minimum qualifications or the locally-determined equivalent for ALL of the listed disciplines are eligible to teach the course.
Interdisciplinary Studies

- The Disciplines List includes the discipline of Interdisciplinary Studies.
- The minimum qualifications for Interdisciplinary Studies:
  - Master’s in the interdisciplinary area OR master’s in one of the disciplines included in the interdisciplinary area and upper division or graduate coursework in at least one other constituent discipline.
- Any time interdisciplinary studies is used, the disciplines for a particular course **MUST** be specified.
Local Disciplines Assignment

• A district may locally assign any discipline on the state list for local use, but they do not have to use any particular discipline.
  • For instance, if a district has not locally adopted the discipline of Art History, it could assign all of its Art History courses to the discipline of Art.
  • In this case, the MQs for Art History classes in that district would be those defined for the Art discipline, not the Art History discipline (unless/until the district chose to change this).
• An effective practice is to list the discipline assignment on the COR.
Single Course Equivalency

• Ed Code and Title 5 refer to qualifications in terms of Disciplines not courses or subject areas within a Discipline (Ed Code §87357; Title 5 §53410 and §53430).

• Legal Opinion L 03-28, Chancellor’s Office Legal Division:
  • Faculty are hired to teach within disciplines, not a course.
  • Therefore faculty are qualified to teach all courses assigned to that discipline.

• Resolution 19.03 (S18): Oppose Efforts to Permit Single-Course Equivalency
Disciplines vs. Departments

- Departments are locally-defined organizational structures.
- Instructional faculty teach courses assigned to disciplines, not departments.
- Faculty must meet the MQs of the disciplines to which courses are assigned.
  - Example: The Chemistry and Earth Sciences Department offers courses in Chemistry, Geology, Oceanography, and Geography.
- Who teaches which course?
<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Science</td>
<td>EARTH 1</td>
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<td>GEOL 1</td>
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<td>GEOL 6</td>
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<td></td>
<td>OCEANO 1</td>
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<tr>
<td>Chemistry</td>
<td>CHEM 60</td>
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<td>CHEM 101</td>
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<td>CHEM 212</td>
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<td>CHEM 221</td>
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<tr>
<td>Geography</td>
<td>GEOG 1</td>
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<td></td>
<td>GEOG 15</td>
</tr>
</tbody>
</table>
Conflicts When Assigning Courses

• Imagine that the faculty in your physics department want to create a new course on the Philosophy of Science and would like this to be a physics course.
• The philosophy faculty object to the placement of the course in physics and believe that the course should be part of philosophy.
  • How does your local process deal with conflicts like this?
Scenario A
Which Discipline(s) Would You Assign?

Multimedia Applications for the Web

Introduction to the use of multimedia components, images, typography, motion and audio, for designing websites. Software may include Photoshop, Dreamweaver, SoundEdit 16 and Flash. Projects include conceptualizing, storyboarding, and designing Web page layout. Application of design elements to Web page creation.
Scenario B
Which Discipline(s) Would You Assign?
Introduction to Peace and Conflict Studies

Historical, social and economic development of the world order along with a wide range approach integral to the examination of global studies, peace and conflict resolution. The study of peace and conflict areas to include the war system, war prevention, nonviolence, human rights, social justice, environmental sustainability and the role of the United Nations and other international governing bodies.
Scenario C
Which Discipline(s) Would You Assign?
Introduction to Geographic Information System

This course introduces basic scientific principles of Geographic Information Systems (GIS) as they relate to working with data that have important spatial orientation and organization. Geometric and geographic concepts and theories are used to develop scientific methods for proper communication of the data and the solution of problems that have spatial relationships. Course covers basic concepts in mapping and orientation, the development of map scales and comparison of different coordinate systems and data error analysis.
Multi-College Districts

• While some multi-college districts have common courses, others do not.
• Since your district has one set of minimum qualifications, similar courses should be placed in the same discipline, even if they are called different things.
• Your local process may be different than those in single college districts.
Summary

- All Courses **must** be assigned to a discipline listed in the Discipline’s List and the assignment of courses is under the academic senate’s/curriculum committee’s authority.
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- Create a clear local process that outlines who is involved and who makes the ultimate decision.
Resources

- **ASCCC Technical Visits**
- **Who Gets to Teach That Course?** (Rostrum article)
- **Untangling the Knots . . .** (Rostrum article)
- **Equivalence to the Minimum Qualifications** (2016 Paper)
- CTE Equivalency Resources
  - **CTE Minimum Qualifications Toolkit** (Webinar)
  - **Toolkit** (Webpage)
Any Questions?

Thank you for joining us!

Email questions to info@asccc.org
Zen and the Art of Assigning Courses to Disciplines

Eric Narveson, ASCCC Standard and Practices Committee
Jeff Waller, ASCCC Curriculum Committee
Carrie Roberson, ASCCC North Representative
Julie Oliver, ASCCC Area A Representative
Housekeeping…

● Pathable vs Zoom

● How do I use chat?

● How will I find the polls?

● Where are the resource documents for this session?
Introductions

Please let us know who is here by using the Chat in the Pathable platform to add the following:

• Name, college, discipline, leadership role

Also, please post your questions in the chat and we will address as many as possible throughout the session.
Today, we will discuss...

- Why, who, and how? Legislation to local determination
- What? Courses, disciplines, departments, min quals/equivalency
- Basics - disciplines list, MQ’s/Equivalency
- Principles for academic senates and relation to curriculum committees
- Conflicts and Challenges
- Scenarios
- Effective Practices

You will want to have the MQ Handbook ready to use during this breakout. Here is the link for the document: https://www.cccco.edu/-/media/CCCCO-Website/About-Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we-do/Curriculum-and-Instruction-Unit/Minimum-Qualifications/cccco_2020_report_min_qualifications-a11y.pdf?la=en&hash=05CDD88FD9F1C0A8FA99B7D157889935F2204FE1
WHY? Legislation & Regulations

Title 5 §53200(c): “(1) Curriculum, including establishing prerequisites and placing courses within disciplines” ...also known as the 10+1!

Equivalency: Ed. Code §87359(b)

Minimum Qualifications: Ed. Code §87360(b)

Minimum Qualifications

• Degrees and credits generally must be from accredited institutions (§53406).
• An occupational license or certificate is required in certain instances (§53417)
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Second Minimum Qualification

• Education Code section §87360 requires that sensitivity to and understanding of diversity be included in the district’s final hiring criteria.
WHO?

Local Responsibility

- Assigning Courses to Disciplines
- Department structure/boundaries
- Equivalency Policy/Procedure
The Disciplines List

• Specifies the *minimum* qualifications for each discipline

• A “discipline” is defined as a grouping of courses that share common academic or vocational preparation, which are typically defined by a degree or degrees (MFA, MA, BA, MS, etc), or specific professional preparation.

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A college/ district may establish additional qualifications which are more rigorous than the state-established MQs.

However, local MQs cannot be less rigorous than the state-established MQs.

Equivalency must be established locally and must be at least equivalent to the minimum qualifications.
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• Departments are locally-defined organizational structures.
• Instructional faculty teach courses assigned to disciplines, not departments.
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• Faculty must meet the MQs of the disciplines to which courses are assigned.
HOW?

Assigning Courses to Disciplines

• Determine the minimum qualifications necessary to teach a course.

• Local academic senates maintain responsibility for placing courses in disciplines (§53200(c)(1)).

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Courses Assigned to Disciplines

**Disciplines**

- Earth Science
  - EARTH 1
  - GEOL 1
  - GEOL 6
  - OCEANO 1

- Chemistry
  - CHEM 60
  - CHEM 101
  - CHEM 102
  - CHEM 211
  - CHEM 212
  - CHEM 221

- Geography
  - GEOG 1
  - GEOG 15

**Courses**
Conflicts When Assigning Courses

How does your local process deal with conflicts like this?
Scenario A
Which Discipline(s) Would You Assign?

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Introduction to the use of multimedia components, images, typography, motion and audio, for designing websites. Software may include Photoshop, Dreamweaver, SoundEdit 16 and Flash. Projects include conceptualizing, storyboarding, and designing Web page layout. Application of design elements to Web page creation.
Scenario B

Which Discipline(s) Would You Assign?

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Which Discipline(s) Would You Assign?

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This course introduces basic scientific principles of Geographic Information Systems (GIS) as they relate to working with data that have important spatial orientation and organization. Geometric and geographic concepts and theories are used to develop scientific methods for proper communication of the data and the solution of problems that have spatial relationships. Course covers basic concepts in mapping and orientation, the development of map scales and comparison of different coordinate systems and data error analysis.
Knowing what we know...

Ethnic Studies…
Interdisciplinary…

Challenges? Opportunities? Effective Practices?

YOUR TURN!
Effective Practices

• List the discipline assignment on the COR.
• Discipline faculty involvement
• Curriculum Committee “training”
• Establish principles for decision-making
• Review policies/procedures
• OTHER!!
Summary

❖ All Courses must be assigned to a discipline listed in the Discipline’s List and the assignment of courses is under the academic senate’s/curriculum committee’s authority.

❖ The process for assigning courses is locally determined and may differ from college to college

❖ Create a clear local process that outlines who is involved and who makes the ultimate decision.
Resources

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- CTE Equivalency Resources
  - CTE Minimum Qualifications Toolkit (Webinar)
  - Toolkit (Webpage)
- Additional Spring Plenary Breakout
  - Friday 3:15pm “Disciplines List 101”
    - Revisions to Disciplines List-process and timelines
Thank you for joining us!

Any questions?

Email questions to info@asccc.org
## DISCIPLINES INDEX

This is a comprehensive list of all of the disciplines included in the handbook displayed in alphabetical discipline order. The list identifies the degree and professional experience requirement along with the associated statutory law in California Education Code (CEC) and/or regulation in California Code of Regulations (CCR), title 5 section for each discipline. Reference the Statutory Laws & Regulations section of this handbook for a definition of Occupational and Professional Experience.

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§ 55063. Minimum Requirements for the Associate Degree.

The governing board of a community college district shall confer the associate degree upon a student who has demonstrated competence in reading, in written expression, and in mathematics, and who has satisfactorily completed at least 60 semester units or 90 quarter units of degree-applicable credit course work (as defined in section 55002(a)) which falls into the categories described in section 55062. A college may also accept toward satisfaction of this requirement courses that were not completed at a California community college that would reasonably be expected to meet or exceed the standards of section 55002(a).

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in written expression shall be demonstrated by obtaining a satisfactory grade in an English course at the level of the course typically known as Freshman Composition (either Freshman Composition or another English course at the same level and with the same rigor, approved locally) or by demonstrating competency that is comparable to satisfactory completion of the specified English course, determined locally. Satisfactory completion of an English course at the level of Freshman Composition shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(i) of this section.

Effective for all students admitted to a community college for the Fall 2019 term or any term thereafter, competence in mathematics shall be demonstrated by obtaining a satisfactory grade in a mathematics course at or above the level of the course typically known as Intermediate Algebra (either Intermediate Algebra or another mathematics course at or above the same level, with the same rigor and with Elementary Algebra as a prerequisite, approved locally) or by demonstrating competency that is comparable to satisfactory completion of a mathematics course at or above the level of the course typically known as Intermediate Algebra, determined locally. Satisfactory completion of a mathematics course at or above the level of Intermediate Algebra shall satisfy both this competency requirement and the coursework requirement set forth in subdivision (b)(1)(D)(ii) of this section.

The competency requirements for written expression and mathematics may also be met by obtaining a satisfactory grade in courses in English and mathematics taught in or on behalf of other departments and disciplines, and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary for Freshman Composition and Intermediate Algebra respectively. Requirements for demonstrating competency in reading shall be locally determined.

The required 60 semester or 90 quarter units of course work must be fulfilled in a curriculum accepted toward the degree by a college within the district (as shown in its catalog). It must include at least 18 semester or 27 quarter units in general education and at least 18 semester or 27 quarter units in a major or area of emphasis as prescribed in this section. Of the total required units, at least 12 semester or 18 quarter units must be completed in residence at the college granting the degree. Exceptions to residence requirements for the associate degree may be made by the governing board when it determines that an injustice or undue hardship would be placed on the student.

(a) Requirements for a major or area of emphasis.
(1) At least 18 semester or 27 quarter units of study must be taken in a single discipline or related disciplines, as listed in the community colleges “Taxonomy of Programs,” or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University.

(2) Effective for all students admitted to a community college for the Fall 2009 term or any term thereafter, each course counted toward the unit requirement of this subdivision must be completed with a grade of C or better or a “P” if the course is taken on a “pass-no pass” basis.

(b) General Education Requirements.

(1) Students receiving an associate degree shall complete a minimum of 18 semester or 27 quarter units of general education coursework which includes a minimum of three semester or four quarter units in each of the areas specified in paragraphs (A), (B) and (C) and the same minimum in each part of paragraph (D). The remainder of the unit requirement is also to be selected from among these four divisions of learning or as determined by local option:

(A) Natural Sciences. Courses in the natural sciences are those which examine the physical universe, its life forms, and its natural phenomena. To satisfy the general education requirement in natural sciences, a course shall be designed to help the student develop an appreciation and understanding of the scientific method, and encourage an understanding of the relationships between science and other human activities. This category would include introductory or integrative courses in astronomy, biology, chemistry, general physical science, geology, meteorology, oceanography, physical geography, physical anthropology, physics and other scientific disciplines.

(B) Social and Behavioral Sciences. Courses in the social and behavioral sciences are those which focus on people as members of society. To satisfy the general education requirement in social and behavioral sciences, a course shall be designed to develop an awareness of the method of inquiry used by the social and behavioral sciences. It shall be designed to stimulate critical thinking about the ways people act and have acted in response to their societies and should promote appreciation of how societies and social subgroups operate. This category would include introductory or integrative survey courses in cultural anthropology, cultural geography, economics, history, political science, psychology, sociology and related disciplines.

(C) Humanities. Courses in the humanities are those which study the cultural activities and artistic expressions of human beings. To satisfy the general education requirement in the humanities, a course shall be designed to help the student develop an awareness of the ways in which people throughout the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and an ability to make value judgments. Such courses could include introductory or integrative courses in the arts, foreign languages, literature, philosophy, and religion.

(D) Language and Rationality. Courses in language and rationality are those which develop for the student the principles and applications of language toward logical thought, clear and precise expression and critical evaluation of communication in whatever symbol system the student uses. Such courses include:
(i) English Composition. Courses fulfilling the written composition requirement shall be designed to include both expository and argumentative writing. Such courses may be taught in disciplines such as, but not limited to, English and English as a Second Language.

(ii) Communication and Analytical Thinking. Courses fulfilling the communication and analytical thinking requirement including, but not limited to oral communication, mathematics, and quantitative reasoning such as logic, statistics, computer languages and programming, and related disciplines.

(2) Ethnic Studies will be offered in at least one of the areas required by subdivision (1).

(c) While a course might satisfy more than one general education requirement, it may not be counted more than once for these purposes. A course may be used to satisfy both a general education requirement and a major or area of emphasis requirement. Whether it may be counted again for a different degree requirement is a matter for each college to determine. Students may use the same course to meet a general education requirement for the associate degree and to partially satisfy a general education requirement at the California State University or University of California, if such course is accepted by that system to satisfy a general education requirement.

(d) For the purpose of this section, “satisfactorily completed” means either credit earned on a “pass-no pass” basis or a grade point average of 2.0 or better in community college credit courses in the curriculum upon which the degree is based.


HISTORY

1. New section filed 7-17-2007; operative 8-16-2007. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2007, No. 35).

2. Amendment and redesignation of former subsection (b)(3) as subsection (b)(2) filed 5-16-2008; operative 6-15-2008. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2008, No. 21).

3. Amendment of second, third and fourth paragraphs and subsections (b)(1)(D)(i)-(ii) and (c) filed 7-17-2019; operative 8-16-2019. Submitted to OAL for printing only pursuant to Education Code section 70901.5 (Register 2019, No. 30).

This database is current through 2/25/22 Register 2022, No. 8.

5 CCR § 55063, 5 CA ADC § 55063
AP 4020  Program and Curriculum Development

Reference:

Title 5 Sections 51021, 55000 et seq., 55002.5, 55100 et. seq., 55130
34 Code of Federal Regulations Part 600.2; 668.8
ACCJC Accreditation Standard II.A.9 and 10
U.S. Department of Education regulations on the Integrity of Federal
Student Financial Aid Programs under Title IV of the Higher Education Act
of 1965, as amended.

Taft College defines a program as an approved sequence of courses leading to a
certificate or an associate degree.

Curriculum Review

The Curriculum and General Education Committee has the responsibility to review:

1. New credit and non-credit programs and courses
2. Changes to existing credit and non-credit programs and courses
3. Prerequisites, co-requisites, and advisories
4. Graduation requirements including general education requirements
5. Perfected education program development
6. Distance Education
7. Standards on student preparation

The Curriculum and General Education Committee recommendations are prescribed to meet each of the requirements under Title 5 Section 55003 and in accordance with the college’s curriculum review process and is a sub-committee of the Academic Senate.

All recommendations made by the Curriculum and General Education Committee are submitted to the Board of Trustees for final approval by the Vice President of Instruction.

Membership of the Curriculum and General Education Committee, consistent with the charter, shall consist of:

Co-chairs:
Vice President of Instruction – non-voting
Cive Vice President of the Academic Senate

The following shall be voting members of the Curriculum committee:
Division Chairs (6) or designee
Counseling Representative
Articulation Officer
Director of Admissions and Records or designee
Student Learning Outcomes Coordinator

The following shall be non-voting members of the Curriculum committee:
Vice President of Student Services
Associate Student Representative & PTK Representative
Instructional Assistant
Instructional Technician – Curriculum (Ex-Officio member)
Distance Learning Coordinator
Dean of Instruction – CTE
Total: 18

Program Review

Program Review is a systematic process of data collection, analysis, and interpretation for effective planning and accreditation review. Evaluation of programs includes the following elements:

1. Curriculum development and review
2. Student access and success
3. Program and course student learning outcomes review and development
4. Applicable student and programmatic data
5. Consideration of job market and other related information for vocational and occupational (career & technical education) programs.

Inclusion of program goals and plans are considered part of the annual institutional planning. The review of the programs and their effectiveness is an ongoing professional responsibility and should be meaningful and practical.

The District shall develop and offer programs and curricula in ethnic studies, programs and curricula that infuse a global perspective into the curricular offerings, and programs and curricula that include instruction on the perspectives of persons with low socioeconomic status on the topic.
District Curriculum Approval Process

The following chart designates the responsibility, review, and approval of courses:

*Only for those courses that need to be submitted for transfer to UC/CSU

Publication
The publication of changes and maintenance of records including all curriculum related items (minutes, course outlines, etc) are available in print and through the Taft College Office of Instruction website, www.taftcollege.edu/office-of-instruction

Credit Hour
For purposes of federal financial aid eligibility, a “credit hour” shall not be less than:

1. One hour of classroom or direct faculty instruction (50 minutes for credit hour calculation) and a minimum of two hours out-of-class student work each week for 16 weeks; 48 hours total student work time for one credit.

Credit hours for all courses may be awarded in increments of one unit or less, but not less than .25 units. The next increment of credit is awarded only when the student passes the minimum number of hours for that increment. Units of credit are calculated by adding total contact hours and outside-of-class hours and dividing by hours per unit divisor (16).
2. At least an equivalent amount of work as required in the paragraph above, of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

3. Laboratory courses are calculated at 3 hours per week in the lab or 48 hours total student work time for one unit of credit.

4. Cooperative work experience courses defined in Code 55252 adhere to the formula for credit hour calculations identified in Code 55356.5. Seventy-five (75) hours of paid work experience or 60 hours of unpaid work experience, in increments of not less than .5 units are permissible.

As per title 5, section 55002(a)(B) Course Outline of Records will include all student work hours, that is, student contact hours plus out-of-class hours.

Academic Senate – 9/25/18