

PROGRAM REVIEW Fall 2022

Program: Early Care and Education

Division: Business, Social Science and Learning Resources

Date: October 20, 2022

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SLO/SAO Point-Person: Lyndale Garner, Nadiyah Taylor

Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositascollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write "Not Applicable."
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. After a two- year planning cycle, we launched our Elementary Education ADT; The program began Spring 2022 with the offering of ECE 10. The class was small but successful and is a good foundation. The connected Math and Geology courses will be offered for the first time in Spring 2023.
2. We completed a pilot program conducted by the California Commission on Teacher (CCTC) Credentialing on Teacher Performance Expectations, that focused on student's learning to interact with families. The focus was on the student teaching lab (ECE 90) and there was one student who participated. To follow up on this Performance Expectation, conversations were had during meetings with ECE Faculty and CDC staff to include new opportunities for students to engage with parents.
3. We completed drafts to update are our CAP aligned courses and submitted them to the Child Development Training Consortium (CDTC) to approve our alignment. The approval came in June. Continued a multi-year project to ready the ECE program for a new competency-based program accreditation through the State of CA, Commission on Teacher Credentialing (CTC)
4. Continued efforts to optimize student learning and experiences in the lab through advocacy where needed and partnership between the CDC Director, ECE specialists, lab instructors, utilizing CTE funding. We have made an endeavor to continue to meet before the beginning of each semester.
5. Celebrated the hiring of new staff in the CDC which makes a positive impact our Lab students.
6. We collaborated with LPC Foundation and our Dean's office to conduct an ECE Celebration 2022 to celebrate our department graduates and certificated earning students.
7. Received a Work Force Pathway grant from Alameda County Office of Education to offer a 3-unit course, both in Fall 2021 and Spring 2022, in Spanish.

8. Received an Inclusion grant from Alameda County Office of Education to offer ECE 91 in the Fall 2021 and ECE 60 and ECE 91 in Spring 2022.
9. The PDC held a "Sneak Preview" information session for the Fall 2021 and Spring 2022. This entailed sharing upcoming course offerings, meeting the faculty and also, sharing CDTC permit information with continuing and prospective students.
7. Upgraded the program web site with new video marketing.
8. We have pathways for every certificate and degree identified

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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs
1. We are experiencing low enrollment. Students preference is to enroll in online courses. Having a hard time enrolling F2F courses. For example, our ECE 63 class was cancelled in Spring 2022 due to low enrollment. This is a key course to achieve the first permit that we offer, and yet only one student enrolled for the on-campus section with a lab.
2. Retention in online classes is challenging. Anecdotally, faculty have observed that during synchronous online courses students are distracted and not fully engaged because they are multitasking as they are in class.
3. The front desk of the CDC is in need of full day coverage. This is a security issue considering the traffic that comes in and out of the center. When there is no coverage faculty and parents that happen to be in lobby area open the door to people that may potentially cause a threat to the well-being of children in the CDC.
4. We are very grateful to CTE monies that have allowed us to pursue projects like developing an apprenticeship program. However, there multiple compelling and competing priorities for the time of the 2-faculty member department. We have been able to share some of the work with part-time faculty and the Professional Development Coordinator (PDC), but their time is also limited. There are opportunities being left "on the table" as a result.

5. Administrative barriers – Some students report having difficulty getting timely information from A/R (e.g., ID numbers, prerequisite challenges). The PDC in our program is able to assist some students, whereas others may be “dropping off” and this is having a negative effect on enrollment.

6. A significantly decreased number of students did not apply for certificates since the start of the pandemic. In previous years, our department has been a leader in issuing certificates.

7. During the summer of 21 and fall 22, we collaborated with the BSSL Dean, Tutorial Center, Math, the LPC Foundation, and the Livermore Joint Unified School District to start a pilot program tutoring elementary students in afterschool care using Developmentally Appropriate practices that was to start Summer 2021. However, due to low ECE student demand/interest, we were unable to launch the pilot. We hope to connect with Math again to see what might be possible in the future.

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C. Reflecting on your program’s experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

1. We created an ECE canvas shell to share information on courses, job opportunities, and other ECE-specific resources. We see that students are responding through the Inbox and Pronto and use of the shell has increased over the last AY.

2. The Department chair is teaching using Hyflex course section.

3. More OER texts are being adopted in our department.

4. Students have access to synchronous Zoom meetings with the PDC.

5. Office hours are being conducted in Zoom and in the office. This provides flexibility for students.

6. We continue to offer synchronous classes for students who have difficulty coming to campus but still prefer to have the “F2F” experience in Zoom. We have continued to be flexible with offering some portion of our lab classes online.

7. The pandemic created a strong statewide network of support for teacher education programs in the CC system and also rejuvenated connections among the three Alameda County ECE/ECD/CD program coordinators.

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)

- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

1. The PDC is a member of the Alameda County Early Care and Education Planning Council. She is able to inform the council of higher education's concerns and struggles with courses or enrollment, college barriers, and the implementation of the Inclusion and Workforce Pathway grants. Also, this is a way to network to learn needs of the workforce so we know what to offer to our students in the way of courses, certificates, etc. This connects to the mission of the college to support students on their academic and career paths.
2. We have continued our robust textbook lending program and are moving more courses to low or zero textbook costs, in alignment with both the mission's and EMP's focus on equity.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
Spring 2023 – offer the Math and Geology courses for the Elem Ed degree that were previously canceled. Expand the placements for ECE 10 into PUSD.	x	x		x
Working with the CA Early Childhood Mentor Program so that students can be mentored at their own work sites. This will address a long-standing major barrier for already working students to complete the ECE 90 practicum as well as for ECE 91.	x			x
Inclusion grant until 2024		x	x	
TPE Work Pilot 4 – program evaluation and accreditation		x		x
New Certificate creation as requested by the advisory board; will need to coordinate part timers to help	x			x
Job fair in the Spring 2023 conducted by PDC	x		x	

Sneak Peak events for Spring, Summer and Fall 23		x	x	
ECE Celebration 2023 graduates		x	x	
Offering a night and weekend lab via an MOU with a Room To Grow Preschool, a community children's center.	x			x

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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

_____ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	We conducted two outreach surveys. The first was to determine if students were comfortable coming back to campus for courses. The second surveyed student interest in the new Elementary Education AAT
What did you learn?	The survey about returning to campus in Fall 22 was mixed and not very helpful, as students were equally divided in their comfort with a return to on-campus classes. The second survey indicated a high interest in the elementary education degree.
How will you use the feedback?	We used the feedback when determining course modalities, including the decision to pilot offering ECE 79 as a Hyflex course and offering a synchronous online section of ECE 63. The second survey was more informational as we attempted to set realistic enrollment targets.

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

Barrier	Suggestions
As mentioned above, students were sometimes receiving a delayed response from programs on campus, getting frustrated and not enrolling.	The student success teams and updated Student Services website have already been helpful. Hiring additional employees to serve more students will be important, as well as creating a source of sustainable funding for the guided pathways work.
The work demands on the Specialists and Director of the Child Development Center were certainly inequitable over the last AY and the poor staffing levels have been a problem since we re-opened the center in Fall 2012. We are very grateful to have been able to finally hire two more Specialists, but in the process lost two very experienced specialists and so now there are newer/novice people in these roles, which has an impact on their mentoring of the ECE students in the lab.	In our program, we will hold “ integration meetings ” between ECE lab faculty and the ECE specialists on a more frequent basis to support these new teachers. Institutionally, increasing the pay is incredibly important. There is so much competition for high-quality ECE teachers right now, that we are losing to programs that pay more . Also, reduce the amount of time it takes to post and hire new teachers. The CDC has to hold off enrolling children until there is adequate staffing and this makes for a cycle of overwork and lower enrollment that is bad for everyone.
We need to serve more LPC student-parents, and to create a night or weekend program for children.	The BOT continues to hold that the CDC should be a profitable center. This is out of alignment with other lab programs on campus. Ensure that the CDC received apportionment for the educational activities happening their daily. Create a structured scale that will allow more LPC student-parents to put their children in the center. Increase the money in the 2Gen Fund so more low-income students can send their children to the CDC. All of this requires a new vision for the center at the highest level of the District and the BOT.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2lYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

1. Overall, headcount as well as total course enrollments are down from previous semesters. Interesting to note that our Male headcount went from 4% to 7% from Fall 2021 to Spring 2022. This has been a trend since Fall 2017/Spring 2017 with a male count increasing from 23 to 34. In Fall 2020/Spring 2021 there was an increase from 16 to 27 males. This is something we want to capitalize on, as this is ECE's largest equity gap in service.

2. In recent semesters, we have a high percentage of female students from ages 30 to 39 years that have already obtained a BS/BA degree. There was an abrupt decrease from Fall 19 to Fall 20 in students in this age range, and a 4% decrease from Fall 2021 to Spring 2022. This may coincide with this age group being primarily women, attending to children at home during the pandemic.

3. The majority of our students are seeking either occupational certificate or job training or pursuing transfer options. The Elementary Education ADT will provide another option of transfer.

4. Highest percentage of students in our programs identify as Asian, Latinx, and White. Overall, there is an increase in students from the Latinx group in semesters with a slight decrease Fall 2021 and Spring 2022. A noticeable decrease of students that identify as Asian enrolling in the Fall 2020 and in Spring 2021. We would like to continue to support these populations, and raise the number of Black ECE students.

5. Students are taking fewer courses; decreasing the department's percentage of full-time students and increasing the percentage of part time students in our department. This may be due to the ongoing, statewide teacher shortage and students having the opportunity for immediacy in obtainment of employment thus deterring students from enrolling in additional college courses, or at least, taking courses at a slower pace.

6. Some students' family members have obtained work locally area and entering students are here for job retraining, after leaving professional positions overseas. A large percentage of these students are mothers of school age children and because they no longer have the community of help to which they are accustomed, they are now stay at home moms who initially wanted to take courses to learn more about child development and are now interested in teaching, perhaps due to a having a work schedule that will align with their children's school schedule. These students are especially focused on completing in a timely manner, interested in the ECE-specific advisement, and they seem to prefer daytime and/or online courses. Many of these students want to open their own child development programs after completing either one or two certificates. Additionally, some enrollments in these populations have dropped because of visa issues that disrupt their educational path.

7. There is an increase of students taking F2F courses and both F2F and DE courses. Surely this is because there are more class F2F class offerings on campus.

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
____ Yes ☒ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

1. There is a decrease of students overall, more specifically, students with BA or higher in our program from Spring 2018 to Spring 2022. Because these students have college experience already they may be better equipped to successfully handle the demands of college.

2. There was an increase in students withdrawing in Spring 2022.

3. Headcount has been decreasing. In high enrollment semesters the salient value of the percentage of success rate among students lessens the impact of the non-success rates.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- C1: Instructional Programs with PSLOs (disaggregated PSLOs)
- C2: Instructional Programs with CSLOs (*Departments without degrees, non-major courses, and/or other courses up for assessment*)
- C3: Non-Instructional Programs (SAOs)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.
2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

Upon completion of the AS-T in Early Childhood Education, the students will be able to assess children through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching. We continue to maintain that this is a foundational skill for all students, whether earning a certificate or degree, and we want to see if we are scaffolding this skill well.

- 2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). ____30____%
- 3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Although the data set is smaller than we'd like, it seems that students are mastering the skill of observation in order to use this skill in meaningful ways for reflection and interpretation to guide curriculum and for intentional teaching.

- 4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| • Gender | • First Generation |
| • Age X | • DE X |
| • Ethnicity X | • Online X |
| • EOPS | • Hybrid X |
| • Veteran | • Fact-to-Face X |
| • BOG Recipient | |

- 5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

Our sample size was small and we prefer a more robust reporting and more enrolled students to fully capture any patterns.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

We need to rally full reporting from all faculty in our department. It seems that we will benefit from the building of community among us as we teach more face to face, see each other more on campus and establish department meetings, which we are working on. We will strive to encourage one another to attend to reporting thoroughly in elumen to get a wider sample. We need another year of data on our 3-year plan.

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

We have learned during the pandemic, that we can and should increase access of part-time faculty to meetings, using zoom, recording, meetings and sharing. Therefore, we plan to meet more regularly with as many part time faculty as possible. This is currently difficult due to several program projects and varying schedules but we will be more intentional in scheduling these meetings. Increased communication among all faculty will benefit our students.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

 X Yes No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist, and the SLO Chair](#).

9) Are you planning on updating any CSLOs or PSLOs?

 X YES NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

We have discovered that while “observation” is a foundational skill in ECE, only a few of our courses are actually measuring it. We will need to add new CSLOs to adequately measure how our students are doing with this important skill. A fundamental and additional challenge is that the level of faculty participation has decreased over the last AY. We think this is partially due to burnout. However, there were also some glitches with Elumen that took a long time to resolve and faculty did not go back to enter the information once the problem was fixed.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). %

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

☒ YES ☐ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

A challenge is that the level of faculty participation has decreased over the last AY. We think this is partially due to burnout. However, there were also some glitches with Elumen that took a long time to resolve and faculty did not go back to enter the information once the problem was fixed.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
2. Select "Course Outline Report" under "Reports/Interfaces"
3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

☒ YES ☐ No

Course Name & Number	
Social and Emotional Foundations for Early Learning	ECE 40
Child Health, Safety and Nutrition	ECE 54
Early Childhood Principles and Practices	ECE 50
Child Growth and Development	ECE 56
Introduction to the Young Child With Exceptional Needs	ECE 60
Early Childhood Curriculum	ECE 61
Child, Family and Community	ECE 62
Early Childhood Curriculum	ECE 63
PLAY: Materials and Environments	ECE 64
Child Study: Observation and Assessment	ECE 69
Teaching in a Diverse Society	ECE 79
Early Childhood Math and Science	ECE 42 (Deactivate)

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

☐ YES ☒ Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder: New program proposals require a Program Map for Senate approval. Please **contact the [Curriculum & SLO Specialist](#) if you are planning a new program.**

☒ YES ☐ No

If yes, please provide details and the rationale

We are looking into creating a few courses in Spring 2023 based on the recommendations from our advisory meeting in September 2022. These may include an Infant /Toddler Certificate and an Administrative Certificate. We also plan to revise some certificate names to use more current terminology, as well as exploring an offering of ECE 79 that will have a Part 1 and Part 2.
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E. Are there any courses that you plan to deactivate or sunset?

☒ YES ☐ No

Course Name & Number
Early Childhood Math and Science (ECE 42)

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?