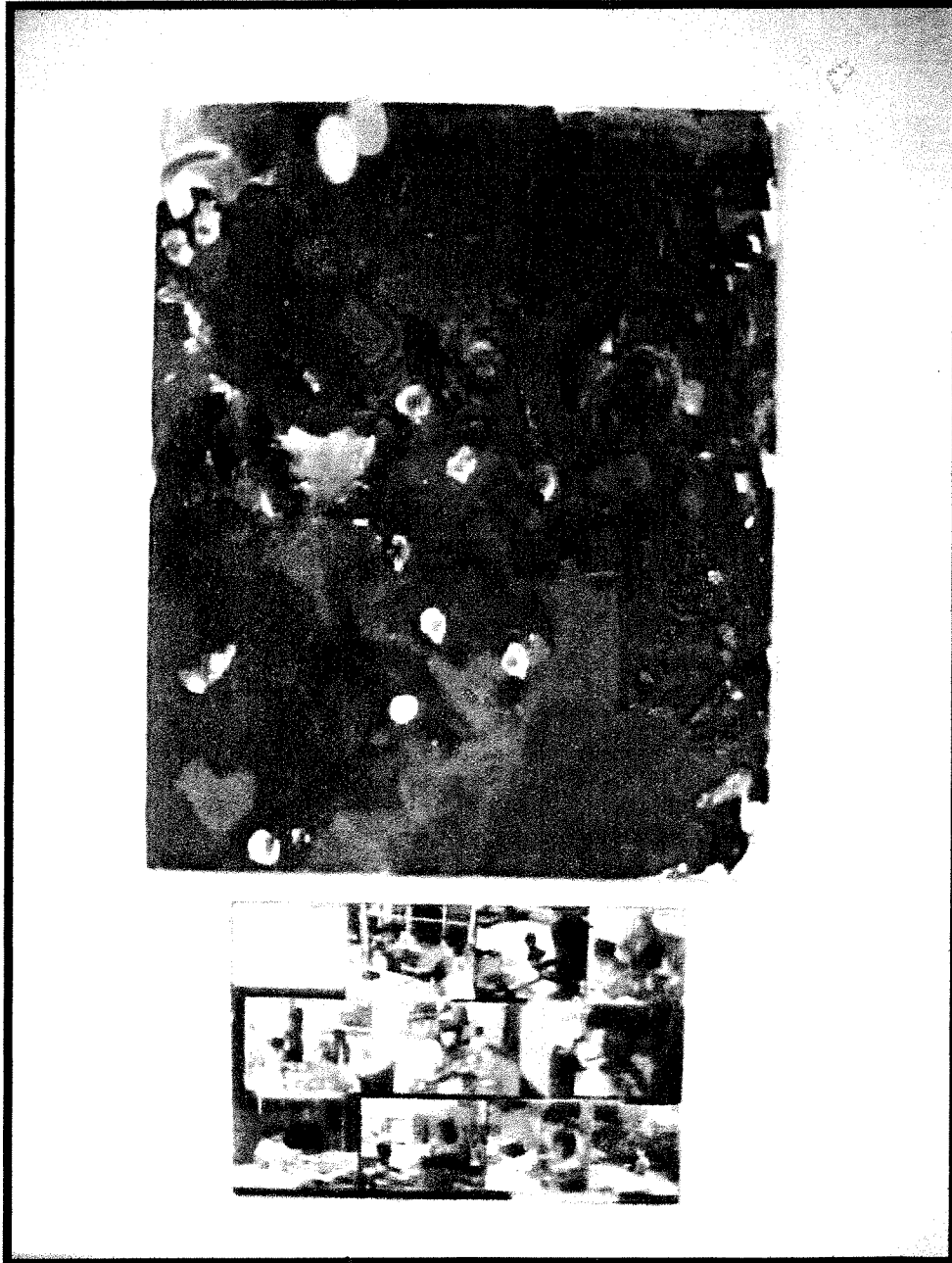


GROSSMONT COLLEGE
CHILD DEVELOPMENT & FAMILY STUDIES
PROGRAM REVIEW
SPRING 2007



THIS CANVAS WAS CREATED BY STUDENT PARENTS AND THEIR CHILDREN AT
THE GROSSMONT COLLEGE CHILD DEVELOPMENT CENTER, FALL 2006

GROSSMONT COLLEGE
CHILD DEVELOPMENT &
FAMILY STUDIES DEPARTMENT
2007

FULL-TIME FACULTY

NORY BEHANA
MARY COURTNEY
SHERIDAN DEWOLF
CLAUDIA FLORES

SONIA GAIANE
KATHRYN INGRUM
AMY OBEGI
(NEW MEMBER FALL 2007)

ADJUNCT FACULTY

JENNIFER ANDREWS
BARBARA BURT
BECKY CANDRA
BARBARA FLETCHER
ANGIE GISH
ELLEN HAHN

GINGER HARTNETT
LORRAINE MARTIN
LYNN MCKINLEY
CATHIE ROBERTSON
WAI-LING RUBIC
MICHELLE SOLTERO

CLASSIFIED STAFF

AWAZ ABBAS
ELAINE BENJAMIN
JUDITH CANEDY
MARISELA CERNA
CARLA DAUGHRITY
LYNDA GARVIN

ASHANTI MACK
MAURA MEHRAN
ZAHRA NASEEM
LESLIE WALTMAN
(ASSISTANT TEACHER VACANCY)
(TWO 1/2 TIME VACANCIES)

THIS DOCUMENT WAS WRITTEN BY AMY OBEGI & SHERIDAN DEWOLF WITH THE
SUPPORT OF THE CHILD DEVELOPMENT & FAMILY STUDIES DEPARTMENT

THE UNDERSIGNED FULL TIME MEMBERS OF THE CHILD DEVELOPMENT & FAMILY STUDIES DEPARTMENT CONCUR WITH THE PROGRAM REVIEW REPORT AS SUBMITTED IN THE SPRING OF 2007.



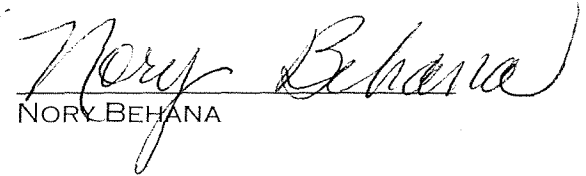
SHERIDAN DEWOLF, COORDINATOR



AMY OBEGI, COORDINATOR



KATHRYN INGRUM, CDC COORDINATOR



NORY BEHANA



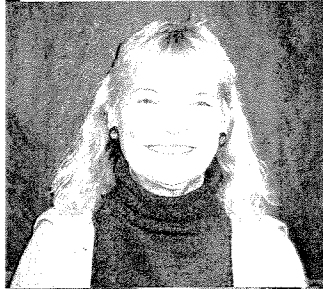
MARY COURTNEY



CLAUDIA FLORES



SONIA GAIANE





In loving memory of
BARBARA CHERNOFSKY



Grossmont College Children's Library – Memorial Display

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SECTION 1 - OVERVIEW

CONCISE HISTORY

1.1 *Introduce the self study with a brief department/program history. Describe any unique characteristics, concerns or trends affecting the program and any significant changes or needs anticipated in the next three years. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the department/program. Remember, this is a broad general assessment versus the more detailed responses and recommendations covered in the following emphasis areas (1 page maximum).*

The definition of development in our field is “Change over time.” Our field is dynamic and ever changing as is the human child. The Child Development and Family Studies Programs are constantly evolving and changing to meet the environmental demands from our students, our community and the children and families we serve.

The Grossmont College Child Development Program is frequently cited as one of the most highly respected programs in the state. It started in 1964 with one course in Nursery School Training listed in the catalog. The first full time faculty member was hired in 1967. The second full time faculty member was hired in 1972 and a third one in 1974. Beginning as Nursery School Training, the program merged with Family and Consumer Sciences, then split away as a separate Child Development Program. Nearly 25 years later, the Family and Consumer Sciences program was divided with Family Income Management going to Business, Culinary Arts absorbing the foods program, Exercise Science and Wellness taking over Nutrition and Family Studies rejoining Child Development.

The Child Development Program is designed to provide courses which lead toward an Associate Degree and/or Certificate in Child Development and meet the requirements of the California Commission on Teacher Credentialing. It emphasizes program and curriculum planning for children from infancy through school age, development, guidance techniques, special needs of children, working with diverse children and families, creative learning, health and safety education, administration of child development programs and current issues in the field. The four certificate and degrees offered by the Child Development Department are CD Teacher, CD Site Supervisor, CD Master Teacher, and CD School Age Child Care. These degrees were designed to align with the California Commission on Teacher Credentialing requirements for the corresponding levels of the Child Development Permit.

Family Studies coursework primarily meets General Education requirements with FS 115 part of the CD major, FS 120 required for other majors such as OTA. A few years ago a Family Studies Degree was developed, but never completed due to lack of interest from the community.

The Grossmont College Child Development Center is located on the Grossmont College campus and is an integral component of the Child Development instructional program serving both as an instructional lab and a student service. Students have the opportunity to observe and interact with young children. The center director is a member of the

instructional staff, and program philosophy is implemented at the center. Ninety percent of the families in the center are low income students whose child care is subsidized by the Child Development Division of the California Department of Education. The center is licensed to serve 64 children from birth-5 years. The Child Development Center is currently a model site as part of a special project jointly sponsored by the California Department of Education Child Development Division and West Ed Program for Infant Toddler Care.

DEPARTMENT GOALS

1.2 *Appendix 1 contains the most recent Educational Master Plan for the department.*

Make comments on the following:

- *Which goals have been met?*
- *What actions have been taken in achieving these goals and objectives?*
- *What obstacles have been encountered?*
- *How have these goals changed and why?*

The most recent master plan for the Child Development and Family Studies Department was created in 2005. Several of our goals have been met, while others are still in-progress or have been altered. The following summary outlines the current status of the objectives put forth in the master plan.

Activity 1: Maintain the current number of faculty in the department by hiring replacement faculty members who have knowledge and experience in child and family issues and would be qualified as a director for the child development center.

With the support of our dean Fred Allen and the college we have met this goal. We replaced three faculty members since the last program review and are currently in the process of hiring a fourth. Amy Obegi replaced Mary Hubbard in Fall 2002. Obegi brought expertise in Child Development and Family Studies, experience in an early childhood classroom that utilized PITC philosophy, recent publications, and grant writing experience. Kathryn Ingrum replaced Barbara Chernofsky in Spring of 2005. Ingrum had vast experience as a Child Development Center Program director, was previously employed as a PITC regional coordinator, and had extensive connections to the early childhood community including years of experience as a college instructor. Claudia Flores replaced Cathie Robertson in Spring of 2006. Flores adds a bilingual Spanish component to our program, experience as a teacher in an early childhood classroom and passion and commitment to students. Each of these hires has enriched the quality of our program and students' educational experience. We are recruiting a fourth replacement for Fall 2007, looking again for an individual who is not only an excellent instructor, but who would be qualified as a director for the child development center. Maintenance of current faculty will be an on-going goal as we anticipate Mary Courtney's retirement in 2010/2011 and Sheridan DeWolf's in 2012.

Activity 2: Implement changes in existing certificate/degree program in Child Development that would allow students to explore a specialization in various categories of early childhood education and that anticipate adaptation of curriculum standards and implementation of Universal Preschool/Preschool for All in California.

This goal was decisively met. We implemented changes in the existing Child Development certificate/degree that allows students to specialize in topic areas that align with the standards of the California Teacher Credentialing Permits. Specifically, we now offer specializations in Infant/Toddler, Reggio Emilia, Children with Special Needs, Diversity Issues in Early Childhood Education, School Age Child Care, and Family Child Care.

In anticipation of Preschool for All, which will encourage more students to complete Bachelor's degrees, we strengthened our articulation with San Diego State University by adding FS 115 to our major. This course will be cross-listed as CD/FS. CD 121 was developed in response to the first set of Preschool Curriculum Foundations adopted by the California Department of Education in the area of Visual and Performing Arts. We are closely monitoring (and participating) in the development of the next set of standards on Literacy and Mathematics, to be followed by the other curriculum areas.

Activity 3: Implement Family Studies certificate/degree.

The department has encountered obstacles in achieving activity 3. The goal of implementing a Family Studies Certificate was researched in the community through our Advisory Board and in questionnaires. Based on input received it was concluded that there was not strong community support/need to hire graduates with a Family Studies Certificate. We have accordingly altered our goal to create more unity between the Child Development and Family Studies coursework. FS 115: Changing American Family was incorporated as part of the Child Development Associate Degree, and we are exploring the possibility of creating one formalized Child Development and Family Studies (CDFS) Program with CDFS degrees awarded. A CDFS program would model that offered at many California State Universities such as San Diego State University, and would complement rather than alter our focus on early childhood education.

Activity 4: Continue planning for a multigenerational program that includes the construction of a new child development center. The new center would provide additional child care opportunities for Grossmont students with young children as well as an on-site Adult Day Care Program that would bring together members of all generations.

We have faced several obstacles in achieving this goal, including getting bumped on the facilities master plan for a new Child Development Center and accordingly losing financial support from donor Paul Orfalea for the project. Our department still values intergenerational care and keeps this goal a priority. Sonia Gaiane investigated intergenerational day care nationally and internationally for her sabbatical project, and our department received a large grant from First 5 Commission of San Diego County to establish an intergenerational project called Seniors 4 Kids. With Lorraine Martin as lead, the grant has placed 55 senior volunteers in 14 child care centers throughout San Diego to work with children under 5 years of age (Section 2.9). This is the last year of this grant. First 5 Commission will only continue funding as part of other grants. We are hoping to partner within a larger grant to continue this incredible program.

IMPLEMENTATION OF PAST PROGRAM REVIEW RECOMMENDATIONS

1.3 Appendix 2 contains the most recent Program Review Committee recommendations for the department. Describe changes that have been made in the department/program in response to recommendations from the last program review.

The last program review committee had a number of worthy recommendations. Below is a summary of the changes that were made in response to the suggestions.

1. The addition of one full time faculty and replacement of retirements according to SERP agreements should they occur in this program review cycle and the addition of half-time clerical support for the program.

We were not permitted to add a new faculty position but did replace 3 faculty members (2 retirements and 1 who passed away), and are in the process of replacing a fourth retirement. We created a half-time clerical support employee at the Child Development Center through reorganization of the staff and outside funding. Center clerical staff is used to meet requirements of the various funding streams for the operation of the center and manage children's enrollment and family eligibility. With the addition of the Commission on Teacher Credentialing Verification of Completion Program and increased student advising with the CARES program the department could still use this clerical help, but at this time any general fund support for staff is more critically needed at the Child Development Center.

2. Expansion of the Child Development Center with an on-campus facility easily accessible to students.

We highly support this recommendation, but to date have not been able to achieve it. Previous master planning had estimated that a campus of our size should have a center three times the capacity of our current facility. We were bumped on the facilities master plan from number 3 to 16, where we currently stand. In the absence of a new facility, we *have* worked to make the CDC more accessible to students by adding cameras to the observation rooms to increase visibility and to transmit sound. We have also expanded our summer school hours to help meet parent and student needs. We do believe a new expanded center is instrumental in meeting student and college needs.

3. Expansion of the Child Development Program to include FACS family and human development coursework.

We were successful in combining the programs and are now one Child Development and Family Studies Department. Additionally, some FS coursework has been added to the Child Development Degree. We are now working on phase II – formalizing the combination of the departments into an integrated CDFS degree.

4. Support the direction of the Commission on Teacher Credentialing Pilot Project and the hiring of necessary support staff in evaluation and counseling.

At the completion of the pilot project, the Grossmont College Child Development Department applied to the California Commission on Teacher Credentialing to make Grossmont College an authorized Verification of Completion college. We are the only college in San Diego County with this designation. We counsel students and evaluate transcripts for meeting the requirements of Child Development Teaching Permits by the Commission on Teacher Credentialing. Several faculty in our department have undergone training and are currently serving in this capacity. There is no extra pay associated with this responsibility and we have not hired support staff for this endeavor.

5. Develop a detailed plan and drawing of remodeling of Rooms 371, 373 and 375 to meet CD and FACS needs.

We have not accomplished this goal, but have made some attempts to make the rooms more aesthetically pleasing. For instance, we have added a Reggio Emilia inspired self-select art area to Room 375, and have added documentation and student projects to the walls in Room 371 and 375. These rooms are functional at this time. We have lost the use of room 373.

6. Explore and implement articulation agreements with other four-year institutions in both child development and education.

We have met with San Diego State University on several occasions, and have formally articulated CD 106/7/8/9, CD 125, CD 130, CD 131, and FS 115. We serve on the advisory committee to CSU San Marcos in the development of a new degree in Child and Adolescent Development scheduled to begin in Fall of 2009. We also work closely with National University. Mary Courtney is currently serving on 24 unit alignment project with the goal of formalizing 24 community college child development units to articulate with four-year institutions statewide.

7. Address the issue of standardization of grading through mentoring, department meetings and retreats. Explore the use of a common syllabus for multiple sections of the same class and norming sessions in which grading standards are established, agreed upon, and used by all faculty teaching the same course.

Since the last program review we have had several retreats and department meetings where groups of faculty members teaching the same course have met to share syllabi, in-class instructional ideas and assignments. Such mentoring has increased consistency across courses. Additionally, the department has worked to gain greater standardization in our multi-section CD 125 course. We targeted the preschool observation assignment, gathering instructors to come up with unified standards including a common grading rubric. A norming session was conducted to foster more consistent grading practices.

8. Explore alternatives to the parent education class.

To meet the varied needs of student parents, the parent education class was transformed into a hybrid course. Parents meet in a traditional classroom once a month and conduct the remainder of their coursework over the internet. Utilizing on-line discussion boards, student-parents are still able to connect with each and faculty for support, but are permitted more flexibility in the timing of their coursework.

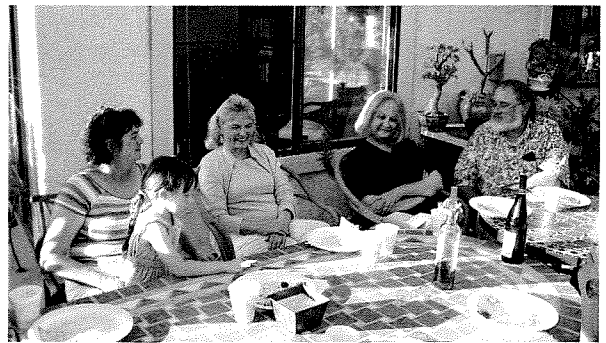
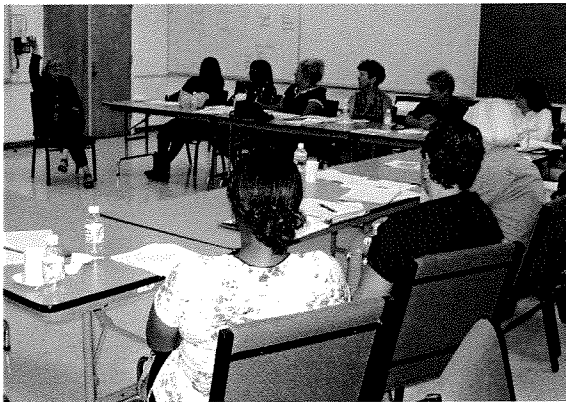
9. Update course outlines and develop coursework to meet master teacher specialization.

Teams of faculty members gathered to update outdated course outlines, and now the vast majority of our outlines have been revised within the last 3 years. New coursework such as Reggio Emilia and diversity classes were developed to meet the needs of the master teacher specialization. There are now publicized specializations in Infant/Toddler, Reggio Emilia, Children with Special Needs, Diversity Issues in Early Childhood Education, School Age Child Care, and Family Child Care.

ADVISORY COMMITTEE RECOMMENDATIONS

1.4 Summarize the principle recommendations of the program advisory committee since the last program review. Describe how the department has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

The advisory committee recommended our program add FS 115 to the Child Development Associate's degree, and combine Art for Child Development and Music and Movement for Child Development into one course: CD 121 Visual and Performing Arts. The committee also expressed their concern that there wouldn't be sufficient employment opportunities for students with an Associate's degree or Certificate in Family Studies, and consequently recommended that a Family Studies degree not be added to our program. The advisory committee meets annually, during the spring semester, typically in April or May. The last meeting took place on April 27, 2006 and was attended by representatives from Grossmont College (CDFS and counseling), San Diego State University, the San Diego County Office of Education, First Five Commission of San Diego County, Head Start, Poway Adult Day Care Facility, Polinsky Center, YMCA CRS, Health and Human Services Aging and Independent Services, and various childcare centers and family child care homes including United Methodist Church Nursery, Mountain Empire Preschools, Canyon Rim Children's Center, and the Little House.



Faculty members and staff come together in work and recognition. A few samples of collegiality are: faculty and center staff working at a PITC trainer institute, honoring the first recipient of the Barbara Chernofsky memorial award, center staff at flex week trainings, coming together to recognize Cathie Robertson's retirement and Kathryn Ingram's welcome, and celebrating at the Grossmont awards ceremony.



SECTION 2 – CURRICULUM, ACADEMIC STANDARDS, AND SUPPORT SERVICES

2.1 Review all course outlines and comment on where your program is in the process of maintaining currency. Verify that the course outlines reflect the writing, reading, and problem solving skills, quantitative reasoning, and critical thinking across the program's curriculum.

The vast majority of our course outlines have been updated in the past three years. Since 2003, there has been a strong push to modify outlines to reflect current thinking and standards in the field. Six updated outlines are being reviewed by curriculum committee this semester, and the remaining few that still need updating are those related to family childcare and family studies coursework that has not been taught in the past several years. It is our goal to meet as a faculty at the beginning of Fall 2007 to strategize and philosophize about the role these topic matters should have in our curriculum. Barbara Chernofsky had been very connected to the family childcare community yet with her passing, we lost some of these ties. Also, as we look to integrate into one Child Development and Family Studies Program more fluidly, we need to plan which Family Studies classes meet the goals of such a program. We look forward to this dialogue.

As part of the recent workgroup meetings to revise the course outlines (see 2.2 and 2.3), effort was made to ensure rigor and varied student learning styles were addressed in the construction of course objectives and evaluation procedures. In each of our Child Development and Family Studies outlines we work to incorporate college level writing task, reading of current and relevant material, and coursework that requires problem solving skills, quantitative reasoning, and critical thinking. Theory to practice is regularly emphasized in as demonstrated in observations assignments, environmental assessments and curriculum design.

2.2 Describe how your department makes decisions related to the following:
a) Identification of student leaning outcomes
b) Methods to demonstrate achievement of these learning outcomes

Explain how your department uses this information for course and program improvement.

- a) Faculty members take advantage of yearly retreats, staff meetings, and specially scheduled SLO meetings to identify student learning outcomes. Instructors teaching like classes will meet together to review existing student learning outcomes and evaluate whether stated objectives meet the current educational goals of the class. SLO are analyzed to ensure they are measurable and philosophically aligned with pedagogy.
- b) At the aforementioned gatherings, methods to demonstrate achievement of learning outcomes are discussed. Faculty members share their specific techniques for assessing student learning (exams, projects, written assignments, etc.) and dialogue about which specific methods have been most demonstrative of the SLO. Frequently, instructors share assignment descriptions and refine their own techniques. Then, as a

department, consensus is reached about which assignments must be incorporated into the course, and where there is leeway for academic freedom. For example, in CD 125 it was decided that all instructors would have a similar preschool observation paper and grading rubric. Yet for the infant/toddler and adolescent assignment, there would be more flexibility as to which method of evaluation would be used (written observation, interview, poster presentation, etc.).

The department uses the information received to formulate course objectives in the official course outlines, and then bring innovative teaching strategies and evaluation tools into the classroom. For example, many instructors began using the Blackboard course internet site to supplement their traditional classroom courses for journaling, mini-quizzes, etc. Others have “borrowed” classroom role-plays on topics harder to evaluate such as managing adult behavior, stereotyping, and cultural sensitivity to help students demonstrate communication skills for the early childhood classroom. We also have used the information to standardize some of our coursework. Faculty members who teach CD 125: Child Growth and Development gathered together to create a standard preschool observation assignment, discussed its efficacy after it had been piloted for a semester, and then conducted a “norming” session to work on grading consistency.

2.3 Explain how the department maintains academic standards, integrity and consistency to assure that current curriculum adequately meets students’ needs (e.g., general education, prerequisites, job-specific training, transfer). Explain how the department ensures instructors teach to the official course outline.

The Child Development and Family Studies Program prides itself in providing a high quality, current, and rigorous curriculum. We have a reputation in the community of producing the most prepared teachers in the early childhood field. To maintain consistency we have yearly retreats where both full time and adjunct instructors come together to discuss current issues in the field and pedagogy. At the retreats teachers of like courses get together to update course outlines, discuss course assignments, share ideas about teaching strategies and in-class activities.

When new instructors teach courses, we share syllabi, course materials, and meet with new faculty members to discuss ideas about what has/hasn’t worked. New instructors are also given a copy of the official course outline, and are invited to attend class sessions taught by more experienced instructors. New full-time faculty members are paired in an office with a veteran faculty member for support and guidance, while adjunct faculty members are invited to consult as needed with other faculty members. We are privileged to have a strong dedicated base of professional adjunct faculty members. Low turn-over has created greater unification of faculty and consequently more consistency in curriculum. One way we ensure that instructors are teaching to the outline is by sharing the responsibility for developing those outlines. Teams who teach the same courses meet together regularly to update course outlines as well as share teaching strategies. We use 299’s as testing grounds for new courses. Full and part-time faculty members are involved in writing their own outlines for these courses. The same text book is also used in all multiple section courses and the decision of what text book to be utilized is made by consensus of the faculty members who teach the

course (often following presentations of texts by the publishers). Occasionally an individual instructor will field test an alternate text, but our goal is to maintain consistency for the sake of students. This keeps the costs down, maximizes buyback and sharing of texts, allows us to keep multiple copies in the LRC and makes it easier when a student needs to transfer to another section, or drop and repeat a class later.

In some classes we have criteria for who should teach classes for consistency. For example, to teach our Infant/Toddler classes, we only allow instructors that are Program for Infant Toddler Care (PITC) certified trainers. This not only helps ensure the curriculum is similar but also aligns with our laboratory which is a PITC Demonstration site. A very strong component of our program is selecting instructors who have both expertise and current experience in an area to teach the courses. We want instructors who have been “on the floor.”

When hiring classified staff for the Child Development Center (CDC), we work to find people whose philosophy and practice mirrors the teaching of the Child Development and Family Studies Department. Faculty members direct the CDC (currently Ingrum and Obegi) which helps maintain a consistent philosophy between the department and CDC teaching staff. Regular staff meetings are held at the CDC for professional growth as well as Program for Infant Toddler Care (PITC) trainings. Joint CDC and faculty meetings have been held to foster academic consistency. CDC teachers are encouraged to update their licensure with coursework taught by the Grossmont Child Development and Family Studies Department. Center staff is supported in educational pursuits through free tuition, Child Development Training Consortium and CAREs stipends for continued coursework. Some of the staff have received assistance in continuing education through CSEA scholarships and support.

Our faculty takes the work of maintaining currency very seriously. Mary Courtney is part of a state 24 unit alignment project to align 24 child developments at the community college level with the curriculum at California four year universities. Courtney is a leader in the county Preschool for All Taskforce, which is developing a strategy and curriculum for universal preschool for all 4 year olds in the county, and is also on the Chancellor’s advisory committee for the California Community College Early Childhood Education organization. Sheridan DeWolf is the president of the Southern California Child Development Administrators Association (CCDAA) which is a leader in child care policy and advocacy. Kathryn Ingrum sits on the San Diego County Child Development and Care Planning Council, and Claudia Flores is taking the On-Course training to improve her teaching techniques. Most faculty are members of professional organizations including NAEYC, CAEYC, SDAEYC, CCCECE, CCDAA, NCCCC, and Children’s Defense Fund. Many hold leadership positions in these organization and are on the crux of new information and issues facing the field. (Michelle Soltero, Past President CAEYC, board NAEYC; Ginger Hartnett, CAEYC and SDAEYC, Becky Candra, Past President, SDAEYC, Sonia Gaiane, board SDAEYC). Many of our instructors serve as textbook reviewers to keep current on changes in texts and add input on material that would benefit student learning.

2.4 Using Appendix 5, Grade Distribution Summary Report, comment on retention and grading variability figures. Discuss any specific courses that have unusual retention patterns or grading variances.

The retention in our Child Development courses is fairly consistent. The Department has the highest level of retention in our curriculum classes and other courses specific to majors. In our largest general education course CD 125 (15 sections per semester), there is typically a 20-30% withdrawal rate. We attribute this lower rate of retention to an underestimation of the rigor of a Child Development course (e.g. 10 page paper), and events in student's lives that compete with school success. We also note a lower level of retention in some sections of FS 120 and FS 115. These sections were all offered in an on-line format. We suspect many students go into on-line classes not knowing what to anticipate. Some may find the format more challenging than they expected or not conducive to their learning style. We are also investigating ways to make our on-line classes more accessible and user-friendly to students while maintaining academic rigor. One solution has been a longer orientation in the Tech Mall, giving students more time to meet face to face with the instructor and to run through the basic components of the class.

Similar to retention, our grading variability figures are fairly consistent across sections. However, there is some variability in the department. Specifically, we saw a higher number of A's being given by a new adjunct instructor in CD 125. She is no longer teaching with us, but if she were, she would be advised and mentored about grading practices and rigor. Another seasoned adjunct instructor was also giving a higher number of A grades in this course. Once made aware of this, she put a great deal of thought into the reason, and came to the conclusion it was due to the way she was weighing assignments. She is a dedicated instructor who works toward student success, but acknowledges her grading on tests or papers isn't easy. Yet, points given for completing study guides (which almost everyone received full points on), was shifting the grading distribution. She has since adjusted her point distributions. Finally, there was also a higher number of A grades in CD 130: Developmentally Appropriate Practice and CD 174: First Steps: Intro to Reggio Emilia. We attribute this to the fact that these courses are designed for more experienced Child Development students/educators. CD 130 falls at the end of major/program and CD 174 is not part of the major but to advance skills of early childhood teachers in the field.

2.5 Describe strategies employed to ensure consistency in grading multiple section courses (e.g., mastery level assessment, writing rubrics, departmental determination of core areas which must be taught).

Since the last program review, the department focused on student learning outcomes including consistency across multiple section courses. CD 125 faculty collected samples of papers that were on the "C"/"D" border. Each teacher graded these then dialogued about her choices. The goal was to determine what the "bottom-line" in a passing grade is and to ensure consistency across sections. In CD 125 faculty have come together to create a similar grading rubric and content standards for our preschool observation paper. There are no mastery level assessments, but with the use of test banks and the sharing of ideas and strategies across faculty members, exams typically cover the same core areas. During department retreats, the process of revising course outlines as groups helps faculty develop similar assignments and goals for our teaching/grading.

2.6 Describe how your department encourages students to extend learning beyond the formal classroom.

Opportunities for students to extend learning beyond the formal classroom are abundant. Most of our classes have a community site observation or participation requirement, and the department laboratory (Child Development Center) sees hundreds of student learners each semester. Based on the results of our student survey, 235 people or 53.5% of those surveyed had used the Grossmont College Child Development Center for a class assignment, observation, or project. Some examples of how we encourage to extend learning beyond the formal classroom are:

- CD 106/7/8/9 requires weekly contact hours at the Grossmont Child Development Center including observation, interaction, and activity planning for young children.
- CD 121 requires an observation of a group of children and a subsequent curriculum plan for that group of children.
- CD 123 requires an interview with a professional in the field as well as concurrent employment or enrollment in a lab working with children. Students are also required to do three observations of programs in the community.
- CD 125 requires an observation of a preschool age child and subsequent paper applying child development theory to that child's behavior. Most instructors require additional observations of infants, school-age and adolescents.
- CD 129 utilizes children's literature about current issues such as families effected by war when parents are deployed.
- CD 131 asks students to visit and report on a community agency that serves children and families.
- CD 133, CD 150, and CD 180 are all field experience courses that require 10 hours work experience concurrently with enrollment in 5 units at Grossmont College.
- FS 120 requires a visit to a senior adult care facility and or an interview with an individual over the age of 70.

Students are also encouraged to participate in legislative symposiums, attend child development conferences and workshops, and join professional organizations. The department has hosted several events such as Reggio Round Tables, and the San Diego Association for the Education of Young Children mini-conference. Students are encouraged to volunteer to work at conferences for free registration.

2.7 Describe and give rationale for any new courses or programs you are developing or have developed since the last program review. How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum.

Since the last program review we have developed several courses to meet student needs and address new trends in the field. We have developed four new three unit classes and a myriad of one unit CD 299 courses. The one unit classes are designed for professional growth and to meet the requirements of the San Diego CARES stipend program.

The three unit courses developed are as follows:

CD 121: Visual and Performing Arts in Child Development.

This course was designed to explore the development of creativity in young children through art, music, dramatic play and movement. It combines elements of two courses that were omitted from the department's course offerings: CD 126 Art and CD 128 Music and Movement.

Several factors led to this change in our curriculum. First, the California Department of Education is adopting a series of curriculum foundations for preschool. The first set of foundations is in the area of visual and performing arts. Second, SDSU had added FS 115 Changing American Family as a requirement for transfer. As we looked at the program we needed to make room to add this course to our program without adding additional units to our major. It has become increasingly apparent in our field that quality care of children requires quality and informed interactions with children's families. The addition of FS 115 to the major allows students to deepen their understanding of issues facing families. The third factor was a philosophical change in the field regarding the way children approach the arts.

CD 174: First Steps Introduction to the Reggio Emilia Approach. This course was previously a CD 299 1 unit course during the last Program Review cycle. It has since been formalized into a three unit course that can be utilized as part of a Master Teacher Permit specialization. Course content draws from an international model of excellence in early childhood education, inviting students to reconceptualize their teaching as co-constructing children's learning. The environment as the third teacher, the project approach, documentation, and the teacher's role in the classroom are emphasized. The course is enhanced by instructor Mary Courtney's visits to Reggio Emilia, Italy and other Italian influenced programs in the United States.

CD 175: REA Documentation: Making Learning Visible. This course draws from the philosophy of education embraced in CD 174, and goes deeper into the process of documentation. Students practice how to observe young children in order to scaffold their learning, and how to make children's learning visible. This course can also be used as part of a Master Teacher Permit specialization.

A sampling of the one unit courses developed are listed below:

CD 299 Adult Relationships in Early Childhood Settings: To help staff communicate effectively with other staff members. Teachers are generally well prepared to work with children but have few resources for working with other adults, such as staff and families.

CD 299 Baby Signs: Communicating with Infants and Toddlers – To understand the rationale and develop skills for utilizing infant sign language in early childhood classrooms.

CD 299 Brain Development in Young Children – To update early childhood professionals in current brain development research and implications for classroom practice.

CD 299 Building Secure Relationships – To develop an understanding of attachment theory and how to translate this knowledge into classroom interactions that foster social/emotional security. Cross-cultural implications discussed.

CD 299 Developing Cultural Competence – To support early childhood teachers in the development of cultural competence including building self-awareness, cultural knowledge and skills for working with culturally diverse children and families, with the goal of fostering trust and respect.

CD 299 Leadership Development for Early Childhood Educators Part I: This course was designed to help students develop leadership skills as early childhood educators. Emphasis was placed on leadership philosophies, goal-setting, and communication and interpersonal skills. Community involvement and service was a component of the course which was to run in conjunction with the Child Development Student Association club. There was not sufficient enrollment to teach this course.

CD 299 Superhero Play in Classrooms: To help teachers deal with play that may involve violence and issues of war, power, etc. that teachers do not always have the skills to deal with in an effective manner.

How have current issues (environmental, societal, ethical, political, technological) been reflected in your curriculum.

Current issues are constantly reflected in our curriculum. Instructors work to bring awareness to new research, ethical issues, and legislation that link to student learning. For example, in CD 131 and FS 115, students are asked to bring in newspaper articles that relate to current events or research with children and families. These are discussed in class and posted on a bulletin board in the classroom. Frequently such topics as gay family rights, or limitations of rights are addressed, as are findings on various family structures, trends leading toward a rise in single family and grandparent led households, affects of video game and television violence on children, and vulnerability to internet scams and predators, etc. In CD 125 instructors will often connect to the internet in class to show students emerging research or current events on news sites. For example, new findings about the cause of SIDS (Sudden Infant Death Syndrome), stem cell legislation, breastfeeding research, genetic engineering, environment toxins that acts as teratogens, etc are discussed. In CD 141 current research pertaining to children with special needs is addressed including findings on the growing number of children with autism, children with attention deficit and hyperactivity disorders, children exposed to lead and other environmental toxins, and genetic conditions affecting development. In CD 123 and CD 137 awareness is turned toward legislation that directly affects the early childhood community, such as the *No Child Left Behind Act* and *Preschool for All*. An emphasis is placed on advocacy and trends in the field.

Videos and DVDs are also shown in class that pertain to current issues. For instance parts of the movie *Supersize Me* are shown in CD 134 and CD 125 to address the childhood obesity epidemic, and in CD 131 the documentary *Born into Brothels* is shown to extend student's worldview about circumstances affecting children's development. CD 127 has a component

on technology with young children and the selection of appropriate software and educational programs for children.

2.8 *In Appendix 4, Course Status, list the courses in the department that are duplicated at Cuyamaca College and identify their alignment status. Comment on courses which have not been aligned and describe the plans for alignment.*

The vast majority of our duplicated courses are aligned with Cuyamaca College. There are a few exceptions, which are currently being adjusted at Cuyamaca to fit the course status at Grossmont. For instance CD 123 requires concurrent enrollment with CD 106/7/8/9 at Grossmont College. Cuyamaca previously did not have this co-requisite as they did not have a child development laboratory. Now that both colleges have laboratories, we are once again working toward alignment. CD 132 and CD 133 courses are 3 units at Grossmont and 2 units at Cuyamaca. Cuyamaca is now adjusting their unit requirement.

INNOVATION/SPECIAL PROJECTS/COMMUNITY INVOLVEMENT

2.9 *Describe instructional innovations and/or special projects undertaken by the department or individual faculty members, including the use of technology.*

The department has undertaken numerous special projects and instructional innovations that include technology. For instance, a number of our courses are offered in an on-line or hybrid format including FS 110, FS 115, and FS 120, CD 125, CD 131, and CD 299. Many of our traditional classes utilize the Blackboard course internet site to supplement student learning. A portable computer, digital cameras, and printer were purchased for use in our curriculum classes. The equipment allows students to practice documentation in-class and search the internet for relevant data. The Child Development Center recently purchased a new computer, printer and digital cameras to document children's behavior and development in a visible manner. Since the last program review the CDC has installed 8 cameras with sound in the infant and toddler observation rooms to aid in student's unobtrusive observations. There are plans to add cameras to the preschool classrooms during Spring 2007.

Several of our faculty have worked with Worth Publishers to create digital resources for students. Cathie Robertson authored the majority of the on-line course materials (70%) including the PowerPoints that accompany the text and the website links for the text *The Developing Person through the Lifespan 6th ed.* by Berger. She also completed about 40% of the on-line resources for the Berger text *The Developing Person Through Childhood and Adolescence, 7th ed.* again including the PowerPoints and the website links. Sheridan DeWolf and Amy Obegi also authored a segment on quality childcare showcasing Grossmont's Child Development Center for the student DVD accompanying the same Berger text. Obegi also worked with Worth Publishers on a digital segment on infant and toddler language development for their PsychWatch student DVD.

Cathie Robertson has worked with a number of other publishers to create instructional media for students. For Delmar Publishers she created the on-line test bank, instructors manual, accompanying CD and the interactive materials on the website for the textbook she authored, *Safety, Nutrition and Health in Early Childhood Education, 3rd Edition*. For McGraw Hill

she has revised on-line test banks and instructor's manuals. Robertson is considered in a leader in the field for the creation of supplemental web based media for early education courses.

The Child Development Center also participated in the making of several training videos. Administrators and CDC staff were interviewed for a Desired Results Developmental Profile (DRDP) video and a Temporary Assistance for Needy Families (TANF) Child Development video for recipients of CalWorks about the possibility of a career in Early Childhood Education.

Sheridan DeWolf was recognized as the College Distinguished Faculty Member in 2002 for her innovative work at the Child Development Center, including adding an Infant/Toddler component that is a PITC demonstration site. She used her sabbatical work to help create a naturalistic outdoor play environment for the children. Barbara Chernofsky, Mary Courtney, and Amy Obegi were recognized for teaching excellence for the Division of Business and Professional Studies.

2.10 With the interest and needs of the community in mind, describe any outreach or community activities initiated by the department/program.

The department holds its relationship to the community in high esteem and labors to be an active participant in the early childhood arena. Faculty members work to connect with students in the community, child development professionals, children, parents, seniors, and professional organizations. Listed below are some of our outreach endeavors.

SENIORS 4 KIDS

One of our largest projects since the last program review was the acquisition of a three year intergenerational grant from the First Five Commission of San Diego County in partnership with Aging and Independent Services. Run by Lorraine Martin and Cathie Robertson (now Martin independently), the program called Seniors 4 Kids, recruited, trained and placed over 55 senior community members as volunteers in 16 early childhood classrooms including Grossmont College, Sevvick Center, Poway Intergenerational Center, ParentCare Recovery Center, etc. Senior volunteers work 30 hours a month for a small stipend with at risk children. Department faculty were training consultants for Senior 4 Kids, with Amy Obegi as Literacy consultant, Sonia Gaiane as Diversity consultant, and Barbara Fletcher as administrative support. The program had an emphasis on supporting children's emergent literacy. Each year every child that had a senior volunteer in his/her classroom received a quality children's book from the Seniors 4 Kids program. The program was a great success and model for other programs in the community. It was funded at \$125,000 for the first year, \$144,000 for the second, and \$162,000 for the third.

CALIFORNIA EARLY CHILDHOOD MENTOR PROGRAM

Grossmont College was one of the initial two colleges to be a part of the early expansion of the California Early Childhood Mentor Program. As College Coordinator, and now Regional

Coordinator, Mary Courtney implemented this program on our campus. The program offers experienced teachers in the community the opportunity to work with students from the field experience class in Child Development. Students are placed in Mentor Teacher classrooms and have the benefit of working with young children under the support and guidance of a Mentor Teacher, students benefit from the one-on-one learning opportunity as they observe and teach young children in an early childhood setting.

The program has continued to grow and Courtney continues to serve as Regional Director, coordinating the efforts of Grossmont College, Cuyamaca College, San Diego City College, Miramar College, Mesa College and Southwestern College. There are 36 Mentor Teachers in the Region providing outstanding placement opportunities for child development students in our field experience classes. A Mentor Selection Committee, composed of Child Development Professionals from the community, provides the vehicle for careful selection of Mentors.

The Director Mentor component was added to provide opportunities for Directors to become mentors to other directors/administrators in the community. Courtney has worked with other faculty members, including Kathryn Ingrum and Michelle Soltero, and community members to provide workshop and support opportunities for Directors in the field. Mary and Kathryn have worked with the Mentor Program to provide a Director Mentor Institute which is a two day training required for individuals who wish to become Director Mentors.

This project is an on-going collaboration between Grossmont College, other community colleges and the child development community. The statewide program now is active in ninety three community colleges, with 635 Mentor Teachers and 119 Director Mentors

CHILD DEVELOPMENT CENTER AS PROGRAM FOR INFANT TODDLER CARE (PITC) DEMONSTRATION SITE

The Grossmont College Child Development Center is a demonstration site for the Program for Infant Toddler Care (PITC). In this capacity, the CDC staff conducts tours to local, national, and international observers and consults on quality practice. For instance, the CDC coordinator consulted with members of Baker Elementary School in National City when they were starting an infant/toddler childcare center for teacher's children. Tours are administered to teachers at local Head Start Childcare Centers, teachers at the Polinsky Center, groups of high-school seniors, and out of state visitors conducting research. CDC teachers and administrators frequently sit on PITC panels to talk about programmatic philosophy in action. Since the last program review three local family childcare homes have also been added as affiliated demonstration sites. They are currently in the process of being trained to maintain the standards of the PITC program. The PITC Regional Trainer/Coordinator for Orange, San Diego, and Imperial Counties (Michelle Soltero) has an office on-site as a base for training teachers throughout the three counties on PITC program philosophy.

FOSTER, ADOPTIVE AND KINSHIP CARE EDUCATION PROGRAM

The Foster, Adoptive and Kinship Care Education Program is a categorical program funded by the California Community Colleges Chancellor's office to provide education for foster

and kinship parents. The Grossmont College Program receives \$900,000 per year to serve the county of San Diego. Last year the program conducted over 4,800 hours of classes to over 4,000 participants. Nory Behana is a full-time faculty member in the Child Development and Family Studies Department who is currently working 100% of a special faculty position to serve as Program Director for the program. Behana also has a contract with the County of San Diego for \$179,000 to coordinate classes and other services such as support groups and a mentoring program for foster and adoptive parents. This program serves the county of San Diego although it is based at Grossmont College. The classes are either non-credit classes or workshops rather than Title V courses. Behana also serves as the Regional Coordinator for the Statewide Program as well as serving as Chair of the State Chancellor's Office Advisory Committee.

REGGIO ROUND TABLES

To facilitate the education of community members about the Reggio Emilia philosophy of early childhood education, the college has been a partner in developing Reggio Round Tables. These roundtables take place several times a semester at different sites in the community for training and dialogue about relevant topics. One of the leaders in the facilitation of these presentations is adjunct instructor Becky Candra. Mary Courtney and Kathryn Ingram have also provided numerous workshops and trainings in the community about Reggio principles. For instance, Courtney developed a presentation relating the ideas of the Reggio Emilia Approach to the state assessment Desired Results Developmental Profile (DRDP). She has presented this information at conferences (SDAEYC and CCDA) as well as at other community colleges.

HISPANIC FAMILY CHILDCARE CONNECTIONS

The child development community consists of a diverse group of participants. Recognizing the need to connect with more of its members, Sheridan DeWolf and Claudia Flores formed ties with the Hispanic Family Childcare Network. Flores is offering a CD 123 to Hispanic Family Childcare Providers in English, but with bilingual support. Fall 2007, she will offer CD 125 in Spanish. We look forward to other opportunities this connection will bring. Recent rulings now say that we can offer coursework in Spanish as long as there are available sections in English mean that we may begin a strand of classes in Spanish. We have also met with Pat Bennett in ESL to form a partnership in this venture.

SAN DIEGO COUNTY AFFILIATIONS

The Child Development and Family Studies Department works with the San Diego County YMCA Childcare Resource services to present workshops to the community. Kathryn Ingram has facilitated two training series called "Looking at the Child" and "Looking at the Community" in affiliation with the YMCA and the Program Quality Consortium." In November of 2006 Grossmont College was recognized by the YMCA Childcare Resource Service with a *You Make the Difference Award* for "*developing innovative child development courses, sponsoring the Early Literacy Festival and assisting with the mentor training program. Grossmont was an active participant in the development of SD CARES.*"

Many of our faculty regularly present in the community. Below is a list of just some of the presentations and workshops that serve as outreach:

- Presentation linking the Desired Results Developmental Profile to the Reggio Emilia Approach at CAEYC (Courtney)
- Series of presentations to the Lakeside Union School District on developmentally appropriate early childhood practice (Ingrum)
- Desired Results Developmental Profile (DRDP) training for Head Start and College Park School (Ingrum)
- Workshops for Cal Works recipients on Parenting Issues (Ingrum)
- Monthly training to Community Care Licensing (Title 22) analysts on basic principles of child development theory (Ingrum)
- Seminar to Neighborhood House Association on team building (Ingrum)
- Baby Signs training to home visitors at the Family Resource Center in North Park (Obegi)
- Presentation on child development theory/principles for Neighborhood House Association Family Childcare training conference (Obegi)
- Presentation of research finding on Infant/Toddler Caregivers Cultural Competence at CCCECE (Obegi)
- San Diego City Schools Child Development Programs Symposium on Math for Young Children (DeWolf)
- Presentation titled *Pathways to Tolerance* at the SDAEYC conference (Gaiane)
- Children's Day in the Park (Gaiane)
- Presentation titled *Emotional Development and Social Development* at CAEYC conference (Gaiane)
- Seniors 4 Kids support group training on supporting the bilingual child (Flores)
- Training for trainers for Foster and Kinship Care Education (Behana)
- Reggio Emilia Approach workshops at other community colleges: Long Beach, Feather River, Rancho Santiago, Santa Monica (Courtney)
- Workshop on how to market your Foster Care Kinship Education Programs (Behana)
- Workshops "*The role of community colleges in supporting Child Development Programs*" and *The Child Development Permit, History and Future* at CCDAA conference (DeWolf)

2.11 Provide specific examples of departmental or individual efforts aimed at encouraging students to become actively engaged in the learning process.

Most of our classes require student observations, site visits, and assignments that require critical thinking. For example, most curriculum classes take tours of the Child Development Center and look for evidence of different types of best practice. CD 123 requires students to observe a child and conduct a Desired Results Developmental Profile (DRDP), and CD 143 asks students to visit an infant and toddler program and conduct an Infant Toddler Environmental Rating Scale (ITERS) to assess the quality of the environment. Both the DRDP and ITERS are assessments required by state funded childcare centers. Instructors in CD 143 also allow students to choose a portion of their assignments so they can customize the learning to their own interests. In our field experience classes, students work with Mentor

teachers in early childhood programs. Several classes create learning communities where students work in groups to develop curriculum and initiate program planning. In CD 125, panels of school age and adolescent children are brought in so students can ask questions of them and gain a better understanding of their development and issues that are relevant to their life stage. In FS 115 students build in-class families that encounter and solve “real-life” challenges. Students are often required to find and bring to class current articles that influence children and families for discussion and debate. In CD 131, students write a personal socialization paper to develop an understanding of how their socialization impacts their own interactions with children and families. In FS 110 and CD 131, students are asked to conduct a book analysis based on a reading of their choice, to extend their learning beyond the text. We frequently encourage students to attend conferences and workshops. One semester, Sonia Gaiane raised over \$3,000 in funds to bring Grossmont College students and Patrick Henry High School students to the CAEYC conference in Anaheim.

2.12 Explain the department's relationship to others on campus (e.g., fulfill prerequisites of other general education programs, cross-listing, interdisciplinary course offerings, learning communities).

Several of our courses are required for other majors including FS 120 for Disability Services Management and Occupational Therapy Assistant. CD 125 and CD 141 are required for Speech-Language Pathology Assistant. CD 125, FS 110, and FS 129 are general education courses. CD 153: Diversity Issues in Early Childhood Education is cross listed with Cross-Cultural Studies 153.

Beyond the formal links, the Child Development and Family Studies Department has developed relationships with others on campus for training, support, and affiliation. We have worked with Pat Bennet in ESL to start a CD 125 and CD 123 course with bilingual support. We share a grant for the TANF CDC program with EOPS to help place CalWorks students in the child development field. We have had a staff development training with Suda House in the Photography department on utilizing digital cameras. We have immensely enjoyed the support of the Art Department who, for Art 281 A/B/C/D: Studio Workshop in Public Sculpture, have created Kumeyaay-inspired metal animals that hang in the CDC entry way and the infant/toddler play yard. We are currently working with some sculpture students to create signs to hang outside each of the children's classrooms at the CDC. After Barbara Chernofsky's passing a sizable donation was made to buy new children's books for the Grossmont College library along side a memorial display. Finally, the children at the CDC benefit from the generosity of many departments on campus who allow them to watch Exercise Sciences classes, Music classes, attend theatrical productions, tour Hyde Gallery, and run on the football field while on their campus walks.

CAMPUS RESOURCES

2.13 *Indicate what the department has done to formalize links with the following college support services:*

LEARNING ASSISTANCE CENTERS (BIOLOGY LEARNING CENTER, ENGLISH WRITING & READING CENTERS, MATH STUDY CENTER, TUTORING CENTER)

Instructors have referrals in their syllabi to the writing center. As we discover students who need more help, a more personal referral is used. We seldom use the math center or tutorial center. The resources of the tutorial center are too limited to allow for CD tutors.

TECHNOLOGY MALL

The Tech Mall rooms I and II are used for online orientations. Child Development majors are not always the most technologically savvy and we've found the opportunity to use the rooms for hands on instruction helps immensely to break down the fear factor. Referrals for students to use the Tech Mall have also be valuable. Many low income students do not have the means to purchase, support and maintain adequate computer and internet resources. Having the availability of the tutors in the tech mall has helped our students, especially those attempting online coursework.

INSTRUCTIONAL MEDIA (UPSTAIRS IN THE LIBRARY TECHNOLOGY RESOURCE CENTER)

We work closely with Marty Lewis and Karen McCoy in purchasing and purging instructional media. The department has purchased DVD's and videos to add to the collection. However, the requirement that all media be closed captioned while not having sufficient funds to have this done has limited our ability to keep the full range of works we would like to see stocked.

INSTRUCTIONAL MEDIA (DOWNSTAIRS)

Val Eskridge, Sang Bai and their team are invaluable to the maintenance of the technology in the classrooms. Val has helped us to select and purchase a projector and other technology for use in community workshops and off campus offerings.

INSTRUCTIONAL COMPUTING

For both the departmental needs and the center, we could not survive without the help of Hsiu Chih Jennings and her crew. They have been wonderful about maintaining the computers, printers and peripherals in our offices and at the center. They have helped us to select, purchase and install new technology in the child care center.

Some of our adjunct faculty members use the CATL for preparation and online dissemination because the resources are better than they have at home. Andrea Garzenelli has been a wonderful resource in setting up our web page. Her workshops on Blackboard have been

attended by several faculty and she has consistently been helpful with simple to complex questions regarding online classes, Blackboard and websites. We hope she will be replaced immediately. Other support in the form of @one workshops are being discovered by the department.

DSPS

We have had a good relationship with DSPS. Lorraine Martin served on the advisory committee and we have worked closely with the DSPS staff to accommodate individual student needs.

ASGC

ASGC has been particularly supportive of both the Child Development Center and the Child Development Student Association. Their financial support of Sharing for the Holidays has been well used by low income families at the center.

EOPS

Many of our center parents as well as CD majors are EOPS students. Michael Perez is currently serving on a Child Development and Family Studies Faculty Hiring Committee and assisted with a CDC student parent appeal.

AZTEC SHOPS

Aztec Shops provide the meals for our Child Development Center. We've had good support in meeting the complex federal and state requirements of the Child and Adult Care Food Program.

2.14 Evaluate and provide a summary of the current status of library resources related to the department. Use the subject-specialist librarian assigned to your department to assist in the evaluation. Consider books, periodicals and on-line resources.

Most of the Grossmont College Library periodicals are available through subscription databases such as Ebscohost or Infotrac, which provide primary databases that cover many academic topics as well as subject specific databases. Among the subject specific databases in the field of Child Development and Family Studies are ERIC, Psychology and Behavioral Sciences Collection and Professional Development Collection (PDC). ERIC and PDC are focused on all aspects of education and include early childhood. Some of the periodicals in these databases are available full text, while others may just have abstracts and bibliographic information. In addition to our online databases, the library subscribes to print periodicals. The following are titles to which we subscribe or have access to via the online databases:

Child and Youth Development: 75
Family and Marriage: 53
Education: 278

The following are the numbers of books by subject in the library's collection:

Parenting and Family Studies call numbers HQ 755.7 - 792.2:	599 books
Early Childhood Education LB 1101 – 1489:	226 books
Pediatrics RJ 1 – 570	283 books
Juvenile literature PZ 5 - 90	1063 books

Unfortunately, our collection is very dated. Most of the books were purchased in the 80's and early 90's. Spending in these areas is based on an FTE formula. The following depicts book spending totals for the last 3 years:

Child Development	\$2270
Family Studies	\$472

The Library also houses a DVD and video collection of about 200 titles related to the field of Child Development and Family Studies.

2.15 Describe the working relationship between the department and the Counseling Department in terms of exchanging specific and current information about your department that counselors can use to help students develop education plans and make career decisions.

Our Child Development and Family Studies Department coordinators present at counseling faculty meetings to update counselors on changes to our major and certificate programs. Mary Rider is our counseling liaison, and frequently attends our flex week department meetings to meet new staff, hear about our course changes, and update our department on any relevant counseling changes. We also have consulted with Mary Rider and Debbie Lim about the possibility of having a supervised marriage and family therapist or clinical psychology intern at the Child Development Center. Debbie Lim has attended a Child Development Center Staff Meeting to educate our CDC teachers about counseling resources in the community and the protocol for referring student parents to Grossmont Counseling Services. T. Ford has met with a CDC parent and CDC staff to help mediate a conflict, and has served on a Child Development and Family Studies Faculty hiring committee. A current focus is bridging connections with EOPS counseling. Michael Perez, EOPS counselor, is currently serving on our faculty hiring committee, and recently attended an appeal meeting for a student parent at the Child Development Center.

2.16 Comment on the results of the student survey, Appendix 6, regarding campus resources.

The vast numbers of our students are not utilizing campus resources with the exception of the counseling office, LRC, and Main Library. Seventy four percent of students never used the Assessment & Testing Center and 18.% used it rarely; the Career Center was never utilized by 72.7% and rarely by 19.5%; the English Writing Center was never used by 72.2% and rarely by 17.2%; the English Reading Center was never used by 86.3% of students and rarely by 9.1%; Health Services was never used by 83.9% of students and rarely by 11.5%; Instructional Media was never used by 84.3% and rarely by 10.1%, the Math Study Center

was never used by 76.9% and rarely by 12.1%, the Student Affairs office was never used by 80.3% and rarely by 14.8%, and the Tutoring Center was never used by 77.4% and rarely by 13.7%.

In contrast, the Counseling office was used 1-2 times per semester by 54.2% with only 27.2% never using the service. The LRC computer lab was used by 51.8% of responding students, and the Main Library was utilized by 69.3% of responding students. These three latter services, though utilized in greater frequency still do not show strong patterns of use.

One reason our majors are not utilizing student services is because most of our majors are working full time and are taking classes at night and on Saturdays. Night students come directly from work. On Saturdays most student services are not available. The LRC closes at 3 when our Saturday classes are ending. Interestingly, students were asked if they would make use of a specialized Child Development and Family Studies student study area. Despite the fact that only 46.1% of respondents were Child Development and Family Studies majors, 66.4% said "yes" they would make use of this service. This indicates students might be more comfortable gaining support in an environment specialized to their interests, and could be a valuable resource to student learning.

ARTICULATION

2.17 List the courses that have been formally articulated with the high schools. Describe any collaboration efforts with K-12 schools.

There are three courses that our program have tech prep agreements with local high schools. They are CD 106/7/8/9, CD 123 and CD 124. We meet regularly with the high school instructors to review curriculum with support from the tech prep program. Madeline Noakes from Patrick Henry High School has taught adjunct in our department. We serve on the advisory committee for the Regional Occupation Program (ROP) in the high schools. We regularly have tours of potential child development majors and pregnant teen mothers to encourage enrollment in the college. When invited, we attend high school career days to advertise the program.

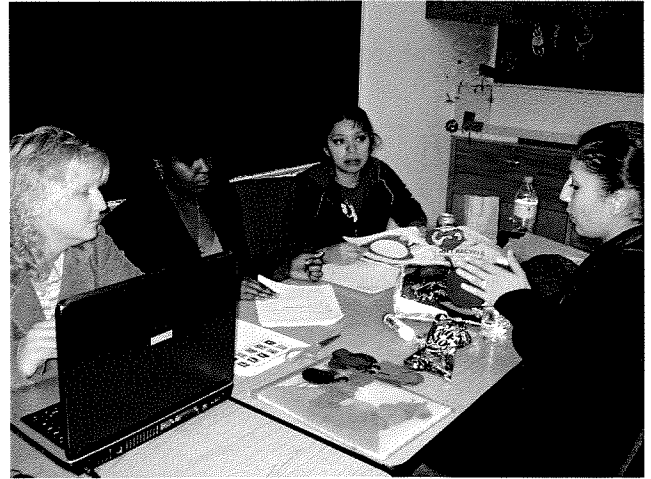
2.18 After reviewing ASSIST.org and the Grossmont College articulation website, please identify if there are any areas of concern or additional needs your department has about articulation with four year institutions. Please describe how the department/program insures articulations with key four-year universities are current.

We have a good working relationship with San Diego State University and meet regularly to review program changes and agreements. We recently added FS 115 to our major to align degree requirements. The Child and Family Development Program at SDSU is currently undergoing transition, moving under the Department of Education. We don't anticipate changes to the articulation agreement, but will keep abreast of the situation. We are on the advisory committee for Cal State San Marcos' new Child and Adolescent Development degree under the Psychology department. This program is anticipated to begin in Fall 2009. The proposed package will articulate 24 units from community college Child Development Programs. We are meeting with National University on the Child Development Permit

project. One of our adjunct faculty members, Jennifer Andrews, serves on their advisory committee.

We looked at the Human Development degree at UCSD, and found the Introduction to Human Development Course is a screening course and is required to be taken at UCSD.

We have recommended our students look at Pacific Oaks College and Point Loma Nazarene, both private institutions who are generous with articulation of our Child Development courses.



Students in CD 129, 130, and 138 work in groups and individually to create developmentally appropriate curriculum. Instructors emphasize hands-on learning experiences to help students apply theory to innovative classroom practice.

SECTION 3 – STUDENT ACCESS AND SUCCESS

3.1 In addition to the innovations listed in 2.11, describe specific ways the department/program has adjusted or developed curriculum to foster student success (e.g. addition of pre-collegiate introduction courses, bridge courses, variable unit courses, on-line courses, honors courses, web enhanced learning).

The department now offers a number of courses on-line: CD 125, CD 134, FS 110, FS 115, and FS 120. We also offer two in hybrid format (75% on-line, 25% in-class): CD 101/2/3/4, and CD 131. A number of instructors also use web enhanced learning for their traditional classroom courses. We offer a variety of 1 unit CD 299 courses for students to enrich their knowledge and pursue professional growth goals.

This spring we are offering CD 123 with bilingual/Spanish support, with plans for a Spanish section of CD 125 in the fall of 2007. We have been meeting with Pat Bennett of the ESL department to provide support for second language learners. In our student survey (appendix 6) we asked if students would be interested in enrolling in advanced seminars/honors courses; 50.1% said yes.

3.2 Analyze Appendix 7, Statistical Data: Outcomes Profile, and comment on strategies utilized to address the needs of the various cohort groups. Provide specific strategies that have been used to meet the different needs of your students (e.g. re-entry, academically under prepared, working, disabled, limited English).

GENDER

The majority of our majors are female, yet we do see some male attendance in our general education courses of CD 125, FS 110, FS 120. Females have a higher success rate in our program than males (67-71% success compared to 45-56%), as is typical when comparing majors to general education students. Males also tend to be our youngest students, so the double effect of age and gender comes to bear. One strategy we keep trying to utilize to increase male success is to hire male instructors. We have had two male SDICCA interns, who have been snapped up by other programs. We also work against the misperception by some male students that Child Development will be an easy course. We have also attempted to use VTEA money at the Child Development Center to have greater involvement by males, in hopes of modeling male participation in the field.

AGE

Thirty to forty percent of our students are over 30 years of age. These two groups (30-49 and 50+) have the highest success rates. Instructors adjust their instruction to the makeup of the individual class. For example, a day class of younger students may emphasize more pop culture and dating references than a night class of older working students which will use more on the job examples. We have also countered the graying of our faculty by hiring two new younger faculty members.

ETHNICITY

Whites, Hispanic and Asian students are fairly even with a success rate ranging from 63-72%. As is the case with the rest of the campus, Black non-Hispanics do the worst ranging

from 37.4-59.5% While the data is not broken down by classes, anecdotal evidence suggests that these students are predominately non-major males, many of whom are student athletes. As with any athletes, we work closely with the athletic advisors to intervene when possible. We continue to work toward hiring instructors that reflect our students. Two excellent African American instructors left when they moved out of the area. We also continue to try to make diversity visible in our choice of texts, examples, media, etc.

WORKING STUDENTS

The bulk of our majors are employed. We offer courses nights, Saturdays, short-term and summer. We have taken classes to the workplace with Head Start and developed 299's to meet current professional development needs. CD 123 and 133 both recognize the job experience of the working students in completing participation requirements.

DISABLED STUDENTS

We work closely with DSPS to accommodate disabled students. Many instructors make the accommodations themselves.

LIMITED ENGLISH

With the hiring of Claudia Flores, we now have a fully bilingual Spanish English instructor. For other students, study groups and accommodations are customized to particular classes. In the introductory course, CD 123 writing skills are assessed through the use of journals and ESL students are given the opportunity to rewrite papers using the English Writing Center.

3.3 If state or federal licensing/registration examinations govern the program, please comment on student success.

State or federal licensing examinations do not govern our program. Students seeking employment in a state funded childcare center do need to apply for a Child Development Teacher's Permit offered by the California Department of Teacher Credentialing. Since the last Program Review, the Grossmont College Child Development program has become one of only 9 community colleges in the state and the only one in San Diego County authorized to review student qualifications and sign-off on these permits.

3.4 Discuss strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/department/program. Include activities your faculty have implemented to provide closer connections to primary and post secondary schools. Consider campus/district resources that have been useful. Using the Student Survey, comment on how students learned of this program.

Beyond the traditional publication of course offerings in the college catalog and on-line, our courses are publicized in the San Diego County YMCA C.A.T.S (Childcare Activity Training Service) calendar on-line. When offering new courses we often create flyers, which are publicized on campus and brought to training events and professional meetings. We have attended career day at local high schools to publicize the program. We attend the tech prep events/conferences to help articulate our CD 123 and CD 124 classes with the high school child development courses. We also stay connected with other child development faculty at local community colleges at CCCECE meetings and attend advisory committees for

curriculum changes and planning at San Diego State University, San Marcos State University, and National University. The San Diego Family Childcare Network advertises our courses as does the local chapter of the childcare union. Our instructors do a lot of workshops in the community which generate attention to the college and our department.

According to the student survey the majority of students learned about the program from the course schedule/catalog (64%). Grossmont College counselors (14.2%), family/friend (10%), the College webpage (5.9%), work referrals (4.1%), Grossmont College Instructor (1.5%), and public media (.2%) were also sources of knowledge.

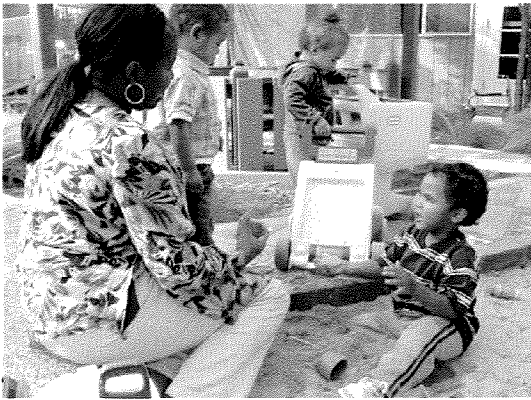
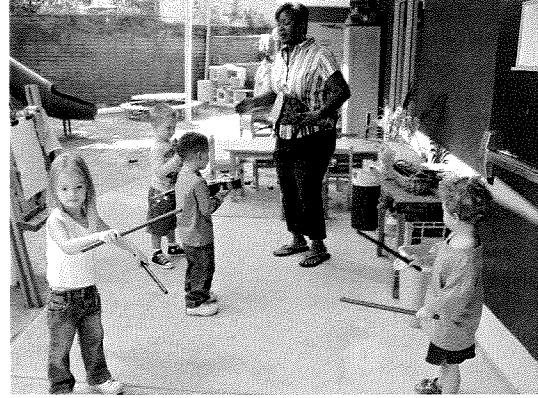
3.5 Referring to Appendix 7, Statistical Data, Outcomes Profiles, Appendix 8 Efficiency Report, and Appendix 5, Grade Distribution Summary Report, comment on emerging trends of course completion, success, retention and enrollments.

In the efficiency report, Child Development has held fairly even with only one dip below 500 in Spring of 2001. Family Studies is a little bumpier, with jumps between 457 and 623. We're still trying to figure out where these classes fit in the overall program. This is an area that we will look at more closely. Success has held steady in the 65-69% range. Retention has held pretty close to the 80-84% range.

Enrollment seems to zigzag , peaking in 2002 with 1544, down to 1334 in 2003, 1429 in 2004, 1215 in 2005. Some of the factors that can be attributed to the change in numbers are that we offered two fewer sections of CD 125 in Fall 2005 than in Fall 2002, and we offered no CD 299's in Fall 2005. In 2002, five CD 299's accounted for 135 students. Another 60 students were in classes developed by Barbara Chernofksy that haven't filled since her death. Another factor is our curriculum changes. While we tried to educate both students and counselors to the upcoming changes, there was some confusion. One hundred and five students took the two CD 126 and 128 classes in Fall of 2002, while only 72 took the new CD 121. Students also have difficulty finding FS 115 (a new major requirement), since it is not listed with the CD courses. We're remedying that by proposing cross listing it as a CD course. We are seeing an increase in FS 115 since requiring it in the major.

3.6 Referring to Appendix 9 if the department/program offers a major or certificate in the college catalog, comment on the trends regarding number of students who earn these degrees and/or certificates.

We do not have a degree for Family Studies. In Child Development the trend in our degrees reflects the enrollment trends of the college, peaking in 2003. Our field has various levels of completion that are not reflected in Degrees and Certificates. At the 12 unit level, a teacher can work in a private program. The Commission on Teacher Credentialing issued permit for a teacher requires 24 units of CD and 16 units of general education. Many transfer without completing a degree.



Classified staff are instrumental in the functioning of our program. They care for a combined 64 children daily – modeling quality childcare interactions, mentoring students, assessing children's development, AND building relationships with student parents.

SECTION 4- DEVELOPMENT OF HUMAN RESOURCES

4.1 Describe how participation in activities listed in Appendix 10 have resulted in improvement in curriculum and instruction.

Because our faculty attend trainings, workshops and conferences *and* are active leaders in the child care community, valuable information is brought back to our students. Most recently a statewide push towards Preschool for All has put our faculty to work on educational standards, transfer agreements and partnerships to lead towards the Bachelor's degree. Early information gained at conferences led us to revise curriculum to meet changes in Preschool Curriculum Standards statewide. Inside knowledge of a new Family Partnership Initiative by the California Department of Education put center and department faculty and staff at the first training sessions. Our faculty also seek out better ways to teach such as attending OnCourse and @one trainings. Active participation in CCCECE has led to writing SLO's with instructors from other colleges. We have also brought an international perspective to our courses with Mary Courtney's trips to Italy and China, Sonia Gaines sabbatical work in Japan and Brazil, and Sheridan DeWolf and Jennifer Andrews literacy work in Oxford, England. When we began rethinking the CD 126/128 transition to CD 121 Visual and Performing Arts, instructors, both full and part-time went as a group to Seattle to attend a conference and discuss strategies to implement in the new course.

Child Development Center staff and administrators active participation also helps keep the CDC on the cutting edge of early childhood classroom practice. When teachers model the new ideas they glean at PITC conferences or Reggio Emilia workshops, they provide laboratory students the opportunity to visualize and experience quality practice. During flex week the CDC staff visit other college and private childcare centers in the county. This allows staff to share ideas and bring them into the classroom. In the last several years CDC staff have focused on the aesthetics of the environments, building relationships with families, and on making the children's learning visible through documentation. These changes have added richness to the curriculum.

4.2 Forecast your staff development needs both within and outside the institution

As we continue to replace faculty retirements, a goal is to keep new faculty current on information and affiliations that have been established in the early childhood community. This includes training and participation in organizations locally (Child Development Planning Council, Mentor Teacher), statewide (PITC, Preschool for All, CCCECE, CCDAA, 24-unit alignment project), nationally (NAEYC, NCCCC), and internationally (Reggio Emilia programs). We also want more instructors to be qualified to teach on-line, so training in this arena will be important. As is typical in our department, instructors rotate in the administration of the campus Child Development Center. New faculty need staff development support in managing people and programs including fiscal responsibilities. Staff at the Child Development Center need on-going support in working with children with challenging behaviors and meeting the diverse needs of student parents. Our CDC parents are increasingly under stress and need support to maintain their and their children's physical and emotional well-being in order to help them to successfully complete their courses at Grossmont College.

4.3 *Describe how the members of the department are helping to shape the direction of the college.*

Faculty members serve on a myriad of committees and provide leadership to the campus community. Sonia Gaiane and Sheridan DeWolf have both served on accreditation task forces. Sonia Gaiane is chair of the WACO committee and has served on the Faculty and Staff Development committee and the Subcommittee of the Curriculum Committee on Diversity. Barbara Chernofsky was active in many arenas, most notably Staff Development, Chairs and Coordinators, and Budget committee. Cathie Roberston and Mary Courtney have both served on the Curriculum committee. Sheridan DeWolf has served as Chair of Program Review and numerous hiring committees for campus business services including VP of Business and the task force to write campus wide SLO's (because Chuck promised a free meal☺). Amy Obegi, Mary Courtney, and Sheridan DeWolf have served on Academic Senate. Nory Behana administers a million dollar Foster and Kinship Care Education Program funded by the State Chancellor's Office and the County of San Diego. Sonia Gaiane, Amy Obegi, and Claudia Flores have been advisors to the Child Development Student Association (CDSA). The Child Development Center, administered by the department aids in the retention of many student-parents and serves as a model Infant Toddler Site for the California Department of Education.

Sheridan DeWolf was recognized as the Grossmont College Distinguished Faculty Member for the 2001-2002 academic year for her campus leadership. Among her accomplishments were obtaining funding for and overseeing the development of an infant/toddler childcare facility on the campus, and her past work as academic senate president.

4.4 *Describe how the members of the department contribute to the community beyond the college, locally, statewide, and/or nationally.*

The Child Development and Family Studies Department prides itself in the contributions faculty make to the early childhood community on the local, state and national levels. Our faculty members hold leadership positions, are members of planning and advisory committees, and are participants and mentors in programs committed to children and families. A synopsis of some of the contributions at each level is summarized below.

LOCAL

- In San Diego County, Kathryn Ingrum sits on the Child Care and Development Planning Council. Amy Obegi, Barbara Chernofsky, and Sheridan DeWolf also held positions on the council during the last five years.
- Adjunct instructor Becky Candra was President of the San Diego Association of the Education of Young Children (SDAEYC) between 1998-2004. Sonia Gaiane and Kathryn Ingrum have also held positions on the SDAEYC board (ethics chair, college outreach chair, etc).
- Mary Courtney chaired the workforce development taskforce of the San Diego based *Preschool for All (PFA)* initiative. Kathryn Ingrum is on the superintendent's team to develop PFA, and is on the selection committee to choose demonstration sites throughout the county.

- Lorraine Martin and Cathie Robertson initiated and carried out a 3 year grant called Seniors 4 Kids that brought over 55 senior volunteers into 16 childcare centers across the county.
- Mary Courtney is the Regional Coordinator of the California Early Childhood Mentor Teacher Program, and instructors Kathryn Ingram, Angie Gish and Becky Candra have served on the local mentor teacher selection committee for this project. Kathryn Ingram is also a trainer for the Director Mentor Program.
- Michelle Soltero is the Regional Training Coordinator for the Program for Infant Toddler Caregivers, and Grossmont College Child Development Center Directors (Kathryn Ingram, Amy Obegi, Sheridan DeWolf, and Mary Courtney – over the last five years), conduct tours, workshops and panels and educate community members about PITC policies
- Mary Courtney and formerly Lorraine Martin were the Region 10 Catalysts for the California Community College Early Childhood Education organization.
- The Department works closely with YMCA Childcare Resource Services and the CARES program to help students grow professional in the field.
- Numerous faculty members and CDC staff have presented workshops in the community, organized training events and have served on panel presentations.

STATE

- Sheridan DeWolf is currently the Southern California President of the California Child Development Administrator's Association (CCDAA), and the state treasurer for the same organization. She has attended hearing on California Preschool Standards/Foundations, worked with childcare legislation and organized many training events. She has served on advisory groups to review proposed Infant Toddler Foundations and Prekindergarten English Language Learners and Language and Literacy Learning Foundations for the California Department of Education. She will be working with UC Berkeley BEAR institute to develop Social Studies Foundations.
- Mary Courtney represents the region for the California Preschool Instructional Network.
- Mary Courtney is on the advisory committee and project group lead for the California Child Development Curriculum Alignment Project.
- Nory Behana is the chair of the California Community College Chancellor's Office Foster and Kinship Care Education Program State Advisory Committee.
- Mary Courtney and formerly Lorraine Martin sit on the chancellor's advisory committee as Region 10 Catalyst for CCCECE.
- Faculty (Sheridan DeWolf, Michelle Soltero, Kathryn Ingram, and CDC staff, Marisela Cerna, Maura Mehrian) participated in panel discussion of PITC at the California Community College PITC conferences.
- Ginger Hartnett is the Regional Affiliate Representative for the California Association for the Education of Young Children (CAEYC).
- Many faculty members (Michelle Soltero, Pandy Warner, Sheridan DeWolf, Kathryn Ingram, Amy Obegi, Ginger Hartnett, and Claudia Flores) are certified trainers for the Program For Infant Toddler Care which works in partnership with the California Department of Education and WestEd. Our Child Development Center is a demonstration site for PITC.

- Our department works in partnership with the Temporary Assistance for Needy Families (TANF) Child Development Careers to encourage interested CalWorks recipients to enter the early childhood field. The department participated in the creation of an education video, and CDC staff Maura Mehrian, was on a panel presentation for this program.
- For her sabbatical project, Nory Behana conducted research to assess the status of foster parent training in California, compiling a manual with descriptions of current curricula and noting gaps.
- Child Development Center staff and directors (Obegi and DeWolf) participated in a training video for the state child development assessment instrument, the Desired Results Developmental Profile.

NATIONAL

- Cathie Robertson authored the text, *Safety, Nutrition, and Health in Early Education*, Thompson/Delmar, which is now in the 3rd Edition. The text is utilized by college child development programs across the country.
- Amy Obegi published her thesis research titled, “Cultural competence in infant/toddler caregivers: application of a tri-dimensional model” in the peer reviewed publication, *Journal of Research in Childhood Education*, March 2005.
- Several faculty members (Robertson, DeWolf, and Obegi) have authored material for DVDs that accompany child development texts that are used nationally (predominately for Worth Publishers, *The Developing Person through Childhood and Adolescence*, 7th edition).
- Michelle Soltero is a national board member of the National Association of the Education of Young Children (NAEYC). Numerous faculty members have attended conferences of this organization.
- Michelle Soltero, along with CDC center staff, Elaine Benjamin, Maura Mehrian, Liz Ashanti Mack, and Lynda Garvin authored an article titled “Reflections on Infant/Toddler Care” in the September 2004 edition of *Young Children*, the magazine of the National Association for the Education of Young Children.
- Amy Obegi has attended a conference of the National Coalition for Campus Childcare Centers in Charleston, South Carolina. Obegi, DeWolf, Courtney and Ingram are members of this organization.
- The department obtained a federal grant, Child Care Access Means Parents in School (CCAMPIS), to support the campus child development center.
- Mary Courtney is part of the National Storytelling Network, and attends the annual national storytelling festival in Jonesborough, Tennessee.
- For her sabbatical project, Sheridan DeWolf visited numerous childcare centers across the state and country to learn about natural outdoor environments for young children.
- Sonia Gaiane, in her sabbatical work, studied and visited various intergenerational programs nationally.
- Numerous faculty members serve as textbook reviewers.

INTERNATIONAL

- Sheridan DeWolf and Jennifer Andrews participated in a literacy roundtable in Oxford, England.

- Mary Courtney was part of an educators study tour of early childhood programs in Reggio Emilia, Italy. Sheridan DeWolf participated in the PITC study tour of infant toddler programs in the region.
- Mary Courtney participated in an educational tour to China as part of a group of 40 storytellers from across the country – NuWa Ambassadors. The group visited a village with a 600 year history of storytelling and listened to and told stories.
- Sonia Gaiane, as part of her sabbatical project, visited intergenerational programs in Japan and in South America.

4.5 *Describe how decisions are made in your department/program.*

We view ourselves as a body of professionals, all contributing to the health of our programs. Adjunct faculty members with current experience in the field are critical to the success of our program and students. We involve all instructors and center staff in decision making in a variety of ways. Most decisions affecting the instructional programs are made by consensus of our faculty, both full and part-time. Each semester begins with all-faculty meetings, held at night so that all may attend. Some years we have all faculty retreats, scheduled on Saturdays. At these retreats we meet as a whole and in like-class groups to review outlines, syllabi, assignments and align teaching practices. This year we scheduled extra time during staff development week to review progress on this program review document and to meet with the CD 125/FS 120 SLO group to work on norming of the Preschool Observation and to meet with text representatives on support materials. Text decisions are worked on by all faculty involved in a class and like sections use the same text.

We hold fairly regular staff meetings every two weeks that are announced to all faculty members, but due to scheduling are primarily attended by full-time. Adjunct are mostly working but know we are meeting so can add input on issues. For budgeting, instructors work together to develop lists of supplies, media, books and other curriculum materials that are prioritized in the faculty meetings. Some of our programmatic decisions are guided by our advisory committee, which meets every spring semester. As for less important decisions, consensus is often reached via email. Having a faculty member as center director ensures that center concerns are addressed at these meetings as well. Collaboration happens in other ways. Because of the rotation of faculty as the center director, currently Mary Courtney, Sheridan DeWolf, Kathryn Ingram and Amy Obegi have in-depth knowledge of the workings of the center and can be consulted for policy decisions and switch hit in emergencies as well. Faculty members attend some center staff meetings and center staff are involved in decisions regarding better ways of meeting student needs in the center.

At the Child Development Center (CDC), staff and parents are frequently looked to for input on policy changes. There is a CDC parent advisory committee that meets each semester where ideas and feedback are gathered. Recommendations for changes to the parent handbook are forwarded to the Grossmont College President and Board for approval. The center is required to have a universal appeal process and a petition process for exceptions to our policies. Our Senior Dean is involved in this process to mediate and reach final decisions where appropriate.

4.6 Describe how computer resources, such as the Internet, department and faculty web pages, and email are used by faculty in the department/program.

PowerPoint is used to supplement lectures in nearly all Child Development and Family Studies classes. In instances where faculty are less comfortable with computer-enhanced lectures, faculty dyads have met to mentor one-another and many impromptu training sessions occur. Faculty take advantage of on campus trainings in Blackboard, E-mail Management and other topics and have attended @one trainings at City College. Cathie Robertson works closely with two of our publishers to review internet links and update them for currency and validity for CD 125, FS 120, FS 115 and CD 134. Cathie Robertson, Amy Obegi and Sheridan DeWolf have also contributed to supplemental CD's for CD 125 and FS 120.

Internet resources are used by faculty to research current events in the field and as hyperlinks in lecture. Since the last program review, our department has created a web page for the program and for the Child Development Center. The center page includes an on-line application and a link to a virtual tour. Some of our faculty members have web pages and it is a goal to have such sites for all by the end of 2007. Many faculty use Blackboard to supplement their traditional courses. Email is used by all faculty members and is the primary source for sharing information, including staff meeting reminders/minutes and links to current research in the field.

Recently technology upgrade funds through VTEA were used to purchase a computer and printer to be used by students in the creation of documentation for the Reggio strand of courses. The center has purchased upgraded computers, software, digital and video cameras and scanners for use in documentation of children's progress and learning. We have installed observation cameras and speakers in the infant/toddler building and are in the process of purchasing cameras for the larger preschool building.

4.7 If your department/program has hiring equivalencies, explain the rationale and comment on alignment with Cuyamaca. Please list equivalencies in Appendix 11.

Because of the nature of our field, many professionals come in with degrees in similar areas. We have used an equivalency of "OR Master's degree in a related field and demonstrated five years experience working in child and/or family related programs." Cuyamaca utilizes similar equivalencies.

This has allowed us to hire adjunct such as Deb Ferrin, former Child Care Coordinator for the City of San Diego who holds a Bachelor's in Child Development and a Masters in Business or professionals from Head Start who mostly have degrees in Social Work or Family Counseling and better reflects the diversity of our field. It has also allowed us to hire full-time faculty member Claudia Flores who has a Master's degree in Human Behavior and substantive work experience as a lead teacher in an early childhood classroom.

4.8 List and describe the duties of classified staff, work study and student worker who are directly responsible to the department program.

Our department relies heavily on classified staff for program success. There are 14 classified employees working at the Child Development Center as early childhood classroom teachers and office staff. Most positions are 90% 10 month contracts. The Child Development Assistant Seniors (Lead teachers) and Child Development Center Aides (Assistant teachers) are responsible for the care and education of children ages 6 months to 5 years of age in an early childhood setting. They work to build secure relationships with both the children and student-parents, develop and implement classroom curriculum, assist and mentor work-study and Child Development students taking the laboratory course, and comply with state and college standards that govern the functioning of the CDC. For administrative support we have one full-time and one part time employee working in the front office at the CDC. Responsibilities include complying with the State childcare contract, USDA food program contract, recruitment and enrollment of children, recordkeeping, etc. In addition to the classified staff, we employ several hourly workers to maintain ratios, aid with summer school, and meet grant requirements. Beginning fall 2006, we used VTEA money to hire a part-time family support worker. This is a social worker that helps the student-parents at the CDC find academic and social resources. With the goal of student retention and family stability, this employee (Christina Luna) is a valuable commodity that we desperately hope to keep as a regular contract employee with the title Family Services Coordinator. We also rely on work-study students to help in the day-to-day functioning of the Center including housekeeping tasks and interaction with children.

4.9 Discuss staffing factors that influence the effectiveness of the program. Does your department/program need to decrease, maintain, or increase the number of full-time faculty? Support your response with enrollment trends, future outlook for your department/program and any information related to changes in the economy, business or human services needs. Include discussion of part-time vs. full-time ratios, and dependence on overloads.

Our department has been supported by the College in replacement of retirees and deceased faculty. We have replaced 3 full-time faculty members since the last program review and are in the process of hiring a fourth. At this time we have a healthy full-time to part-time ratio (with the addition of Lorraine Martin's replacement – Fall 2007), and would like to maintain our current number of full-time faculty. Maintenance will be important with the possibility of *Preschool for All* being passed in California, which would require early childhood teachers to obtain their bachelor's degrees. If this change occurs we anticipate an influx of students returning to earn their associate's degrees and then transfer to 4-year institutions. Additionally, we anticipate 2 more retirements in the next five years, so we would highly advocate timely replacements to maintain our current full-time to part-time ratio.

Our greatest staffing needs are securing regular funding for the Child Development Center classified staff. We have trimmed staff to the minimum necessary to meet licensing standards, and obtained grants from the California Department of Education Child Development Division, the federal Department of Education CCAMPIS (Childcare on Campus Means Parents in School) Program for Infant Toddler Care/California Department of

Education Infant Toddler Demonstration Site, VTEA as well as private funds from the Orfalea foundation and parent fees. With raises for classified employees and benefit costs rising faster than our funding streams, we are always on the edge of losing our program. The center has been in operation since 1989 and we have no general fund budget for the center except for the salary of the faculty director.

In addition to the mandated staff necessary to operate the center and maintain legal teacher/child ratios, we also need a parent support staff member to support the unique needs of our student parents. We have used VTEA money to initiate this pilot. We have hired Christina Luna, a parent who graduated from Grossmont and then SDSU with a B.S. in Social Work to work with our families in obtaining resources, referrals and support for a variety of needs including housing, financial support and counseling.



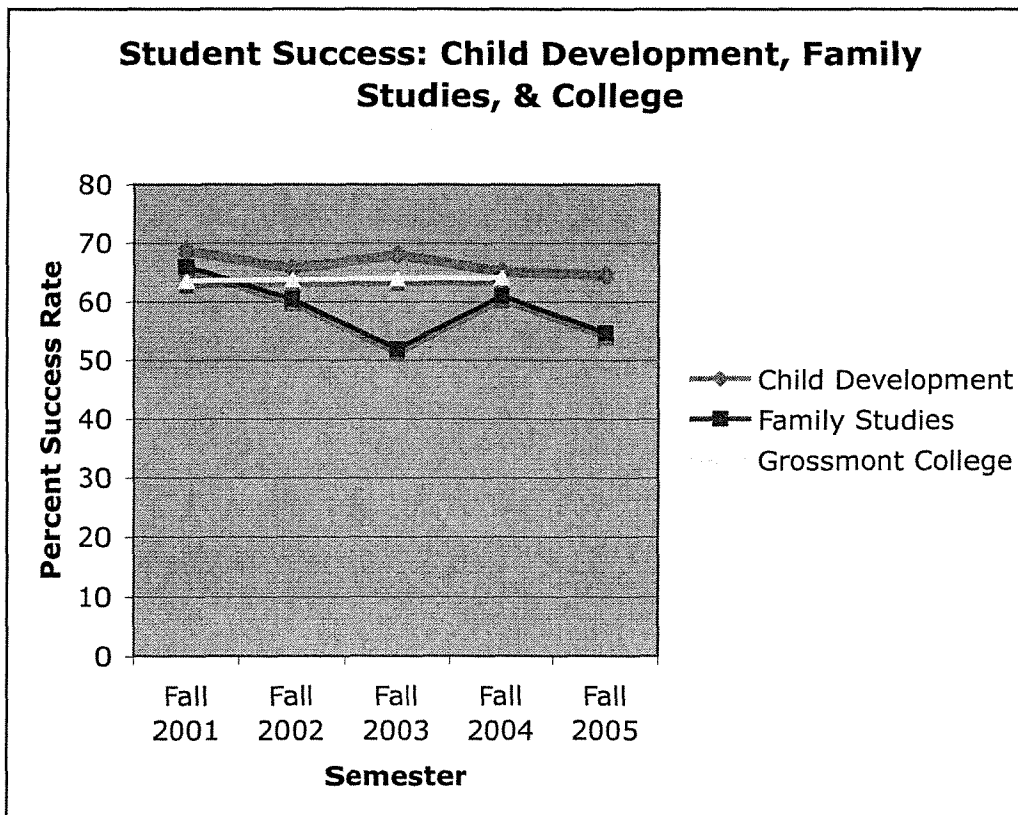
Each semester hundreds of students use the Child Development Center as a learning laboratory. Students conduct observations of development, child care environments, and teaching practices. Many students also plan and implement curriculum activities. The CDSA is also involved in activities and fundraisers at the CDC.

SECTION 5 – SCHEDULING EFFECTIVENESS AND ROOM UTILIZATION

5.1 Using Appendix 7 & 8, comment on student success figures since the last program review. How does this compare to the campus-wide figures?

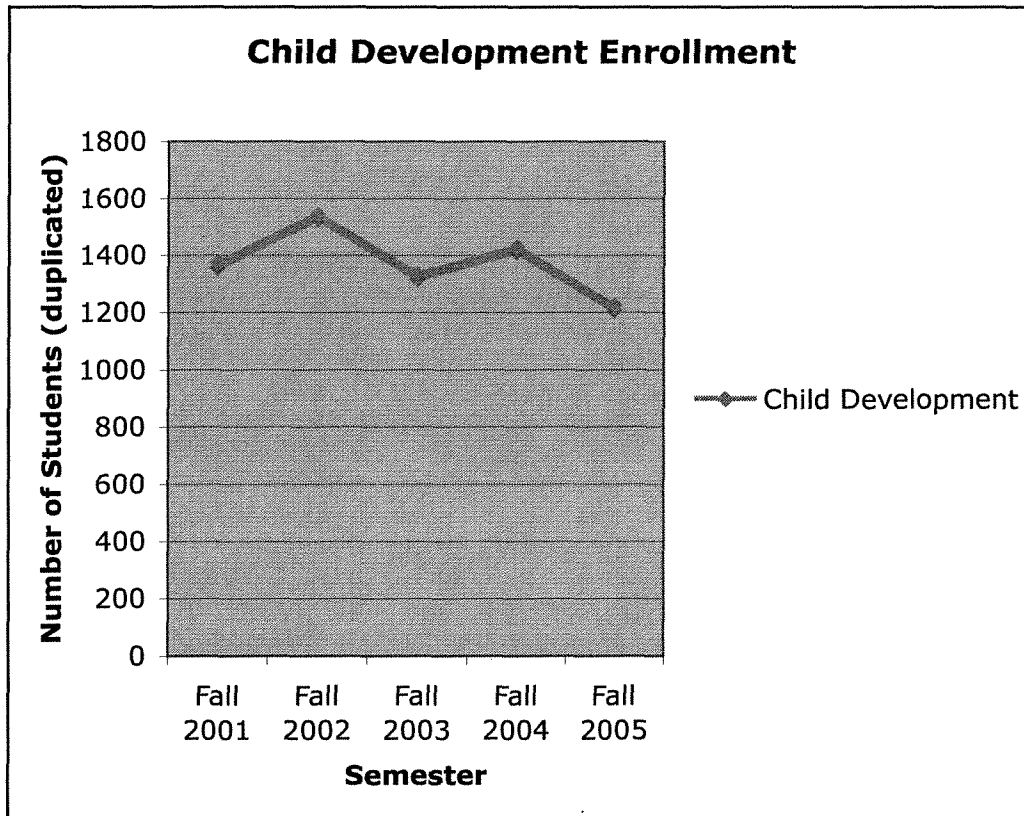
Student success figures for the Child Development Program hold fairly steady between 65-69.1% during the period between Fall 2001 and Fall 2005. This rate is slightly higher than the campus average which varies from 63.6%-64.1% during the same time period. Instructors work to provide assistance to students during office hours, scaffold their learning by providing detailed descriptions of assignments, grading rubrics, and/or assignment checklists to help students succeed, while at the same time demanding rigor and critical thinking in coursework.

For the Family Studies program, success figures range from 51.9% to 66%. We believe the success rates at times fall lower than the college average as coursework taught is primarily general education. One course in particular, FS 110: Life Management is frequently referred to students by athletic coaches and counselors who believe students may need extra help with basic skills such as managing time, adjusting to college, etc. We more frequently have less interested student in the class, who aren't yet prepared for college level work. When only 4-5 courses are taught a semester in the Family Studies Program, one or two classes with low performing students brings the overall success rate down considerably.



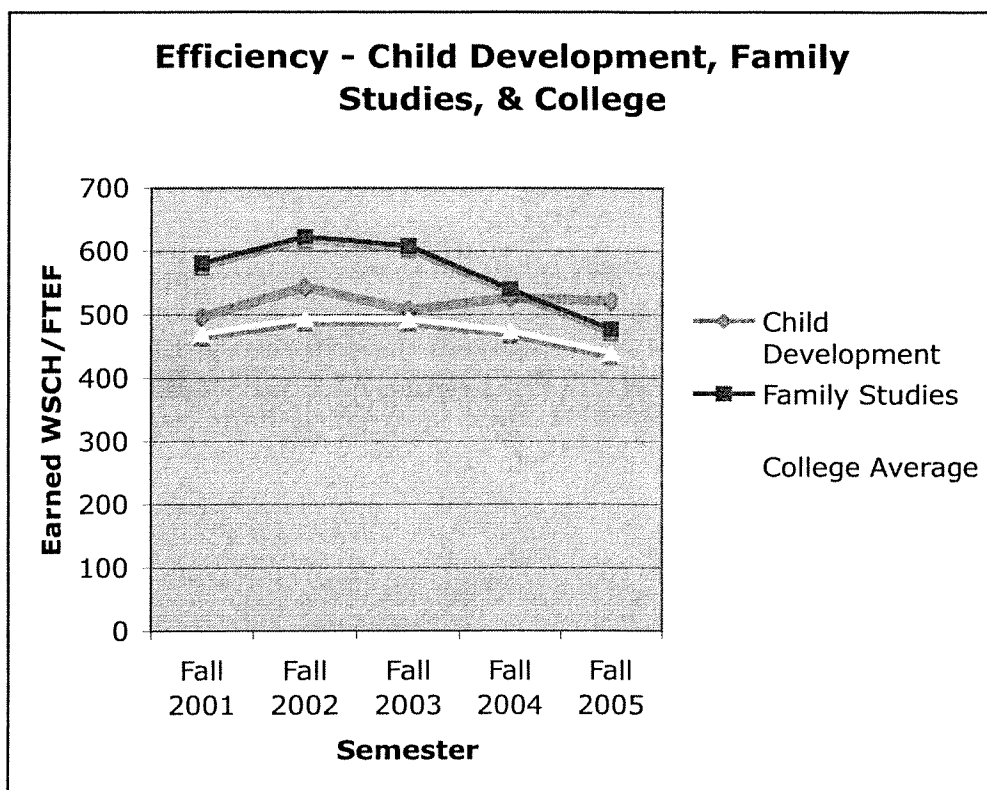
5.2 Analyze and comment on any trends in enrollment, numbers of sections offered, average class size and efficiency.

Child Development enrollment ranges between 1,223 and 1,544 students between Fall 2001-2005 with a zigzagging trend – highest in 2002, down by about 200 students in 2003, and then up 100 in 2004, and back down in 2005 (see table below). This is not quite consistent with the college trends as a whole. The college does have its highest enrollment in 2002, but then goes down incrementally each subsequent year (college data available to 2004). Upon analysis, we believe it is influenced by overall college patterns, but is also tied to the number and types of courses offered those semesters. We see in our lowest year (Fall 2005) we offered fewer general education CD 125 sections and no CD 299 one-unit professional growth courses which bring in a substantial number of students. This is also when we stopped teaching two popular courses CD 126 and CD 128, replacing them with a combined art/music course (Visual and Performing Arts). We also required a new course for our major on the Family Studies side. Specifically, in Fall 2001 we offered 48 sections, 48 in Fall 2002, 45 in 2003, 47 in 2004, and 39 in 2005.



The average Child Development class size is fairly consistent with 28.2 students in Fall 2001, 31.7 in 2003, 29.2 in 2003, 30.34 in 2004, and 30.9 in 2004. These numbers are somewhat deceptive as they are impacted by field experience courses (school age, infant/toddler, and administration) which typically only carry 1-4 students during the fall semester.

Our efficiency in the Child Development program is good ranging between 500 and 547, which is higher than the college average of 440-493 (see table below). We were most efficient in Fall 2002 when enrollment was highest.



In Fall 2001, Family Studies broke away from Family and Consumer Sciences in the FACS Program restructuring and became part of the Child Development Department. Family Studies does not offer a degree or certificates, but does offer general education courses and courses required for other majors on campus. Enrollment has ranged from 146 to 167 students between Fall 2001-Fall 2005. There are typically only 4 or 5 Family Studies sections offered each semester. The average class size is fairly large, with 31.2 students in Fall 2001, 41.5 in Fall 2002, 40.5 in Fall 2003, 36.5 in Fall 2004, and 32.2 in Fall 2005. Efficiency in the Family Studies Program is typically high ranging from 447-615.

5.3 Comment on any sections that are historically under-enrolled and discuss strategies to increase enrollment.

Most of our courses are well enrolled with a couple of exceptions. CD 153: Diversity Issues in Early Childhood Education frequently has low enrollment as it is not a requirement for the major. We have cross listed it with Cross Cultural Studies, and this semester have worked to advertise the class in early childhood publications, on-campus flyers and at community meetings. We are also experimenting with two of our tenured faculty co-teaching the course. FS 120 in a traditional classroom when offered at the same time as the on-line version sometimes has low enrollment. We have talked with Occupational Therapy Assistant Department about course times that would work well for their students, as FS 120 is a

requirement of that major. Occasionally when we offer new one unit CD 299 courses we find there is limited interest. This has happened with parenting, leadership, and home visiting courses. We look to new techniques for advertising the classes and reassess whether these are professional growth topics that are of interest to the early childhood community. We are currently analyzing whether classes we have not taught for a while, such as FS 129 – Introduction to Aging, would have a large enough enrollment to offer again.

5.4 Comment on the adequacy of facilities (e.g., does the room size and configuration fit the teaching strategies?) and equipment for meeting instructional needs.

The three classrooms primarily used for CD/FS instruction are rooms 371, 375, and 376. Each of these rooms are generally in good repair and up to date with technological resources. The tables in 371 and 375 were purchased with Child Development courses in mind and are sufficiently flexible for in-class activities and group work. The upholstery on the chairs in these rooms could use a good cleaning! We do have visions of updating the storage cabinets in the closet of room 371 and 375 to hold large documentation and make better use of storage for art materials, books, and other curriculum materials. Room 376 would also work better for our curriculum students with tables instead of individual desks. In the absence of a new child development center/student laboratory with a permanent student study area, we are looking to update room 375 with a portable computer and printer on a cart for student use during designated student tutor hours.

5.5 How does room availability affect your enrollment?

Room availability has not hindered enrollment. When high demand courses are offered at peak times, we teach multiple sections of the course concurrently and as of yet had limited problems obtaining rooms to do so. We appreciate the support of Danielle Camacho-Thompson in helping with our scheduling needs. We would like use of room 375 on Saturdays during the summer session. It will be interesting to see how this goes for Fall 2007, as we are seeking to add two new sections at peak times.

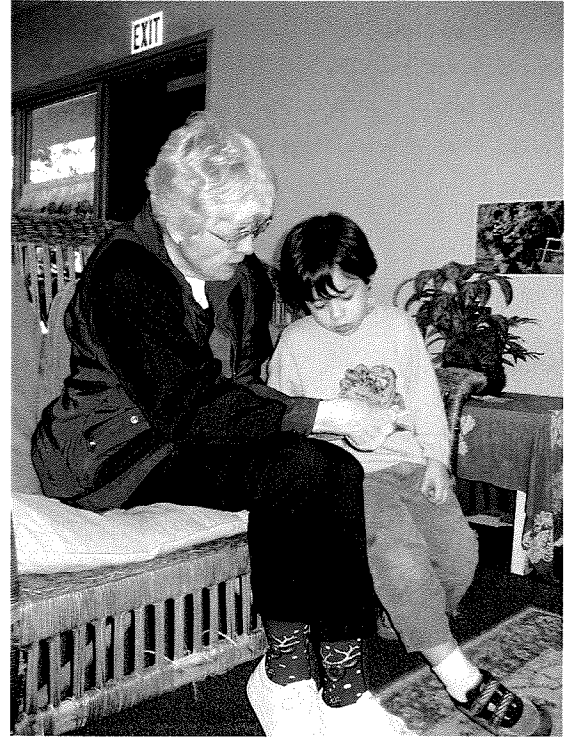
5.6 Discuss alternatives your department/program have explored including off-site offerings.

When the need or interest arises in the community we have offered courses off site. For instance Kathryn Ingram has taught CD 136 at the Urban Village 2 Head Start in San Diego and Barbara Chernofsky & Ginger Hartnett taught Family Child Care courses at the YMCA Childcare Resource Services. Years past we taught courses at the Viejas Reservation, but have not had requests to do so in recent years. We remain open to these possibilities. Mary Courtney has taught classes on-site for specific populations such as San Diego Unified School District.

5.7 Comment on the results of the Student Survey, Appendix 6, focusing on class times and facilities.

According to the survey, students were generally satisfied with department facilities. Eighty-five percent either agreed or strongly agreed that the classrooms for the Child Development/Family Studies program are clean and in good repair; 86.4% either agreed or strongly agreed that the classroom equipment is maintained and up to date; and 87.4% believed the computer technology used in the classroom is up to date.

In terms of class times, only 3.8% were dissatisfied with the availability of courses in the department. Most preferred course time either Monday-Thursday evening (4-9pm) 41.7% or morning/afternoon (9am-3pm) 38.9%, which is when we offer the majority of our courses.



The Seniors 4 Kids program has trained and placed 55 senior volunteers in 16 childcare centers across the county. The program emphasizes quality interactions with children and literacy development.

SECTION 6 – FISCAL PROFILE

6.1 *Using Appendix 12, Subject WSCH Analysis Report: comment on trends reflected in the column “Earned WSCH/FTE(F)” for your overall department/program, and for specific courses over a five year period.*

The biggest concern is the drop in Spring 2006 (from 502 the previous spring to 430.) We had built a normal schedule but saw fewer students in the classes, particularly afternoon classes that usually make. Also, a new faculty member was hired but the schedule showed “staff” until her start in January. We think students are reluctant to enroll with an unknown. We cut these sections in the Fall of 2007, and are waiting to see the data for Spring 2007.

Another concern is the lack of enrollment in CD 121 and 129. We used to offer two sections each of CD 126 and 128. We suspect the new class, Visual and Performing Arts is taking some getting used to. We have followed up on reports from students that counselors advised them that there is no longer art courses, by making personal calls and attending counseling meetings. Mary Rider, our liaison sent out an email to all counselors as well. We think it may be in the course title. It was named to reflect the Department of Education Preschool Curriculum Standard, but possibly Visual and Performing Arts sounds like they’ll have to act? CD 129, our Language and Literature has also been a healthy class, but we’re seeing a down trend for this class. FS 115 was added to our major, but we think CD students are not finding it under the FS section. We’re putting a cross-listing through curriculum committee right now.

6.2 *Using Appendix 14, Fiscal Data Outcomes Profile: analyze and comment on earned WSCH/FTEF and Cost/FTES of the department/program.*

Even with the 1.0 reassigned time for the center director, Child Development is healthy for a vocational program. The dip in 2005-2006 reflects the drop in enrollment, Amy Obegi’s maternity leave and faculty received retroactive pay. Increased costs are also reflective of increasing benefits.

Family Studies is still in flux. While the FTES is steady the losses in 01-02 and 04-05, are reflections of the particular faculty who taught these classes. Cathie Robertson and Lynn McKinley are at the top of the pay scale.

CD	2001-02	2002-03	2003-04	2004-05	2005-06
4. Total FTES	273.9	287.91	279.82	280.06	240.15
5. Cost/FTES	2075.32	2208.98	2359.73	2134.35	2650.87
6. Total Cost/Fiscal Year	568,429	635,988	660,301	597,745	636,607
7. Total Revenue	958,650	1,007,685	979,370	980,210	840,525
\$ earned	\$390,221.00	\$371,697.00	\$319,069.00	\$382,465.00	\$203,918.00
% earned	41%	37%	33%	39%	24%

FS

4. Total FTES	31.77	34.4	33.7	33	36.9
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5. Cost/FTES	3577.62	2951.95	3327.72	4640.33	3073.71
6. Total Cost/Fiscal Year	113,661	101,547	112,114	153,131	113,420
7. Total Revenue	111,195	120,400	117,950	115,500	129,150
\$ earned	-\$2,466.00	\$18,853.00	\$5,836.00	-\$37,631.00	\$15,730.00
% earned	-2%	16%	5%	-33%	12%

Combined CD/FS

4. Total FTES	305.67	322.31	313.52	313.06	277.05
5. Cost/FTES	\$2,231.46	\$2,288.28	\$2,463.69	\$2,398.51	\$2,707.19
6. Total Cost/Fiscal Year	\$682,090.00	\$737,535.00	\$772,415.00	\$750,876.00	\$750,027.00
7. Total Revenue	\$1,069,845.00	\$1,128,085.00	\$1,097,320.00	\$1,095,710.00	\$969,675.00
\$ earned	\$387,755.00	\$390,550.00	\$324,905.00	\$344,834.00	\$219,648.00
% earned	36%	35%	30%	31%	23%

By combining the program, in the third table above, we get a better look at the combined teaching of Child Development and Family Studies. Sonia Gaiane, Cathie Robertson, Amy Obegi, and adjunct faculty teach courses in both areas. The combined numbers give a better picture of the cost of the combined program.

6.3 If the department/program receives any outside financial support or subsidy, list those sources and the amount. Describe how the additional resources are used and how they relate to the regular college budget.

OUTSIDE FUNDING SOURCE — CHILD DEVELOPMENT CENTER

Source	Duration	Amount*
California State Department of Education General Childcare Contract	Annual	337,907*
Dept. of Ed Supply Augmentation	Annual - variable	1,261
Dept. of Ed Infant/Toddler Resource	Annual - variable	2,673
Child Development Special Revenue (included CalWorks, Alternative Payment & payment by parents)	Annual	16,609
CCAMPIS grant	Annual 2006-2008	56,547
PITC Infant/Toddler Demonstration Site	Annual	35,000
USDA Childcare Food Program	Annual	25,000
VTEA	Annual	43,200

* Yearly amounts vary based on enrollment

The Grossmont College Child Development Center/student laboratory is almost entirely dependent on outside funding. The college has a general childcare contract with the California State Department of Education to provide low income student parents with free or low cost childcare while they attend classes. The CDC has some full-pay faculty childcare slots that bring in additional revenue. The CCAMPIS grant is a three year federal grant

monitored annually dedicated to student parent retention. This funding has been crucial to keep us financially stable, but is not guaranteed past 2009. As one of five PITC demonstration sites throughout the state, \$35,000 is annually dedicated to the program, primarily to hire hourly staff to meet low teacher child ratios. The CDC participates in the childcare food program, which provides low income families free or reduced priced meals. Finally VTEA funds help pay clerical staff, employee benefits, supplies, and travel/conferences. While we are thankful for all our outside funding sources, we would benefit greatly from more general fund support to help ensure financial stability.

OUTSIDE FUNDING SOURCE – GROSSMONT COLLEGE FOSTER, ADOPTIVE AND KINSHIP EDUCATION PROGRAM

Source	Duration	Amount
California Community Colleges Chancellor's Office	Annual	900,000
County of San Diego	Annual	179,000
Casey Family Program – kinship classes	Annual	4,500

Nory Behana is the Program Director for the Grossmont College Foster, Adoptive and Kinship Care Education Program which provides countywide trainings for over 4,000 participants. The Chancellor's Office FKCE Program sponsors the Grossmont College program to offer education in the form of seminars, classes and workshops as required by law and county policy. These are not Title V courses, but community education that enables better outcomes in all areas of development for foster children and youth, by educating their caregivers. A county contract with an affiliation with Casey Family Programs provides additional courses and mentoring to foster, adoptive and kinship families. Nory Behana who is full time faculty in the department, receives 100% of her compensation through this special funding.

ADDITIONAL OUTSIDE FUNDING SOURCES

Sources	Duration	Amount
Seniors 4 Kids – San Diego County First 5 & Aging and Independent Services	3 year Annual 2003-2006	≈145,000
Orfalea Family Foundation – Outdoor play structure	One –time 2005	15,000
Child Development Training Consortium	Annual	15,000

Funding received beyond the general budget supports innovative projects to serve our students and the community as a whole. The Seniors 4 Kids program recruits, trains, and then places seniors over the age of 55 in early childhood programs throughout the county including the Grossmont College Child Development Center. The program received 125,000 for the first year of the project, 144,000 for the second year and 162,000 for the third. The money pays stipends for 55 senior volunteers, training and administrative fees, as well as children's books to all participating children in the program. CDC coordinators applied for and received a one time grant from the Orfalea Family Foundation to build an outdoor play structure in the two-year old classroom. The Child Development Training Consortium uses Federal Quality Improvement dollars to give child development students working in the field

stipends to reimburse for college fees. The goal is to help working students continue their education and positively impact the quality of early childhood education.



Children between 6 months & 5 years of age spend a portion of their days at the CDC, building relationships with teachers, friendships with peers, and growing in all domains of development. Learning is embedded in play as children find joy and discovery in their interactions with the environment.

SECTION 7 – SUMMARY

7.1 *Summarize department/program strengths and weaknesses in terms of:*

TEACHING AND LEARNING

Our faculty members are an extremely hard working, dedicated group of individuals who make active contributions to the field of early childhood and family studies. They are leaders in local and state organizations that impact policy and advocacy in the field. They continue their education, stay current in the field, and disseminate knowledge on the Grossmont College campus and in the larger community. They are innovative teachers – many of whom have earned awards for their classroom teaching and their work on the college campus. They also bring varied expertise and experiences (Reggio Emilia, infant/toddler, administration, children with special needs, etc.) that provide students with a rich holistic classroom experience. With the addition of Claudia Flores, we now have a fully bilingual Spanish/English instructor.

We believe our areas of greatest weakness are relative ethnic/gender homogeneity. We would like to see more diversity of our teaching staff including more male faculty, more ethnic diversity, and more language diversity to reflect our student population.

STUDENT ACCESS AND SUCCESS

Our strengths in terms of student access and success are that we offer a variety of sections, at many times during the day, and in multiple formats (traditional, on-line, and hybrid). We also work closely with a number of programs that financially motivate our students to complete classes with passing grades including the Child Development Training Consortium, and San Diego CARES permit program. We have a laboratory on-campus to demonstrate high quality child care and provide our students observational and hands-on experience working with children. We also run the Mentor Program, which places field experience students in community childcare placements with well qualified mentor teachers. Our student organization sponsors a Sharing for the Holidays program yearly which gives needy families at the Child Development Center food, gift cards, and other necessities (used computers, car maintenance, etc.). We also hired a family support worker at the Child Development Center to provide families resource referral and support throughout the academic year to help student retention.

We believe our first weaknesses in terms of student access and success are the size of the child development center. We believe with a larger facility, we could serve not only more student families, but also more child development students with their laboratory work. The availability of quality childcare can be a major factor in whether student parents pursue their education and complete their academic goals. Further, at present, we do not have a large enough facility to meet the needs of all the students needing to do classroom observations or student teaching. The fact that we have very little general fund support for the Child Development Center also means that our financial stability is always tenuous. We work hard to obtain grants for support, but there is never a guarantee that these federal, state, and local grant programs will continue.

Another weakness is there is not specialized child development or family studies tutors on campus, or an area where child development students can come together to work on projects, study, obtain language support, etc. The cost of textbooks is also high and can be prohibitive to some students.

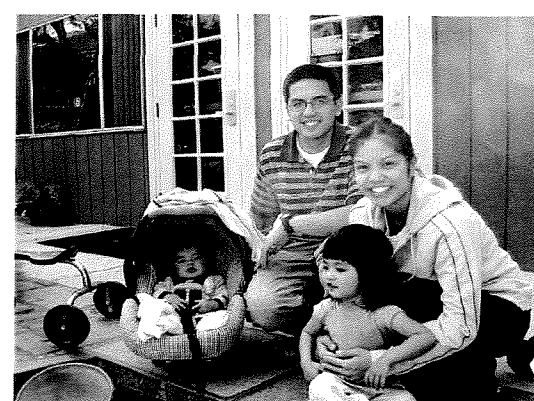
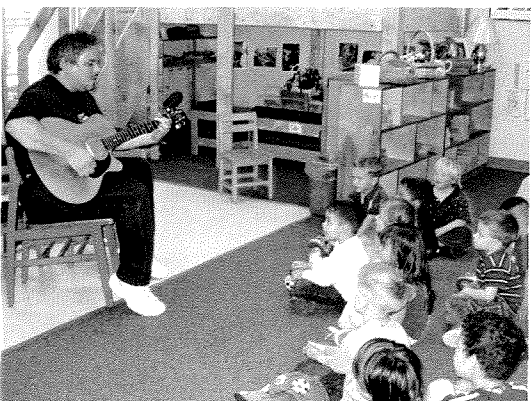
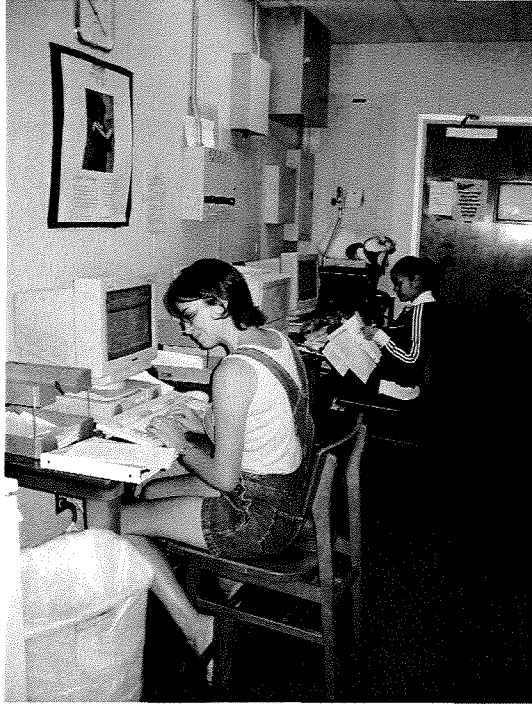
DEVELOPMENT OF HUMAN RESOURCES

Our department does a good job of mentoring and collaborating with fellow faculty members. When new courses are taught, information and materials are shared; philosophy and teaching practices are discussed at staff meetings or department retreats; when finances allow, support is given to attend off site conferences/events. The high level of commitment in our department motivates others to stay current. Most of our Child Development Center classified staff also work to maintain currency, attending trainings in the field and participating as resources to others (panel discussions, workshops, etc.).

We see our weaknesses in needing to prepare more teachers to teach on-line (particularly with retirements of faculty who are on-line instructors), keeping all of our Child Development Center staff motivated and pursuing current trends in the field, and having enough funds to attend all the training events and conferences that faculty members would benefit from.

FISCAL STABILITY

Our child development and family studies course instruction is fiscally stable. Our fiscal data outcomes profile shows that we make money for the college and are not a particularly expensive program. Yet the fiscal stability of the Child Development Center is always in question. We only receive general fund support for the coordinator of the Child Development Center, a full-time faculty member, but not for any of the 14 classified employees that work there. We have a general childcare contract from the California Department of Education, which basically just covers current classified salaries. Yet with COLA increases, the rising costs of benefits, and negotiated raises, our salaries increase without extra revenue from the childcare contract. We have obtained grants from the Program for Infant Toddler Care and CCAMPIS to pay for hourly employees and supplies, yet these grants are not guaranteed over time. CCAMPIS is the least stable and will likely only be funded for two more years. The district requires we pay 8% of our grants to them, which is a sizable chunk when monies are being piecemealed together. It is likely in the near future our classified teachers and teacher's assistants will also be reclassified at a higher number (example teachers moving from 24 to 27). These changes will mean increased costs incurred. We believe the Child Development Center is a valuable student service not only to child development students, but to the college as a whole. The stability of our laboratory would be greatly enhanced with more general fund support.



At the CDC we work to create a sense of community among student-parents. Parents utilize the "community room" study lab, come together for open houses and end of the year picnics, and are even invited to share their talents with the children!

SECTION 8 – RECOMMENDATIONS

8.1 Make a rank-ordered list of department/program recommendations. These recommendations should be clearly based on the information included in Section 1 through 7. Do not limit recommendations to only those dealing with resources.

1. MAINTAIN CURRENT NUMBER OF FACULTY BY REPLACING RETIREMENTS.
2. OBTAIN GENERAL FUND/STUDENT SERVICE SUPPORT FOR THE CAMPUS CHILD DEVELOPMENT CENTER INCLUDING HIRING A FAMILY SUPPORT COORDINATOR TO BE LOCATED AT THE CDC.
3. CONSTRUCT A NEW CHILD DEVELOPMENT CENTER WITH AN INTERGENERATIONAL COMPONENT. THE CENTER WOULD ACCOMMODATE A CHILDCARE PROGRAM, CD/FS INSTRUCTIONAL CLASSROOMS, FACULTY OFFICES, AND A CD/FS STUDENT STUDY CENTER.
4. ESTABLISH A CLEAR VISION OF CD & FS AS ONE PROGRAM AND THE IMPLICATIONS THERE OF.
5. EXAMINE SPACE FOR MORE EFFICIENT USE INCLUDING SPACE FOR ADJUNCT INSTRUCTORS, STORAGE OF STUDENT WORK, ETC.
6. DEVELOP AND MEASURE STUDENT LEARNING OUTCOMES IN CD & FS AND USE THEM TO IMPROVE THE PROGRAM.
7. RENOVATE THE PRESCHOOL OUTDOOR PLAY YARD TO CREATE A NATURAL PLAYSCAPE.
8. SUPPORT STAFF DEVELOPMENT TRAINING IN THE AREAS OF WORKING WITH CHILDREN WITH CHALLENGING BEHAVIORS, TEACHING ON-LINE COURSES, ADMINISTRATION OF CD PROGRAMS, AND CURRENT ISSUES AFFECTING THE FIELD.
9. CREATE A SMART CLASSROOM IN THE CDC COMMUNITY ROOM.
10. RENOVATE THE ENTRYWAY TO THE CHILD DEVELOPMENT CENTER TO MAKE IT MORE AESTHETICALLY PLEASING.

APPENDIX 1:
THE
EDUCATIONAL
MASTER PLAN

Division: Business and Professional Studies

Department: Child Development & Family Studies

Director or Chair: Mary Courtney

Program Description: The Child Development and Family Studies Department has a dual purpose. Coursework in Child Development prepares individuals to be quality teachers, directors, leaders and advocates in the field of early childhood education. Family Studies coursework strives to provide an educational foundation for working with families in diverse social settings. Our program takes a holistic approach to education by providing a strong philosophical foundation and real-life experiences at our campus Child Development Center and in the community. Faculty use a variety of pedagogical strategies and current technology to meet the learning needs of a diverse student body. The need for educated child care providers and family studies professionals continues to expand, requiring an energized faculty who has strong ties to the community and a current understanding of changes in legislation, program/services, and funding resources. Major projects which support our program of instruction include: our Child Development Center which is a demonstration site for the Department of Education's Program for Infant and Toddler Caregivers (PITC), a Foster and Kinship Care training grant for San Diego County, a Child Development Training Consortium grant, a California Early Childhood Mentor Program grant, and an Intergenerational grant through the First Five Commission. Faculty represents Region 10 on the Chancellors Advisory Committee, the San Diego Child Care Planning Council, serve on the Board of CCDAA (California Child Development Administrators Association) and the San Diego Preschool For All Taskforce.

Activities

Activity #1:

Maintain the current number of faculty in the department by hiring replacement faculty members who have knowledge and experience in child and family issues and would be qualified as a director for the child development center.

Benefits:

Imminent retirement of two faculty members and the possible retirement of other faculty in the near future, it is imperative that we hire new faculty a broad range of experience with children and families as vacancies occur. The state of California is moving toward programs which will allow all four year olds to attend state funded pre-kindergarten classrooms. This will increase the demand for teachers who have the appropriate educational requirements. Excellent full time faculty will be required to meet the needs of students.

Requirements:

Curriculum Development?	N
Equipment?	N
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	Y
Staff Development?	N

Goals and Objectives: 4, 4.1

Activity #2:

Implement changes in the existing certificate/degree program in Child Development that would allow students to explore a specialization in various categories of early childhood education and that anticipate adaptation of curriculum standards and implementation of Universal Preschool/Preschool for All in California.

Benefits:

Students will have greater options in choosing courses reflecting a diversity of interests as they consider a career in early childhood education and will be prepared for upcoming employment with the implementation of Universal Preschool/Preschool for All

Requirements:

Curriculum Development?	Y
Equipment?	Y
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	N
Staff Development?	N

Goals and Objectives: 1, 1.1

Activity #3:

Implement Family Studies certificate/degree.

Benefits:

The changing community needs people educated in issues affecting families. This certificate/degree program would give students the opportunity to develop skills that would open up employment opportunities working with families and/or agencies that focus on support for families.

Requirements:

Curriculum Development?	Y
Equipment?	N
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	Y
Staff Development?	N

Goals and Objectives: 1, 1.1

Activity #4:

Continue planning for a multigenerational program that includes the construction of a new child development center. The new center would provide additional child care opportunities for Grossmont students with young children as well as an on-site Adult Day Care Program that would bring together members of all generations.

Benefits:

By creating a co-located child development/adult day care program, not only do we provide a service to the community, but we also provide learning opportunities across disciplines on the campus to practice their skills. For example, faculty from allied health professions programs could develop supervised experiences for their students.

Requirements:

Curriculum Development?	Y
Equipment?	Y
Facilities?	Y
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	Y
Staff Development?	N

Goals and Objectives: 5, 5.4

Activity #5:

none

Benefits:

none

Requirements:

Curriculum Development? N

Equipment?	N
Facilities?	N
Marketing?	N
Staffing – Classified?	N
Staffing – Faculty?	N
Staff Development?	N

Goals and Objectives: 0, 0

Additional Planning Activities

Continue to improve classroom space in 371 & 375 to accommodate the learning process in early childhood activities.

Develop office space to accommodate part time staff and adjunct faculty.

Maintain activities that support community outreach, special projects and grants through partnerships with community groups.

Continue working on installation of video observation system to enhance observation capacity at the child development center for child development and other students as well as community observers.

Continue implementation of new intergenerational grant, Seniors for Kids.

Explore the possibility of development of a Family Child Care Instructional Network.

Accomplishments

Accomplishment #1:

Child Development & Family Studies Department hired a new full time faculty member.

Goals and Objectives: 4, 4.1

Accomplishment #2:

Working with the art department, add metal sculpture and other pieces constructed by art students to the infant/toddler playground

Goals and Objectives: 5, 5.3

Accomplishment #3:

The department has implemented an intergenerational grant by the First Five Commission, Seniors for Kids. Through the grant we have trained and placed thirty six seniors. The seniors are working with young children in the campus and nine community preschools.

Goals and Objectives: 2, 2.7

Accomplishment #4:

Child Development Center, faculty and staff provided an Open House and Tour of the center facility to participants from California and other states who were participating in PITC Training in San Diego (Program for Infant/Toddler Caregivers). The Center was featured on local television and will be used as a site for video taping related to the TANF-Child Development Careers Program.

Goals and Objectives: 0, 0

Accomplishment #5:

Applied for and received a grant to add a playground structure to the two year old playground area at the Child Development Center.

Goals and Objectives: 3, 3.1

Accomplishment #6:

Selected, purchased and distributed over 400 books for individual children and 200 books for classroom libraries with funds from First Five Grant, Seniors 4 Kids

Goals and Objectives: 2, 2.7

Accomplishment #7:

Faculty selected as officer in state wide organization, CCDAA-California Child Development Administrators Association

Goals and Objectives: 1, 1.3

Accomplishment #8:

none

Goals and Objectives: 0, 0

Accomplishment #9:

none

**APPENDIX 2:
PREVIOUS
PROGRAM
REVIEW
SUMMARY**

CHILD DEVELOPMENT
PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The Program Review Committee commends the department for:

1. The high level of activity in projects and grants including Foster Care Education, Child Development Training Consortium, California Early Childhood Mentor Program, the Curriculum Leadership Project, The Program for Infant Toddler Caregivers/California Department of Education Model Infant Toddler Site and the California Commission on Teacher Credentialing Child Development Permit Pilot Project.
2. The leadership role of the department in state and local professional and community organizations, committees and councils.
3. The level of rigor and preparation for students entering the field of child development, combining academic theory with practical application.
4. Wide ranging outreach efforts to community and high schools including articulation agreements, on-site classes, Saturday and short term scheduling and use of specially designed coursework, (CD 299's) to meet the needs of the working community.
5. Welcoming of new faculty into the program through mentoring, regular staff meetings and retreats.
6. Alignment with the Cuyamaca College Child Development Program and close working relationships with the faculty.

The Committee recommends:

1. The addition of one full time faculty and replacement of retirements according to SERP agreements should they occur in this program review cycle and the addition of half-time clerical support for the program.
2. Expansion of the Child Development Center with an on-campus facility easily accessible to students.
3. Expansion of the Child Development Program to include FACS family and human development coursework.
4. Support the direction of the Commission on Teacher Credentialing Pilot Project and the hiring of necessary support staff in evaluation and counseling.
5. Develop a detailed plan and drawing of remodeling of Rooms 371, 373 and 375 to meet CD and FACS needs.
6. Explore and implement articulation agreements with other four-year institutions in both child development and education.
7. Address the issue of standardization of grading through mentoring, department meetings and retreats. Explore the use of a common syllabus for multiple sections of the same class and norming sessions in which grading standards are established, agreed upon, and used by all faculty teaching the same course.
8. Explore alternatives to the parent education class.
9. Update course outlines and develop coursework to meet master teacher specialization.

John Mackenzie 5/22/00
College President

Sharon Newberry
Academic Program Review Chair

APPENDIX 3:
CATALOG
DESCRIPTIONS

CHILD DEVELOPMENT (CD)

CHILD DEVELOPMENT 010 †† Introduction to a Career in Family Child Care

.5 units, 8 hours lecture total

This course provides the person interested in starting a family child care business the information necessary to decide if it is a wise choice. It addresses licensing regulations and requirements, as well as examining what is necessary for success. This course will be offered on a Credit/No Credit basis only. (Nondegree credit course)

CHILD DEVELOPMENT 011 †† The Business Aspects of Family Child Care

1 unit, 1 hour lecture

This course provides the family child care provider with the tools to run an effective and efficient business in the home. It addresses, in-depth, how to develop a financial plan and policy that is satisfactory to both the caregiver and the client; how to write an Agreement/Contract that is fair to all parties and the tax requirements of providing a family child care business in your home. This class is offered on a Credit/No Credit basis only. (Nondegree credit course)

CHILD DEVELOPMENT 012 †† Managing Client/Caregiver Relationships in the Family Childcare Environment

1 unit, 1 hour lecture

This course provides the family child care provider with the tools to run an effective and efficient business in the home. It addresses, in-depth, how to hold successful interviews, communicate with prospective and current clients, how to determine if a particular family will be "right" for the service provided. It includes how to accept a family into your program, how to deny a family placement in your child care and how to terminate a relationship that is not working. Additionally, it will provide students an opportunity to develop a marketing plan for attracting new clients. This course will be offered on a Credit/No Credit basis only. (Nondegree credit course)

CHILD DEVELOPMENT 101-102-103-104 † Parent Education

1 unit, 1 hour lecture

This course is primarily designed for parents of children enrolled in the Child Development Center. The course includes an overview of child development principles and an exploration of the role of parents in supporting the development of their children. The course will provide guidance in effective parenting strategies reflecting family and cultural beliefs. Discussions and assignments will relate directly to the participants' interaction with young children.

Transfers to CSU

CHILD DEVELOPMENT 106-107-108-109 † Preschool Observation and Experience

1 unit, 3 hours laboratory

Corequisite: Successful completion of or concurrent enrollment in CD 123 or 125.

A laboratory experience at the Grossmont College Child Development Center, this course includes observing and recording behavior of infant through preschool children and working directly with preschool children. This course is designed to reinforce and augment understanding of principles and techniques for observing, assessing, planning and working with young children through direct experience.

Transfers to CSU

CHILD DEVELOPMENT 110-111-112-113 † Parent Participation

1 unit, 3 hours laboratory

A laboratory of observation and participation for parents of children enrolled at the Grossmont College Child Development Center. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

CHILD DEVELOPMENT 121 † Visual and Performing Arts in Child Development

3 units, 3 hours lecture

This course will explore the development of creativity in young children and creative expression through art, music, dramatic play and movement. Students will participate in a variety of creative experiences appropriate for infants, toddlers, pre-school and school age children. Students will develop strategies for planning and incorporating the creative arts into daily routines and curriculum in early care and education settings and preparing an inclusive classroom environment that is aesthetically pleasing, developmentally appropriate, and integrates creativity. This class uses the California Visual and Performing Arts Content Standards for pre-kindergarten in dance, music, theatre and visual arts and meets the Program/Curriculum core requirement for Community Care Licensing and the California Commission on Teacher Credentialing Child Development Permit.

Transfers to CSU

CHILD DEVELOPMENT 123 † Introduction to Programs and Curriculum for Young Children

3 units, 3 hours lecture

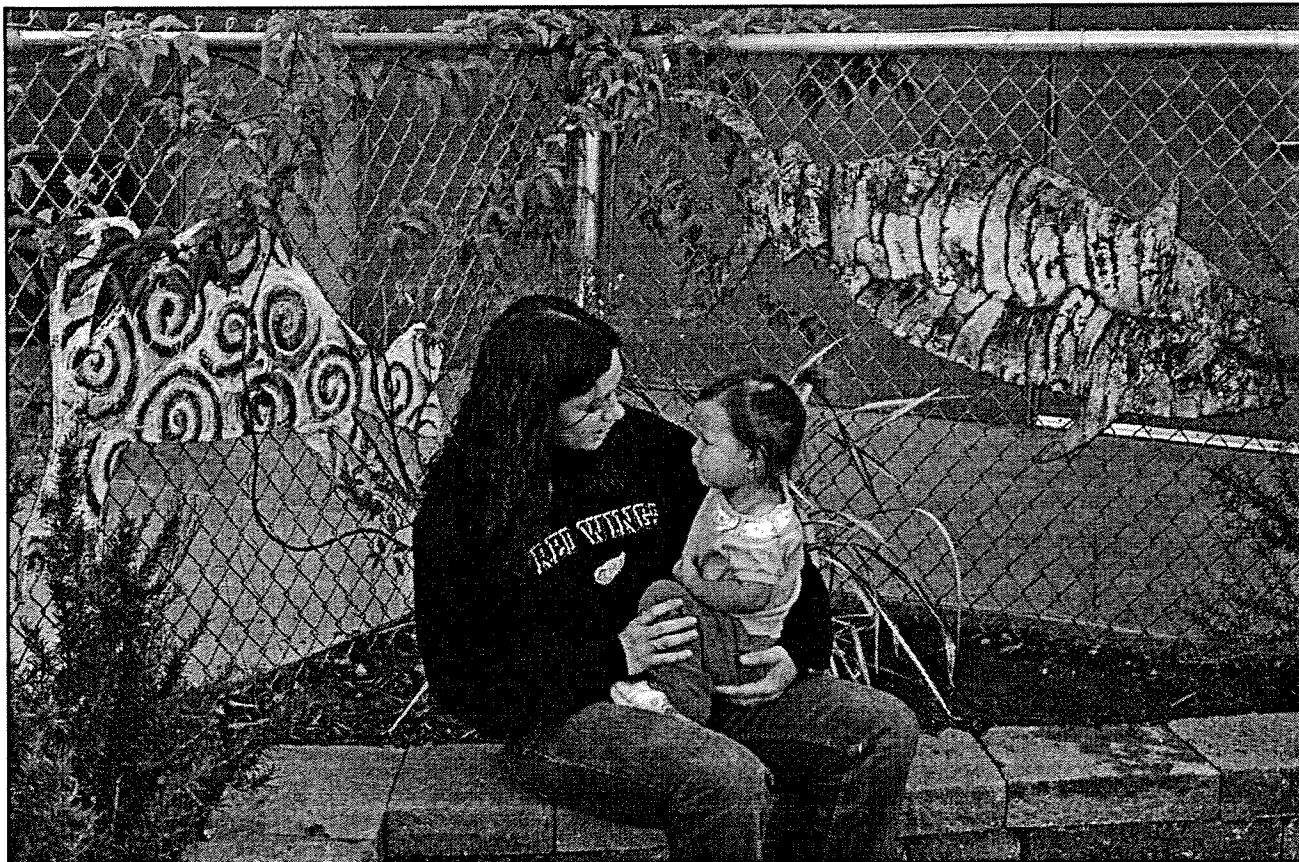
Corequisite: Concurrent enrollment in CD 106, 107, 108, or 109 or concurrent employment in a licensed child care program.

An overview of the field of child development. This course will cover inclusive curriculum practices, regulations, classroom environment and child management techniques for a variety of early childhood programs. Students will also explore career options and their aptitude for this profession. Students are required to observe and report on different types of programs in the community.

Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

†† This course meets all Title 5 standards for Nondegree Credit.



CHILD DEVELOPMENT 124 † **Infant and Toddler Development**

3 units, 3 hours lecture

This course is a study of infants and toddlers, ages 0-3, which focuses on development in social-emotional, cognitive, language, and motor domains, including variations due to special needs. Emphasis is on development as it relates to care in a group setting. Theories and current issues related to group care are examined as well as appropriate methods of guidance and socialization. A strong focus is placed on the importance of the cultural context as it relates to meeting individual needs and building positive relationships with both child and family.

Transfers to CSU

CHILD DEVELOPMENT 125 † **Child Growth and Development**

3 units, 3 hours lecture

This course is a study of child growth and development from conception through adolescence as determined by the interaction of the biosocial, cognitive and social/emotional domains of development within the family and the cultural context with implications for raising successful adults. Observations

of children of various ages is an integral part of this course.

Satisfies General Education for: Grossmont College D2; CSU D7 or D9 or E; IGETC 4G or 4I

Transfers to: CSU, UC (CAN FCS 14)

CHILD DEVELOPMENT 127 † **Science and Mathematics for Child Development**

3 units, 3 hours lecture

Recommended Preparation: CD 125.

This course stresses the importance and value of science and mathematics in programs for young children. Students will gain an understanding of how children develop basic concepts of math and science, evaluate curriculum, and utilize appropriate methods and materials for early childhood education programs. Emphasis will be on the diverse and developmental differences of children.

Transfers to CSU

CHILD DEVELOPMENT 129 † **Language and Literature for Child Development**

3 units, 3 hours lecture

Recommended Preparation: CD 125.

Designed to help teachers build language opportunities into every

curriculum area; to explore methods of fostering language skills of the young child; and introducing pre-reading experiences. Includes the study of children's literature, standards for evaluating books and computer software, techniques of storytelling and puppetry.

Transfers to CSU

CHILD DEVELOPMENT 130 † **Curriculum: Developmentally Appropriate Practices**

3 units, 3 hours lecture

Recommended Preparation: CD 121, 123, 125, 127, 129 and 131.

An advanced course in developmentally appropriate curriculum practices for early childhood programs. Using knowledge from previous child development courses and resources from this course, students will practice skills to develop curriculum based on observations and authentic assessment in collaboration with staff, children and parents. Students will examine and critique current curriculum models and design inclusive and engaging environments.

Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

CHILD DEVELOPMENT 131 †**Child, Family and Community**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "CR" grade or higher in CD 123 and 125 or equivalent.

This course is a study of the influence of different variables impacting the child and family dynamic. Emphasis will be placed on establishing effective teacher, caregiver, and family relationships. Community resources and agencies that strengthen families will be examined. Students will have the opportunity to develop strategies to support the wide range of families in a multicultural society. This course is required by the California State Department of Social Services for teachers and directors.
Transfers to CSU

CHILD DEVELOPMENT 132 †**Field Experience Seminar**

3 units, 3 hours lecture

Prerequisite: Completion of the following courses with a "C" grade or higher: CD 123, 125, 126, 127, 128, 129, 131 and 130 or 143.

Corequisite: Concurrent enrollment in CD 133 or 150 or 170 or 180.

This seminar is for the student participating in field experience as a student teacher or administrative intern in early childhood education programs. The course will cover positive guidance skills for use with infants, toddlers, preschool and school-age children in group care settings. Students will develop skills in authentic assessment and portfolio development for children; positive communication skills for working with families, and professional responsibilities and involvement in the field. As part of the course students will explore strategies for job search including resumes, professional portfolios and interviewing.
Transfers to CSU

CHILD DEVELOPMENT 133 †**Field Experience for Child Development**

2 units, 10 hours work experience plus concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of the following courses with a "C" grade or higher: CD 123, 125, 126, 127, 128, 129, 130 and 131.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision at approved field placement sites, the student will participate in all classroom activities. The student will develop and supervise learning experiences, conduct group-times, handle routines, and respond to individual-group needs of young children. For work experience requirements, see page 26.
Transfers to CSU

CHILD DEVELOPMENT 134 †**Health and Safety for Teachers of Young Children**

3 units, 3 hours lecture

This course emphasizes strategies for applying holistic health, safety and nutrition in schools and child care settings. It can be used for teachers, parents or others who desire current information on concepts of health, safety and nutrition as it applies to children from infancy through school age. This course will cover laws, practices and curriculum regarding accident prevention, childhood illness and nutritional guidelines that will help adults to assist children to develop good habits, attitudes and responses that lead to healthy and safe lifestyles.
Transfers to CSU

CHILD DEVELOPMENT 135 †**Parent-Child Interaction**

3 units, 3 hours lecture

This course offers parents, teachers, and parent educators skills and resources that promote more effective parent-child interaction. Emphasis is on guidance techniques that facilitate positive attitudes toward life and learning in the child. Issues of sex education, divorce, single parenting and grieving education are included.
Transfers to CSU

CHILD DEVELOPMENT 136 †**Adult Supervision: The Master Teacher's Role**

3 units, 3 hours lecture

Recommended Preparation: 12 units of Child Development as defined by Title 22 licensing regulations: 3 units, Child Growth Development: CD 125; 3 units Child, Family and Community: CD 131; 6 units Program Curriculum: CD 123 or 126 or 127 or 128 or 129 or 130 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

Principles and practical techniques for working with and fostering the professional development of co-teachers, aides, parents, student teachers and volunteers in preschool and child care programs. Emphasis is on the role of the classroom teacher or director who functions as master teacher, lead teacher and/or mentor to adults while simultaneously addressing the needs of children, families and the program. Students will have opportunities to develop skills in delegation as well as adult problem solving and communication.
Transfers to CSU

CHILD DEVELOPMENT 137 †**Administration of Child Development Programs I**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "CR" grade or higher in 12 units in Child Development as required by Title 22 licensing regulations: 3 units of Child Development: CD 125; 3 units of Child, Family and Community: CD 131; and 6 units of Program Curriculum: CD 123 and 126 or 127 or 128 or 129 or 130.

This course is designed for the beginning director of child care and preschool programs. It includes administrative tools, knowledge and techniques needed to organize, open and operate a child development facility. Topics include budget, management, regulatory laws, and development of school policies and procedures. This course is required by the California Department of Social Services and California Department of Education for child care and preschool program directors and site supervisors.
Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

CHILD DEVELOPMENT 138 † **Administration of Child Development Programs II**

3 units, 3 hours lecture

Recommended Preparation: A "C" or "CR" grade or higher in CD 137 or equivalent.

This course is designed for the experienced director of childcare and preschool programs. The focus of this class is on human relationships in the professional setting. Included topics are political, fiscal, and working conditions and how they affect turnover and morale of staff; support for families in the program and managing personal growth and development.

Transfers to CSU

CHILD DEVELOPMENT 141 † **Working with Children with Special Needs**

3 units, 3 hours lecture

Recommended Preparation: CD 124 or 125.

The course focuses on strategies for working with children with special needs including physical, neurological and sensory challenges, developmental delays, learning disabilities and giftedness, and emotional and behavioral disorders. With an emphasis on inclusion in the traditional classroom and the childcare setting, this class will include compliance with legislation, observation, identification and referral processes, family involvement, and modification of the environment and curriculum.

Transfers to CSU

CHILD DEVELOPMENT 143 † **Infant/Toddler Curriculum**

3 units, 3 hours lecture

Recommended Preparation: CD 124 or 125.

This course will examine programs, philosophies and components of quality group care for infants and toddlers. Students will develop skills related to care for infants and toddlers through daily routines and planned and spontaneous learning experiences. Emphasis will be on building relationships between the family, child, and caregiver in the context of cultural and individual family differences and special needs.

Transfers to CSU

CHILD DEVELOPMENT 145 † **Child Abuse and Family Violence in Our Society**

3 units, 3 hours lecture

Child abuse and neglect, domestic violence, elder abuse and community violence as well as safety and self protection will be examined with an emphasis on how the classroom teacher, foster parents and members of the general public can recognize, prevent, report, and intervene in cases of child abuse and domestic violence.

Transfers to CSU

CHILD DEVELOPMENT 148 † **Curriculum for School Age Child Care**

3 units, 3 hours lecture

Recommended Preparation: CD 125.

This class will cover the developmental needs, appropriate curriculum and guidance techniques for children from 6 to 12 in a child care setting. This course meets Title 22 curriculum requirements for teachers and directors in extended day care programs. It is also useful for recreation and youth group activities.

Transfers to CSU

CHILD DEVELOPMENT 149 † **School Age Child Care Program Planning**

3 units, 3 hours lecture

Recommended Preparation: CD 148.

A continuation and expansion of principles introduced in Child Development 148, Curriculum for School Age Child Care, with a focus on overall program design for school age child care. Special emphasis will be placed on working with children labeled "at risk" and parent communication.

Transfers to CSU

CHILD DEVELOPMENT 150 † **Field Experience for School Age Child Care**

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: CD 125, 131, 134, 148, 149.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision, at an approved field placement site in a school age child care program, the student will participate in all activities. The student will develop and supervise learning experiences, conduct activities, handle daily routines and respond to individual and group needs. For work experience requirements, see page 26.

Transfers to CSU

CHILD DEVELOPMENT 153 † (Cross-Cultural Studies 153) **Diversity Issues in Early Childhood Education**

3 units, 3 hours lecture

Analysis of the many contexts and variables related to an individual's socialization process and how these factors impact on one's work with children and families. Using an anti-bias approach, the class will examine and discuss topics related to ethnicity, religion, race, sex, disability and lifestyles as they are represented in our schools and society at large. Students will better understand their own attitudes toward groups other than their own and apply this knowledge to their work with young children. This course is applicable to the Child Development Permit Master Teacher multicultural specialization and is relevant for parents and others who work with families and children.

Transfers to CSU

CHILD DEVELOPMENT 160 † **Family Home Daycare**

3 units, 3 hours lecture

Instruction in home-based childcare; including tax laws, bookkeeping, licensing requirements, management skills, scheduling, and policies. Operating your home-based childcare as a successful business.

Transfers to CSU

CHILD DEVELOPMENT 162 † **Child Development and Curriculum for the Family Day Care Provider**

3 units, 3 hours lecture

This course is designed to enhance the student's proficiency as a family childcare professional by exploring, in depth, child development as it relates to appropriate curriculum in the daycare setting. It will further explore ways of achieving positive interpersonal relationships between the daycare provider and the parent by role playing and other methods of experimentation.

Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

CHILD DEVELOPMENT 168 † **Behavior Management in the Child Care Setting**

1 unit, 1 hour lecture

This course provides a child caregiver with the tools to create an environment that understands and supports children's behavior. It addresses, in-depth, the three main components of behavior management in the child care setting; the caregiver, the environment, and the child, identifying the inter-relatedness of them. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

CHILD DEVELOPMENT 169 † **Helping Children Cope with Crisis and Change**

1 unit, 1 hour lecture

Children see the world from an entirely different perspective than adults, including how they cope with life's adversities. This class will assist the caregiver (parent, teacher or child care provider) in first, identifying children who may be dealing with a crisis or change in their life that is impacting their wellness, and secondly, offering the adult the tools for helping the child learn to cope with a crisis or change. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

CHILD DEVELOPMENT 170 † **Field Experience with Infants and Toddlers**

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of CD 123, 124, 125, 126, 127, 128, 129, 131 and 143.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision, at approved field placement sites, the student will participate in all classroom activities. The student will design and modify environment, develop and supervise learning experience, handle routines and respond to individual and group needs of children under 2 years of age. For work experience requirements, see page 26.

Transfers to CSU

CHILD DEVELOPMENT 174 † **First Steps: Introduction to the Reggio Emilia Approach**

3 units, 3 hours lecture

The Reggio Emilia Preschools and Infant/Toddler programs are recognized as outstanding early childhood programs. This course will provide students with an overview of the principles and classroom applications of the Reggio approach. Students will be provided with information of schools in the United States implementing the Reggio approach. The role of the teacher in daily implementation of the approach will be explored.

Transfers to CSU

CHILD DEVELOPMENT 175 † **REA Documentation: Making Learning Visible**

3 units, 3 hours lecture

Recommended Preparation: CD 125 and 174.

The preschools and infant/toddler centers of Reggio Emilia Italy are recognized as examples of best practices in early childhood education. This course will provide students with an in-depth exploration of the process of documentation including the role of the teacher and the use of technology in documenting the use of the Reggio Emilia approach (REA). Students will develop skills in different strategies to document children's learning. Students will explore the relationship of documentation to the co-construction of curriculum. Classroom activities and assignments will require a student to be actively involved with young children.

Transfers to CSU

CHILD DEVELOPMENT 180 † **Field Experience for Child Development Administration**

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of CD 123, 125, 126, 127, 128, 129, 130, 131, 137, and 138. Requires concurrent or previous enrollment in CD 132.

Under supervision, at approved field placement sites, the student will develop and practice skills for the management of child development programs including pre-schools and child care programs. For work experience requirements, see page 26.

Transfers to CSU

CHILD DEVELOPMENT 195 † **Group Home Training**

1.5 units, 1.5 hours lecture

This course is designed to meet the 20 hour training requirement for childcare providers in residential group homes for children 0-18 years of age. It will cover the areas of child abuse identification, reporting and prevention; discipline and crisis management; communication and supervision; and independent living skills. This course is 24 hours long and usually offered on-site at local group homes and the hours are individually arranged. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

CHILD DEVELOPMENT 199 **Special Studies or Projects in Child Development**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of Child Development under instructor guidance. Written reports and periodic conferences are required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

CHILD DEVELOPMENT 299 **Selected Topics in Child Development**

.5-3 units, 1-9 hours

Prerequisite: Varies with topic.

Selected topics in Child Development not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Business and Professional Studies in relation to community/student need(s) and/or available staff. May be offered as a seminar or lecture class.

† This course meets all Title 5 standards for Associate Degree Credit.

EXERCISE SCIENCE 296 †
**Personal Trainer
 and Group Exercise Leader
 Internship Seminar**

.5 units, .5 hours lecture

Prerequisite: A "C" or "CR" grade or higher in ES 255, 291, 292, 293, 294 and Health Education 158.

Corequisite: A "C" or "CR" grade or higher or concurrent enrollment in ES 196.

This course is designed for the student in the Personal Trainer and Group Exercise Leader certification program. Students will discuss current issues in the fitness field, insurance, liability, standard business practices and national certifications. Emphasis is placed on client assessment, program design, teaching strategies and professional responsibility. Students apply knowledge of basic anatomy, exercise physiology, kinesiology, personal information gathering, exercise testing through enrollment in Exercise Science 196.

Transfers to CSU

**XI. Selected Studies and
 Topics (199 & 299)**

EXERCISE SCIENCE 199
**Special Studies or Projects
 in Exercise Science**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of physical education under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

EXERCISE SCIENCE 299
**Selected Topics in
 Exercise Science**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in Exercise Science not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences, and Exercise Science and Wellness in relation to community-student need(s) and/or available staff. May be offered as a seminar or lecture class.

**FAMILY STUDIES
 (FS)**

FAMILY STUDIES 110 †
Life Management

3 units, 3 hours lecture

This course is a study of the different forces affecting one's physical, mental and socio-emotional health in relation to life management. The implication of culture and diversity on belief systems and perception of the world will be examined. Communication, thought processes, and interpersonal relationships will be analyzed for improved self and social awareness. Time and resource management skills will be developed. Special emphasis will be placed on developing critical thinking skills to effectively meet life management challenges.

*Satisfies General Education for CSU E
 Transfers to CSU*

FAMILY STUDIES 115 †
**The Changing American
 Family**

3 units, 3 hours lecture

A survey of the contemporary American family with emphasis on changes in form, functions and expectations. The history of the family, both public and private, will be considered and examined in relation to the effects of class, ethnicity and social policy. The effects on the family of common life events experienced by individuals and family members will be covered including sexuality, mate selection, marriage, childbearing, the working family, divorce, domestic violence and aging. The future of the family including implications for the individual and society will be discussed.

*Satisfies General Education for: Grossmont College D2; CSU D7
 Transfers to CSU*

FAMILY STUDIES 120 †
Human Development

3 units, 3 hours lecture

A study of the integration of biosocial, social/emotional and cognitive aspects of human development throughout the lifespan. A variety of theories of development will be discussed. Topics for discussion also include the ongoing controversy of nature vs. nurture, as well as exploration of developmental tasks faced at each lifespan stage.

*Satisfies General Education for: Grossmont College D2; CSU D7
 Transfers to: CSU, UC (credit limited: see page 32)*

FAMILY STUDIES 129 †
**Introduction to
 Human Aging**

3 units, 3 hours lecture

Social, economic, physiological, and psychological factors which relate to the older adult as their roles in the family and society change. Investigation of everyday problems of the aged with emphasis on consumerism, housing, health, leisure time, family roles, retirement, widowhood, and sexuality.

*Satisfies General Education for CSU E
 Transfers to CSU*

FAMILY STUDIES 140 †
Home Visitor

3 units, 3 hours lecture

This course is designed to assist persons whose jobs include working with families, parents, and children who have been identified as in need of support through various community agencies, including Head Start. It covers a wide range of topics from communication and documentation to general case management issues.

Transfers to CSU

FAMILY STUDIES 157 †
**Food and Nutrition for
 Children**

3 units, 3 hours lecture

An examination of the nutritional needs of children from the time of conception through adolescence.

Transfers to CSU

FAMILY STUDIES 280 †
**Seminar for Field Experience
 in Family Studies**

1 unit, 1 hour lecture

Seminar to accompany field experience in Family Studies. Included in this course will be interviewing skills, resume writing and interpersonal relationships for work in Family Studies case management. Students will analyze and assess their own field experience and interpret policies and procedures in case management. Societal and cultural influences on case management will be examined.

Transfers to CSU

† This course meets all Title 5 standards for Associate Degree Credit.

FAMILY STUDIES 281 † **Field Experience in** **Family Studies**

2 units, 10 hours work experience

Prerequisite: A "C" or "CR" grade or higher in Family Studies 140 or equivalent.

Corequisite: Family Studies 280.

Externship under supervision at a local agency that applies or deals with case management in family studies issues. Student will learn to handle routines, problem solve and practice the interpersonal skills of case management. For work experience requirements see page 26.

Transfers to CSU

FAMILY STUDIES 199 **Special Studies or Projects** **in Family Studies**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of Family Studies under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

FAMILY STUDIES 299 **Selected Topics in Family** **and Consumer Studies**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in family studies not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Business and Professional Studies in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or laboratory class.

FRENCH (FREN)

FRENCH 120 † **French I**

5 units, 5 hours lecture

An introductory course to the French language and the cultures of its speakers. This course is designed for students with very little or no knowledge of French. It facilitates the practical application of the language in everyday oral and written communication at the beginning level. Since the focus will be on basic communication skills, the class will be conducted in French as much as possible. Students

will learn structures that will enable them to function in French in everyday contexts while becoming familiar with the French speaking world.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 6A

Transfers to: CSU, UC

(CAN FREN 2)

(FREN 120 + 121: CAN FREN SEQ A)

FRENCH 121 † **French II**

5 units, 5 hours lecture

Prerequisite: A "C" or "CR" grade or higher in French 120 or two years of high school French or equivalent.

French 121 is the continuation of French 120. The course will continue to develop oral and written skills based on practical everyday needs.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

(CAN FREN 4)

(FREN 120 + 121: CAN FREN SEQ A)

FRENCH 152 †

(Cross-Cultural Studies 152)

The French-Speaking World: **A Cross-Cultural Perspective**

3 units, 3 hours lecture

Major characteristics of the French-speaking world as reflected in its culture, civilization, and literature. The course will compare French-speaking European countries (such as France, Belgium, Switzerland, Luxembourg) to French-speaking countries of Northern Africa, Sub-Saharan Africa, Canada and the Caribbean. The class is conducted in English.

Satisfies General Education for: Grossmont College C1; CSU C2 or D3

Transfers to: CSU, UC (credit limited: see page 32)

FRENCH 196 A-B-C-D † **Community Service** **Learning Experience**

1 unit, 5 hours work experience plus concurrent enrollment in 6 units at Grossmont College

Prerequisite: A "C" or "CR" grade or higher in French 121 or equivalent.

Community Service Learning Experience (CSLE) is a community outreach program which promotes the national agenda of volunteer engagement. The purpose is to provide students the opportunity to explore options and careers in a selected area of study. For work experience requirements, see page 26.

Transfers to CSU

FRENCH 199 **Special Studies or Projects** **in French**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of French under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

FRENCH 220 † **French III**

5 units, 5 hours lecture

Prerequisite: A "C" or "CR" grade or higher in French 121 or three years of high school French or equivalent.

French 220 is the continuation of French 121. The course will continue to develop oral, listening, reading and writing skills in order to acquire proficiency in French.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

(CAN FREN 8)

FRENCH 221 † **French IV**

5 units, 5 hours lecture

Prerequisite: A "C" or "CR" grade or higher in French 220 or four years of high school French or equivalent.

French 221 is the continuation of French 220. The course will continue to develop oral, listening, reading, and writing skills in order to improve proficiency in French.

Satisfies General Education for: Grossmont College C2; CSU C2; IGETC 3B

Transfers to: CSU, UC

(CAN FREN 10)

FRENCH 250 † **Conversational French I**

3 units, 3 hours lecture

Prerequisite: A "C" or "CR" grade or higher in French 121 or three years of high school French or equivalent.

The course will continue to develop oral, listening, reading and writing skills with emphasis on oral proficiency.

Satisfies General Education for: Grossmont College C2; CSU C2

Transfers to: CSU, UC

† This course meets all Title 5 standards for Associate Degree Credit.

**APPENDIX 4:
COURSE
STATUS**

APPENDIX 4

4. Course Status

COURSE AND NUMBER	When was course last updated?	Status of Alignment with Cuyamaca Completed (C) In Progress (IP) Not Applicable (N/A)	TIME OFFERED Morning (M) Afternoon (A) Evening (E) Weekend (W) <i>Intermittent (I)</i> <i>Hybrid (H)</i>	SEMESTER LAST OFFERED
Example: GEOG 130	10/14/01	C	M, A, E	Fall 2002
CD 134	04/15/2003	C	E, I	Spring 2007
CD 136	CC 3/07	C	E, W	Spring 2007
CD 137	04/19/2005	C	E, W	Fall 2006
CD 138	04/19/2005	C	E, W	Spring 2007
CD 141	04/15/2003	C	A, E	Spring 2007
CD 143	2006	C	A, E	Spring 2007
CD 145	04/20/2004	C	E	Spring 2007
CD 148	04/01/1996	C	E, W	Summer 2004
CD 149	05/01/1996	C	E, W	Summer 2003
CD 150	CC 3/07	C	M, A	Spring 2007
CD 153	CC 3/07	C	A, E, W	Spring 2007
CD 160	04/01/1988	N/A	E	Fall 2003
CD 162	06/01/1994	N/A	E	Fall 2003
CD 168	04/16/2002	N/A	E	Fall 2002
CD 169	04/16/2002	N/A	E	Fall 2002
CD 170	CC 3/07	C	M, A	Spring 2007
CD 174	04/15/2003	N/A	E, W	Spring 2006
CD 175	04/15/2003	N/A	E, W	Spring 2007
CD 180	CC 3/07	N/A	M, A	Spring 2007
CD 195	06/01/1994	N/A	M, W	Spring 2007

APPENDIX 4

4. Course Status

COURSE AND NUMBER	When was course last updated?	Status of Alignment with Cuyamaca Completed (C) In Progress (IP) Not Applicable (N/A)	TIME OFFERED Morning (M) Afternoon (A) Evening (E) Weekend (W) <i>Internet (I)</i> <i>Hybrid (H)</i>	SEMESTER LAST OFFERED
Example: GEOG 130	10/14/01	C	M, A, E	Fall 2002
CD 001	04/01/2002	N/A		Spring 2003
CD 010	04/16/2002	N/A		Not offered
CD 011	04/16/2002	N/A		Not offered
CD 012	04/16/2002	N/A		Not offered
CD 101	04/15/2003	N/A	H (M)	Spring 2006
CD 102	04/15/2003	N/A	H (M)	Fall 2006
CD 103	04/15/2003	N/A	H (M)	Fall 2005
CD 104	04/15/2003	N/A	H (M)	Spring 2007
CD 106	04/16/2002	N/A	M, A	Spring 2006
CD 107	04/16/2002	N/A	M, A	Fall 2006
CD 108	04/16/2002	N/A	M, A	Spring 2007
CD 109	04/16/2002	N/A	M, A	Fall 2005
CD 110	04/19/2005	N/A	M, A	Spring 2004
CD 111	04/19/2005	N/A	M, A	Spring 2005
CD 112	04/19/2005	N/A	M, A	Spring 2003
CD 113	04/19/2005	N/A	M, A	Fall 2003
CD 123	04/19/2005	C	A, E	Spring 2007
CD 124	04/19/2005	C	A, E	Spring 2007
CD 125	04/15/2003	C	M, A, E, W, I	Spring 2007
CD 127	2006	C	E	Spring 2007
CD 129	CC 3/07	C	M, A, E, W	Spring 2007
CD 130	2006	C	E	Spring 2007
CD 131	04/17/2001	C	M, A, E, H	Spring 2007
CD 132	05/16/2000	IP	E	Spring 2007
CD 133	CC 3/07	C	M, A	Spring 2007

**APPENDIX 5:
GRADE
DISTRIBUTION
SUMMARY**

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 4178	10	1.6	8	2	2	1	1				2	15	11.9	CHERNOFSKY	
COURSE TOTAL			8	2	2	1	1				2	15	11.9		
CD 4179	10	1.0	1	1								2	1.1	CHERNOFSKY	
COURSE TOTAL			1	1								2	1.1		
CD 4180	3	3.0	4	3		1	1				2	10	30.0	DEWOLF	
COURSE TOTAL			4	3		1	1				2	10	30.0		
CD 4182	3	3.0							16		2	18	54.0	DEWOLF	
COURSE TOTAL									16		2	18	54.0		
CD 4184N	3	3.0	13	9	3	2					2	29	87.0	DEWOLF	XP
COURSE TOTAL			13	9	3	2					2	29	87.0		
CD 4186	3	3.0	15	3	2		4				3	27	81.0	WARNER	PT
COURSE TOTAL			15	3	2		4				3	27	81.0		
CD 4188	3	3.0	7	10	6	1	2				8	34	102.0	MARTIN	
4190	3	3.0	7	16	8	3	5				6	45	135.0	MARTIN	
4192	3	3.0	4	13	7	5	8				9	46	138.0	CHERNOFSKY	XP
4193	3	3.0	18	10	10	8	14				11	71	213.0	HARTNETT	PT
4194	3	3.0	17	5	5	5	7				7	36	108.0	WARNER	PT
4195	3	3.0	8	12	10	1	4				14	49	147.0	MARTIN	
4196	3	3.0	8	14	11	4	5				9	51	153.0	GAIANE	
4197	3	3.0	1	7	7	1	7				17	42	123.0	GAIANE	
4199	8	6.0	14	3	1	3	2				12	34	60.3	ZOLEZZI	
4200N	3	3.0	10	8	3	2	5				5	31	93.0	EATON	PT
4201N	3	3.0	5	9	5	4	2				11	36	108.0	NOAKES	PT
4202N	3	3.0	3	8	6	6	5				15	33	99.0	FLETCHER	PT
4203N	3	3.0	6	6	8	1	6				19	40	117.0	IKEZAKI	PT
COURSE TOTAL			98	121	87	43	66				133	548	1596.3		
CD 4204	3	3.0	5	15	4	1	2				4	31	93.0	BURT	PT
4205	3	3.0	5	8	3						4	20	60.0	HARTNETT	PT
4206N	3	3.0	11	8	3					1	4	27	81.0	HARTNETT	PT
COURSE TOTAL			21	31	10	1	2			1	12	78	234.0		
CD 4207N	3	3.0	13	18	7	3	2				3	46	135.0	NOAKES	PT
COURSE TOTAL			13	18	7	3	2				3	46	135.0		

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 4209N	128	MUSIC & MOVEMENT FOR CD	21	5	2	1	4				8	41	123.0	ANDREWS	PT
		COURSE TOTAL	21	5	2	1	4				8	41	123.0		
CD 4210	129	LANGUAGE & LITERATURE FOR CD	6	2	2	2	3		1		1	17	51.0	COURTNEY	PT
4211N			10	13	7	4	3				6	40	120.0	HAAR	
		COURSE TOTAL	16	15	9	6	3		1		7	57	171.0		
CD 4212N	130	CURRIC: DEVELOP APPROP PRACTIC	12	7	4	4	4				4	31	93.0	COURTNEY	
		COURSE TOTAL	12	7	4	4	4				4	31	93.0		
CD 4213	131	CHILD, FAMILY & COMMUNITY	2	3	4	2	2				9	20	60.0	CHERNOFSKY	PT
4214			3	7	4	2	3				3	13	39.0	ZOLEZZI	PT
4215N			18	15	2	2	2				6	45	135.0	GAIANE	
4217			10	8	2	2	3				2	25	94.6	BURT	PT
		COURSE TOTAL	33	33	8	2	7				20	103	328.6		
CD 4216N	132	FIELD EXPERIENCE SEMINAR	8	5			2				1	16	48.0	COURTNEY	
		COURSE TOTAL	8	5			2				1	16	48.0		
CD 4218**	133	FIELD EXPERIENCE FOR CD	7	2	1	2					1	13	0.0	COURTNEY	
		COURSE TOTAL	7	2	1	2					1	13	0.0		
CD 4222	134	HEALTH & SAFETY FOR TEACHERS	4	8	6	2					2	22	66.0	MARTIN	
		COURSE TOTAL	4	8	6	2					2	22	66.0		
CD 4225N	137	ADMINISTRATION OF CD PROGRAMS	25	9	5	1	4				5	49	147.0	BERRIDGE	PT
		COURSE TOTAL	25	9	5	1	4				5	49	147.0		
CD 4227	141	WORKING W/CHILD W\SPECIAL NEED	7	7	7	2					4	27	81.0	MARTIN	
		COURSE TOTAL	7	7	7	2					4	27	81.0		
CD 4228	145	CHLD ABUSE:DETECT/INTRVEN/PREV	5	3	1		3		1		2	15	45.0	HAHN	PT
		COURSE TOTAL	5	3	1		3		1		2	15	45.0		
CD 4230	148	CURRIC/SCHOOL AGE CHILDCARE	9	7	4	1	8				2	31	79.5	ANDREWS	PT
		COURSE TOTAL	9	7	4	1	8				2	31	79.5		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CD 150 FLD EXP SCHOOL AGE CHILD CARE											1	1	0.0	COURTNEY
4232 ** COURSE TOTAL												1	0.0	
CD 170 FIELD EXPER W/INFANTS/TODDLERS			2	1								4	0.0	SOLTERO
4235 ** COURSE TOTAL			2	1								4	0.0	
CD 180 FIELD EXPER CHLD DEVEL ADMIN			1									1	0.0	DEWOLF
4236 ** COURSE TOTAL			1									1	0.0	
CD 195 GROUP HOME TRAINING									1			1	0.0	DARNELL
4239 ** COURSE TOTAL									1			1	0.0	
CD 299 BEHAV MGMT/CD CARE ENVIRONMENT														
4240	2	8.0							20	1		21	19.2	CHERNOFSKY
4242	2	8.0						24	24	9		33	30.2	EATON
4247	2	8.0						24	24			24	21.9	CHERNOFSKY
4248N		3.0						36	36	3		39	117.0	COURTNEY
4250	1	8.0						25	25	10		35	16.0	MARTIN
4252	3	5.3						31	31	6		37	33.6	COURTNEY
COURSE TOTAL								160	160	29		189	237.9	
SUBJECT TOTAL			313	287	157	64	111	178	178	30	214	1354	3650.3	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR
													ENR	WSCH	
CD	104	PARENT EDUCATION											10	9.1	SOLTERO
4020	10	COURSE TOTAL	1.6	5	4	1							10	9.1	
CD	108	PRESCHOOL EXPERIENCE											7	21.0	DEWOLF
4023	3.0	COURSE TOTAL	3	3									7	21.0	
CD	110	PARENT PARTICIPATION											15	42.0	DEWOLF
4025	3.0	COURSE TOTAL	3.0							11			15	42.0	
CD	123	INTRO PROGRAMS/CURRIC FOR CHILD											22	63.0	DEWOLF
4027	3.0	COURSE TOTAL	10	2	1					1			22	63.0	
CD	125	CHILD GROWTH AND DEVELOPMENT											21	38.4	BURT
4029	8		6.0	2	6	1	2	3				7	21	BURT	
4030	3.0		3.0	2	7	2	2	2				5	20	MARTIN	
4031	3.0		3.0	17	7	2	4	4				4	20	MARTIN	
4032	3.0		3.0	119	12	5	1	3				19	46	MARTIN	
4033	3.0		3.0	16	8	5	1	3	1			13	66	MARTIN	
4034	3.0		3.0	4	9	8	1	1				13	39	GAIANE	
4035	3.0		3.0	7	15	3	3	2				11	42	WARNER	
4036	3.0		3.0	2	8	3	3	5		1		17	36	WARNER	
4037N	3.0		3.0	7	9	6	4	4				13	42	CHERNOFSKY	
4038N	3.0		3.0	5	11	7	5	7				16	44	CHERNOFSKY	
4039N	6.0		6.0	6	14	9	4	7				13	43	EATON	
4040N	8		6.0	7	14	7	4	7		1		15	43	FLETCHER	
			3.0	7	5	8	4	12		1		9	61	FLETCHER	
			3.0	94	111	63	24	25	1	3		9	37	GAIANE	
			3.0	94	111	63	24	25	1	3		9	488	GAIANE	
CD	126	ART FOR CHILD DEVELOPMENT											27	78.0	BURT
4041	3.0		3.0	9	9	4	1	2				2	27	BURT	
4042N	3.0		3.0	14	15	6	1	4				1	40	BURT	
			3.0	23	24	10	1	6				3	67	BURT	
CD	127	SCIENCE & MATH FOR CHILD DEVEL											29	87.0	NOAKES
4043N	3.0		3.0	11	7	5						6	29	NOAKES	
			3.0	11	7	5						6	29	NOAKES	
CD	128	MUSIC & MOVEMENT FOR CD											49	147.0	ANDREWS
4046N	3.0		3.0	25	10	3						11	49	ANDREWS	
			3.0	25	10	3						11	49	ANDREWS	
CD	129	LANGUAGE & LITERATURE FOR CD											41	123.0	HAAR
4048N	3.0		3.0	9	17	9	1					4	41	HAAR	
			3.0	9	17	9	1					4	41	HAAR	
CD	130	CURRIC: DEVELOP APPROP PRACTIC											31	90.0	HARTNETT
4049	3.0		3.0	22	6	1						2	31	HARTNETT	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
	130 CURRIC: DEVELOP APPROP PRACTIC (CONT"D)			22	6	1						2	31	90.0		
CD	131 CHILD, FAMILY & COMMUNITY	3.0		14	4	5	3	5				5	36	108.0	MARTIN	
	4050	3.0		4	2	7		1				4	18	51.0	CHERNOFSKY	
	4051	3.0		14	7	2	1	4				6	34	99.0	GAIANE	
	4052N	3.0		32	13	14	4	10				15	88	258.0		
	COURSE TOTAL															
CD	132 FIELD EXPERIENCE SEMINAR			13	2				3			4	22	63.0	GAIANE	
	4053N	3.0		13	2				3			4	22	63.0		
	COURSE TOTAL															
CD	133 FIELD EXPERIENCE FOR CD	0.0		8	6	2			2			3	21	0.0	GAIANE	
	4054**	0.0												0.0		
	COURSE TOTAL															
CD	134 HEALTH & SAFETY FOR TEACHERS	3.0		6	7	3		1				5	22	66.0	MARTIN	
	4056N	3.0		4	6	2	1	1				11	26	75.0	ROBERTSON	
	4057	3.0		10	13	5	1	2				16	48	141.0		
	COURSE TOTAL															
CD	136 ADULT SUPERV:MASTR TEACHRS ROL	3.0		11	7							4	22	60.0	LYON	
	4059N	3.0		11	7							4	22	60.0		
	COURSE TOTAL															
CD	138 ADMINISTRATION-CD PROGRAMS II	3.0		11	7	2						6	20	60.0	RAMET	
	4060N	3.0		11	7	2						6	20	60.0		
	COURSE TOTAL															
CD	141 WORKING W/CHILD W\SPECIAL NEED	3.0		22	2							6	30	90.0	NESS	
	4061N	3.0		22	2							6	30	90.0		
	COURSE TOTAL															
CD	143 INFANT/TODDLER CURRICULUM	3.0		9	2	1		2				2	16	48.0	WARNER	
	4062	3.0		9	2	1		2				2	16	48.0		
	COURSE TOTAL															
CD	149 SCHL AGE CHILD CARE PROG PLAN	6.0		6	4	3		2				10	25	41.1	ANDREWS	
	4065	6.0		6	4	3		2				10	25	41.1		
	COURSE TOTAL															
CD	180 FIELD EXPR CHLD DEVEL ADMIN	0.0		1									1	0.0	GAIANE	
	4071**	0.0												0.0		
	COURSE TOTAL															
CD	299 BRAIN DEVELOPMENT/YOUNG CHILD	3.0		3	8.0							1	16	20.6	EATON	
	4074	3.0		3	8.0							1	16	20.6	CHERNOFSKY	
	4080	1.0		1	8.0						4	1	20	8.7		
	COURSE TOTAL															

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
299		BRAIN DEVELOPMENT/YOUNG CHILD (CONT"D)													
4082	2	8.0							15	2		17	15.5	CHERNOFSKY	PT
4084	2	8.0							8	3	1	11	10.1	CHERNOFSKY	PT
4086	2	8.0							21	2		24	21.0	CHERNOFSKY	PT
4087	2	8.0							11			12	10.1	CHERNOFSKY	PT
4090	1	8.0							25	2		27	12.3	MARTIN	
4092	1	8.0							8	12		20	9.1	PLETCHER	PT
4093	3	5.3							24	3		26	23.6	WHITESIDE	PT
4094	1	2.5							4	3		17	46.1	THEZAKI	PT
4096	19	1.0							160	45	4	19	19.0	CHERNOFSKY	XP
		COURSE TOTAL										209	196.1		
		SUBJECT TOTAL	316	231	118	31	84	6	175	47	231	1239	3113.9		

BUSINESS AND PROFESSIONAL STUDIES

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CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 4178	1	0	14	1			2		1		7	25	25.0	COURTNEY	
COURSE TOTAL			14	1			2		1		7	25	25.0		
CD 4180	3	0	12	4			2				3	21	63.0	COURTNEY	
COURSE TOTAL			12	4			2				3	21	63.0		
CD 4182	3	0							5	8	3	16	48.0	DEWOLF	
COURSE TOTAL									5	8	3	16	48.0		
CD 4184N	3	0	13	8		1	4				5	35	105.0	COURTNEY	XP
COURSE TOTAL			13	8	4	1	4				5	35	105.0		
CD 4185N	3	0	9	2		1	2				2	19	57.0	WARNER	PT
CD 4186N	3	0	14	7		2	2				9	37	108.0	WARNER	PT
COURSE TOTAL			23	9	6	3	4				11	56	165.0		
CD 4187	3	0	8	7		1	2				9	30	90.0	ROBERTSON	
CD 4188	3	0	5	12		1	4				12	42	126.0	MARTIN	
CD 4190	3	0	11	11		5	1				10	49	147.0	MARTIN	
CD 4192	3	0	11	5		8					15	39	117.0	OBEGI	
CD 4194	3	0	6	10		3	18				19	72	216.0	HARTNETT	
CD 4195	3	0	7	5		3	8				17	46	138.0	WARNER	
CD 4196	3	0	13	8		3	3				10	42	126.0	OBEGI	
CD 4197	3	0	7	21		3	16				18	74	222.0	GAIANE	
CD 4199	8	6	8	11		3	13				8	44	132.0	GAIANE	
CD 4200N	3	0	7	6		1	4				9	27	49.4	OBEGI	
CD 4201N	3	0	3	5		1	4				5	17	48.0	THOMAS	PT
CD 4202N	3	0	10	8		2	6				9	36	108.0	GAIANE	PT
CD 4203N	3	0	14	7		1					3	28	84.0	SHEPPARD	PT
CD 4204N	3	0	8	6		1	4				11	30	90.0	OBEGI	PT
COURSE TOTAL			4	7	3	1	4				9	28	81.0	FLETCHER	
			122	129	80	36	83				154	604	1774.4		
CD 4205	3	0	8	7		1	1				10	28	84.0	HARTNETT	PT
CD 4206N	3	0	11	8		2	8				10	32	96.0	BURT	PT
COURSE TOTAL			19	15	4	3	9				8	60	180.0		
CD 4207N	3	0	9	12		2	3				8	42	123.0	NOAKES	PT
COURSE TOTAL			9	12	8	2	3				8	42	123.0		
CD 4209N	3	0	26	13		1	2				2	45	135.0	ANDREWS	PT

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 128	MUSIC & MOVEMENT FOR CD														
	COURSE TOTAL 26 13 1 1 (CONT'D) 2														
CD 129	LANGUAGE & LITERATURE FOR CD														
4210	8	6.0	15	12	5		5				4	41	101.5	BURT	PT
4212N	3.0	3.0	12	7	5		3				11	38	111.0	GAITANE	
	COURSE TOTAL 27 19 10 8														
CD 130	CURRIC: DEVELOP APPROP PRACTIC														
4213N	3.0	3.0	17	6	6	1	1				6	37	111.0	CANDRA	PT
	COURSE TOTAL 17 6 6 1 1														
CD 131	CHILD, FAMILY & COMMUNITY														
4214	3.0	3.0	3	8	7		1				11	30	90.0	CHERNOFSKY	XP
4216N	3.0	3.0	6	25	11		5				8	59	174.0	GAITANE	
	COURSE TOTAL 9 33 18 4 6														
CD 132	FIELD EXPERIENCE SEMINAR														
4217N	3.0	3.0	10		1		1					12	36.0	COURTNEY	
	COURSE TOTAL 10 1 1 1 1														
CD 133	FIELD EXPERIENCE FOR CD														
4218 **	0.0	0.0	9	1								11	0.0	COURTNEY	
	COURSE TOTAL 9 1 1														
CD 134	HEALTH & SAFETY FOR TEACHERS														
4222	3.0	3.0	6	8	5		1				5	25	75.0	MARTIN	
4223	3.0	3.0	7	6	5		4			1	9	32	90.0	ROBERTSON	
	COURSE TOTAL 13 14 10 5 1 1														
CD 137	ADMINISTRATION OF CD PROGRAMS														
4225N	3.0	3.0	7	23	8	6	2				5	51	153.0	DEWOLF	
	COURSE TOTAL 7 23 8 6 2 2														
CD 141	WORKING W/CHILD W/SPECIAL NEED														
4227	3.0	3.0	14	12	5	1					6	38	114.0	MARTIN	
	COURSE TOTAL 14 12 5 1 1														
CD 145	CHLD ABUSE:DETECT/INTRVEN/PREV														
4228N	3.0	3.0	6	7	3	1					8	25	72.0	HAHN	PT
	COURSE TOTAL 6 7 3 1 1														
CD 148	CURRIC/SCHOOL AGE CHILDD CARE														
4230	8	6.0	18	4	2						14	38	65.8	ANDREWS	PT
	COURSE TOTAL 18 4 2 2														
CD 150	FLD EXP SCHOOL AGE CHILDD CARE														
4232 **	0.0	0.0					1					1	0.0	COURTNEY	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CD 150 FLD EXP SCHOOL AGE CHILD CARE (CONT"D)													0.0	
COURSE TOTAL														
CD 168 BEHAV MGMT/CHILD CARE SETTING									21	2		23	21.0	CHERNOFSKY
4233	2	8.0							21	2		23	21.0	CHERNOFSKY
COURSE TOTAL														
CD 169 HELP CHILDREN COPE W/CRISIS									34	1		35	32.0	CHERNOFSKY
4234	2	8.0							34	1		35	32.0	CHERNOFSKY
COURSE TOTAL														
CD 170 FIELD EXPERT W/INFANTS/TODDLERS											1	1	0.0	SOLTERO
4235 **		0.0											0.0	SOLTERO
COURSE TOTAL														
CD 180 FIELD EXPERT CHLD DEVEL ADMIN												2	0.0	DEWOLF
4236 **		0.0											0.0	DEWOLF
COURSE TOTAL														
CD 195 GROUP HOME TRAINING												6	0.0	DARNELL
4238 **	3	0.0											0.0	DARNELL
COURSE TOTAL														
CD 299 1ST STEPS/INTRO REGGIO EMILIA											10	44	93.3	COURTNEY
4241	8	6.0							1					
4243	1	8.0							11	10		21	9.6	GAIANE
4246	1	8.0							28	1		29	13.3	MARTIN
4248	3	5.3							33	7		41	36.3	COURTNEY
COURSE TOTAL									73	18	11	135	152.5	
SUBJECT TOTAL			380	315	172	59	132		135	29	301	1523	4017.2	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 103	10	1.6	6	3	2		1				9	21	11.0	COURTNEY	PT
4020			6	3	2		1				9	21	11.0		
		COURSE TOTAL													
CD 106	3	3.0	6	3			4				4	17	51.0	DEWOLF	PT
4022			6	3			4				4	17	51.0		
		COURSE TOTAL													
CD 112	3	3.0							13	3	1	17	51.0	DEWOLF	PT
4024									13	3	1	17	51.0		
		COURSE TOTAL													
CD 123	7	3.0	7	4	5	3	4				4	27	81.0	DEWOLF	PT
4026			7	4	5	3	4				4	27	81.0		
		COURSE TOTAL													
CD 125	5	3.0	5	8	6	2	3				14	38	114.0	MARTIN	PT
4028			5	8	6	2	3				14	38	114.0		
4030			15	14	15	11	11			1	7	53	159.0	MARTIN	PT
4031			5	6	3	6	7				11	31	54.9	HAAR	PT
4032			3	3	17	16	4				17	61	183.0	CHEARNOFSKY	PT
4033			18	10	11	6	2				8	47	141.0	WARNER	PT
4034			10	11	15	2	3			1	7	44	132.0	MARTIN	PT
4035			6	13	5	4	5				9	45	123.0	GATANE	PT
4036			14	8	10	3	4				10	41	123.0	SHEPPARD	PT
4037			8	10	4	4	4				4	16	48.0	ZOLEZZI	PT
4038			3	1	5	7	4				4	17	51.0	EATON	PT
4039			6	5	7	5	7				6	28	84.0	GATANE	PT
4040			5	17	5	1	7				16	53	101.5	FLETCHER	PT
4041			2	7	1	4	7				8	20	57.0	FLETCHER	PT
4042			5	4	4	1	1				2	16	48.0	SHEPPARD	PT
		COURSE TOTAL	105	122	87	24	46		1	2	123	510	1431.4		
CD 126	11	3.0	11	11	10	3	5				5	33	99.0	BURT	PT
4043			11	11	10	3	5				5	33	99.0		
4044			11	11	10	3	5				10	44	129.0	BURT	PT
		COURSE TOTAL	22	22	13	5	25				15	77	228.0		
CD 127	21	3.0	21	6	1	2	1				9	38	114.0	HARTNETT	PT
4045			21	6	1	2	1				9	38	114.0		
4046			17	11	4	4	5				9	43	93.3	HARTNETT	PT
4047			8	9	3	3	3				5	26	75.0	NOAKES	PT
		COURSE TOTAL	46	26	8	3	1				23	107	282.3		
CD 128	22	6.0	22	10	3	4	2				7	46	107.0	ANDREWS	PT
4048			22	10	3	4	2				7	46	107.0		
4049			21	8	2	5	4				9	42	123.0	ANDREWS	PT
		COURSE TOTAL	43	18	5	6	6				16	88	230.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 129	LANGUAGE & LITERATURE FOR CD														
4050N	3.0	30	7	3							1	41	123.0	HARTNETT	PT
4051	3.0	5	7	1							5	18	54.0	COURTNEY	
	COURSE TOTAL	35	14	4							6	59	177.0		
CD 130	CURRIC: DEVELOP APPROP PRACTIC														
4052N	3.0	14	9	2			7				4	36	108.0	COURTNEY	
	COURSE TOTAL	14	9	2			7				4	36	108.0		
CD 131	CHILD, FAMILY & COMMUNITY														
4053	3.0	3	10	7			4				8	32	96.0	CHERNOFSKY	XP
4054	3.0	12	6	2	2		5				4	31	93.0	MARTIN	
4055N	3.0	15	9	6	2		1			1	12	44	132.0	GAIANE	
	COURSE TOTAL	30	25	15	4		2			1	24	107	321.0		
CD 134	HEALTH & SAFETY FOR TEACHERS														
4058N	3.0	14	5	2			1				10	32	93.0	ZOLEZZI	PT
4059	3.0	10	7	6			1			1	19	44	129.0	ROBERTSON	
	COURSE TOTAL	24	12	8			2			1	29	76	222.0		
CD 136	ADULT SUPERV:MASTR TEACHRS ROL														
4061N	3.0	26	9	2			1				3	41	123.0	COURTNEY	
	COURSE TOTAL	26	9	2			1				3	41	123.0		
CD 138	ADMINISTRATION-CD PROGRAMS II														
4062N	3.0	23	6	2			3				3	37	111.0	BERRIDGE	PT
	COURSE TOTAL	23	6	2			3				3	37	111.0		
CD 141	WORKING W/CHILD W\SPECIAL NEED														
4063N	3.0	10	9	3	1						3	26	78.0	MARTIN	
	COURSE TOTAL	10	9	3	1						3	26	78.0		
CD 143	INFANT/TODDLER CURRICULUM														
4064	3.0	8	3	1	1						3	16	48.0	WARNER	PT
	COURSE TOTAL	8	3	1	1						3	16	48.0		
CD 145	CHLD ABUSE:DETECT/INTRVEN/PREV														
4066N	3.0	10	11	3			1				7	32	96.0	HAHN	PT
	COURSE TOTAL	10	11	3			1				7	32	96.0		
CD 195	GROUP HOME TRAINING														
4072 **	3.0	3	0.0						3		3	3	0.0	DARNELL	PT
4073 **	3.0	3	0.0						1		1	1	0.0	DARNELL	PT
	COURSE TOTAL								3		3	3	0.0		
CD 199	SPECIAL STUDIES IN CD														
4083	9.0	2									1	3	27.0	GAIANE	
4084	3.0		1									1	3.0	ROBERTSON	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S:T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	
												ENR	WSCH		
CD 199	SPECIAL											4	30.0		
	COURSE TOTAL		2	1							1	4	30.0		
			(CONT"D)												
CD 299	EARLY STEPS TO READING														
40779		18							13	3	7	23	42.8	IKEZAKI	
4080		1						8	1	1	10	4.1	CHERNOFSKY		
4081		2						23	1	1	25	21.9	CHERNOFSKY		
4085		12						13	1		14	38.4	DEWOLF		
	COURSE TOTAL	1						4	6	9	76	109.0	GAIANE		
	SUBJECT TOTAL		417	297	160	36	90	75	12	287	1374	3788.7			

PT
XP
XP
XP
XP

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 4178	1.0		9	1	1	1			1		6	19	19.0	COURTNEY	
COURSE TOTAL			9	1	1	1			1		6	19	19.0		
CD 4180	3.0		9	3	2						3	17	51.0	DEWOLF	
COURSE TOTAL			9	3	2						3	17	51.0		
CD 4182	3.0								10	6		16	48.0	DEWOLF	
COURSE TOTAL									10	6		16	48.0		
CD 4184	3.0		6	13	2	2					3	26	78.0	DEWOLF	
COURSE TOTAL			6	13	2	2					3	26	78.0		
CD 4186	3.0		11	9	3	7	5				3	38	108.0	WARNER	PT
COURSE TOTAL			11	9	3	7	5				3	38	108.0		
CD 4188	3.0		7	12	11	2	4				7	43	129.0	MARTIN	
4190	3.0		6	17	5	7	6				9	50	150.0	MARTIN	
4192	3.0		12	13	6	2	9				6	48	144.0	GAIANE	
4193	3.0		13	14	9	5	7				19	67	201.0	OBEGI	
4194	3.0		11	14	10	2	3				5	43	129.0	OBEGI	
4195	3.0		16	14	2	4	7				6	47	141.0	ROBERTSON	
4196	3.0		7	15	8	2	3				18	55	165.0	OBEGI	
4197	3.0		15	11	2	4	3				8	42	123.0	GAIANE	
4199	6.0	8	4	6	1	3	6				8	28	54.9	PATTON	PT
4201N	3.0		11	4	4	1	4				7	27	84.0	THOMAS	PT
4202N	3.0		10	7	5	3	5				8	38	114.0	GAIANE	XP
4203N	6.0	8	7	10	7	6	7				6	43	101.5	FLETCHER	PT
4204N	3.0		3	9	5	4	3				8	32	96.0	FLETCHER	PT
COURSE TOTAL			122	146	75	42	63				115	563	1632.4		
CD 4205	3.0		5	4	4		1				8	22	66.0	HARTNETT	PT
4206N	3.0		3	13	11	5	1				4	37	111.0	BURT	PT
COURSE TOTAL			8	17	15	5	2				12	59	177.0		
CD 4207N	3.0		14	18	5	2	1				4	44	132.0	NOAKES	PT
COURSE TOTAL			14	18	5	2	1				4	44	132.0		
CD 4208	3.0		16	10	1	2	1				6	36	105.0	ANDREWS	PT
4209	3.0		11	4	12	6	7				8	41	123.0	BURT	PT
COURSE TOTAL			27	14	13	2	7				14	77	228.0		

 BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 129	LANGUAGE & LITERATURE FOR CD											10	31	OBEGI	
4211N	COURSE TOTAL	3.0	8	7	3	2	1				10	31	93.0	OBEGI	
CD 130	CURRIC: DEVELOP APPROP PRACTIC											3	36	CANDRA	
4213N	COURSE TOTAL	3.0	22	6	2	1	2				3	36	108.0	CANDRA	
CD 131	CHILD, FAMILY & COMMUNITY											8	40	OBEGI	
4214	COURSE TOTAL	3.0	13	12	4	1	3				10	49	120.0	OBEGI	
4216N	COURSE TOTAL	3.0	16	13	5	1	4				18	89	138.0	GAIANE	
CD 132	FIELD EXPERIENCE SEMINAR											2	9	COURTNEY	
4217N	COURSE TOTAL	3.0	5	2							2	9	24.0	COURTNEY	
CD 133	FIELD EXPERIENCE FOR CD											1	5	COURTNEY	
4218**	COURSE TOTAL	0.0	4								1	5	0.0	COURTNEY	
CD 134	HEALTH & SAFETY FOR TEACHERS											2	26	MARTIN	
4220	COURSE TOTAL	3.0	4	12	4	1	3				2	26	78.0	MARTIN	
CD 136	ADULT SUPERV:MASTR TEACHRS ROL											2	24	ANDREWS	
4223N	COURSE TOTAL	3.0	17	5							2	24	72.0	ANDREWS	
CD 137	ADMINISTRATION OF CD PROGRAMS											6	27	STRAUB	
4225N	COURSE TOTAL	3.0	8	6	5	2					6	27	81.0	STRAUB	
CD 138	ADMINISTRATION-CD PROGRAMS II											6	18	CANDRA	
4228	COURSE TOTAL	8.0	6	4	3	3	2				6	18	65.8	CANDRA	
CD 141	WORKING W/CHILD W\SPECIAL NEED											9	38	MARTIN	
4226	COURSE TOTAL	3.0	12	11	2	2	2				9	38	114.0	MARTIN	
CD 143	INFANT/TODDLER CURRICULUM											5	28	WARNER	
4227N	COURSE TOTAL	3.0	10	9	2	2	2				5	28	84.0	WARNER	
CD 145	CHLD ABUSE:DETECT/INTRVEN/PREV											8	29	HAHN	
4229N	COURSE TOTAL	3.0	4	10	5	2					8	29	84.0	HAHN	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CD 150 FLD EXP SCHOOL AGE CHILD CARE			1									2	0.0	COURTNEY
4231**		0.0											0.0	
COURSE TOTAL														
CD 153 DIVERSITY ISSUE/EARLY CHILD ED			6	5	3						4	18	54.0	GAIANE
4232N		3.0									4	18	54.0	
COURSE TOTAL														
CD 160 FAMILY HOME DAYCARE			8	4	2						5	19	76.8	PATTON
4234		16									5	19	76.8	
COURSE TOTAL														
CD 162 CURRICULUM FOR FAMILY DAY CARE			17	6		1					1	25	75.0	EATON
4235N		3.0									1	23	69.0	HARTNETT
4236N		3.0			1						2	48	144.0	
COURSE TOTAL														
CD 170 FIELD EXPER W/INFANTS/TODDLERS												1	0.0	COURTNEY
4239**		0.0											0.0	
COURSE TOTAL														
CD 180 FIELD EXPER CHLD DEVEL ADMIN											1	3	0.0	DEWOLF
4242**		0.0											0.0	
COURSE TOTAL														
CD 195 GROUP HOME TRAINING									5			5	0.0	DARNELL
4244**		3											0.0	
COURSE TOTAL														
CD 299 DEVELOPING CULTURAL COMPETENCE										3	1	19	16.5	OBEGI
4248		2							15	3	1	19	16.5	
COURSE TOTAL									15	3	1	19	16.5	
SUBJECT TOTAL			377	339	157	75	98	26	26	9	237	1318	3826.5	

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR		
													ENR	WSCH			
CD 101	PARENT EDUCATION												10	22	21.0	COURTNEY	
3965	COURSE TOTAL		8	1	1								10	22	21.0	COURTNEY	
CD 109	PRESCHOOL OBSERV & EXPERIENCE													5	15.0	COURTNEY	
3967	COURSE TOTAL		4	4									4	5	15.0	COURTNEY	
CD 112	PARENT PARTICIPATION													12	36.0	COURTNEY	
3969	COURSE TOTAL		3.0							8	2		2	12	36.0	COURTNEY	
CD 125	CHILD GROWTH AND DEVELOPMENT													2	42	MARTIN	
3973	COURSE TOTAL		3.0	7	12	7							13	41	123.0	MARTIN	
3974	COURSE TOTAL		3.0	9	13	10							11	43	129.0	OBEGI	
3975	COURSE TOTAL		3.0	10	8	7							11	55	165.0	HARTNETT	
3976	COURSE TOTAL		3.0	7	10	11							10	44	132.0	MOORE	
3977	COURSE TOTAL		3.0	4	16	8							11	45	135.0	OBEGI	
3978	COURSE TOTAL		3.0	11	10	6							12	43	117.0	GAIANE	
3979	COURSE TOTAL		3.0	9	15	5					1		7	40	129.0	GAIANE	
3980	COURSE TOTAL		3.0	6	8	4							2	32	82.3	PATTON	
3981	COURSE TOTAL		8	6.0	5	3				1			8	17	51.0	THOMAS	
3985N	COURSE TOTAL		3.0	5	3	1							4	34	99.0	EATON	
3986N	COURSE TOTAL		3.0	12	10	2							11	30	90.0	GAIANE	
3987N	COURSE TOTAL		3.0	7	3	5							7	38	96.0	PATTON	
3988N	COURSE TOTAL		8	6.0	10	3				1			7	22	63.0	FLETCHER	
3990N	COURSE TOTAL		3.0	3	3	1							2	22	63.0	FLETCHER	
CD 126	ART FOR CHILD DEVELOPMENT													2	40	HARTNETT	
3992	COURSE TOTAL		3.0	12	12	2							12	45	120.0	HARTNETT	
3994N	COURSE TOTAL		3.0	21	9	9							11	45	135.0	BURT	
CD 127	SCIENCE & MATH FOR CHILD DEVEL													3	43	129.0	NOAKES
3999N	COURSE TOTAL		3.0	17	17	4							3	43	129.0	NOAKES	
CD 128	MUSIC & MOVEMENT FOR CD													4	45	109.7	ANDREWS
4001	COURSE TOTAL		8	31	4	1							5	45	109.7	ANDREWS	
CD 129	LANGUAGE & LITERATURE FOR CD													3	39	117.0	BURT
4005	COURSE TOTAL		3.0	10	14	8							3	36	108.0	GAIANE	
4007N	COURSE TOTAL		3.0	13	11	1							5	75	225.0	GAIANE	
CD 130	CURRIC: DEVELOP APPROP PRACTIC													4	44	132.0	CANDRA
4009N	COURSE TOTAL		3.0	27	5	2							8	44	132.0	CANDRA	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 131	CHILD, FAMILY & COMMUNITY														
4011	3.0	1	12	8	1	1	1				8	31	93.0	CHERNOFSKY	XP
4013	3.0	1	13	2	2	2	2				4	32	93.0	MARTIN	
4015N	3.0	9	17	6	1	4	4				11	48	138.0	GAIANE	
COURSE TOTAL		21	42	16	2	7	7				23	111	324.0		
CD 132	FIELD EXPERIENCE SEMINAR														
4016N	3.0	9	6	1	1	1	1					17	51.0	COURTNEY	XP
COURSE TOTAL		9	6	1	1	1	1					17	51.0		
CD 133	FIELD EXPERIENCE FOR CD														
4017 **	0.0	13	1	1			1					16	0.0	COURTNEY	
COURSE TOTAL													0.0		
CD 134	HEALTH & SAFETY FOR TEACHERS														
4018	3.0	11	8	3		4	4				7	33	96.0	ROBERTSON	
COURSE TOTAL		11	8	3		4	4				7	33	96.0		
CD 136	ADULT SUPERV:MASTR TEACHRS ROL														
4020N	3.0	10	7								2	19	54.0	ANDREWS	PT
COURSE TOTAL		10	7								2	19	54.0		
CD 138	ADMINISTRATION-CD PROGRAMS II														
4022	14.6.0	16	7	3	1	1	1				3	31	134.4	CANDRA	PT
COURSE TOTAL		16	7	3	1	1	1				3	31	134.4		
CD 141	WORKING W/CHILD W\SPECIAL NEED														
4024N	3.0	9	7	5		5	5				7	33	99.0	MARTIN	
COURSE TOTAL		9	7	5		5	5				7	33	99.0		
CD 143	INFANT/TODDLER CURRICULUM														
4026N	3.0	16	12	6	1	1	1				7	43	129.0	OBEGI	
COURSE TOTAL		16	12	6	1	1	1				7	43	129.0		
CD 145	CHLD ABUSE:DETECT/INTRVEN/PREV														
4028N	3.0	3	1	6	1	2	2				7	20	60.0	HAHN	PT
COURSE TOTAL		3	1	6	1	2	2				7	20	60.0		
CD 150	FLD EXP SCHOOL AGE CHILD CARE														
4029 **	0.0											1	0.0	COURTNEY	
COURSE TOTAL													0.0		
CD 160	FAMILY HOME DAYCARE														
4031N	3.0	9	7	7		1	1				10	34	102.0	CHERNOFSKY	XP
4032N	3.0	18	5	1		3	3				1	28	84.0	HARTNETT	PT
COURSE TOTAL		27	12	8		4	4				11	62	186.0		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	PT		
												ENR	WSCH				
CD 170	FIELD EXPER W/INFANTS/TODDLERS											1	1	0.0	COURTNEY		
4034	**	0.0												0.0			
	COURSE TOTAL																
CD 195	GROUP HOME TRAINING											3	3	0.0	DARNELL	PT	
4036	**	0.0												0.0			
	COURSE TOTAL																
CD 299	BRAIN DEVELOPMENT/YOUNG CHILD											33	11	1	45	40.2	EATON
4038		8.0										21	1	1	23	20.1	OBEIGI
4039		8.0												8	26	78.0	COURTNEY
4040N		3.0												10	94	138.3	
	COURSE TOTAL		13	3	2				54	12	10						
	SUBJECT TOTAL		386	307	158	30	109		64	15	251	1320			3731.7		

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
FS 110 LIFE MANAGEMENT			4	4	14		12				9	43	129.0	MCKINLEY	PT
COURSE TOTAL			4	4	14		12				9	43	129.0		
FS 115 THE CHANGING AMERICAN FAMILY			13	8	2					1	7	30	90.0	RUBIC	PT
5205			6	6	5	3	5			1	8	34	99.0	ROBERTSON	PT
5206			19	14	7	3	5			1	15	64	189.0		
COURSE TOTAL															
FS 120 HUMAN DEVELOPMENT			6	7	1						3	17	51.0	OBEGI	
5208			3	4	5	2	3				20	37	108.0	MCKINLEY	
5210			9	11	6	2	3				23	54	159.0		
COURSE TOTAL															
SUBJECT TOTAL			32	29	27	5	20			1	47	161	477.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	PT
											ENR	WSCH		
FS 110	LIFE MANAGEMENT													
5560	COURSE TOTAL	5	9	2	3	13				3	35	105.0	MCKINLEY	PT
FS 115	THE CHANGING AMERICAN FAMILY													
5562N	COURSE TOTAL	13	4	1	2	1				7	25	75.0	ANDREWS	PT
5563	COURSE TOTAL	9	5	5	2	1				18	40	120.0	ROBERTSON	PT
FS 120	HUMAN DEVELOPMENT													
5564	COURSE TOTAL	17	6	1	1	6				5	29	87.0	GAITANE	PT
5566	COURSE TOTAL	5	4	4	1	6				9	29	84.0	MCKINLEY	PT
	SUBJECT TOTAL	22	10	5	1	6				14	58	171.0		
	SUBJECT TOTAL	49	28	13	6	20				42	158	471.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 103 PARENT EDUCATION			17	4	3		3				16	43	43.0	COURTNEY	
COURSE TOTAL			17	4	3		3				16	43	43.0		
CD 107 PRESCHOOL OBSERV & EXPERIENCE			12	8		1					2	23	69.0	DEWOLF	
COURSE TOTAL			12	8		1					2	23	69.0		
CD 110 PARENT PARTICIPATION									5		2	7	21.0	DEWOLF	
COURSE TOTAL									5		2	7	21.0		
CD 123 INTRO PROGRMS/CURRIC FOR CHILD			7	9	8	1					5	30	90.0	DEWOLF	XP
COURSE TOTAL			7	9	8	1					5	30	90.0		
CD 124 INFANT & TODDLER DEVELOPMENT			14	17	5	1	3				8	48	141.0	WARNER	PT
COURSE TOTAL			16	17	5	1	3				8	50	147.0	WARNER	
CD 125 CHILD GROWTH AND DEVELOPMENT			4	8	11	4	5				8	40	120.0	MARTIN	
COURSE TOTAL			15	12	6	6	8				5	42	126.0	GAIANE	
CD 126 ART FOR CHILD DEVELOPMENT			2	11	9	1	4				5	31	71.3	HARTNETT	PT
COURSE TOTAL			8	23	17	1	11				8	68	201.0	STRAUB	PT
CD 127 SCIENCE & MATH FOR CHILD DEVEL			10	5	2	1	1				5	23	69.0	HARTNETT	PT
COURSE TOTAL			23	9	2	1	2				5	42	126.0	NOAKES	PT
CD 128 MUSIC & MOVEMENT FOR CD			22	8	2	1	1				9	42	90.5	ANDREWS	PT
COURSE TOTAL			27	5	2	5	5				6	45	129.0	ANDREWS	PT

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CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 128	MUSIC & MOVEMENT FOR CD		49	13	4		(CONT'D) 6				15	87	219.5		
	COURSE TOTAL														
CD 129	LANGUAGE & LITERATURE FOR CD										5	21	63.0	OBEGI	PT
4005		3.0	6	7							5	36	105.0	BURT	
4007N		3.0	10	13	4						10	57	168.0		
	COURSE TOTAL		16	20	4										
CD 130	CURRIC: DEVELOP APPROP PRACTIC										5	35	105.0	COURTNEY	
4009N		3.0	15	10	1						5	35	105.0		
	COURSE TOTAL		15	10	1										
CD 131	CHILD, FAMILY & COMMUNITY										6	41	123.0	MARTIN	
4011		3.0	14	14	4						8	42	126.0	GAIANE	
4013N		3.0	13	9	8						11	34	102.0	OBEGI	
4015		3.0	7	9	6						25	117	351.0		
	COURSE TOTAL		34	32	18										
CD 132	FIELD EXPERIENCE SEMINAR										1	20	60.0	COURTNEY	XP
4016N		3.0	8	6	5						1	20	60.0		
	COURSE TOTAL		8	6	5										
CD 133	FIELD EXPERIENCE FOR CD										1	18	0.0	COURTNEY	
4017 **		0.0	8	6	3										
	COURSE TOTAL														
CD 134	HEALTH & SAFETY FOR TEACHERS										1	15	102.0	ROBERTSON	
4018		3.0	3	9	3					1	15	36	102.0		
	COURSE TOTAL		3	9	3										
CD 138	ADMINISTRATION-CD PROGRAMS II										3	27	81.0	STRAUB	PT
4022N		3.0	14	4	3						3	27	81.0		
	COURSE TOTAL		14	4	3										
CD 141	WORKING W/CHILD W/SPECIAL NEED										10	42	123.0	MARTIN	
4024N		3.0	11	12	4						10	42	123.0		
	COURSE TOTAL		11	12	4										
CD 145	CHLD ABUSE:DETECT/INTRVEN/PREV										3	15	42.0	HAHN	PT
4028N		3.0	2	9	1						3	15	42.0		
	COURSE TOTAL		2	9	1										
CD 170	FIELD EXPR W/INFANTS/TODDLERS										1	2	0.0	COURTNEY	
4034 **		0.0	1								1	2	0.0		
	COURSE TOTAL														
CD 174	1ST STEPS: INTRO EMILIA APPROC										2	32	96.0	COURTNEY	XP
4035N		3.0	23	4	2						2	32	96.0		
	COURSE TOTAL														

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 174			23	4	2						2	32	96.0		
1ST STEPS: INTRO EMILIA APPROX (CONT"D)															
COURSE TOTAL															
CD 180												1	0.0	DEWOLF	
4037 **															
COURSE TOTAL															
CD 195								1				1	0.0	DARNELL	PT
4036 **															
COURSE TOTAL															
CD 299												31	28.3	EATON	PT
4038															
4039															
COURSE TOTAL															
SUBJECT TOTAL															
			361	318	183	46	97	45	14	250	1314	3615.5			

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CD 101			PARENT EDUCATION													
4178		1.0	11	1	2		3				8	25	24.0	OBEGI	XP	
		COURSE TOTAL	11	1	2		3				8	25	24.0			
CD 108			PRESCHOOL OBSERV & EXPERIENCE													
4180		3.0	15	7	4		3				2	31	93.0	DEWOLF		
		COURSE TOTAL	15	7	4		3				2	31	93.0			
CD 110			PARENT PARTICIPATION													
4182		3.0							11			11	33.0	DEWOLF		
		COURSE TOTAL							11			11	33.0			
CD 123			INTRO PROGRAMS/CURRIC FOR CHILD													
4184		3.0	8	16	4	2	2				3	35	105.0	DEWOLF		
		COURSE TOTAL	8	16	4	2	2				3	35	105.0			
CD 124			INFANT & TODDLER DEVELOPMENT													
4186		3.0	18	6	1	2	4		1		1	33	99.0	WARNER	PT	
		COURSE TOTAL	18	6	1	2	4		1		1	33	99.0			
CD 125			CHILD GROWTH AND DEVELOPMENT													
4188		3.0	2	8	13	1	2				7	43	129.0	MARTIN		
4190		3.0	4	13	13	1	2				8	48	144.0	MARTIN		
4192		3.0	6	18	9	6	3				9	44	129.0	ROBERTSON		
4193		3.0	9	18	8	2	2				19	64	192.0	OBEGI		
4194		3.0	3	12	7	5	9				9	45	135.0	GAIANE		
4195		3.0	4	8	8	2	3				8	43	129.0	FLETCHER		
4196		3.0	15	13	2	5	5				6	42	132.0	WARNER		
4197		3.0	6	11	5	4	8				11	44	120.0	GAIANE		
4199		8	8	11	9	1	9				11	36	93.0	MCDOWELL		
4200N		3.0	8	11	1	4	3				11	34	102.0	RUDOLPH		
4201N		3.0	12	9	1	2	2				14	32	96.0	THOMAS		
4202N		8	14	10	4	2	1				16	50	93.0	FLETCHER		
4203N		3.0	14	8	1	2	1				5	29	87.0	THOMAS		
4204		3.0	13	14	3	2	3			1	11	46	141.0	ROBERTSON		
		COURSE TOTAL	112	149	82	34	101				120	599	1722.6			
CD 126			ART FOR CHILD DEVELOPMENT													
4205		3.0	8	6	3		4				6	27	81.0	BURT	PT	
4206N		3.0	8	8	13		4				6	39	117.0	BURT	PT	
		COURSE TOTAL	16	14	16		8				12	66	198.0			
CD 127			SCIENCE & MATH FOR CHILD DEVEL													
4207N		3.0	9	11	2	1	6				5	34	102.0	RUDOLPH	PT	
		COURSE TOTAL	9	11	2	1	6				5	34	102.0			
CD 128			MUSIC & MOVEMENT FOR CD													
4208		8	13	5	4	1	4				18	41	63.1	ANDREWS	PT	
4209		3.0	10	5	1	1	4				3	24	72.0	COURTNEY		
		COURSE TOTAL	23	10	5	2	8				21	65	135.1			

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 129	LANGUAGE & LITERATURE FOR CD														
4211N		3.0	14	9	5		8				3	39	117.0	ANDREWS	PT
	COURSE TOTAL		14	9	5		8				3	39	117.0		
CD 130	CURRIC: DEVELOP APPROP PRACTIC														
4213N		3.0	33	6	1	1					4	46	138.0	CANDRA	PT
	COURSE TOTAL		33	6	1	1			1		4	46	138.0		
CD 131	CHILD, FAMILY & COMMUNITY														
4214		3.0	9	13	4	1	4				10	41	120.0	OBEGI	
4215		3.0	10	4	5		1				7	27	81.0	GAIANE	
4216N		3.0	14	14	8	1	3				7	47	141.0	GAIANE	
	COURSE TOTAL		33	31	17	2	8				24	115	342.0		
CD 133	FIELD EXPERIENCE FOR CD														
4218**		0.0	1	1								2	0.0	COURTNEY	
	COURSE TOTAL		1	1								2	0.0		
CD 134	HEALTH & SAFETY FOR TEACHERS														
4220		3.0	6	8	10	2	3				7	36	108.0	ROBERTSON	
	COURSE TOTAL		6	8	10	2	3				7	36	108.0		
CD 136	ADULT SUPERV:MASTR TEACHRS ROL														
4223N		3.0	13	3							5	21	63.0	COURTNEY	
	COURSE TOTAL		13	3							5	21	63.0		
CD 137	ADMINISTRATION OF CD PROGRAMS														
4225N		3.0	3	6	4	1	1				6	21	63.0	DEWOLF	
	COURSE TOTAL		3	6	4	1	1				6	21	63.0		
CD 141	WORKING W/CHILD W\SPECIAL NEED														
4226		3.0	10	5	4						10	29	84.0	MARTIN	
	COURSE TOTAL		10	5	4						10	29	84.0		
CD 143	INFANT/TODDLER CURRICULUM														
4227N		3.0	16	4	6	3	3				9	38	111.0	OBEGI	
	COURSE TOTAL		16	4	6	3	3				9	38	111.0		
CD 145	CHILD ABUSE & FAMILY VIOLENCE														
4229N		3.0	3	8	1	2	2				7	23	66.0	HAHN	PT
	COURSE TOTAL		3	8	1	2	2				7	23	66.0		
CD 160	FAMILY HOME DAYCARE														
4234N		3.0	5	3							5	13	39.0	EATON	PT
	COURSE TOTAL		5	3							5	13	39.0		
CD 175	REA DOC: MAKING LEARNING VISAB														
4241N		3.0	24	6	1						3	34	102.0	COURTNEY	XP

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BUSINESS AND PROFESSIONAL STUDIES

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CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 175	REASON	24	6	1							3	34	102.0		
	COURSE TOTAL														
CD 180	FIELD EXP	1										1	0.0	DEWOLF	XP
	COURSE TOTAL														
CD 199	SPECIAL STUDIES	2										2	18.0	COURTNEY	XP
	COURSE TOTAL														
CD 299	BABY SIGN: COMM W/INFANTS & TOD	8.0										38	33.8	OBEGI	PT
4248		4									1	16	10.1	OBEGI	
4250		4									5	16	10.1	COURTNEY	
4251		3									8	24	14.5	COURTNEY	
4253		3									4	25	19.1	GAIANE	
4254		3									1	6	6.9	DEWOLF	
4256		8.0									19	110	85.8	DEWOLF	
	COURSE TOTAL														
	SUBJECT TOTAL	378	304	166	49	156			90	9	274	1426	3848.5		

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
CD 102 PARENT EDUCATION			6	3			2				4	15	15.0	OBEGI	
COURSE TOTAL	1.0		6	3			2				4	15	15.0		
CD 109 PRESCHOOL OBSERV & EXPERIENCE			12	6			1				5	24	72.0	DEWOLF	
COURSE TOTAL	3.0		12	6			1				5	24	72.0		
CD 111 PARENT PARTICIPATION			12						6		3	9	27.0	DEWOLF	
COURSE TOTAL	3.0		12						6		3	9	27.0		
CD 123 INTRO PROGRMS/CURRIC FOR CHILD			11	15	2	1	1				12	42	126.0	DEWOLF	
COURSE TOTAL	3.0		11	15	2	1	1				12	42	126.0		
CD 125 CHILD GROWTH AND DEVELOPMENT			2	6	9	3	8				11	39	117.0	FLETCHER	PT
3973	3.0		2	6	9	3	8				11	39	117.0		
3974	3.0		12	16	11	2	3				8	52	156.0	MARTIN	
3975	3.0		10	13	3	2	8				7	43	129.0	OBEGI	
3976	3.0		8	11	3	3	8				8	41	123.0	ROBERTSON	
3977	3.0		2	15	4	2	5				8	36	105.0	GAIANE	
3978	3.0		14	15	9	1	2	2			5	48	144.0	OBEGI	
3979	3.0		6	9	7	1	10				10	49	144.0	INGRUM	
3980	3.0		9	9	6	1	8				6	39	117.0	GAIANE	
3981	3.0		5	5	2	1	4				2	18	54.0	INGRUM	
3986N	3.0		4	4	2	1	6				2	21	63.0	INGRUM	
3987N	3.0		3	4	4	1	4				5	18	54.0	INGRUM	
3988N	3.0		6	5	4	1	4				8	25	75.0	FLETCHER	PT
3989N	3.0		8	12	5	1	4				6	35	105.0	GAIANE	
3990N	8	6.0	8	14	4	4	8				20	58	104.2	INGRUM	
3991	3.0		7	4	4	3	5				3	17	51.0	THOMAS	PT
COURSE TOTAL	3.0		13	4	4	3	5	1	3		16	46	138.0	ROBERTSON	PT
CD 126 ART FOR CHILD DEVELOPMENT			109	142	73	33	84				123	567	1607.2		
3992	3.0		11	9	9	2	2				5	38	114.0	BURT	PT
COURSE TOTAL	3.0		11	9	9	2	2				5	38	114.0		
CD 127 SCIENCE & MATH FOR CHILD DEVEL			11	5	1	1	4				4	25	75.0	INGRUM	PT
3997	3.0		11	5	1	1	4				4	25	75.0		
3999N	3.0		9	15	1	1	1				5	31	93.0	NOAKES	PT
COURSE TOTAL	3.0		20	20	1	1	5				9	56	168.0		
CD 128 MUSIC & MOVEMENT FOR CD			14	7	2	4	4				9	36	96.0	ANDREWS	PT
4001N	3.0		14	7	2	4	4				9	36	96.0		
COURSE TOTAL	3.0		14	7	2	4	4				9	36	96.0		
CD 129 LANGUAGE & LITERATURE FOR CD			14	4	4	1	1				5	28	63.1	COURTNEY	PT
4005	8	6.0	14	4	4	1	1				5	28	63.1		
4007N	3.0		11	2					1		6	21	63.0	HARTNETT	PT

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S.T. WKS HRS A B C D F I CR NC W TOTAL ENR TOTAL WSCH INSTRUCTOR

CD 129 LANGUAGE & LITERATURE FOR CD (CONT'D) 2 1 11 49 126.1

CD 130 CURRIC: DEVELOP APPROP PRACTIC 3 3 6 60 174.0
 4009N 3.0 28 13 7 3 3 6 60 174.0
 COURSE TOTAL 28 13 7 3 3 6 60 174.0

CD 131 CHILD, FAMILY & COMMUNITY 5 5 1 1 11 22 66.0
 4011 3.0 9 4 1 1 3 9 22 66.0
 4013N 3.0 9 15 2 2 5 9 22 66.0
 4015 3.0 17 7 3 3 11 11 22 66.0
 COURSE TOTAL 35 26 6 6 13 23 110 330.0

CD 132 FIELD EXPERIENCE SEMINAR 1 1 3 17 45.0
 4016N 3.0 8 5 1 3 3 3 17 45.0
 COURSE TOTAL 8 5 1 3 3 3 17 45.0

CD 133 FIELD EXPERIENCE FOR CD 1 1 2 16 0.0
 4017** 0 0 8 5 2 2 2 16 0.0
 COURSE TOTAL 8 5 2 16 0.0

CD 134 HEALTH & SAFETY FOR TEACHERS 2 2 4 43 129.0
 4018N 3.0 17 20 2 4 4 43 129.0
 COURSE TOTAL 17 20 2 4 4 43 129.0

CD 137 ADMINISTRATION OF CD PROGRAMS 5 5 6 37 85.0
 4021 6 8 13 13 5 6 6 37 85.0
 COURSE TOTAL 13 13 5 6 6 37 85.0

CD 141 WORKING W/CHILD W/SPECIAL NEED 1 1 4 25 72.0
 4024N 3.0 15 5 1 4 4 25 72.0
 COURSE TOTAL 15 5 1 4 4 25 72.0

CD 143 INFANT/TODDLER CURRICULUM 3 3 7 48 135.0
 4026N 3.0 28 6 2 7 7 48 135.0
 COURSE TOTAL 28 6 2 7 7 48 135.0

CD 145 CHILD ABUSE & FAMILY VIOLENCE 4 4 4 19 57.0
 4028N 3.0 2 4 5 4 4 19 57.0
 COURSE TOTAL 2 4 5 4 4 19 57.0

CD 170 FIELD EXPR W/INFANTS/TODDLERS 1 1 1 1 0.0
 4033** 0.0 0 0 1 1 1 1 0.0
 COURSE TOTAL 0 0 1 1 0.0

CD 174 1ST STEPS: INTRO EMILIA APPROC 2 2 15 45.0
 4034N 3.0 10 3 3 2 2 15 45.0
 COURSE TOTAL 10 3 3 2 2 15 45.0

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	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
CD 180											1	1	0.0	DEWOLF
4035 **		0.0											0.0	
COURSE TOTAL														
CD 199											1	1	3.0	GAIANE
4046		3.0	1										3.0	
COURSE TOTAL														
CD 299											1	29	25.6	OBEGI
4038	2	8.0							27	1	12	26	12.8	INGRUM
4039	2	8.0						14			1	36	32.0	EATON
4040	2	8.0						24	11		3	26	42.1	ANDREWS
4041	4	8.0						22	1		17	117	112.5	
COURSE TOTAL								87	13					
SUBJECT TOTAL			365	303	119	49	124	98	13	13	257	1328	3538.8	

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XP
XP
PT
PT

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR		
CD 132 FIELD EXPERIENCE SEMINAR																
4217N		3.0	7	2	1	1	1					12	36.0	COURTNEY		
COURSE TOTAL			7	2	1	1	1					12	36.0			
CD 133 FIELD EXPERIENCE FOR CD																
4218**		0.0	8	1	2							11	0.0	COURTNEY		
COURSE TOTAL			8	1	2							11	0.0			
CD 134 HEALTH & SAFETY FOR TEACHERS																
4220		3.0	11	3	4	2	4					31	90.0	ROBERTSON		PT
COURSE TOTAL			11	3	4	2	4					31	90.0			
CD 136 ADULT SUPERV:MASTR TEACHRS ROL																
4223		8	17	6	4							33	74.1	ANDREWS		PT
4224N		3.0	8	7	4							20	57.0	INGRUM		XP
COURSE TOTAL			25	13	8							53	131.1			
CD 137 ADMINISTRATION/CD PROGRAMS I																
4225		8	7	5	6		3					23	65.3	DEWOLF		
COURSE TOTAL			7	5	6		3					23	65.3			
CD 141 WORKING W/CHILD W\SPECIAL NEED																
4226		3.0	9	9	2		2					29	84.0	MARTIN		
COURSE TOTAL			9	9	2		2					29	84.0			
CD 143 INFANT/TODDLER CURRICULUM																
4227N		3.0	13	6	3	1	2					34	102.0	OBEGI		XP
COURSE TOTAL			13	6	3	1	2					34	102.0			
CD 145 CHILD ABUSE & FAMILY VIOLENCE																
4229N		3.0	6	4	3	2	3		1			22	66.0	HAHN		PT
COURSE TOTAL			6	4	3	2	3		1			22	66.0			
CD 170 FIELD EXPR W/INFANTS/TODDLERS																
4237**		0.0										1	0.0	COURTNEY		
COURSE TOTAL												1	0.0			
CD 174 1ST STEPS: INTRO EMILIA APPROX																
4240		10	22	6	1							34	99.4	COURTNEY		
COURSE TOTAL			22	6	1							34	99.4			
CD 195 GROUP HOME TRAINING																
4245**		3	0									1	0.0	CLAWSON		PT
COURSE TOTAL			3									1	0.0			
CD 299 VISUAL & PERFORMING ARTS IN CD																
4247		8	6.0	1								1	2.7	ANDREWS		PT
4248		8	6.0	11	10	5	6				14	47	90.5	ANDREWS		PT
4250N		3.0	10	7	3	4	4					24	75.0	BURT		PT

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BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	COURSE	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		
													ENR	TOTAL WSCH INSTRUCTOR	
	299 VISUAL & PERFORMING ARTS IN CD (CONT"D)						1	10					14	72	168.2
	COURSE TOTAL		22	17	8	1		10					14	72	168.2
	SUBJECT TOTAL		375	274	137	44		130		2			244	1206	3460.2

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 101															
3965			6	3	2		1				8	20	19.0	DEWOLF	
COURSE TOTAL		1.0	6	3	2		1				8	20	19.0	DEWOLF	
CD 106															
3968			21	6							6	33	96.0	INGRUM	
COURSE TOTAL		3.0	21	6							6	33	96.0	INGRUM	
CD 123															
3970N			15	12	5	3	1				3	39	114.0	INGRUM	
COURSE TOTAL		3.0	15	12	5	3	1				3	39	114.0	INGRUM	
CD 125															
3973			6	6	7	1	8				13	41	123.0	FLETCHER	PT
3974			4	10	8	7	5				8	42	123.0	FLETCHER	PT
3975			6	16	8	5	3	1	1		8	48	141.0	DEWOLF	
3976			3	11	5	5	7				5	36	108.0	FLORES	
3977			4	9	10	2	10	2			9	46	138.0	GAIANE	
3978			8	10	10	3	9				10	50	150.0	DEWOLF	
3979			19	11	16	2	4				6	48	144.0	WARNER	
3980			1	6	2	2	9		1		6	34	102.0	FLORES	
3981			1	1	1		3				3	10	30.0	FLORES	
3984N			1	1	1		3				7	13	39.0	GAIANE	
3985N	8		1	1	1		3				3	10	30.0	FLORES	
3987N			2	2	1	3	6				5	14	42.0	JENKINS	
3988N			3	6	1	1	1	5			2	14	42.0	FLORES	
3989N	8		3	5	4	4	1				4	24	72.0	GAIANE	
3991			6	6	6	1	2				4	44	109.7	JENKINS	PT
3992			8	5	4	4	4	1			12	32	96.0	ROBERTSON	PT
COURSE TOTAL		3.0	121	108	72	36	74	9	2		114	536	1567.9	DEWOLF	
CD 127															
3997N			12	2	4		1				1	16	48.0	GISH	PT
3999N			11	5	4		1				6	26	78.0	NOAKES	PT
COURSE TOTAL		3.0	23	7	4		2				7	42	126.0	NOAKES	
CD 129															
4005			8	2	4	1	2				8	25	72.0	COURTNEY	
4007N			5	4	2		1				4	16	48.0	ANDREWS	
COURSE TOTAL		3.0	13	6	6	1	3				12	41	120.0	ANDREWS	
CD 130															
4009N			35	8	3		1				5	52	156.0	GISH	PT
COURSE TOTAL		3.0	35	8	3		1				5	52	156.0	GISH	
CD 131															
4011			11	5	4		3				3	23	69.0	FLORES	
4013N			15	6	3	2	1				8	37	111.0	RUBIC	
4015			8	4	1		1				4	18	54.0	GAIANE	
COURSE TOTAL		3.0	34	15	8	2	4				15	78	234.0	GAIANE	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

CD	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	TOTAL W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	
CD 132															
4016N															
COURSE TOTAL			7	7	7						2	17	51.0	COURTNEY	
COURSE TOTAL			7	7	7						2	17	51.0	COURTNEY	
CD 133															
4017**															
COURSE TOTAL			10	4							3	17	0.0	COURTNEY	
COURSE TOTAL			10	4							3	17	0.0	COURTNEY	
CD 134															
4018N															
COURSE TOTAL			8	12							1	21	63.0	EATON	PT
COURSE TOTAL			8	12							1	21	63.0	EATON	PT
CD 138															
4022															
COURSE TOTAL			15	4	2	1					10	33	31.5	CANDRA	PT
COURSE TOTAL			15	4	2	1					10	33	31.5	CANDRA	PT
CD 141															
4024N															
COURSE TOTAL			13	15	4						6	38	114.0	HARTNETT	PT
COURSE TOTAL			13	15	4						6	38	114.0	HARTNETT	PT
CD 143															
4026															
COURSE TOTAL			9	2	1						4	16	48.0	WARNER	PT
COURSE TOTAL			9	2	1						4	16	48.0	WARNER	PT
CD 145															
4028N															
COURSE TOTAL			4	6							3	13	36.0	HAHN	PT
COURSE TOTAL			4	6							3	13	36.0	HAHN	PT
CD 170															
4033**															
COURSE TOTAL			0.0		1							1	0.0	COURTNEY	
COURSE TOTAL			0.0		1							1	0.0	COURTNEY	
CD 199															
4038															
4047															
COURSE TOTAL			1	1								1	3.0	COURTNEY	
COURSE TOTAL			1	1								1	3.0	COURTNEY	
CD 299															
4039															
4040N															
4041															
4043															
4044															
4045N															
COURSE TOTAL			58	19	7						16	148	265.4	COURTNEY	PT
COURSE TOTAL			58	19	7						16	148	265.4	COURTNEY	PT
SUBJECT TOTAL			383	231	115	43	91	12	41	2	211	1129	3045.3		
SUBJECT TOTAL			383	231	115	43	91	12	41	2	211	1129	3045.3		

** CLASS NOT VALID FOR A.D.A -- NOTED ONLY (NOT INCLUDED IN TOTALS)

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
FS 110 LIFE MANAGEMENT	6	11	7	3	4						7	38	114.0	GAIANE	
COURSE TOTAL	6	11	7	3	4						7	38	114.0		
FS 115 THE CHANGING AMERICAN FAMILY	2	20	6	3	6						6	43	129.0	MCKINLEY	PT
COURSE TOTAL	2	20	6	3	6						6	43	129.0		
FS 120 HUMAN DEVELOPMENT	4	11	10	2	5						7	39	117.0	GAIANE	
5209	4	11	10	2	5						7	28	81.0	SHEPPARD	PT
5210N	11	7	3								14	67	198.0		
COURSE TOTAL	15	18	13	2	5						14	67	198.0		
FS 199 SPECIAL STUDIES/FAMILY STUDIES									5	3		8	24.0	GAIANE	
5214									5	3		8	24.0		
COURSE TOTAL									5	3	27	156	465.0		
SUBJECT TOTAL	23	49	26	8	15				5	3	27	156	465.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	
											ENR	WSCH		
FS 110	LIFE MANAGEMENT										1	37	111.0	GAIANE
4970	COURSE TOTAL	8	12	5	6	4		1			1	37	111.0	
FS 115	THE CHANGING AMERICAN FAMILY										8	34	102.0	MCKINLEY
4972	COURSE TOTAL	4	9	6	3	4				8	34	102.0		
FS 120	HUMAN DEVELOPMENT										8	32	96.0	GAIANE
4974	COURSE TOTAL	3.0	9	5	1	4				20	39	117.0	ROBERTSON	
4975	COURSE TOTAL	3.0	8	1	1	2				28	71	213.0		
FS 299	FAMILY SERVICES ADVOCATE										5	13	39.0	PAUL
4977N	COURSE TOTAL	3.0	3	2	1	3		7	1	5	13	39.0		
4978	COURSE TOTAL	1.0	3	2	1	3		1	2	12	23	62.0	ROBERTSON	
	SUBJECT TOTAL	32	33	19	12	17		9	2	54	178	488.0		

PT

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL	TOTAL	INSTRUCTOR	
											ENR	WSCH		
FS 110	LIFE MANAGEMENT	7	12	10	2	6		1		7	45	135.0	OBEGI	
5200	COURSE TOTAL	7	12	10	2	6		1		7	45	135.0		
FS 115	THE CHANGING AMERICAN FAMILY	16	9	5	3	1				5	39	117.0	ROBERTSON	
5205	COURSE TOTAL	16	9	5	3	1				5	39	117.0		
FS 120	HUMAN DEVELOPMENT	8	7	6	2	6				16	45	135.0	ROBERTSON	
5209	COURSE TOTAL	8	7	6	2	6				16	45	135.0		
5210	COURSE TOTAL	13	13	15	4	11				27	83	246.0	MCKINLEY	
SUBJECT TOTAL											39	167	498.0	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
FS	110	LIFE MANAGEMENT													
			13	6	8	3	4				16	50	150.0	OBEGI	
		COURSE TOTAL	13	6	8	3	4				16	50	150.0	OBEGI	
FS	115	THE CHANGING AMERICAN FAMILY													
			7	9	1	1	1				7	26	78.0	OBEGI	
			8	5	10	1	3				9	36	108.0	ROBERTSON	
		COURSE TOTAL	15	14	11	2	4				16	62	186.0	ROBERTSON	
FS	120	HUMAN DEVELOPMENT													
			11	9	3	3	2				13	41	123.0	ROBERTSON	
			5	3	3	1	4				10	26	75.0	MCKINILEY	
		COURSE TOTAL	16	12	6	4	6				23	67	198.0	MCKINILEY	
		SUBJECT TOTAL	44	32	25	9	14				55	179	534.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR
FS 110 LIFE MANAGEMENT														
5200	3		11	15	7	12					3	51	150.0	GAIANE
COURSE TOTAL	3		11	15	7	12					3	51	150.0	
FS 115 THE CHANGING AMERICAN FAMILY														
5205	1		8	7	1	13					7	37	114.0	MCKINLEY
COURSE TOTAL	1		8	7	1	13					7	37	114.0	
FS 120 HUMAN DEVELOPMENT														
5208	7		10	3	2	4					8	34	102.0	ROBERTSON
5210	3		6	2	1	6					14	40	120.0	ROBERTSON
COURSE TOTAL	18		16	5	3	10					22	74	222.0	
SUBJECT TOTAL			22	35	27	11	35				32	162	486.0	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	PT
											ENR	WSCH		
FS	110										13	48	144.0	MCKINLEY
	5560	3.0	7	11	6	11				13	48	144.0		
			COURSE TOTAL											
FS	115										17	52	156.0	ROBERTSON
	5563	3.0	10	16	6	1			1	17	52	156.0		
			COURSE TOTAL											
FS	120										3	41	123.0	GAIANE
	5565	3.0	14	13	7	1				3	41	123.0		
	5566	3.0	7	5	5	2		1		13	35	102.0	ROBERTSON	
			COURSE TOTAL											
			SUBJECT TOTAL											
				38	45	24	4	17	1	1	46	176	525.0	

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

	S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL ENR	TOTAL WSCH	INSTRUCTOR	PT
FS 110 LIFE MANAGEMENT			2	10	15	7	9				4	47	141.0	MCKINLEY	PT
COURSE TOTAL	3.0		2	10	15	7	9				4	47	141.0		
FS 115 THE CHANGING AMERICAN FAMILY			17	7	6	2	1				5	38	114.0	ROBERTSON	
COURSE TOTAL	3.0		17	7	6	2	1				5	38	114.0		
FS 120 HUMAN DEVELOPMENT			7	6	1	3	1				3	21	60.0	GAIANE	
5208	3.0		7	6	1	3	1				11	40	117.0	MCKINLEY	PT
5210	3.0		1	10	7	1	10				14	61	177.0		
COURSE TOTAL	3.0		8	16	8	4	11				23	146	432.0		
SUBJECT TOTAL			27	33	29	13	21				23	146	432.0		

BUSINESS AND PROFESSIONAL STUDIES

BUSINESS AND PROFESSIONAL STUDIES

S.T. WKS	HRS	A	B	C	D	F	I	CR	NC	W	TOTAL		INSTRUCTOR	PT
											ENR	WSCH		
FS	110										7	39	MCKINLEY	PT
	5560	4	16	6		6				7		117.0		
		COURSE TOTAL	4	16	6					7	39	117.0	MCKINLEY	
FS	115													
	5563	12	12	11	1	3		2		14	55	162.0	ROBERTSON	
		COURSE TOTAL	12	12	11	3		2		14	55	162.0	ROBERTSON	
FS	120													
	5564	3	6	6		2				6	23	69.0	MCKINLEY	PT
	5566	8	7	4		2				14	35	105.0		
		COURSE TOTAL	11	13	10	4				20	58	174.0	ROBERTSON	
		SUBJECT TOTAL	27	41	27	1		2		41	152	453.0		

APPENDIX 6:
RESULTS OF
STUDENT
SURVEY

Grossmont College Child Development and Family Studies Department Student Survey

Instructions: The Child Development and Family Studies Department is undergoing program review this semester. The following questions are designed to help the department evaluate the overall program and its offerings. **If this current class is the only course you have taken in the department, please respond to the questions based on this course. If you have taken more than one course, consider the questions in light of all the courses you have taken in this department.**

If you have recently completed and submitted this survey in another class within this department, please do not complete a second survey.

The information you provide will remain strictly confidential. Also, responses from students completing the survey will be combined before they are presented to faculty; your individual response will not be reported.

When answering each question, please be sure to completely fill in the bubble as shown below.

<input type="radio"/> correct	<input checked="" type="radio"/> incorrect	<input type="radio"/> incorrect	<input type="radio"/> incorrect
-------------------------------	--	---------------------------------	---------------------------------

1. How many courses have you taken in this subject area at Grossmont College? (including this current course and any repeated courses)

- One Three
 Two More than three

2. Is your major in this department?

- Yes
 No
 Undecided

3. How did you find out about this class? (**community-based**)

- Class schedule / College catalog
 Grossmont College Counselor
 Grossmont College Instructor
 Work referral
 Grossmont College presentation or special event. (teacher came to class, career day, campus activity)
 Friend or family member
 Public media (radio, TV, newspaper, ad)
 Grossmont webpage (online)

4. What is your reason(s) for taking this class? (**mark all that apply**)

- General education requirement
 Required for major
 Transfer
 Improve job skills
 Prerequisite
 General interest
 Would like to major in a related field
 Fits my schedule
 Other: _____

5. Which of the following helped you learn the course material best? (**mark all that apply**)

- | | |
|------------------------------------|--|
| <input type="radio"/> Lecture | <input type="radio"/> Online discussion boards |
| <input type="radio"/> Handouts | <input type="radio"/> Computer presentations |
| <input type="radio"/> Textbook | <input type="radio"/> Instructor website |
| <input type="radio"/> Videos/DVDs | <input type="radio"/> Slides, transparencies |
| <input type="radio"/> Quizzes | <input type="radio"/> Group work in class |
| <input type="radio"/> Homework | <input type="radio"/> Meeting(s) with instructor |
| <input type="radio"/> Tutoring | <input type="radio"/> Instructor/Class notes |
| <input type="radio"/> Computer lab | <input type="radio"/> Class discussion |
| <input type="radio"/> Study groups | <input type="radio"/> Other: _____ |

6. Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Don't Know
a. The classrooms for this program are clean and in good repair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The classroom equipment is maintained and up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The computer technology used in the classroom is up-to-date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Textbooks for this class were available in the bookstore when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How satisfied are you with the availability of courses in this department?

- Very satisfied
 Satisfied
 Neutral
 Dissatisfied
 Very dissatisfied

8. What would be your preferred start time(s) for courses to be offered? (mark all that apply from each of the three categories below)

a. Weekdays

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening: Mon.-Thurs. (4pm-9pm)
- Evening: Friday (4pm-9pm)
- No Preference

b. Saturdays

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening (4pm-9pm)
- No Preference
- Would not attend on Saturdays

c. Sundays (if offered)

- Early Morning (7am-8am)
- Morning/Afternoon (9am-3pm)
- Evening (4pm-9pm)
- No Preference
- Would not attend on Sundays

9. Have you used the Grossmont College Child Development Center for a class assignment, observation, or project?

- Yes
- No

10. Would you make use of a specialized Child Development and Family Studies student study area?

- Yes
- No

11. Would you be interested in taking any of the following courses on Intergenerational Care topics (integrated care for children and the elderly)? (mark all that apply)

- Career opportunities
- Curriculum and Educational activities
- Developmental issues in aging
- Community support and advocacy

12. Would you be interested in enrolling in advanced seminars (honors courses) in Child Development and Family Studies?

- Yes
- No

13. Would you be interested in courses that have a community-based service-learning component (courses that include a service project in the community as part of the requirements)?

- Yes
- No

14. Please indicate how often you use each of the following campus resources:

	Often: 2-4 times per wk.	Sometimes: once per wk.	Rarely: 1-2 times per sem.	Never
a. Assessment & Testing Center...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Counseling Office.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. English Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. English Reading Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Health Services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. LRC* Computer Lab (SETL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. LRC: Instructional Media (video carrels)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. LRC: Main Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Math Study Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Student Affairs Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Tutoring Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other (specify)_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Learning Resource Center

Student Information:

15. Gender:

- Male
- Female

16. Age:

- Under 20
- 20-24
- 25-29
- 30-49
- 50 or older

17. Ethnicity (please mark only one):

- Asian
- Black
- Filipino
- Hispanic
- Native American
- Pacific Islander
- Middle Eastern
- White, Non-Hispanic and not of Middle Eastern descent
- Other: _____

18. Primary Language (please mark only one):

- Arabic/Chaldean
- Chinese
- English
- Japanese
- Other: _____
- Korean
- Kurdish
- Russian
- Spanish

Thank you for your participation!

Grossmont College Child Development and Family Studies Department Student Survey Fall 2006

N=462

1. How many courses have you taken in this department at Grossmont College? (including this current course and any repeated courses)

	Frequency	Percent
One	260	56.9
Two	64	14.0
Three	24	5.3
More than three	109	23.9
Total	457	100.0
No Response	5	
Total	462	

2. Is your major in this department?

	Frequency	Percent
Yes	209	46.1
No	173	38.2
Undecided	71	15.7
Total	453	100.0
No Response	9	
Total	462	

3. How did you find out about this class? (community-based)

	Frequency	Percent
Class schedule/ College catalog	293	64.0
Grossmont College Counselor	65	14.2
Friend or family member	46	10.0
Grossmont webpage (online)	27	5.9
Work referral	19	4.1
Grossmont College Instructor	7	1.5
Public media (radio, TV, newspaper, ad)	1	.2
Total	458	100.0
No Response	4	
Total	462	

4a. What is your reason(s) for taking this class? (mark all that apply)

	Frequency	Percent
Required for major	215	46.6
General education requirement	179	38.8
General interest	171	37.1
Improve skills	141	30.6
Transfer	99	21.5
Fits my schedule	93	20.2
Would like a major in a related field	91	19.7
Prerequisite	48	10.4
Other	12	2.6

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 461).

4b. What is your reason(s) for taking this class? (other)

	Frequency
Child development permit	3
To become a teacher	3
I have a child	2
I need the class for work	2
Interested	2
Because the class relates to my grandsons difficulties	1
Im taking this class with my wife	1
Professional growth hours	1
San Diego Cares program	1
Speech pathologistt assistant	1
To be a better mom	1
To keep my child enrolled in GCD	1
To see if i want to become a Child Development major	1

5a. Which of the following helped you learn the course material best? (mark all that apply)

	Frequency	Percent
Lecture	349	75.9
Handouts	259	56.3
Textbooks	212	46.1
Videos/DVD's	195	42.4
Class discussion	194	42.1
Group work in class	156	33.9
Instructor/Class notes	131	28.5
Slides, transparencies	96	20.1
Homework	94	20.4
Quizzes	87	18.9
Computer presentations	53	11.5
Study groups	43	9.3
Meeting(s) with instructor	39	8.5
Instructor website	18	3.9
Tutoring	18	3.9
Online discussion boards	15	3.3
Computer Lab	3	.7
Other	8	1.7

*Note: Since respondents are able to select more than one option, the total percent may not equal 100. Percentage is based on the total number of students responding to this item (i.e., 460).

5b. Which of the following helped you learn the course material best? (Other)

	Frequency
PowerPoint	4
Observations	2
Hands on activity	2
Study guides	2
Textbook online	2
Practice	1
Study hard by myself	1

6a. Please indicate your level of agreement with the following statements:
The classrooms for this program are clean and in good repair.

	Frequency	Percent
Strongly Agree	150	32.8
Agree	239	52.2
Neutral	57	12.4
Disagree	9	2.0
Strongly Disagree	3	.7
Total	458	100.0
No Response	4	
Total	462	

6b. Please indicate your level of agreement with the following statements: The classroom equipment is maintained and up-to-date.

	Frequency	Percent
Strongly Agree	146	32.6
Agree	241	53.8
Neutral	50	11.2
Disagree	9	2.0
Strongly Disagree	2	.4
Total	448	100.0
No Response	5	
Don't Know	9	
Total	462	

6c. Please indicate your level of agreement with the following statements:
The computer technology used in the classroom is up-to-date.

	Frequency	Percent
Strongly Agree	167	38.1
Agree	216	49.3
Neutral	46	10.5
Disagree	7	1.6
Strongly Disagree	2	.5
Total	438	100.0
No Response	8	
Don't Know	16	
Total	462	

6d. Please indicate your level of agreement with the following statements:
Textbooks for this class were available in the bookstore when needed.

	Frequency	Percent
Strongly Agree	211	47.5
Agree	196	44.1
Neutral	22	5.0
Disagree	12	2.7
Strongly Disagree	3	.7
Total	444	100.0
No Response	5	
Don't Know	13	
Total	462	

7. How satisfied are you with the availability of courses in this department?

	Frequency	Percent
Very satisfied	137	30.0
Satisfied	218	47.8
Neutral	84	18.4
Dissatisfied	14	3.1
Very dissatisfied	3	.7
Total	456	100.0
No Response	6	
Total	462	

8a. What would be your preferred start time(s) for courses to be offered? : Weekdays

	Frequency	Percent
Evening: Monday-Thursday (4pm-9pm)	192	41.7
Morning/Afternoon (9am-3pm)	179	38.9
Early Morning (7am-8am)	84	18.3
Evening: Friday (4pm- 9pm)	64	13.9
No preference	55	12.0

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,460)

8b. What would be your preferred start time(s) for courses to be offered?: Saturdays

	Frequency	Percent
Would not attend on Saturdays	214	46.4
Morning/Afternoon (9am-3pm)	112	24.3
Early Morning (7am-8am)	77	16.7
No preference	51	11.1
Evening (4pm-9pm)	26	5.6

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,461)

8c. What would be your preferred start time(s) for courses to be offered? : Sundays

	Frequency	Percent
Would not attend on Sundays	308	66.8
Morning/Afternoon (9am-3pm)	55	11.9
Early Morning (7am-8am)	52	11.3
No preference	39	8.5
Evening (4pm-9pm)	23	5.0

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,461)

9. Have you used the Grossmont College Child Development Center for a class assignment, observation, or project?

	Frequency	Percent
Yes	235	53.5
No	204	46.5
Total	439	100.0
No Response	23	
Total	462	

10. Would you make use of specialized Child Development and Family Studies student study area?

	Frequency	Percent
Yes	298	66.4
No	151	33.6
Total	449	100.0
No Response	13	
Total	462	

11. Would you be interested in taking any of the following courses on Intergenerational Care topics (integrated care for children and the elderly) (mark all that apply)

	Frequency	Percent
Career opportunities	218	47.3
Curriculum and Educational activities	195	42.3
Community support and advocacy	132	28.6
Developmental issues in aging	114	24.7

Note: Since respondents are able to select more than one option, the total percent may not be equal to 100. Percentages are based on the total number of respondents to this item (i.e.,461)

12. Would you be interested in enrolling in advanced seminars (honors courses) in Child Development and Family Studies?

	Frequency	Percent
Yes	226	50.1
No	225	49.9
Total	451	100.0
No Response	11	
Total	462	

13. Would you be interested in courses that have community-based service-learning component (courses that include a service project in the community as part of the requirements)?

	Frequency	Percent
Yes	222	51.4
No	210	48.6
Total	432	100.0
No Response	30	
Total	462	

14a. Please indicate how often you use each of the following campus resources: Assessment & Testing Center

	Frequency	Percent
Often: 2-4 times per week	6	1.4
Sometimes: once per week	25	5.7
Rarely: 1-2 times per semester	83	18.8
Never	327	74.1
Total	441	100.0
No Response	21	
Total	462	

14b. Please indicate how often you use each of the following campus resources: Career Center

	Frequency	Percent
Often: 2-4 times per week	3	.7
Sometimes: once per week	34	7.7
Rarely: 1-2 times per semester	86	19.5
Never	319	72.2
Total	442	100.0
No Response	20	
Total	462	

14c. Please indicate how often you use each of the following campus resources: Counseling Office

	Frequency	Percent
Often: 2-4 times per week	20	4.5
Sometimes: once per week	62	14.1
Rarely: 1-2 times per semester	239	54.2
Never	120	27.2
Total	441	100.0
No Response	21	
Total	462	

14d. Please indicate how often you use each of the following campus resources: English Writing Center

	Frequency	Percent
Often: 2-4 times per week	13	2.9
Sometimes: once per week	34	7.7
Rarely: 1-2 times per semester	76	17.2
Never	319	72.2
Total	442	100.0
No Response	20	
Total	462	

14e. Please indicate how often you use each of the following campus resources: English Reading Center

	Frequency	Percent
Often: 2-4 times per week	2	.5
Sometimes: once per week	18	4.1
Rarely: 1-2 times per semester	40	9.1
Never	379	86.3
Total	439	100.0
No Response	23	
Total	462	

14f. Please indicate how often you use each of the following campus resources: Health Services

	Frequency	Percent
Often: 2-4 times per week	6	1.4
Sometimes: once per week	14	3.2
Rarely: 1-2 times per semester	50	11.5
Never	365	83.9
Total	435	100.0
No Response	27	
Total	462	

14l. Please indicate how often you use each of the following campus resources: Tutoring Center

	Frequency	Percent
Often: 2-4 times per week	20	4.6
Sometimes: once per week	19	4.3
Rarely: 1-2 times per semester	60	13.7
Never	339	77.4
Total	438	100.0
No Response	24	
Total	462	

14m. Please indicate how often you use each of the following campus resources: Other

	Frequency
Cafeteria - "Often: 2-4 times per week"	4
Cafeteria - "Sometimes: once per week"	2
Student Center - "Often: 2-4 times per week"	2
Bookstore - "Often: 2-4 times per week"	1
Cafeteria - "Rarely: 1-2 times per semester"	1
Child Development Center - "Sometimes: once per week"	1
DSPS - "Rarely: 1-2 times per semester"	1
English club - "Often: 2-4 times per week"	1
EOPS - "Often: 2-4 times per week"	1
EOPS - "Sometimes: once per week"	1
Job Placement - "Rarely: 1-2 times per semester"	1
Office - "Often: 2-4 times per week"	1

15. Gender

	Frequency	Percent
Male	43	9.6
Female	406	90.4
Total	449	100.0
No Response	13	
Total	462	

16. Age

	Frequency	Percent
Under 20	148	32.8
20-24	145	32.2
25-29	49	10.9
30-49	82	18.2
50 or older	27	6.0
Total	451	100.0
No Response	11	
Total	462	

14g. Please indicate how often you use each of the following campus resources: LRC* Computer Lab (SETL)

	Frequency	Percent
Often: 2-4 times per week	66	15.2
Sometimes: once per week	83	19.1
Rarely: 1-2 times per semester	76	17.5
Never	209	48.2
Total	434	100.0
No Response	28	
Total	462	

14h. Please indicate how often you use each of the following campus resources: LRC: Instructional Media (video carrels)

	Frequency	Percent
Often: 2-4 times per week	5	1.2
Sometimes: once per week	19	4.4
Rarely: 1-2 times per semester	44	10.1
Never	366	84.3
Total	434	100.0
No Response	28	
Total	462	

14i. Please indicate how often you use each of the following campus resources: LRC: Main Library

	Frequency	Percent
Often: 2-4 times per week	76	17.2
Sometimes: once per week	98	22.2
Rarely: 1-2 times per semester	128	29.0
Never	140	31.7
Total	442	100.0
No Response	20	
Total	462	

14j. Please indicate how often you use each of the following campus resources: Math Study Center

	Frequency	Percent
Often: 2-4 times per week	23	5.3
Sometimes: once per week	25	5.7
Rarely: 1-2 times per semester	53	12.1
Never	337	76.9
Total	438	100.0
No Response	24	
Total	462	

14k. Please indicate how often you use each of the following campus resources: Student Affairs Office

	Frequency	Percent
Often: 2-4 times per week	5	1.2
Sometimes: once per week	16	3.7
Rarely: 1-2 times per semester	64	14.8
Never	347	80.3
Total	432	100.0
No Response	30	
Total	462	

17a. Ethnicity (mark one)

	Frequency	Percent
White, Non-Hispanic and not of Middle Eastern descent	235	53.3
Hispanic	99	22.4
Black	23	5.2
Filipino	21	4.8
Middle Eastern	17	3.9
Asian	13	2.9
Pacific Islander	13	2.9
Native American	3	.7
Other	17	3.9
Total	441	100.0
No Response	21	
Total	462	

17b. Ethnicity (other)

	Frequency
Nigerian	2
Somali	2
Indian	1

18a. Primary Language (mark one)

	Frequency	Percent
English	385	86.7
Spanish	32	7.2
Arabic/Chaldean	6	1.4
Kurdish	5	1.1
Japanese	2	.5
Russian	1	.2
Other	13	2.9
Total	444	100.0
No Response	18	
Total	462	

18b. Primary Language (other)

	Frequency
German	2
Hebrew	2
Somali	2
Vietnamese	2
Cambodian	1
Chamorro	1
Farsi	1
Italian	1
Nigerian	1
Persian	1
Tagalog	1

APPENDIX 7:
STATISTICAL
DATA:
OUTCOMES
PROFILE

Child Development - Enrollment by Gender

Gender	Enrollment by Gender (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	140	13.1%	124	10.6%	124	11.7%	136	12.2%	125	12.8%
Female	924	86.8%	1,040	89.3%	934	87.9%	968	87.1%	842	86.4%
Not Reported	1	0.1%	1	0.1%	5	0.5%	8	0.7%	8	0.8%
Total	1,065	100.0%	1,165	100.0%	1,063	100.0%	1,112	100.0%	975	100.0%

Gender	Enrollment by Gender (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	153	11.1%	141	9.1%	133	10.0%	151	10.6%	130	10.6%
Female	1,220	88.8%	1,401	90.7%	1,196	89.7%	1,268	88.7%	1,084	88.6%
Not Reported	1	0.1%	2	0.1%	5	0.4%	10	0.7%	9	0.7%
Total	1,374	100.0%	1,544	100.0%	1,334	100.0%	1,429	100.0%	1,223	100.0%

Child Development - Enrollment by Age

Age	Enrollment by Age (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	302	28.4%	349	30.0%	319	30.0%	354	31.8%	323	33.1%
20 - 24	321	30.1%	326	28.0%	311	29.3%	349	31.4%	300	30.8%
25 - 29	129	12.1%	155	13.3%	139	13.1%	144	12.9%	100	10.3%
30 - 49	263	24.7%	286	24.5%	228	21.4%	218	19.6%	200	20.5%
50+	50	4.7%	49	4.2%	66	6.2%	47	4.2%	52	5.3%
Total	1,065	100.0%	1,165	100.0%	1,063	100.0%	1,112	100.0%	975	100.0%

Age	Enrollment by Age (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	327	23.8%	392	25.4%	360	27.0%	404	28.3%	364	29.8%
20 - 24	422	30.7%	431	27.9%	407	30.5%	469	32.8%	388	31.7%
25 - 29	191	13.9%	218	14.1%	189	14.2%	193	13.5%	141	11.5%
30 - 49	368	26.8%	433	28.0%	295	22.1%	306	21.4%	257	21.0%
50+	66	4.8%	70	4.5%	83	6.2%	57	4.0%	73	6.0%
Total	1,374	100.0%	1,544	100.0%	1,334	100.0%	1,429	100.0%	1,223	100.0%

Child Development - Enrollment by Ethnicity

Enrollment by Ethnicity (Unduplicated)												
Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		N	%
	N	%	N	%	N	%	N	%	N	%		
Asian	47	4.4%	47	4.0%	51	4.8%	38	3.4%	40	4.1%	40	4.1%
Black non-Hispanic	76	7.1%	89	7.6%	88	8.3%	98	8.8%	88	9.0%	88	9.0%
Filipino	28	2.6%	30	2.6%	31	2.9%	46	4.1%	41	4.2%	41	4.2%
Hispanic	181	17.0%	186	16.0%	215	20.2%	226	20.3%	199	20.4%	199	20.4%
American Indian/Alaskan Native	13	1.2%	9	0.8%	11	1.0%	9	0.8%	14	1.4%	14	1.4%
Other	20	1.9%	46	3.9%	15	1.4%	32	2.9%	30	3.1%	30	3.1%
Pacific Islander	12	1.1%	14	1.2%	10	0.9%	13	1.2%	11	1.1%	11	1.1%
White non-Hispanic	658	61.8%	710	60.9%	595	56.0%	583	52.4%	498	51.1%	498	51.1%
Unknown	30	2.8%	34	2.9%	47	4.4%	67	6.0%	54	5.5%	54	5.5%
Total	1,065	100.0%	1,165	100.0%	1,063	100.0%	1,112	100.0%	975	100.0%	975	100.0%

Enrollment by Ethnicity (Duplicated)												
Ethnicity	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005		N	%
	N	%	N	%	N	%	N	%	N	%		
Asian	70	5.1%	70	4.5%	76	5.7%	54	3.8%	63	5.2%	63	5.2%
Black non-Hispanic	108	7.9%	112	7.3%	111	8.3%	130	9.1%	99	8.1%	99	8.1%
Filipino	33	2.4%	33	2.1%	37	2.8%	51	3.6%	43	3.5%	43	3.5%
Hispanic	236	17.2%	235	15.2%	257	19.3%	289	20.2%	249	20.4%	249	20.4%
American Indian/Alaskan Native	17	1.2%	10	0.6%	11	0.8%	10	0.7%	18	1.5%	18	1.5%
Other	24	1.7%	60	3.9%	21	1.6%	42	2.9%	32	2.6%	32	2.6%
Pacific Islander	15	1.1%	17	1.1%	10	0.7%	14	1.0%	17	1.4%	17	1.4%
White non-Hispanic	833	60.6%	962	62.3%	751	56.3%	746	52.2%	638	52.2%	638	52.2%
Unknown	38	2.8%	45	2.9%	60	4.5%	93	6.5%	64	5.2%	64	5.2%
Total	1,374	100.0%	1,544	100.0%	1,334	100.0%	1,429	100.0%	1,223	100.0%	1,223	100.0%

Child Development - Success and Retention by Gender

Gender	Success and Retention by Gender Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	78	51.0%	44	28.8%	31	20.3%	122	79.7%	153	100.0%
Female	872	71.5%	164	13.4%	184	15.1%	1036	84.9%	1220	100.0%
Not Reported	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Total	950	69.1%	208	15.1%	216	15.7%	1158	84.3%	1374	100.0%

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	68	48.2%	29	20.6%	44	31.2%	97	68.8%	141	100.0%
Female	950	67.8%	193	13.8%	258	18.4%	1143	81.6%	1401	100.0%
Not Reported	2	100.0%	0	0.0%	0	0.0%	2	0.0%	2	100.0%
Total	1020	66.1%	222	14.4%	302	19.6%	1242	80.4%	1,544	100.0%

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	75	56.4%	25	18.8%	33	24.8%	100	75.2%	133	100.0%
Female	836	69.9%	154	12.9%	206	17.2%	990	82.8%	1196	100.0%
Not Reported	2	40.0%	3	60.0%	0	0.0%	5	0.0%	5	100.0%
Total	913	68.4%	182	13.6%	239	17.9%	1095	82.1%	1,334	100.0%

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	68	45.0%	32	21.2%	51	33.8%	100	66.2%	151	100.0%
Female	861	67.9%	185	14.6%	222	17.5%	1046	82.5%	1268	100.0%
Not Reported	8	80.0%	1	10.0%	1	10.0%	9	90.0%	10	100.0%
Total	937	65.6%	218	15.3%	274	19.2%	1155	80.8%	1,429	100.0%

Gender	Success and Retention by Gender Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	61	46.9%	25	19.2%	44	33.8%	86	66.2%	130	100.0%
Female	721	67.0%	150	13.9%	205	19.1%	871	80.9%	1076	100.0%
Not Reported	8	88.9%	1	11.1%	0	0.0%	9	100.0%	9	100.0%
Total	790	65.0%	176	14.5%	249	20.5%	966	79.5%	1,215	100.0%

Family Studies - Enrollment by Gender

Gender	Enrollment by Gender (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	49	38.0%	57	38.3%	60	42.9%	41	34.5%	51	37.0%
Female	80	62.0%	91	61.1%	80	57.1%	78	65.5%	87	63.0%
Not Reported	0	0.0%	1	0.7%	0	0.0%	0	0.0%	0	0.0%
Total	129	100.0%	149	100.0%	140	100.0%	119	100.0%	138	100.0%

Gender	Enrollment by Gender (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Male	54	34.6%	60	35.9%	60	37.0%	45	30.8%	54	33.5%
Female	102	65.4%	106	63.5%	102	63.0%	101	69.2%	107	66.5%
Not Reported	0	0.0%	1	0.6%	0	0.0%	0	0.0%	0	0.0%
Total	156	100.0%	167	100.0%	162	100.0%	146	100.0%	161	100.0%

Family Studies - Enrollment by Age

Age	Enrollment by Age (Unduplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	57	44.2%	73	49.0%	69	49.3%	49	41.2%	50	36.2%
20 - 24	42	32.6%	52	34.9%	43	30.7%	43	36.1%	51	37.0%
25 - 29	9	7.0%	12	8.1%	12	8.6%	10	8.4%	14	10.1%
30 - 49	16	12.4%	12	8.1%	15	10.7%	16	13.4%	21	15.2%
50+	5	3.9%	0	0.0%	1	0.7%	1	0.8%	2	1.4%
Total	129	100.0%	149	100.0%	140	100.0%	119	100.0%	138	100.0%

Age	Enrollment by Age (Duplicated)									
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005	
	N	%	N	%	N	%	N	%	N	%
Less than 20	66	42.3%	80	47.9%	83	51.2%	57	39.0%	57	35.4%
20 - 24	56	35.9%	56	33.5%	49	30.2%	57	39.0%	59	36.6%
25 - 29	11	7.1%	16	9.6%	12	7.4%	12	8.2%	18	11.2%
30 - 49	18	11.5%	15	9.0%	17	10.5%	18	12.3%	24	14.9%
50+	5	3.2%	0	0.0%	1	0.6%	2	1.4%	3	1.9%
Total	156	100.0%	167	100.0%	162	100.0%	146	100.0%	161	100.0%

Family Studies - Enrollment by Ethnicity

Ethnicity	Enrollment by Ethnicity (Unduplicated)											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005			
	N	%	N	%	N	%	N	%	N	%		
Asian	2	1.6%	2	1.3%	5	3.6%	6	5.0%	9	6.5%		
Black non-Hispanic	12	9.3%	15	10.1%	11	7.9%	8	6.7%	17	12.3%		
Filipino	5	3.9%	4	2.7%	3	2.1%	7	5.9%	1	0.7%		
Hispanic	17	13.2%	25	16.8%	19	13.6%	24	20.2%	22	15.9%		
American Indian/Alaskan Native	1	0.8%	1	0.7%	2	1.4%	3	2.5%	1	0.7%		
Other	5	3.9%	3	2.0%	4	2.9%	2	1.7%	1	0.7%		
Pacific Islander	1	0.8%	3	2.0%	8	5.7%	3	2.5%	7	5.1%		
White non-Hispanic	80	62.0%	89	59.7%	84	60.0%	64	53.8%	75	54.3%		
Unknown	6	4.7%	7	4.7%	4	2.9%	2	1.7%	5	3.6%		
Total	129	100.0%	149	100.0%	140	100.0%	119	100.0%	138	100.0%		

Ethnicity	Enrollment by Ethnicity (Duplicated)											
	Fall 2001		Fall 2002		Fall 2003		Fall 2004		Fall 2005			
	N	%	N	%	N	%	N	%	N	%		
Asian	3	1.9%	2	1.2%	6	3.7%	7	4.8%	9	5.6%		
Black non-Hispanic	15	9.6%	15	9.0%	15	9.3%	9	6.2%	19	11.8%		
Filipino	5	3.2%	4	2.4%	3	1.9%	8	5.5%	1	0.6%		
Hispanic	19	12.2%	26	15.6%	24	14.8%	31	21.2%	26	16.1%		
American Indian/Alaskan Native	1	0.6%	1	0.6%	2	1.2%	4	2.7%	1	0.6%		
Other	5	3.2%	4	2.4%	4	2.5%	4	2.7%	2	1.2%		
Pacific Islander	1	0.6%	3	1.8%	8	4.9%	3	2.1%	8	5.0%		
White non-Hispanic	101	64.7%	104	62.3%	96	59.3%	77	52.7%	88	54.7%		
Unknown	6	3.8%	8	4.8%	4	2.5%	3	2.1%	7	4.3%		
Total	156	100.0%	167	100.0%	162	100.0%	146	100.0%	161	100.0%		

Family Studies - Success and Retention by Gender

Gender	Success and Retention by Gender Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	34	63.0%	12	22.2%	8	14.8%	46	85.2%	54	100.0%
Female	69	67.6%	14	13.7%	19	18.6%	83	81.4%	102	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	103	66.0%	26	16.7%	27	17.3%	129	82.7%	156	100.0%

Gender	Success and Retention by Gender Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	29	48.3%	16	26.7%	15	25.0%	45	75.0%	60	100.0%
Female	72	67.9%	11	10.4%	23	21.7%	83	78.3%	106	100.0%
Not Reported	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Total	101	60.5%	27	16.2%	39	23.4%	128	76.6%	167	100.0%

Gender	Success and Retention by Gender Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	25	41.7%	22	36.7%	13	21.7%	47	78.3%	60	100.0%
Female	59	57.8%	24	23.5%	19	18.6%	83	81.4%	102	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%
Total	84	51.9%	46	28.4%	32	19.8%	130	80.2%	162	100.0%

Gender	Success and Retention by Gender Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	23	51.1%	14	31.1%	8	17.8%	37	82.2%	45	100.0%
Female	66	65.3%	20	19.8%	15	14.9%	86	85.1%	101	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	89	61.0%	34	23.3%	23	15.8%	123	84.2%	146	100.0%

Gender	Success and Retention by Gender Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Male	27	50.0%	10	18.5%	17	31.5%	37	68.5%	54	100.0%
Female	61	57.0%	16	15.0%	30	28.0%	77	72.0%	107	100.0%
Not Reported	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%
Total	88	54.7%	26	16.1%	47	29.2%	114	70.8%	161	100.0%

Family Studies - Success and Retention by Age

Age	Success and Retention by Age Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	37	56.1%	15	22.7%	14	21.2%	52	78.8%	66	100.0%
20 - 24	39	69.6%	9	16.1%	8	14.3%	48	85.7%	56	100.0%
25 - 29	9	81.8%	1	9.1%	1	9.1%	10	90.9%	11	100.0%
30 - 49	16	88.9%	0	0.0%	2	11.1%	16	88.9%	18	100.0%
50+	2	40.0%	1	20.0%	2	40.0%	3	0.0%	5	100.0%
Total	103	66.0%	26	16.7%	27	17.3%	129	82.7%	156	100.0%

Age	Success and Retention by Age Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	42	52.5%	17	21.3%	21	26.3%	59	73.8%	80	100.0%
20 - 24	37	66.1%	8	14.3%	11	19.6%	45	80.4%	56	100.0%
25 - 29	10	62.5%	2	12.5%	4	25.0%	12	75.0%	16	100.0%
30 - 49	12	80.0%	0	0.0%	3	20.0%	12	80.0%	15	100.0%
50+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	100.0%
Total	101	60.5%	27	16.2%	39	23.4%	128	76.6%	167	100.0%

Age	Success and Retention by Age Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	39	47.0%	29	34.9%	15	18.1%	68	81.9%	83	100.0%
20 - 24	24	49.0%	13	26.5%	12	24.5%	37	75.5%	49	100.0%
25 - 29	8	66.7%	3	25.0%	1	8.3%	11	91.7%	12	100.0%
30 - 49	12	70.6%	1	5.9%	4	23.5%	13	76.5%	17	100.0%
50+	1	100.0%	0	0.0%	0	0.0%	1	0.0%	1	100.0%
Total	84	51.9%	46	28.4%	32	19.8%	130	80.2%	162	100.0%

Age	Success and Retention by Age Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	32	56.1%	19	33.3%	6	10.5%	51	89.5%	57	100.0%
20 - 24	41	71.9%	9	15.8%	7	12.3%	50	87.7%	57	100.0%
25 - 29	6	50.0%	1	8.3%	5	41.7%	7	58.3%	12	100.0%
30 - 49	8	44.4%	5	27.8%	5	27.8%	13	72.2%	18	100.0%
50+	2	100.0%	0	0.0%	0	0.0%	2	0.0%	2	100.0%
Total	89	61.0%	34	23.3%	23	15.8%	123	84.2%	146	100.0%

Age	Success and Retention by Age Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	34	59.6%	9	15.8%	14	24.6%	43	75.4%	57	100.0%

20 - 24	30	50.8%	12	20.3%	17	28.8%	42	71.2%	59	100.0%
25 - 29	8	44.4%	3	16.7%	7	38.9%	11	61.1%	18	100.0%
30 - 49	13	54.2%	2	8.3%	9	37.5%	15	62.5%	24	100.0%
50+	3	100.0%	0	0.0%	0	0.0%	3	0.0%	3	100.0%
Total	88	54.7%	26	16.1%	47	29.2%	114	70.8%	161	100.0%

Family Studies - Success and Retention by Ethnicity

Ethnicity	Success and Retention by Ethnicity Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	3	100.0%	0	0.0%	0	0.0%	3	100.0%	3	100.0%
Black non-Hispanic	9	60.0%	4	26.7%	2	13.3%	13	86.7%	15	100.0%
Filipino	4	80.0%	1	20.0%	0	0.0%	5	100.0%	5	100.0%
Hispanic	7	36.8%	6	31.6%	6	31.6%	13	68.4%	19	100.0%
American Indian/Alaskan Native	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Other	4	80.0%	0	0.0%	1	20.0%	4	80.0%	5	100.0%
Pacific Islander	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
White non-Hispanic	70	69.3%	14	13.9%	17	16.8%	84	83.2%	101	100.0%
Unknown	4	66.7%	1	16.7%	1	16.7%	5	83.3%	6	100.0%
Total	103	66.0%	26	16.7%	27	17.3%	129	82.7%	156	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	2	100.0%	0	0.0%	0	0.0%	2	100.0%	2	100.0%
Black non-Hispanic	6	40.0%	8	53.3%	1	6.7%	14	93.3%	15	100.0%
Filipino	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
Hispanic	14	53.8%	4	15.4%	8	30.8%	18	69.2%	26	100.0%
American Indian/Alaskan Native	1	100.0%	0	0.0%	0	0.0%	1	100.0%	1	100.0%
Other	4	100.0%	0	0.0%	0	0.0%	4	100.0%	4	100.0%
Pacific Islander	1	33.3%	0	0.0%	2	66.7%	1	33.3%	3	100.0%
White non-Hispanic	66	63.5%	14	13.5%	24	23.1%	80	76.9%	104	100.0%
Unknown	3	37.5%	1	12.5%	4	50.0%	4	50.0%	8	100.0%
Total	101	60.5%	27	16.2%	39	23.4%	128	76.6%	167	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	4	66.7%	0	0.0%	2	33.3%	4	66.7%	6	100.0%
Black non-Hispanic	5	33.3%	9	60.0%	1	6.7%	14	93.3%	15	100.0%
Filipino	1	33.3%	2	66.7%	0	0.0%	3	100.0%	3	100.0%
Hispanic	9	37.5%	10	41.7%	5	20.8%	19	79.2%	24	100.0%
American Indian/Alaskan Native	1	50.0%	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Other	2	50.0%	1	25.0%	1	25.0%	3	75.0%	4	100.0%
Pacific Islander	4	50.0%	2	25.0%	2	25.0%	6	75.0%	8	100.0%
White non-Hispanic	57	59.4%	20	20.8%	19	19.8%	77	80.2%	96	100.0%
Unknown	1	25.0%	2	50.0%	1	25.0%	3	75.0%	4	100.0%
Total	84	51.9%	46	28.4%	32	19.8%	130	80.2%	162	100.0%

Success and Retention by Ethnicity Fall 2004									
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Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	6	85.7%	0	0.0%	1	14.3%	6	85.7%	7	100.0%
Black non-Hispanic	6	66.7%	2	22.2%	1	11.1%	8	88.9%	9	100.0%
Filipino	5	62.5%	2	25.0%	1	12.5%	7	87.5%	8	100.0%
Hispanic	17	54.8%	8	25.8%	6	19.4%	25	80.6%	31	100.0%
American Indian/Alaskan Native	0	0.0%	1	25.0%	3	75.0%	1	25.0%	4	100.0%
Other	2	50.0%	1	25.0%	1	25.0%	3	75.0%	4	100.0%
Pacific Islander	1	33.3%	2	66.7%	0	0.0%	3	100.0%	3	100.0%
White non-Hispanic	50	64.9%	17	22.1%	10	13.0%	67	87.0%	77	100.0%
Unknown	2	66.7%	1	33.3%	0	0.0%	3	100.0%	3	100.0%
Total	89	61.0%	34	23.3%	23	15.8%	123	84.2%	146	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	7	77.8%	0	0.0%	2	22.2%	7	77.8%	9	100.0%
Black non-Hispanic	7	36.8%	4	21.1%	8	42.1%	11	57.9%	19	100.0%
Filipino	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Hispanic	12	46.2%	6	23.1%	8	30.8%	18	69.2%	26	100.0%
American Indian/Alaskan Native	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
Other	1	50.0%	0	0.0%	1	50.0%	1	50.0%	2	100.0%
Pacific Islander	4	50.0%	1	12.5%	3	37.5%	5	62.5%	8	100.0%
White non-Hispanic	55	62.5%	11	12.5%	22	25.0%	66	75.0%	88	100.0%
Unknown	2	28.6%	4	57.1%	1	14.3%	6	85.7%	7	100.0%
Total	88	54.7%	26	16.1%	47	29.2%	114	70.8%	161	100.0%

Child Development - Success and Retention by Age

Age	Success and Retention by Age Fall 2001									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	192	58.7%	71	21.7%	64	19.6%	263	80.4%	327	100.0%
20 - 24	268	63.5%	65	15.4%	89	21.1%	333	78.9%	422	100.0%
25 - 29	143	74.9%	24	12.6%	24	12.6%	167	87.4%	191	100.0%
30 - 49	293	79.6%	42	11.4%	33	9.0%	335	91.0%	368	100.0%
50+	54	81.8%	6	9.1%	6	9.1%	60	0.0%	66	100.0%
Total	950	69.1%	208	15.1%	216	15.7%	1158	84.3%	1374	100.0%

Age	Success and Retention by Age Fall 2002									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	212	54.1%	84	21.4%	96	24.5%	296	75.5%	392	100.0%
20 - 24	260	60.3%	76	17.6%	95	22.0%	336	78.0%	431	100.0%
25 - 29	151	69.3%	22	10.1%	45	20.6%	173	79.4%	218	100.0%
30 - 49	337	77.8%	37	8.5%	59	13.6%	374	86.4%	433	100.0%
50+	60	85.7%	3	4.3%	7	10.0%	63	0.0%	70	100.0%
Total	1020	66.1%	222	14.4%	302	19.6%	1242	80.4%	1,544	100.0%

Age	Success and Retention by Age Fall 2003									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	229	63.6%	72	20.0%	59	16.4%	301	83.6%	360	100.0%
20 - 24	253	62.2%	70	17.2%	84	20.6%	323	79.4%	407	100.0%
25 - 29	139	73.5%	20	10.6%	30	15.9%	159	84.1%	189	100.0%
30 - 49	218	73.9%	19	6.4%	58	19.7%	237	80.3%	295	100.0%
50+	74	89.2%	1	1.2%	8	9.6%	75	0.0%	83	100.0%
Total	913	68.4%	182	13.6%	239	17.9%	1095	82.1%	1,334	100.0%

Age	Success and Retention by Age Fall 2004									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	215	53.2%	109	27.0%	80	19.8%	324	80.2%	404	100.0%
20 - 24	295	62.9%	76	16.2%	98	20.9%	371	79.1%	469	100.0%
25 - 29	143	74.1%	12	6.2%	38	19.7%	155	80.3%	193	100.0%
30 - 49	236	77.1%	19	6.2%	51	16.7%	255	83.3%	306	100.0%
50+	48	84.2%	2	3.5%	7	12.3%	50	0.0%	57	100.0%
Total	937	65.6%	218	15.3%	274	19.2%	1155	80.8%	1,429	100.0%

Age	Success and Retention by Age Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Less than 20	193	53.2%	84	23.1%	86	23.7%	277	76.3%	363	100.0%

20 - 24	233	60.4%	55	14.2%	98	25.4%	288	74.6%	386	100.0%
25 - 29	101	72.7%	14	10.1%	24	17.3%	115	82.7%	139	100.0%
30 - 49	195	76.8%	21	8.3%	38	15.0%	216	85.0%	254	100.0%
50+	68	93.2%	2	2.7%	3	4.1%	70	0.0%	73	100.0%
Total	790	65.0%	176	14.5%	249	20.5%	966	79.5%	1,215	100.0%

Child Development - Success and Retention by Ethnicity

Ethnicity	Success and Retention by Ethnicity Fall 2001											
	Success		No Success		Withdrawal		Retention		Total			
	N	%	N	%	N	%	N	%	N	%		
Asian	56	80.0%	11	15.7%	3	4.3%	67	95.7%	70	100.0%		
Black non-Hispanic	54	50.0%	29	26.9%	25	23.1%	83	76.9%	108	100.0%		
Filipino	21	63.6%	7	21.2%	5	15.2%	28	84.8%	33	100.0%		
Hispanic	155	65.7%	47	19.9%	34	14.4%	202	85.6%	236	100.0%		
American Indian/Alaskan Native	8	47.1%	4	23.5%	5	29.4%	12	70.6%	17	100.0%		
Other	18	75.0%	2	8.3%	4	16.7%	20	83.3%	24	100.0%		
Pacific Islander	9	60.0%	5	33.3%	1	6.7%	14	93.3%	15	100.0%		
White non-Hispanic	600	72.0%	98	11.8%	135	16.2%	698	83.8%	833	100.0%		
Unknown	29	76.3%	5	13.2%	4	10.5%	34	89.5%	38	100.0%		
Total	950	69.1%	208	15.1%	216	15.7%	1158	84.3%	1374	100.0%		

Ethnicity	Success and Retention by Ethnicity Fall 2002											
	Success		No Success		Withdrawal		Retention		Total			
	N	%	N	%	N	%	N	%	N	%		
Asian	42	60.0%	12	17.1%	16	22.9%	54	77.1%	70	100.0%		
Black non-Hispanic	50	44.6%	31	27.7%	31	27.7%	81	72.3%	112	100.0%		
Filipino	21	63.6%	5	15.2%	7	21.2%	26	78.8%	33	100.0%		
Hispanic	160	68.1%	32	13.6%	43	18.3%	192	81.7%	235	100.0%		
American Indian/Alaskan Native	7	70.0%	1	10.0%	2	20.0%	8	80.0%	10	100.0%		
Other	37	61.7%	13	21.7%	10	16.7%	50	83.3%	60	100.1%		
Pacific Islander	13	76.5%	0	0.0%	4	23.5%	13	76.5%	17	100.0%		
White non-Hispanic	660	68.6%	125	13.0%	177	18.4%	785	81.6%	962	100.0%		
Unknown	30	66.7%	3	6.7%	12	26.7%	33	73.3%	45	100.1%		
Total	1020	66.1%	222	14.4%	302	19.6%	1242	80.4%	1,544	100.0%		

Ethnicity	Success and Retention by Ethnicity Fall 2003											
	Success		No Success		Withdrawal		Retention		Total			
	N	%	N	%	N	%	N	%	N	%		

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	56	73.7%	5	6.6%	15	19.7%	61	80.3%	76	100.0%
Black non-Hispanic	66	59.5%	17	15.3%	28	25.2%	83	74.8%	111	100.0%
Filipino	26	70.3%	4	10.8%	7	18.9%	30	81.1%	37	100.0%
Hispanic	182	70.8%	28	10.9%	47	18.3%	210	81.7%	257	100.0%
American Indian/Alaskan Native	6	54.5%	1	9.1%	4	36.4%	7	63.6%	11	100.0%
Other	18	85.7%	1	4.8%	2	9.5%	19	90.5%	21	100.0%
Pacific Islander	5	50.0%	4	40.0%	1	10.0%	9	90.0%	10	100.0%
White non-Hispanic	517	68.8%	105	14.0%	129	17.2%	622	82.8%	751	100.0%
Unknown	37	61.7%	17	28.3%	6	10.0%	54	90.0%	60	100.0%
Total	913	68.4%	182	13.6%	239	17.9%	1095	82.1%	1,334	100.0%

Ethnicity	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	39	72.2%	7	13.0%	8	14.8%	46	85.2%	54	100.0%
Black non-Hispanic	52	40.0%	33	25.4%	45	34.6%	85	65.4%	130	100.0%
Filipino	33	64.7%	5	9.8%	13	25.5%	38	74.5%	51	100.0%
Hispanic	183	63.3%	53	18.3%	53	18.3%	236	81.7%	289	100.0%
American Indian/Alaskan Native	2	20.0%	4	40.0%	4	40.0%	6	60.0%	10	100.0%
Other	24	57.1%	8	19.0%	10	23.8%	32	76.2%	42	100.0%
Pacific Islander	4	28.6%	3	21.4%	7	50.0%	7	50.0%	14	100.0%
White non-Hispanic	532	71.3%	95	12.7%	119	16.0%	627	84.0%	746	100.0%
Unknown	68	73.1%	10	10.8%	15	16.1%	78	83.9%	93	100.0%
Total	937	65.6%	218	15.3%	274	19.2%	1155	80.8%	1,429	100.0%

Ethnicity	Success and Retention by Ethnicity Fall 2005									
	Success		No Success		Withdrawal		Retention		Total	
	N	%	N	%	N	%	N	%	N	%
Asian	42	66.7%	6	9.5%	15	23.8%	48	76.2%	63	100.0%
Black non-Hispanic	37	37.4%	19	19.2%	43	43.4%	56	56.6%	99	100.0%
Filipino	32	74.4%	5	11.6%	6	14.0%	37	86.0%	43	100.0%

Hispanic	154	63.1%	45	18.4%	45	18.4%	199	81.6%	244	100.0%
American Indian/Alaskan Native	8	44.4%	5	27.8%	5	27.8%	13	72.2%	18	100.0%
Other	21	65.6%	5	15.6%	6	18.8%	26	81.3%	32	100.0%
Pacific Islander	9	52.9%	4	23.5%	4	23.5%	13	76.5%	17	100.0%
White non-Hispanic	449	70.7%	81	12.8%	105	16.5%	530	83.5%	635	100.0%
Unknown	38	59.4%	6	9.4%	20	31.3%	44	68.8%	64	100.0%
Total	790	65.0%	176	14.5%	249	20.5%	966	79.5%	1,215	100.0%

**APPENDIX 8:
EFFICIENCY
REPORT**

**Grossmont College
Efficiency
(Earned WSCH/FTEF)**

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
ANTH	670	610	555	719	668	700	685	706	698	601	647	581
AOJ	444	412	487	487	540	538	570	569	560	524	483	478
ARBC	405	390	383	325	345	295	351	410	350	298	365	331
ART	524	514	514	491	506	516	505	500	485	459	447	430
ASL	464	455	430	473	417	449	466	433	363	363	354	386
ASTR	626	440	631	612	592	565	547	565	545	504	514	451
BIO	638	634	673	696	763	720	760	758	729	765	723	692
BOT	N/A	N/A	462	446	491	500	552	386	364	341	350	257
BUS	483	459	453	512	543	555	573	530	505	468	469	472
CA	N/A	N/A	433	426	296	377	350	399	401	387	362	371
CCS	423	498	491	483	488	476	539	483	425	415	482	473
CD	501	451	500	509	547	522	511	523	530	502	525	430
CHEM	451	463	454	489	530	533	559	562	518	530	556	526
CHIN	N/A	N/A	N/A	N/A	450	435	255	435	465	360	405	450
COMM	461	437	445	446	460	431	464	437	435	425	417	386
CSIS	469	455	428	410	392	381	419	392	414	384	377	395
CVTE	386	368	285	265	360	329	366	339	385	357	357	346
DANC	404	419	423	454	411	480	395	444	443	419	429	376
ECON	795	667	747	745	736	736	778	747	649	639	614	765
ED	300	353	150	269	379	161	210	210	195	270	203	268
ENGL	375	346	361	344	381	369	366	354	354	335	345	311
ES	531	463	564	509	573	484	535	495	536	460	481	435
ESL	368	366	378	381	401	375	375	351	350	331	326	322
FACS	515	478	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FREN	371	375	367	370	347	367	380	384	347	337	318	305
FS	N/A	N/A	581	457	623	534	608	656	540	566	477	471
GEOG	558	535	567	568	585	543	583	532	530	498	482	447
GEOL	533	480	456	495	480	485	490	422	376	371	411	343
GERM	337	369	315	345	379	424	456	392	367	377	315	359
HED	614	625	737	725	871	776	848	799	819	734	694	765
HESC	293	282	294	327	381	516	510	254	473	159	609	256
HIST	532	537	552	591	570	618	614	601	605	561	545	499
HUM	553	528	535	610	576	534	526	515	466	448	392	371
ITAL	526	480	435	350	300	465	503	458	465	420	420	285
JAPN	417	366	408	353	437	341	433	468	471	444	473	443
LIR	N/A	N/A	N/A	N/A	N/A	N/A	373	N/A	164	373	239	294
MATH	593	526	592	572	629	584	613	565	593	499	545	462
MCOM	416	422	386	396	402	421	391	405	395	399	363	375
MM	N/A	N/A	255	270	N/A	291	N/A	206	N/A	137	N/A	N/A
MUS	459	485	473	464	462	491	465	499	472	487	430	414
NURS	278	334	271	248	247	228	253	235	250	254	207	241
OCEA	485	443	528	424	495	453	509	547	473	518	518	536
OTA	335	305	220	122	187	212	245	238	241	218	303	390
PDC	470	398	470	470	452	386	416	391	438	342	431	331
PDSS	613	629	739	640	1739	849	842	1631	802	1577	1730	1486
PHIL	555	552	541	594	560	588	595	594	539	490	468	422
PHYC	422	405	405	378	482	444	444	402	452	387	403	371
POSC	613	575	596	627	665	622	641	638	637	602	526	508
PSC	578	464	572	486	609	492	572	648	600	568	512	414

Grossmont College
Efficiency
(Earned WSCH/FTEF)

	2000 - Fall	2001 - Spring	2001 - Fall	2002 - Spring	2002 - Fall	2003 - Spring	2003 - Fall	2004 - Spring	2004 - Fall	2005 - Spring	2005 - Fall	2006 - Spring
PSY	686	624	651	673	704	709	684	638	627	622	579	545
RELG	671	660	564	675	520	621	483	576	515	591	413	413
RESP	201	159	173	158	166	150	182	144	209	184	230	188
RUSS	324	360	234	271	349	344	335	330	335	297	271	230
SCI	538	474	422	499	508	579	598	489	505	394	515	384
SLPA	N/A	N/A	225	255	262	195	220	195	268	215	208	184
SOC	644	534	673	630	716	668	680	681	662	568	603	487
SPAN	397	363	384	401	402	384	397	388	362	352	333	330
SPDV	85	96	109	100	103	112	83	108	68	88	58	92
THTR	329	319	324	338	308	312	309	303	313	295	299	287
Total	479	453	470	468	493	478	492	472	474	442	440	411

APPENDIX 9:
DEGREES &
CERTIFICATES
AWARDED

Child Development - Degrees and Certificates Awarded by Semester

		Degrees and Certificates Awarded by Semester																	
		Academic Year 2001-2002				Academic Year 2002-2003				Academic Year 2003-2004				Academic Year 2004-2005				Academic Year 2005-2006	
		Fall 2001	Spring 2002	Summer 2002	Fall 2002	Spring 2003	Summer 2003	Fall 2003	Spring 2004	Summer 2004	Fall 2004	Spring 2005	Summer 2005	Fall 2005	Spring 2006				
Award Type	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	
Degrees	4	12	4	3	20	1	2	10	3	3	9	2	4	11					
Certificates	5	15	5	7	23	1	4	21	2	6	14	0	4	14					
Total	9	27	9	10	43	2	6	31	5	9	23	2	8	25					

APPENDIX 10:
SABBATICALS,
CONFERENCE,
WORKSHOP &
STAFF
DEVELOPMENT
ACTIVITIES

FULL-TIME FACULTY MEMBERS

**Name: Nory Behana
Special Programs**

Special Programs	Date	Relevance
<p>Nory Behana is a fulltime Child Development faculty member who is currently working 100% of her Special Faculty position as Program Director for the Grossmont College Foster, Adoptive and Kinship Care Education Program. That is a categorical program funded by the California Community Colleges Chancellor's Office to provide education for foster and kinship parents. The Grossmont College program receives about \$900,000 per year from them to serve the county of San Diego.</p> <p>Last year the program conducted over 4,800 hours of classes to over 4,000 participants.</p> <p>Nory is in constant contact with a variety of community agencies to implement the program including:</p> <p>Health and Human Services Agency programs including: Foster Home Licensing Adoptions Health Department Community Services for Families Family to Family Programs</p> <p>Other county agencies include: Probation Dependency Court</p> <p>Other organizations include: Foster Parent Associations Kinship Caregiver Association Child Abuse Prevention Council Casey Family Programs Child Welfare League of America</p> <p>Nory also has a contract with the County of San Diego for \$179,000 to coordinate classes and other services such as support groups and a mentoring program for foster and adoptive parents.</p> <p>Nory also has a contract with Casey Family Programs for about</p>	<p>1984-PRESENT</p>	<p>Children who have been abused, neglected and separated from their families by the juvenile court system live in foster, adoptive and kinship families in San Diego County. The Chancellor's Office FKCE Program sponsors the Grossmont College program to offer education in the form of seminars, classes and workshops as required by law and county policy. These are not Title V courses, but community education that enables better outcomes in all areas of development for foster children and youth, by educating their caregivers.</p>

FULL-TIME FACULTY MEMBERS

\$4,500 to support kinship classes.

Conference/Workshops	Date	Relevance
<ul style="list-style-type: none"> • Presentations at conferences include: <ul style="list-style-type: none"> ◦ At Training for Trainers for the California Community Colleges Foster and Kinship Care Education Program: <ul style="list-style-type: none"> ▪ Implementing Grandparent Conferences ▪ Attachment Parenting ▪ Tradition of Caring ▪ Working with your college administrations ▪ How to Market Your FKCE Programs ▪ Training Tips ◦ At Casey Family Programs mini conference in Phoenix, Arizona <ul style="list-style-type: none"> ▪ Securing other funding sources for classes ▪ Engaging participants in Powerful Family classes <p>ATTENDANCE AT CONFERENCES IS TOO NUMEROUS TO LIST AS NORRY ATTENDS 1-3 DAY CONFERENCES IN SEARCH OF CURRICULUM FOR HER PROGRAMS REGULARLY IN THE FIELDS OF FOSTER CARE, ADOPTION, KINSHIP CAREGIVING AND ABUSE AND NEGLECT OF CHILDREN.</p>	<p>ANNUALLY</p> <p>NOV, 2006</p>	
Academic Courses Completed		
CD 131—CHILD, FAMILY AND COMMUNITY	SPRING, 2006	Relevance Enhanced depth in child development subjects
CD 143—INFANT, TODDLER CURRICULUM	FALL, 2006	" "
Professional Memberships		
<p>Member of the PRIDE National Advisory Committee for the Child Welfare League of America.</p> <p>An appointed representative to the County of San Diego's Foster Care Services Committee.</p> <p>Commissioner on the County of San Diego's Commission on Children, Youth and Families representing the Child Abuse Prevention Council.</p>	<p>2004-PRESENT</p> <p>2003-2006</p>	<p>Relevance At the request of the state chancellor's office, provide input to national curriculum development</p>

FULL-TIME FACULTY MEMBERS

Member of the California State Chancellor's Office Student Services Committee		
<p>Leadership Positions</p> <p>Chair of the California Community Colleges Chancellor's Office Foster and Kinship Care Education Program State Advisory Committee.</p> <p>Consultant to the State of California Child Welfare Redesign Out-of-Home Care Committee traveling to Sacramento numerous times to lead meetings of that group for a 12 month period.</p> <ul style="list-style-type: none"> • Nory is the Regional Coordinator for the five Southern Counties for the California Community College Chancellor's Office Foster and Kinship Care Education Program. • Nory served as past-president of the Child Abuse Prevention Council. • Nory served as president of the California Community Colleges Foster and Kinship Care Educators organization 	<p>Date</p> <p>2004-PRESENT 2003-004 2002-PRESENT 2001-2002 2004-2006</p>	<p>Relevance</p>
<p>Campus Committees</p> <p>ALL COMMITTEE WORK IS IN COMMUNITY RELATED TO THE SPECIAL PROGRAMS</p>	<p>Date</p> <p>2001-PRESENT</p>	<p>Relevance</p>
<p>Sabbaticals</p> <ul style="list-style-type: none"> • As part of the sabbatical project, Nory conducted a survey and wrote a detailed report at the request of the California State Department of Social Services. That report has set policy within the State Department and was used in developing the state's report to the Federal government's review of California. • As part of the sabbatical project, she created an Attachment Parenting curriculum that is now suggested for 	<p>Date</p> <p>2004 2004</p>	<p>Relevance</p>

FULL-TIME FACULTY MEMBERS

<p>adoptive parents in San Diego County. Twelve series of the 18-hour class are offered per year. They were translated into Spanish this year. Nory has conducted training for other counties to offer this class and currently four other counties are doing so.</p>		
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NAME: Mary Courtney

Conference/Workshops	Date	Relevance
<p>Study Tour, Early Childhood Programs, Reggio Emilia, Italy *participants included 250 educators - 100 from USA and 150 from other countries</p>	<p>Oct. 2004</p>	<p>Participate in week long exploration of program known for excellence in field of ECE. Information used to inform courses in Child Development</p>
<p>Participated in educational tour to China as part of a group of 40 storytellers from across the country –NUWa Ambassadors. We visited a village with a 600 year history of storytelling and listened to and told stories.</p>	<p>September 2006</p>	
<p>NAEYC Conference/Anaheim</p>		
<p>Visual Arts in Early Childhood Conference/ Seattle</p>	<p>Fall 2005</p>	
<p>Academic Courses Completed</p>	Date	Relevance
<p>Storytelling Courses at UCSD</p>		
<p>Class Piano I & II</p>	<p>Fall 2005 Spring 2006</p>	
<p>Professional Memberships</p>	Date	Relevance
<p>NAEYC (National Association for the Education of Young Children)</p>		
<p>CAEYC</p>		
<p>SDAEYC</p>		
<p>CCCECE (California Community College Early Childhood Educators)</p>		
<p>NSN (National Storytelling Network)</p>		
<p>Leadership Positions</p>	Date	Relevance
<p>CPIN (California Preschool Instructional Network) – community college representation for region</p>	<p>Spring 2006-present</p>	
<p>Chancellor's Advisory Committee as Region 10 Catalyst</p>	<p>Fall 2005-present</p>	
<p>California Child Development Curriculum Alignment Project; Advisory</p>	<p>Fall 2006-</p>	

FULL-TIME FACULTY MEMBERS

Committee and Project Group Lead	present	
Preschool For All	May 2004-present	Chair of the Workforce Development Taskforce
Regional Coordinator, California Early Childhood Mentor Program	Jan 1991-present	Coordinator 37 Mentor Teachers in community; Grossmont Field experience students are placed in outstanding programs with Mentor Teachers
Present workshops on the Reggio Emilia Approach at other Community Colleges: Long Beach, Feather River, Rancho Santiago, Santa Monica	various	Collaborate with colleagues at other community colleges
As Child Development & Family Studies Dept. Coordinator: Collaboration with CARES; made arrangements for meetings	Various	
As Child Development & Family Studies Dept. Coordinator: Made arrangements for workshops/conferences to be presented on campus: SDAEYC, Literacy Conference, Reggio Workshops	Various	
Campus Committees	Date	Relevance
Curriculum Committee	Spring 2006-present	
Academic Senate		
Calendar Committee		

NAME: Sheridan DeWolf

Conference/Workshops	Date	Relevance
CCDAA Technical Assistance, Conferences and Section Meetings	Annually	CCDAA is the liaison professional organization with the California Department of Education, Child Development Division. Conferences and workshops provide information on the legislation, policies, fiscal trends and issues regarding child care in California.
Child Development Policy Institute Legislative Forum	Fall, 2006	Legislative policies regarding child care in California and nationwide.
Program for Infant Toddler Care 20 th Anniversary National Symposium and Graduate Conference	Fall, 2006	History and trends regarding Infant and Toddler Care nationally and internationally.
Oxford Roundtable on Literacy	March, 2005	Select symposium on best practices for

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Program for Infant Toddler Care Reggio Emilia	April, 2003	literacy
PIIC Graduate Conferences,	2002, 2004	Biannual updated on research and trends in the field of infant toddler care.
@ONE, training on Dream Weaver web program	August, 2005	Training on the use of the Dream Weaver software program for creating web pages.
National Coalition for Campus Children's Centers	2004	Information on the US Department of Education funded Campus Child Care programs (CCAMPIS)
Professional Memberships	Date	Relevance
California Child Development Administrators Association (CCDAA)	2000-Present	
National Association for the Education of Young Children	1975-Present	
National Coalition for Campus Children's Centers	2004-2005	
United States Association of Child Care	2000-2005	
Leadership Positions	Date	Relevance
State Board, CCDAA	2005-present	64 year old professional association that deals with publicly funded child care programs in California.
Currently Southern Section President, State Board Treasurer		
Chair, Program Review		
SD County Child Care and Development Planning Council	1980-2002	State mandated advisory group to the County Board of Supervisors on issues regarding child care in San Diego County
Campus Committees	Date	Relevance
Accreditation, Standard I	2005-2006	Part of overall self-study team for Grossmont College
Program Review		Senate Committee tasked with review of academic programs.
Facilities Committee	2006	We walk around a lot and look at stuff.
Academic Senate	1990-2006	AB 1725 mandated body to deal with academic and professional matters.
Food Services Committee	2000-2006	Input into contracts and selection of

FULL-TIME FACULTY MEMBERS

			vendors for campus and review of performance.
Various hiring committees including Vice President, Business		Ongoing	
Tenure Review Committees, Amy, Claudia		2004-2006	
Sabbaticals		Date	Relevance
Outdoor Environments for Young Children		Spring, 2003	

NAME: Claudia Flores (Spring 2006 – Present)

Conference/Workshops		Date	Relevance
The Jewel in the Box Presented by Elise Shafer		Jan. 2006	Documentation & Emergent Curriculum Workshop
Spanish-to-English Associate Teacher Certificate Program Regional Conference		April 2006	Development of Bilingual Programs for our department
On Course Workshop: Learner Centered Teaching Approach		Sept. 2006	Student success strategies
"Supporting the Bilingual Child" Presented by Claudia Flores		Sept. 2006	Support group presentation/Training for Seniors 4 Kids
Blackboard I & II Presented by Andrea Garzanelli		Oct. 2006	Setting up courses with Blackboard support
Academic Courses Completed		Date	Relevance
EDU 527BA Exploring the world through storytelling USD		May 2006	Literacy curriculum
Professional Memberships		Date	Relevance
NAEYC/SDAIEYC		Jan. 2006	ECE publications
Leadership Positions		Date	Relevance
CDSA Co-Advisor/Advisor		Jan2006-present	Child development student organization
Staff Development Activities		Date	Relevance
Generation Me		Aug. 2006	Professional development
Photoshop Workshop		Aug. 2006	
SLO Conference (CD 125)		Aug. 2006	

NAME: Sonia Gaiane

Conference/Workshops		Date	Relevance
SDCCACC workshop at Polinsky Center: speaker: Superior Court Judge		01-20-2000	How the legal system works with children

FULL-TIME FACULTY MEMBERS

Eddie Sturgeon		and teenagers.
Child Training Collaborative	02-23/03-20/ 04-17/05/15- 2000	Training on early childhood education, developmentally appropriate practices
Summit on Aging	02-24-2000	Aging issues were addressed. Helpful in teaching FS 120 and courses on aging.
American Society on Aging Conference	03-25,26,27- 2000	Workshops on aging issues were addressed my experts from all over the U.S.
CDSA Curriculum Workshop	04-08-2000	CDSA organized the event that offered hands on experiences in planning curriculum. The workshops were extended to the community.
Vocational Education Faculty Leadership Seminar Newport Beach, CA	04-28,29-2000	Innovative ways of delivering information was introduced, specially using technology
Institute for Community College Instructors, Santa Barbara, CA	06-15,16-2000	Community College instructors presented their best ideas
Observing & Documenting: training with Margie Carter and Deb Curtis	02-23-2001	Value of objectively observing children in order to learn their interests needs and better plan their environment
CAEYC Conference, Anaheim, CA	03-06-2002	Workshops attended were very appropriate in teaching ideas. I specially enjoyed a session on children's literature using books written and illustrated by Black authors.
"Great Beginnings Conference" at Camp Pendleton, CA	04-13-2002	I attended a session on children's literature, one on songs & another on diversity in early childhood environment
SDAEYC Conference	11-02-2002	Sessions on intergenerational programs, Mexican songs and poetry & advocacy
CAEYC Conference, Sacramento, CA	03-01,2-2003	Workshops on Emotional Intelligence, Brain Development, Intergenerational Programs & Advocacy
CAEYC Conference, San Diego, CA	02-21,22-2004	Workshops on Emotional Intelligence, Multiple Intelligences, Intergenerational Programs and Children's Advocacy

FULL-TIME FACULTY MEMBERS

<p>"High-Fives Start Today!" Speakers Bruce Perry, M.D., Senior Fellow of the Child Trauma Academy & Mark Freedman, advisor for AARP</p>	<p>02-23-2004</p>	<p>Meeting Dr. Perry was one of the highlights of my career, as I have followed his work with traumatized children with great interest. Even before meeting him I used his ideas on "attunement" and "affiliation" in all my classes.</p>
<p>Academic Courses Completed</p>		
<p>Gerontology 370 Images of Aging = 3.0 SDSU</p>	<p>Date Spring 2000</p>	<p>Relevance Relevant to FS 120 and courses on aging</p>
<p>CD 129 Language and Literature = 3.0 Grossmont College</p>	<p>Fall 2001</p>	<p>Relationship of children's literature and DAP, curriculum, diversity & empowerment</p>
<p>C.D. 299 Story Telling = 1.0 Grossmont College</p>	<p>Fall 2001</p>	<p>DAP, creativity</p>
<p>American Society on Aging 46th. Annual Conference = 1.0</p>	<p>Spring 2000</p>	<p>Issues on aging: FS</p>
<p>Professional Memberships</p>		
<p>National Association for the Education of Young Children</p>	<p>Date 1995 -Present</p>	<p>Relevance Child Development issues updates at the national level + advocacy tool</p>
<p>California Association for the Education of Young Children</p>	<p>1995 - Present</p>	<p>State level of advocacy update. Excellent professional journal "Young Children"</p>
<p>San Diego Association for the Education of Young Children</p>	<p>1997 - Present</p>	<p>Local level of advocacy, resources and networking on issues pertaining early childhood education</p>
<p>California Community Colleges Early Childhood Education</p>	<p>1997 - Present</p>	<p>Legislative updates</p>
<p>Child Development Advisory Board</p>	<p>1997 - Present</p>	<p>Professional networking with members of the community in the ECE field</p>
<p>Leadership Positions</p>		
<p>San Diego Association for the Education of Young Children: Ethics Committee</p>	<p>Date 2000</p>	<p>Relevance Ethical issues relevant to ECE were the topic of a brochure distributed by the committee to all community college instructors in the San Diego area</p>
<p>SDAEYC: Violence in the Lives of Children Committee</p>	<p>2000 - 2001</p>	<p>We conducted workshops dealing with the issues of violence in children's lives</p>
<p>SDAEYC: College Outreach Chair</p>	<p>2004 - Present</p>	<p>Outreach to community colleges in the San Diego area advocating the need for ECE professionals to</p>

FULL-TIME FACULTY MEMBERS

		join forces in promoting quality, ethical and strong ECE leadership.
SDAEYC Spring Workshop: presenter	2000	ECE information to the community
Time Management Workshop for Head Start: presenter	July 2000 Sept. 2000	Setting priorities as an ECE professional. The negative side of multitasking
Time Management Workshop for Head Start Conference: presenter		
SDAEYC Fall Conference: presenter	Oct. 2000	ECE & diversity advocacy
SDAEYC Conference: presenter "Pathways to Tolerance"	Feb. 2001	Advocacy for diversity & tolerance
CAEYC Conference, Anaheim, CA. Raised over \$3000.00 in funds from different sources to fund a field trip. Organized and supervised the registration and transportation of a bus load of students from Patrick Henry H.S. and Grossmont College students to the state conference.	March 2002	Recruiting opportunity for Grossmont College Professional engagement of future ECE educators
SDAEYC Conference: presenter "Infant/Toddler Brain Development & Emotional Intelligence."	Nov. 2002	Professional involvement with the community Professional contribution and networking
CAEYC Conference, Sacramento, Ca.: presenter "How Child Care Givers Develop the Emotional Intelligence of Children"	March 2003	Professional contribution and networking
CAEYC conference, San Diego, Ca.: presenter "Emotional Intelligence and Social Development"	Feb. 2004	Professional contribution & networking Recruiting opportunity and community involvement
Diversity trainer for "Senior 4 Kids" at Grossmont College	2003 – present	
Children's Day in the Park: Organized and coordinated Grossmont College students art activity with children and their families	2003 & 2004	
"Annual Sharing for the Holidays" at Grossmont College: organized and coordinated a fund-raiser by the Child Development Students Association, benefiting needy students at the Child Development Center. Wrote grants and collected donations.	2001 2002 2003 2004	
Grossmont College Foundation Fund Raiser: Peter White, Dean of Student Affairs and Sonia donated the cost of the meal, wine and live entertainment, plus cooked and served a Brazilian meal for 10 people, which had been auctioned off for \$1,000.00 to help the foundation	2003	

FULL-TIME FACULTY MEMBERS

Staff Development Activities	Date	Relevance
Attended over the minimum 40 hours of staff development activities every semester since 1997	1997 to present	Professional Development
Organized and facilitated a panel discussion on "Educating the Global Citizen."	Aug. 2006	Discussion of a current issue affecting us all: globalization and its consequences
Created the following courses at Grossmont College: CD 153: Diversity Issues in Early Childhood Education = 3.0 CD 299: SDAEYC Fall 2000 Workshop Review = .5 CD 299: Empowering Children in a Diverse Society = 1.0 CD 299: Positive Parenting = 1.0 FS 299: Caring for Your Aging Parent = 1.0		
Campus Committees		Relevance
Student Services Program Review Committee: Counseling and Admissions & Records	2002 - 2003	Very valuable in understanding how the system works
Faculty Staff Development Committee: two semesters	2003	
Subcommittee (of the Curriculum Committee) on Diversity	2005 - 2006	I learned a great deal from revising courses from all the different departments in search of courses fulfilling the established criteria on teaching diversity to our students.
Accreditation Standard II A Committee WORLD ARTS & CULTURES COMMITTEE <ul style="list-style-type: none"> ▪ Founding member, 1998 ▪ Chairperson since 2002 to the present ▪ Responsibilities: <ol style="list-style-type: none"> 1. Keep track of the budget (6,000) per year 2. Plan & coordinate meetings two times a month 3. Set up partnerships with other departments to augment the budget 4. Coordinate the planning of all the events 5. Representation and assistance to all the events, including evenings and weekends 6. Coordination of paper work: artist contract, artist invoice, W-9, facilities requests, food permits, etc. 7. Problem-shooting 	2005 – 2006	Of great value in understanding the college program review

FULL-TIME FACULTY MEMBERS

NAME: Kathryn Ingrum (Spring 2005-present)

Conference/Workshops	Date	Relevance
Series of presentations to Lakeside Union School District on Developmentally Appropriate Practice (Preschool Teachers, Board, Administrators, Kindergarten Teachers, Early Childhood Special Education staff: each separate meetings)	2006	Dissemination of current Child Development theory and practice; establish ties with local districts
CCDAA conference in San Francisco: Working with Staff With Challenging Behaviors	2006	Administration of campus CDC, Administration/adult supervision courses
Training on new DRDP for Head Start and College Park Preschool	2006	Community collaboration; assessment
Training for OPTIONS in Los Angeles on team building	2006	Administration of campus CDC, Administration/adult supervision courses
Workshops for Cal Works recipients on Parenting Issues at the beginning of each semester	2005-06	College collaboration
Presented full-day seminar for Early Head Start Teachers. A Responsive Approach to Infant Care that meets the Head Start Out Come Standards.	2005	Community collaboration; help local schools maintain currency
Presented monthly trainings to the title 22 licensing analysts of the Department of Social Services in both Orange County and San Diego County on basic principles of child development theory.	2005	Dissemination of current CD theory and practice; establish ties with state licensing
SDAEYC Conference presentation on the Reggio Emilia Approach	2005	Dissemination of current CD theory and practice
Presented full-day seminar with Margie Carter and Deb Curtis: Becoming More Responsive to Infants and Toddlers	2004	Dissemination of current CD theory and practice
Presented A Series of Workshops for Childcare Resource Services throughout San Diego County: Looking at the Child and Looking at the Family	2003-04	Community collaboration; Dissemination of current CD theory and practice
Provide annual or semi-annual trainings for the California Early Childhood Mentor Program, the Director Mentor Institute	On-going	Establishing/maintain state ties for excellence in program directing
Assist centers in establishing appropriate environments for infants and toddlers through consultation and technical assistance activities	On-going	Dissemination of current CD theory and practice; help local schools maintain currency
Professional Memberships	Date	Relevance

FULL-TIME FACULTY MEMBERS

NAEYC/CAEYC/SDAEYC	On-going	Keep current on issues affecting the early childhood community
Children's Defense Fund	On-going	"
CCDAA	On-going	"
PQC	On-going	"
Local Planning Committee and sub-committees	2005-present	County collaboration on issues relevant to childcare on families
Leadership Positions	Date	Relevance
SDAEYC Board		
Preschool For All Task Force on Work Force Development		
Preschool for All: Monitor team selecting sites for demonstration programs		
Preschool for All: County Superintendent's Team to develop PFA		
Serve on Master's Thesis Committee for student at Pacific Oaks		
Serve on Doctoral Committee for student at Laverne College		
Serve as data researcher and analyst for CWS/EHS programs		
Teacher Mentor Selection Committee		
Trainer for Director Mentor Institutes		

NAME: Amy Obegi (Fall 2002-present)

Conference/Workshops	Date	Relevance
PIIC Demonstration Site Meetings	Every semester	Maintain currency on practices/policies related to our standing as a PIIC Demonstration site
Orfaleda Director's Retreat, San Francisco	May 2005	Currency on practice affecting the administration of child development centers

FULL-TIME FACULTY MEMBERS

National Coalition of Campus Childcare Centers, Charleston South Carolina	March 2005	Keep current in field; receive data for CCAMPIS grant
Beginning Together Conference	2005	Currency on working with children with special needs
PITC Community College Seminar	2004	Teams of community college faculty and child development center staff work together toward PITC philosophy
PITC Modules I & II	2004	Work toward certification as a Program for Infant Toddler Caregiver Certified Trainer
PITC Modules III & IV	2004	""
NAEYC Conference in Anaheim	2005	Maintain currency
Orfalea Director's Retreat, Los Angeles	May 2004	Currency on practice affecting the administration of child development centers
CAEYC Conference in San Diego: CCCECE present on my graduate thesis: The cultural competence of infant and toddler childcare providers	March 2004	Disseminate research findings
Brain Research, First Five Event with Bruce Perry	2004	Currency in the field
Baby signs presentation for community family health centers	2003	Train home visitors on the use of baby signs
Conduct monthly staff development training at Grossmont Child Development Center	On-going	Address training issues, support classified staff, maintain currency
Seniors for Kids Literacy Consultant	On-going	Provide literacy training for Senior volunteers in the Seniors4Kids Program
Academic Courses Completed	Date	Relevance
Using the Web to Improve Instruction, USD	2003	Improve on-line instruction
ED 214: Developing an on-line course, Grossmont College	2003	Learn to teach on-line courses
CD 299: Brain Development	2003	Maintain currency
Professional Memberships	Date	Relevance
NAEYC, CAEYC, SDAEYC	On-going	Maintain currency
NCCCC – National Coalition of Campus Children's Centers	2004-2005	Updates related to childcare administration
CCCECE – California Community College Early Childhood Educators San Diego County Childcare and Development Planning Council	On-going 2004-2005	Keep connected with statewide educators Connection & input on local childcare activities
Leadership Positions	Date	Relevance

FULL-TIME FACULTY MEMBERS

Advisor, Child Development Student Association, Grossmont College	2002-2006	Support students with activities related to children and families
Staff Development Activities	Date	Relevance
Facilitated a Blackboard Training Course through CATL	2005	Helped faculty interested in utilizing Blackboard Course Site
Campus Committees	Date	Relevance
Academic Senate	2005 & 2007	Joint governance
Chaired two CD/FS faculty hiring committees	2005 & 2007	Help maintain excellence on campus!
Served on and chaired numerous Child Development Center hiring committees	2004-2007	Help maintain excellence on campus!

NAME: Lorraine Martin

Conference/Workshops	Date	Relevance
First Five State Conference	May 2006	Currency and involvement in the commission agenda
CCCECE State Level Meetings	1 or 2 times yearly (2000-2005)	State level leadership
Campus Committees	Date	Relevance
Academic Senate	2000-2003	Joint governance
Professional Memberships	Date	Relevance
NAEYC, CAEYC, SDAEYC	2000-2006	Enrich knowledge; maintain currency
CCCECE	"	Community college leadership
Leadership Positions	Date	Relevance
Regional Catalyst for San Diego and Imperial Counties Community College Child Development Programs	2000-2006	Coordinate curriculum; develop networks
Representative to State Chancellor's Community College Child Development Board	"	Developed criteria for state level planning
Department Coordinator	1999-2001	
Coordinator, Seniors 4 Kids	2003-2006	Intergenerational program bringing senior community members into early childhood classrooms

ADJUNCT FACULTY MEMBERS

NAME: Jennifer Andrews

Conference/Workshops	Date	Relevance
University of Oxford, England Literacy Roundtable	2005	Symposium on best practices in literacy
Presenter, Literacy and PTSD: Problem solving through literacy		Dissemination of information; teacher/parent support
		"
Crisis, trauma, and disaster – are we prepared?		"
School readiness – parent education		
Academic Courses Completed	Date	Relevance
Storytelling		Enrich knowledge; maintain currency
Math for Early Childhood		"
Independent Study/Research		"
Leadership Positions	Date	Relevance
SD Unified Task Force Meetings – Facilitator for Early Childhood	On-going	Advise about developmental concerns of children
Articulation/matriculation to National University for SDCS		
Educational Consultant		

NAME: Barbara Burt

Conference/Workshops	Date	Relevance
Coordinated several seminars for Reggio Round Table with Irish McGrath and Alise Shafer	2002-2007	Dissemination of information; altering the landscape of early education programs
SDAEYC presentation on Reggio Emilia	2005	"
Workshop for College Park Preschool on Environments	2006	Help community members enrich their early childhood environments
Workshops for Neighborhood House Association/Head Start on DRDP and observations and disabilities trainings	2004-2006	Disseminate information about curriculum development and advocate for children with special needs
Staff Development Activities	Date	Relevance
Attend CAEYC conference	2004, 2005	Enrich knowledge; maintain currency
Tour of Evergreen School and Chicago Commons	2003	"
Attend NAEYC conference	2003	"
Leadership Positions	Date	Relevance
Mentor Teacher Selection Committee	2005	Help select quality teachers for students to conduct field experience work
SDAEYC Reggio Roundtable co-chair	2005-present	Help bring workshops to early childhood professionals to enrich their skills

ADJUNCT FACULTY MEMBERS

NAME: Rebecca Candra

Conference/Workshops	Date	Relevance
National Association for the Education of Young Children Annual Conference-2005: Atlanta, 2004: Washington DC, 2003: New York City, 2002: Anaheim		Maintain currency in the early childhood field
Inspired Practices Conference , Atlanta	11-07-06	Maintain currency in the early childhood field
SDAAYC Annual Fall Conference, City College	10-2006	Multiple Intelligences: gave 2 one and half hour workshops on Spacial Intelligence
Handwriting without Tears Workshop	9-2006	Sensory Integration and small motor development in pre-kindergartners
Emergent Curriculum Conference, Southwestern College	8-2006	
The New Accreditation Process: presented by NAEYC, San Diego, CA	8-2006	The NAEYC Accreditation has been revamped... Learned about the new process
Reggio Summer Book Discussion Group	July & August, 2006	
Power Point Workshop for College Teachers, City College	June 13 - 15, 2006	
CAEYC Annual Conference, Anaheim, CA	April 20, 2006	Attended Leadership Day
ECERS Training on the Program Administrator Scale Grossmont College, CA	February 3, 2006	
Workshop on the Reggio Approach, Alise Shafer, Director of The Evergreen School, Santa Monica, CA 9a.m.-3p.m.	February 4, 2006	
Workshop presented by the State Licensing office and Childcare Resource Service, San Diego, CA	January 18, 2006	
SDAAYC Fall Conference "Children with Challenging Behaviors" Linda Brault, presenter Mira Costa College	October 22, 2005	
Excellence Training, Beverly Garcia, presenter, LJUMCNS, all day	September 6, 2005	Leadership and Communication workshop
Reggio Workshop, "Welcoming Each Child" Alise Shafer, presenter Grossmont College	July 23, 2005	Attended and organized the workshop
Presented workshop for the staff at Canyon Rim Children's Center	July 27, 2005	The Reggio Approach
Attended the Mentor Director Institute, presented by the CA Mentor Teacher Association, Riverside, CA	Spring, 2005	Leadership training

ADJUNCT FACULTY MEMBERS

"Building Curriculum Around Children's Stories," Patricia Hunter-McGrath, presenter, San Diego AEYC Membership Meeting and Installation of Officers	May 21, 2005	Organized the Event and hosted the Workshop at LJUMCNS
Tour of a Reggio Inspired Family Childcare Home, The Little School, Santee, CA	June 30, 2005	Reggio Roundtable meeting
CAEYC Annual Conference and Leadership Day	March 4 - 6, 2006	
Early Intervention for Sensory Integration, Lynn Blazer-Martin, OTR, presenter, Del Mar, CA	May 17, 2002	
"A Tool to Understand Children and Construct Curriculum," Alise Shafer, presenter, San Diego, CA	September 8, 2001	Workshop on Documentation
Child Care Center Director's Workshop, presented by Licensing and CRS, Encinitas, CA	November 8, 2001	
Seminar with Margie Carter, Deb Curtis and Friends in Seattle WA	September, 2005	The Reggio Approach
"The Teacher As Storyteller: Observing, Documenting, and Communicating the Unfolding Events of Your Daily Curriculum" Margie Carter and Deb Curtis	February 24, 2001	
SDAEYC Reggio Roundtable Sponsored All Day Workshop at the University of San Diego	October, 2004	Organized and Attended this day for 200 Early Childhood Educators
"From Documentation to Curriculum Design" Dr. George Forman, The Evergreen School, Santa Monica, CA	October 21, 2000	
Summer Reggio Institutes in Boulder CO	July, 2003 July, 2004	
Many workshops and seminars on the Reggio Emilia Approach in Santa Monica, CA held at The Evergreen School, First Presbyterian Nursery School and The Growing Place	1999 - 2003	
Academic Courses Completed	Date	Relevance
Masters of Human Development , Pacific Oaks College Pasadena, CA	May, 2004	Emphasis on College Teaching and leadership in Education
Continuing Reflections on the Reggio Emilia Approach, UCSD, Alise Shafer and Mary Courtney EDUC 30799		
CD299, Grossmont College, Reggio Emilia Approach, 1 unit class, Mary Courtney, Instructor	March 1 - 20, 1999	
Professional Memberships	Date	Relevance
National Association for the Education of Young Children and its affiliates (Caeyc and SDAeyc)	1986 - present	

ADJUNCT FACULTY MEMBERS

Church Related Early Childhood Education Fellowship	1986 - present	
NAREA: North American Reggio Emilia Alliance	2000-present	
CA Community College Early Childhood Education Association	2001-present	
PQCC: Program Quality Consortium	1999-present	
Leadership Positions	Date	Relevance
President of San Diego Association for the Education of Young Children	July 1998 – June, 2004	
Other SDAEYC offices I have held: President Elect, Past President, Accreditation Chair, Nominations and Elections	1986 - Present	
President of the Church Related Early Childhood Association		
Organizer of the San Diego Reggio Roundtable	1998-Present	
CA Mentor Teacher Selection Committee	2002 - Present	
Director, La Jolla United Methodist Church Nursery School	1983 – Present	
Host monthly visits from UCSD Pediatric Residents during their Developmental/Behavioral Seminar under the direction of Dr. Martin Stein	ongoing	
Presenter about the Reggio Emilia Approach with Mary Courtney for ECE, Consortium sponsored	January, 2004	
Presenter at Connection Project: Learning Communities for All Children, Riverside County Office of Education	March 23, 2001	For Parents and Teachers of Children with Special Needs

NAME: Barbara Fletcher

Conference/Workshops	Date	Relevance
Early Years Conference	2000-2004	Maintain currency in the early childhood field
CSAC	2000-2001	" "
Mentor Workshop/Professional Growth Training	2000	" "
ECERS Training	2000	" "
SDAEYC Conference	2000,2002	" "
Reggio Workshop at Evergreen School	2000	" "
CAEYC Conference	2001-2003	" "
NAEYC Conference	2001 & 2003	" "
Challenging Behaviors & Directors Workshop	2002	" "
Leadership Symposium	2002-2003	" "

ADJUNCT FACULTY MEMBERS

NAME: Angie Gish

Conference/Workshops	Date	Relevance
California Association of Educators of Young Children (CAEYC)	3/2002-06	State association of educators. Presenter of workshops
National Association of Educators of Young Children (NAEYC)	3/2004	National conference : attended
Southwestern College Child Development Conference	2002-2006	Presenter of Art workshop
Adalante Mujer Conference – Sweetwater Union High School District	3/2003-2006	Presenter and organizer of child care
Day of The Child Celebration – City of Chula Vista	2002-2006	Organized and presented art activities for children
California Early Childhood Mentor Institute	2003-2005	Statewide conference of early childhood mentor teachers
Reggio Roundtable	2002-2006	Participated in workshops in the San Diego area
Reggio Conference : Evergreen School, Santa Monica	2/2005	Training with Alise Schafer
Early Childhood Environment Rating Scale Training	7/05	Participated in training with ECERS
Academic Courses Completed	Date	Relevance
Master's Degree in Human Development ; Specialization in College teaching Pacific Oaks College	Graduated 5/2006	Pacific Oaks training in diversity, social justice and anti-bias teaching practices.
Professional Memberships	Date	Relevance
National Association of Educators of Young Children	Member since 1982	
California Community College Early Childhood Educators	3/2006	State wide organization developing curriculum
North America Reggio Emilia Alliance	3/2005	Association with Reggio Emilia philosophy
Leadership Positions	Date	Relevance
California Early Childhood Mentor Teacher	9/1999-2006	Mentor teacher for practicum students
California Early Childhood Mentor Teacher Selection Committee	2003-present	Selection committee for mentor teachers
Staff Development Activities	Date	Relevance
Professional Development / Grossmont College	1/06, 8/06 1/07	

ADJUNCT FACULTY MEMBERS

Regional Occupational Program (ROP) / Sweetwater Union High School District Colloquium	5/2002-2006	
Campus Committees	Date	Relevance
Southwestern College Child Development Advisory	2002-2006	
Regional Occupational Program (ROP) Child Development Advisory	2002-2007	

NAME: Ellen Hahn

Conference/Workshops	Date	Relevance
Academic Integrity	Spring 2006	Addressed creating a climate of academic integrity; influencing ethical choices; defining it; values discussion; strategies for promoting academic integrity; preventing and detecting cheating and plagiarism; resources

NAME: Virginia Hartnett

Conference/Workshops	Date	Relevance
Great Teaching Seminar CCCECE	Jan. 2002	Strengthen teaching skills; maintain currency
SDAAYC Presenter	2000, 2002, 2003	Dissemination of information; maintain community affiliations
CAEYC Presenter	2002, 2003, 2007	Dissemination of information; maintain community affiliations
PIITC Modules I-IV	2002/2003	Maintain currency/certification as PIITC trainer
Professional Memberships	Date	Relevance
NAEYC, CAEYC, SDAEYC	On-going	Maintain currency
CCCECE	On-going	" "
Leadership Positions	Date	Relevance
Regional Affiliate Representative, CAEYC, representing Southern California	2004-2007	
Keynote committee chair, CAEYC Conference	2002	
College Liaison Chair	2002-2004	

ADJUNCT FACULTY MEMBERS

NAME: Lynn McKinley

Conference/Workshops	Date	Relevance
Microsoft Word Course (Adult Ed. 1 year long)	2003	Bolster computer skills
WebCT training for on-line courses	2002-2004	Improve on-line instruction
Brain Development	2003	Maintain currency

SABBATTICAL REPORT ABSTRACT

SONIA S. GAIANE

GROSSMONT COLLEGE

April 2006

The Little Boy and the Old Man

Said the little boy, "Sometimes I drop my spoon."

Said the little old man, "I do that too."

The little boy whispered, "I wet my pants."

"I do that too," laughed the little old man.

Said the little boy, "I often cry."

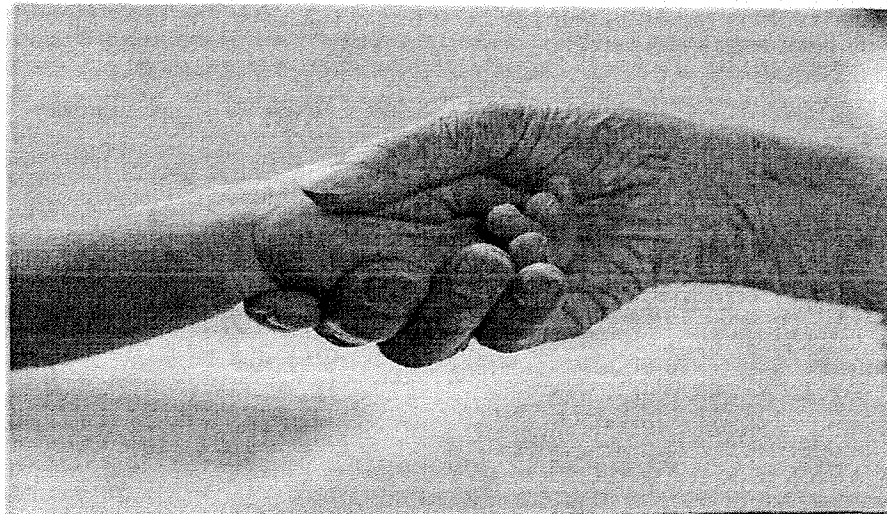
The old man nodded, "So do I."

"But worst of all," said the boy, "it seems grown-ups don't pay attention to me."

And he felt the warmth of a wrinkled old hand.

"I know what you mean," said the little old man.

(Shel Silverstein)



“There are only four kinds of people in this world: those who have been caregivers, those who currently are caregivers, those who will be caregivers and those who will need caregivers.”

Rosalynn Carter, 2002

Rosalynn Carter’s words sum up the reality facing all of us if we live long enough. Supported by improved health care and life conditions, there has been an old age population explosion. According to a U.S. Census Bureau report, commissioned by the National Institute on Aging (NIA), a component of the U.S. Department of Health and Human Services, “the face of aging in the United States is changing dramatically and rapidly” (65 + in the U.S., 2005). The report points to the following trends:

- Today’s older Americans are living longer, have lower rates of disability, many are highly educated and financially stable, representing a significant political force.
- The U.S. population age 65 and over is expected to double in size within the next 25 years.
- By 2030, almost one out of every five Americans (about 72 million people) will be 65 years or older.
- The age group 85 and older is now the fastest growing segment of the U.S. population.
- As the U.S. population as a whole, the 65 + population is growing more diverse. By 2030 an estimated 72% of older Americans will be non-Hispanic White, 11% Hispanic, 10% Black and 5% Asian.
- Changes in the American family, such as the rate of divorce, fewer children and more stepchildren will influence the availability of family support for future older generations.
- Three-quarters of the 10.5 million older Americans living alone in 2003 were women.
- People aged 65 and older vote in higher proportions than other age groups.

Based on these figures and on the fact that our children population is shrinking, I see an opportunity for Grossmont College to boost its enrollment by incorporating this growing slice of the population into the system. I propose that an intergenerational center be created on our campus.

The Child Development and Family Studies department, by the very nature of its mission and responsibilities would be the coordinator of this proposed intergenerational center. The facility would serve as an adult and child care center

and a laboratory for field work opportunities for several of our departments. I envision the following professional and academic possibilities:

- **Nursing Program:** the nursing program would have an additional place for its students to sharpen their basic health care skills, such as monitoring blood pressure and many other life saving practices.
- **Occupational Therapy:** the O.T. program would have a wealth of opportunities to develop its student's life enhancing skills, such as improving the rates of a person's activities of daily living (ADL).
- **Exercise Science and Wellness:** the program would be able to expand on its adaptive P.E. science to incorporate working with the aging population and its needs to keep active within appropriate limits.
- **Culinary Arts:** this department could produce invaluable information on nutritional menus designed to fit individual health and nutritional needs.
- **English:** a rich vein of inspiration would be waiting to be tapped and students could exercise their writing skills by interviewing the seniors for old stories, recalling historical events, folklore and developing reminiscence diaries that would benefit a senior's failing memory and empower a population that is often isolated.
- **Art:** the students would have an opportunity to develop interactive activities leading to venues of expression through drawing and painting, sculpture and photography.
- **Music:** music students would be able to share their talent through music therapy, reminiscing and creating musical fusions of the old and new.
- **Child Development and Family Studies:** as mentioned before in this report, the CD & FS department, by the very nature of its mission and responsibilities, would be the natural setting for turning this vision into reality.

In my search to find ways of bringing generations together I found an incredible wealth of ideas, programs and information. The rationale guiding these programs seems to be quite similar, converging on the "reciprocal needs directly linking seniors and children (Onegeneration Daycare, 2004)."

During my sabbatical I explored different intergeneration programs locally, throughout the San Diego County, including the documentation of Grossmont's very own *Seniors 4 Kids* volunteer program which brings seniors to our Child Development Center and to other schools in the community to enrich the children's language and literacy skills.

I also had the opportunity to observe the nationally acclaimed "Onegeneration" program in the Los Angeles area, which provides quality intergenerational care for adults and children in need of day care. This is a model program nationwide and it serves as an internship site for medical students in the Los Angeles area.

In Tokyo, Japan I had the opportunity to visit four different intergenerational programs:

Kotoen was a residential facility for older adults ranging from healthy, independent elderly individuals to bed-bound residents. During the day it also housed a day care for children under the age of five. The children and adults shared many daily activities including an exercise session in the morning, meals and story time in the afternoon. The children were free to go upstairs and visit the bed-ridden residents, but unfortunately it didn't naturally happen, as I was told by the center director.

Kamagaya City School and Community Center was an aging facility trying to adapt to the demographic challenges facing their community with shrinking numbers of children and large numbers of aging adults. The school opened its half-empty facilities to the community, encouraging different interest groups to take advantage of the available space. I had the opportunity to observe a group of senior women practicing an ancient form of dance. These same ladies shared their art with the young school population, while other groups of older community members interacted with the children creating fish ponds, vegetable gardens and ornamental gardens.

The Happy House Childcare Center, in the city of Tokyo itself, occupied a three storied building in a densely populated area, but once inside you felt you were in a place faraway in the old Japan. This is the exact feeling aimed to be created for the children attending this day care center. Large, airy rooms were filled with happy, bear footed children and teachers, including male teachers. The rooms faced an outdoor area with a small pond and creek. The elderly population was encouraged to share special traditions, holidays and celebrations with the children. There was a concerted effort to maintain the "old Japanese ways alive," in the words of its young male owner, the fourth generation to head the center.

Community Center in Tokyo: a most extraordinary experience came from visiting the center, where twice weekly, members of "*the way of the sword*," or "*kendo*" get together to teach the younger generations this ancient art form. Male and female,

young and old, groups of traditionally clad kendo fighters perpetuated this traditional form of martial arts.

My attempt to find intergenerational programs and centers in Brazil was not successful. I found many dynamic groups of elderly individuals enjoying their "Third Age," as these groups are called. Their social life seemed to be intense, and some did volunteer work at rest homes and hospitals, but the idea of bringing the generations together for mutual benefits in an organized fashion was not apparent.

In conclusion, I would like to end this report with the quest for an intergenerational center on the campus of Grossmont College. Such a center would affirm our college's mission on promoting and valuing diversity and on maintaining and engaging community relationships. It would also meet the college's educational objectives of providing vocational and career education courses.

RESOURCE MANUAL ON CHILD ABUSE AND FOSTER CARE ISSUES

**NORY BEHANA, CHILD DEVELOPMENT
CO-PROGRAM DIRECTOR, FOSTER AND KINSHIP CARE
EDUCATION PROGRAM
SPRING, 2004**

The goal of this sabbatical project was to increase the in-depth knowledge of child abuse and foster care issues by conducting research on the current status of foster parent training in California, compiling a manual with descriptions of curricula covering relevant topics and developing some curricula as gaps were noted.

In surveying the current status of foster care education throughout California, a connection was made with the California Department of Social Services and the Foster and Kinship Care Education Program of the Chancellor's Office of the California Community Colleges. They asked me to serve as facilitator of a statewide workgroup that was charged with surveying the current status of foster parent training in California due to a Federal audit that was recently conducted in our state. Their goals dovetailed perfectly with my sabbatical goal of conducting research on the current status of foster parent training in California.

Summaries of the data are included in this report. Also included is a letter sent by the State Department of Social Services and the California Community Colleges Chancellor's Office which thanks me for my research contribution to their effort to survey foster parent education in our state and develop learning outcomes to apply to future programs.

Please find the following materials to illustrate the work done on researching the status of foster and kinship parent training in California:

- **Letter recognizing work done on this issue written by the California Department of Social Services and the California Community Colleges Chancellor's Office.**
- **List of Draft Learning Outcomes that were developed by the workgroup Nory facilitated for the above agencies.**
- **Sample of the summary charts recording the data discovered through the survey process**
- **Sample of the various charts created for that workgroup to use in arriving at the learning outcomes to be recommended.**

The Curriculum Manual developed as a result of this sabbatical project was shared at the August meeting of the Child Development and Family Studies Department meeting/retreat in August, 2004. It will also be shared with all other Foster and Kinship Care Education Program Directors throughout California at the March 10-11, 2005 Conference to be held in Berkeley by the California Community Colleges Chancellor's Office.

The topic areas within the curriculum manual are as follows:

- **CHILD ABUSE**
 - Child Sexual Abuse
 - Child Physical Abuse
 - Drug Exposed Infants
 - Child Physical Neglect

- **FOSTER CARE**
 - Pre-Service Training
 - In-Service Training
 - Discipline
 - Attachment
 - Working with Birth Parents
 - Misc

- **KINSHIP CARE**
 - Pre-Service Training
 - In-Service Training
 - Discipline
 - Attachment
 - Working with Birth Parents
 - Misc

- **ADOPTION**
 - Pre-Service Training
 - In-Service Training
 - Discipline
 - Attachment
 - Working with Birth Parents
 - Misc

One important gap in curriculum available was in the area of attachment parenting. I worked with a committee of local adoption social workers and parents to develop a new curriculum in this area. The result is a curriculum including a power point presentation and Trainer's Manual to be used in an 18-hour class for parents who are fostering and/or adopting children with compromised attachments due to child abuse and neglect in their early years. This class has become a staple of the offerings of our local Foster, Adoptive and Kinship Care Education Program being offered some 8 times so far with classes scheduled regularly for the rest of 2005. This curriculum was shared in August, 2004 with the Child Development and Family Studies Department and will be the topic of a workshop to be presented at the Conference for the Foster and Kinship Care Education Program of the California Community Colleges Chancellor's Office in March, 2005.

Please find attached a sample of the handout for one of the three segments the Attachment Parenting curriculum created during this sabbatical period.

NORY BEHANA

**Instructor
Child and Family Development**

**Program Director
Foster, Adoptive and Kinship
Care Education Program**

SABBATICAL PROJECT

RESOURCE MANUAL ON CHILD ABUSE AND FOSTER CARE ISSUES

- * Research
- * Manual
- * Curriculum

RESEARCH

- Statewide surveys
- California Community College
Chancellor's Office
- California Dept of Social Services
- Federal Review
- I Facilitated Statewide Workgroup

RESULTS OF WORKGROUP RESEARCH

- 41 Learning objectives for
all foster care education in
California
- Letter from State DSS to all
counties to implement
- Met Federal Review goals

MANUAL

- Shared at Child and Family
Development meeting last
summer
- Will be on State
Chancellor's Office website
for Foster and Kinship Care
Education

CURRICULUM

ATTACHMENT PARENTING

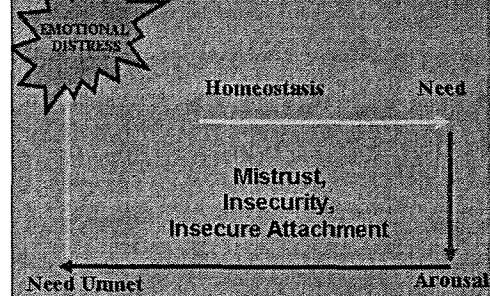
Children who have been
abused and neglected
have attachment problems

Attachment Parenting

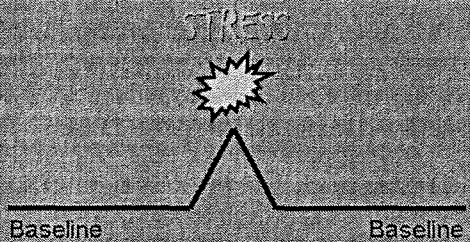
This curriculum is a product of the
GROSSMONT COLLEGE
FOSTER, ADOPTIVE AND KINSHIP CARE EDUCATION PROGRAM
IN COLLABORATION WITH
COUNTY OF SAN DIEGO MHSA

It is based upon a presentation in 2005 by Allison Davis, MEd, of the Kinship Center.
The Curriculum Committee consisted of: Nancy Behrns, FAACE Co-Program Director, Eddie Harshbarger, Foster, Adoptive and Kinship Parent, Waltrudo Diaz, Foster Home Licensing Training Coordinator, Barbara Wolfach, Adoption Social Worker, Lynn Whitman, Adoption Supervisor, Nancy North, Therapist and Foster and Kinship Parent. All of the curriculum members are also FAACE Trainers.

DISRUPTED Arousal/Relaxation Cycle

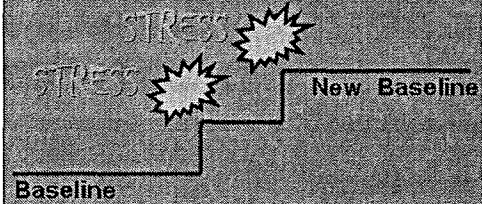


SITUATIONAL STRESS

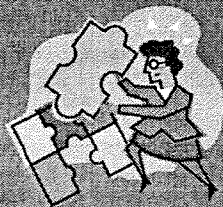


CHILDREN IN CHRONIC STRESS

Develop a higher baseline of stress hormones in their brains



DEVELOPMENTAL RE-PARENTING



CHILD WITH WEAPONS



The five-year old has as many needs as the infant.

The infant shows his needs by crying.



The older child shows his needs by his behaviors.



THE MISBEHAVIOR IS THE FLARE!!

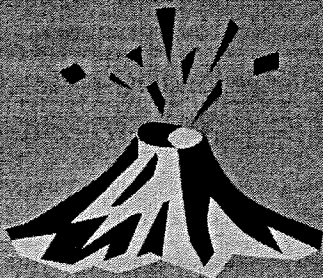
(I need help!)

THERAPEUTIC PARENTING

THE PARENT NEEDS TO JOIN THE CHILD IN HIS PAIN.

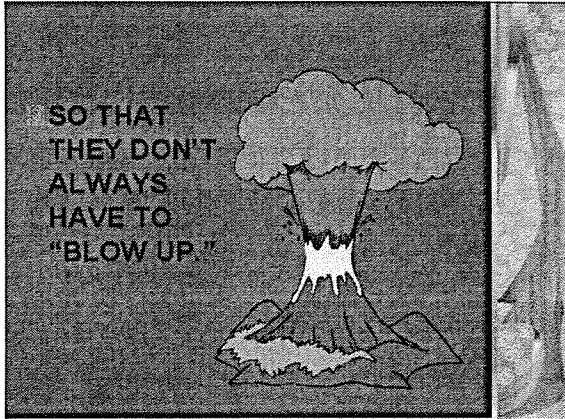


CHILDREN CAN BE LIKE A VOLCANO READY TO ERUPT



IT IS A GOOD IDEA TO HELP THEM CREATE "VENTS" TO LET OUT A LITTLE OF THE STEAM AT A TIME.





**San Diego County
Adoptions now
recommends this
class for parents
adopting an older
child**

MARCH, 2005

■ **The ATTACHMENT
PARENTING curriculum was
shared in a workshop at the
California Community
Colleges Foster and Kinship
Care Education Annual
Training Conference**

QUESTIONS?

Report on Sabbatical Leave for Sheridan DeWolf

Spring Semester, 2003

Summary

From the time the proposal was approved and the time my sabbatical began several factors changed, resulting in a change in the scope and objectives of my project. Lois Knowlton's retirement, Barbara Chernovsky's illness and a reprioritization of the master plan for facilities have caused the tabling of the plan for an intergenerational facility. This is still a long term goal of the department. We are still working on curriculum but most likely a facility will not occur during my career at Grossmont.

In January, my father's health took a downturn, resulting in a diagnosis of congestive heart failure. While I helped him work through the VA health care system, I was unable to make the commitments to the longer term out of town travel and internships as in the original proposal. I revised my travel schedule to delete the work with the Wrigley Institute and North Carolina, substituting more of a focus on California sites. Through this period, I was able to visit senior care facilities, including the California Veteran's Homes in Chula Vista and Barstow and talk to many people about intergenerational care and programs for elders. Upon my return I was able to collaborate with our department to secure a \$125,000 intergenerational grant through the First Five Commission.

I completed the Natural History Museum training and attend workshops on creating natural habitats for wildlife at school sites through the National Wildlife Foundation. This information will be used as we revise and update the CD 127 course outlines.

Staying closer to home, I visited the infant toddler demonstration sites for the PITC program including, Santa Rosa Junior College, American River College, Citrus College, Chabot College, and Cabrillo College. The results of this trip are documented in a web site on the PITC.org web page. I also visited the programs at Sonoma State University, and Orange Coast College, and a park at the Berkeley Marina with a special eye towards some innovative things they were doing with playgrounds and outdoor space. I was invited to do a staff training at Modesto Junior College and also visited their program.

By April, my father's health was stabilized and I was able to attend a one week study tour of the Reggio Emilia infant toddler programs in Northern Italy. This was an incredible opportunity to study an internationally known child care program. I was especially interested in their use of space and urban planning with child care centers placed in park areas surrounded by community gardens and apartment complexes.

In the fall of this year, a follow up conference was held, providing the chance for participants to reflect on their experience in Italy. I have also participated as a presenter at the Special Seminar on Implementing PITC at Community Colleges in the fall of 03 and again in March of this year.

Implications for Individual Growth

Probably the best gift I received from this sabbatical was the opportunity to visit like programs throughout the state and in Italy. I have been in meetings and at conferences with many of these people throughout my career, but seeing their programs in operation provided a clearer view of what they have accomplished and provided concrete measures by which to compare our program.

Implications for the Discipline

Environments for children have received increasing attention. The Italian approach uses light design perspectives different from traditional child care programs in the United States. Some of the centers I visited were designed specifically for child care, others were renovations and remodels. Very few have taken innovative approaches to landscaping and outdoor environment. This is an area that is wide open for research and change. Our department is undergoing review of our course outlines for all classes, but in particular, work done on my sabbatical will affect Cd 127, Math and Science, CD 123 Introduction to Program and Curriculum, CD 137 Administration of Programs for Young Children as well as influence planning for the Child Development Center.

Contribution to Educational Goals of the District

District educational goals are dependent on funding. My visits to other campus programs were conducted while the past governor was trying to balance an out of control budget. I was in Sacramento and surrounding areas at a time when community colleges students and other groups were marching to defend their programs. I was able to meet with various colleagues to discuss strategies and options in these tight budget times. I was also able to discuss curriculum and child care service content and delivery methods that I have been able to put into practice in our lab school and my classes.

Supporting Material

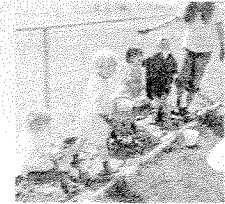
The web site for demonstration sites is waiting for approval from the sites. We meet on March 26 and the site should be up after that. The web address is www.PITC.org, under PITC in Action, Demonstration Sites.

Natural Environments for Children and Seniors

Sabbatical Project by
Sheridan DeWolf, Spring 2003

The Project

- Natural History
- Natural Environments
- Applications for Infant Toddler and Preschool Programs
- Implications for Intergenerational Programs



SAN DIEGO NATURAL HISTORY MUSEUM
Your Nature Connection

Natural History of San Diego



Geology
Habitats
Animals
Plant Life
Birds



Conservation and
Habitat Restoration

San Diego Bird Festival

- Workshops
- Field trips
- Resources



Schoolyard Habitats



*schoolyard
habitats*

Registering playgrounds as
wildlife habitats.




Intergenerational


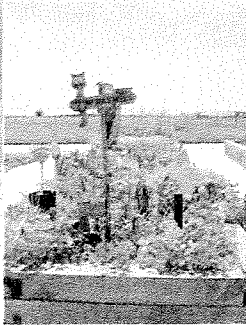
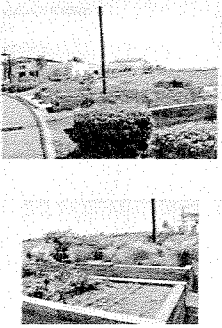
- ONE Intergenerational Day Care
 - Van Nuys California
- Seniors4Kids Project
 - www.sunflowered.com/Seniors4Kids



Veteran's Homes of California

Barstow, Yountville, Chula Vista







Reggio Emilia, Italy

- Special tour for the Program for Infant Toddler Caregivers

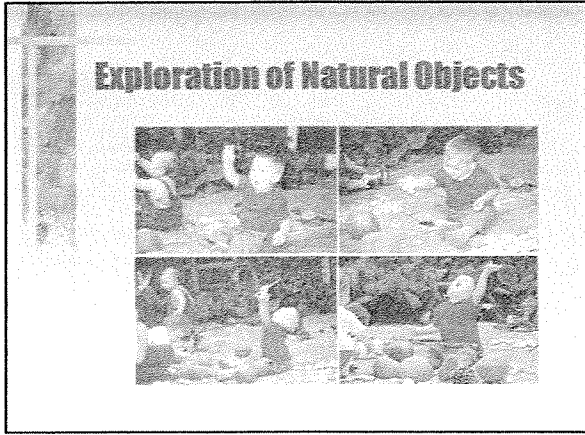
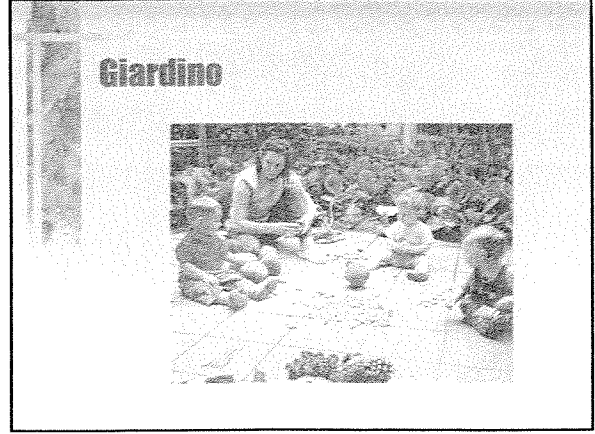
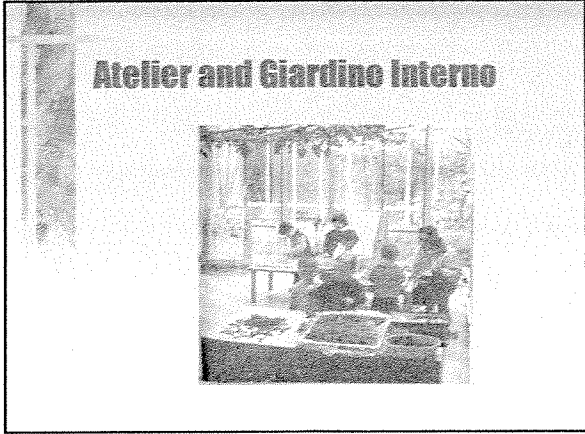


Municipal system of childcare

Nido d'infanzia Haiku

"The snow melts in the village-crowds of children"

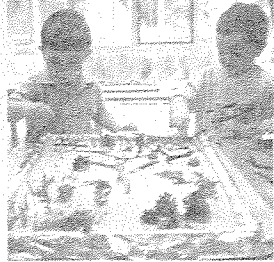


I Giardini

I giardini sono...
il posto
delle ombre, degli alberi,
paurosi, degli alberi azzurri e
dei sassi belli

Michelle, 2 $\frac{1}{2}$

... create and recreate the experience...

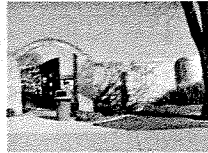


...and return to the park to share with the community.

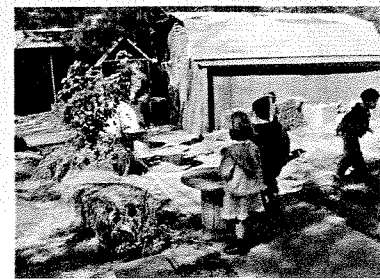


Modesto College

- Staff Development addressing change
- Older lab school and new modular buildings

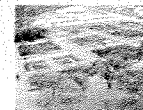


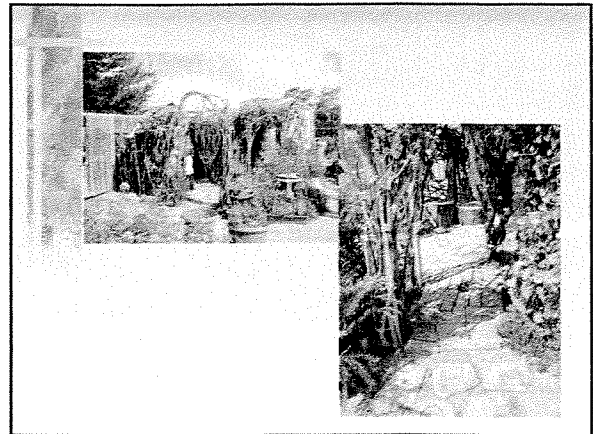
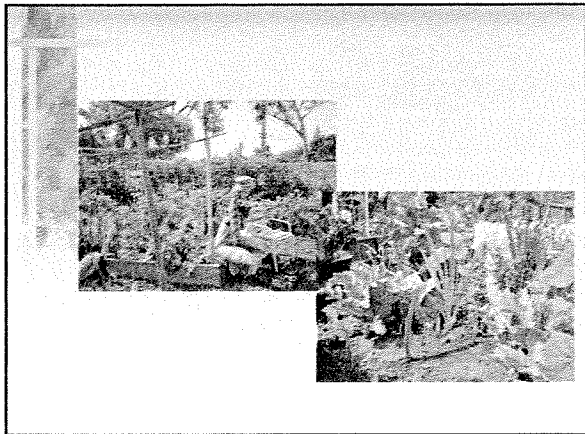
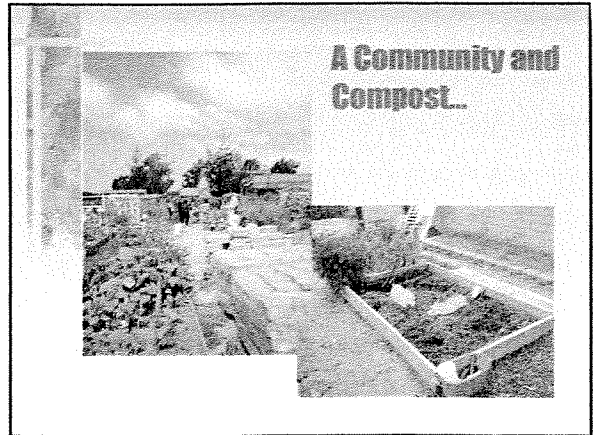
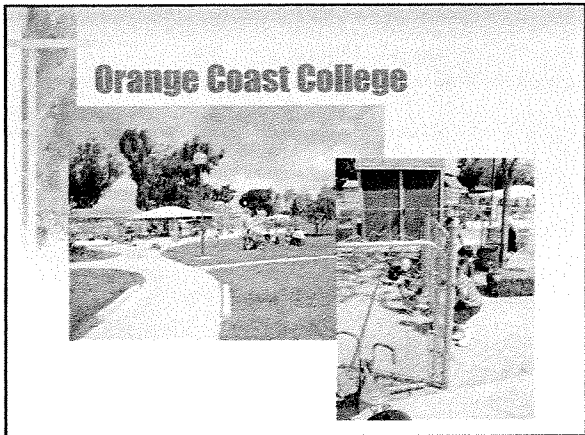
Sonoma State University



Copia

- American Center for Wine, Food and the Arts
- Edible Gardens





**Program for Infant Toddler
Caregivers**

Citrus College
Santa Rosa Junior College
Chabot College
American River College
Cabrille College

www.PITC.org

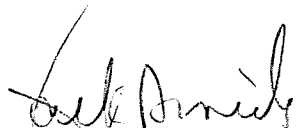
APPENDIX 11:
DEPARTMENT
EQUIVALENCIES

EQUIVALENCY FOR CHILD DEVELOPMENT

Master's degree in Child Development, Early Childhood Education, Human Development, Home Economics/Family and Consumer Studies with a specialization in Child Development/Early Childhood Education, Educational Psychology with a specialization in Child Development/Early Childhood Education

OR Bachelor's in any of the above AND Masters in social work, educational supervision, elementary education, special education, psychology, bilingual/bicultural education, life management/home economics, family life studies, or family and consumer studies


OR Master's degree in a related field and demonstrated five years experience working in child and/or family related programs.



Approved: Jack Daniels
Vice President, Academic Affairs

1/13/97

Date



Sheridan DeWolf
Chair, Child Development

1/10/97

Date

APPENDIX 12:
SUBJECT
WSCH
ANALYSIS
REPORT

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH	EARNED WSCH	WSCH/FTEF	% OF MAX
				MAX						
				WSCH/FTEF						
BUS	216	.566	200.00	353.35	135.00	238.51	112.00	67.50		
BUS	250	.200	150.00	750.00	87.00	435.00	58.00			
BUS	253	.200	150.00	750.00	123.00	615.00	82.00			
BUS	258	.200	96.00	480.00	81.00	405.00	84.37			
*****	BUS	13.270	8244.00	621.25	6154.00	463.75	74.64			
CA	166	.067	25.00	373.13	28.00	417.91	112.00			
*****	CA	.067	25.00	373.13	28.00	417.91	112.00			
CD	109	.150	66.00	440.00	30.00	200.00	45.45			
CD	111	.150	66.00	440.00	54.00	360.00	81.81			
CD	123	.200	108.00	540.00	87.00	435.00	80.55			
CD	124	.200	135.00	675.00	81.00	405.00	60.00			
CD	125	2.400	1884.00	785.00	1536.00	640.00	81.52			
CD	126	.600	405.00	675.00	234.00	390.00	57.77			
CD	127	.200	135.00	675.00	135.00	675.00	100.00			
CD	128	.200	135.00	675.00	123.00	615.00	91.13			
CD	129	.400	270.00	675.00	171.00	427.50	63.78			
CD	130	.200	111.00	555.00	93.00	465.00	83.77			
CD	131	.600	405.00	675.00	234.00	390.00	57.77			
CD	132	.200	66.00	330.00	66.00	330.00	72.88			
CD	137	.200	135.00	675.00	147.00	735.00	98.00			
CD	141	.200	135.00	675.00	81.00	405.00	60.00			
CD	145	.200	111.00	555.00	45.00	225.00	40.54			
CD	299	.200	135.00	675.00	117.00	585.00	86.66			
*****	CD	6.500	4452.00	684.92	3282.00	504.92	73.71			
CS	105	.849	600.00	706.71	515.00	606.59	85.78			
CS	110	5.950	3864.00	649.41	3276.00	550.58	84.78			
CS	112	.800	300.00	375.00	270.00	337.50	90.00			
CS	113	.600	216.00	360.00	210.00	350.00	97.22			
CS	114	.283	200.00	706.71	165.00	583.03	82.75			
CS	115	.800	144.00	411.42	126.00	350.00	87.50			
CS	119	.350	372.00	411.00	297.00	371.25	93.75			
CS	132	.284	120.00	422.53	112.50	396.12	93.43			
CS	134	.849	390.00	459.36	380.00	447.58	97.50			
CS	135	.283	120.00	424.02	120.00	424.02	100.00			
CS	136	.350	120.00	424.02	120.00	424.02	100.00			
CS	140	.217	144.00	411.42	120.00	424.02	100.00			
CS	141	.200	104.00	419.26	140.00	484.33	103.36			
CS	151	1.000	438.00	479.00	309.00	409.33	93.45			
CS	151D	.350	144.00	431.42	137.14	437.14	97.33			
CS	165	.266	148.00	556.39	102.00	383.27	68.91			
CS	172	.133	100.00	751.87	38.00	285.71	38.00			
CS	173B	.133	200.00	1503.75	68.00	511.27	34.00			
CS	174B	.133	100.00	750.00	50.00	375.00	50.00			
CS	175B	.200	150.00	750.00	63.00	315.00	42.00			
CS	177A	.350	144.00	411.42	138.00	394.28	95.83			
CS	190	.167	72.00	431.13	18.71	520.28	120.83			

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES
 *** POSITIVE ATTENDANCE ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 299	210500	.093			37.88	403.83	3788.00
*****	AOJ				37.88	403.83	3788.00
CD 299	130510	.134	95.00	708.95	45.00	335.82	47.36
*****	CD				45.00	335.82	47.36
CSIS185A	070300	.066	24.00	363.63	10.00	151.51	41.66
CSIS186A	070300	.033	12.00	363.63	5.00	151.51	41.66
*****	CSIS				15.00	151.51	41.66

***** BUSINESS AND PROFESSIONAL STUDIES *****

.326 131.00 400.85 97.88 299.51 74.71

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
AOJ 102 210500	.364	112.00	307.10	91.00	249.52	81.25
AOJ 103 210500	.470	190.97	406.31	109.13	232.19	57.14
AOJ 200 210500	.200	135.00	675.00	60.00	300.00	44.44
***** AOJ	1.034	437.97	423.28	260.13	251.40	59.39
BOT 299 051400	.067	30.00	447.76	4.00	59.70	13.33
***** BOT	.067	30.00	447.76	4.00	59.70	13.33
BUS 120 050200	.267	100.00	374.53	86.00	322.09	86.00
BUS 121 050200	.267	100.00	374.53	112.00	419.47	112.00
BUS 164 051400	.133	60.00	451.12	34.00	255.63	56.66
BUS 251 050990	.133	60.00	451.12	64.00	481.20	106.66
BUS 299 051400	.233	186.75	801.50	29.00	124.46	15.52
***** BUS	1.033	506.75	490.56	325.00	314.61	64.13
CA 163 130630	.067	25.00	373.13	30.00	447.76	120.00
***** CA	.067	25.00	373.13	30.00	447.76	120.00
CD 101 130510	.067	30.00	447.76	16.25	242.53	54.16
CD 125 130510	.200	105.00	525.00	99.00	495.00	94.28
CD 131 130510	.200	202.50	1012.50	112.50	562.50	55.55
CD 148 130510	.200	135.00	675.00	90.00	450.00	66.66
CD 299 130510	.166	112.22	676.02	87.27	525.72	77.76
***** CD	.833	584.72	701.94	405.02	486.21	69.26
CSIS142 070300	.266	96.00	360.90	84.00	315.78	87.50
CSIS143 070300	.266	96.00	360.90	62.00	233.08	64.58
CSIS145 070300	.133	48.00	360.90	26.00	195.48	54.16
CSIS174B 070300	.133	48.00	360.90	46.00	345.86	95.83
CSIS274B 070300	.266	148.00	556.39	56.00	210.52	37.83
CSIS275B 070300	.133	100.00	751.87	28.00	210.52	28.00
***** CSIS	1.197	536.00	447.78	302.00	252.29	56.34
HESC110 219900	.200	75.00	375.00	46.50	232.50	62.00
HESC299 219900	2.050	791.25	385.97	593.44	289.48	75.00
***** HESC	2.250	866.25	385.00	639.94	284.41	73.87
NURS223 120300	3.016	680.00	225.41	660.00	218.78	97.05
NURS225 120300	3.116	724.50	232.45	736.00	236.14	101.58
NURS299 120300	.268	80.00	298.50	55.00	205.22	68.75
***** NURS	6.401	1484.50	231.90	1451.00	226.67	97.74
RESP112 121000	.450	120.00	266.66	48.00	106.66	40.00
***** RESP	.450	120.00	266.66	48.00	106.66	40.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 280	130630	.067	20.00	298.50	20.00	298.50	100.00
CA 299	130630	.200	90.00	450.00	81.00	405.00	90.00
CA		.267	110.00	411.98	101.00	378.27	91.81
CD 106	130510	.150	66.00	440.00	51.00	340.00	77.27
CD 112	130510	.150	60.00	400.00	51.00	340.00	85.00
CD 1123	130510	.200	135.00	675.00	81.00	405.00	60.00
CD 1125	130510	2.400	1944.00	810.00	1275.00	531.25	65.58
CD 1126	130510	.400	2270.00	675.00	189.00	472.50	84.44
CD 1127	130510	.400	2270.00	675.00	189.00	472.50	70.00
CD 1128	130510	.400	135.00	675.00	123.00	615.00	91.11
CD 1129	130510	.200	270.00	675.00	108.00	442.50	65.55
CD 1130	130510	.200	150.00	675.00	108.00	442.50	72.00
CD 1131	130510	.200	405.00	675.00	321.00	535.00	79.25
CD 1134	130510	.400	261.00	652.50	222.00	555.00	85.00
CD 1136	130510	.200	150.00	750.00	123.00	615.00	82.00
CD 1138	130510	.200	108.00	540.00	111.00	555.00	57.77
CD 1141	130510	.200	135.00	675.00	78.00	390.00	57.77
CD 1143	130510	.200	108.00	540.00	48.00	240.00	44.44
CD 1145	130510	.200	108.00	540.00	96.00	480.00	88.88
CD 1199	130510	.200	21.00	540.00	30.00	30.00	72.00
CD		6.500	4596.00	707.07	3312.00	509.53	72.06
CSIS1105	070300	1.132	720.00	636.04	595.00	525.61	82.63
CSIS1110	070300	.600	3684.00	657.85	3018.00	538.92	81.92
CSIS1112	070300	.800	3336.00	420.00	2273.00	341.25	81.25
CSIS1113	070300	.600	216.00	360.00	207.00	345.00	95.83
CSIS1114	070300	.283	220.00	706.71	115.00	406.36	57.50
CSIS1115	070300	.350	144.00	411.42	132.00	377.14	91.50
CSIS1119	070300	.600	1276.00	460.00	240.00	400.00	86.95
CSIS1122	070300	.284	120.00	422.53	92.50	325.70	77.08
CSIS1132	070300	.566	240.00	422.02	270.00	477.03	112.50
CSIS1135	070300	.283	120.00	424.02	195.00	424.02	100.00
CSIS1136	070300	.283	120.00	424.02	195.00	424.02	100.00
CSIS1138	070300	.283	120.00	424.02	195.00	424.02	100.00
CSIS1140	070300	.350	144.00	411.42	126.00	360.00	87.50
CSIS1141	070300	.217	96.00	447.39	76.00	350.23	79.16
CSIS1151	070300	.800	366.00	457.50	288.00	360.00	78.58
CSIS1152	070300	.350	144.00	411.42	54.00	154.28	37.50
CSIS1155	070300	.266	148.00	556.39	96.00	360.90	64.86
CSIS1172	070300	.133	100.00	751.87	28.00	210.52	28.00
CSIS1173	070300	.200	150.00	750.00	75.00	375.00	50.00
CSIS1177	070300	.350	144.00	411.42	138.00	394.28	95.83
CSIS1195	070300	.178	90.00	404.49	93.00	322.47	78.16
CSIS1196	070300	.178	90.00	404.49	93.00	322.47	78.16
CSIS1199	070300	.200	120.00	450.00	90.00	450.00	100.00
CSIS1220	070300	.200	72.00	360.00	66.00	330.00	91.66
CSIS1251	070300	.200	72.00	360.00	66.00	330.00	91.66
CSIS1280	070300	.133	60.00	451.12	68.00	511.27	113.33
CSIS1289	070300	.700	288.00	411.42	282.00	402.85	97.91

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** POSITIVE ATTENDANCE ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
AOJ 250A	210500	.100	37.50	37.50	375.00	375.00	19.50	195.00	195.00	52.00
AOJ 250B	210500	.100	60.00	60.00	600.00	600.00	37.50	375.00	375.00	62.50
AOJ 262A	210500	.067	33.75	33.75	503.73	503.73	10.50	156.71	156.71	31.11
*****	AOJ	.267	131.25	131.25	491.57	491.57	67.50	252.80	252.80	51.42
CD 299	130510	.133	67.50	67.50	507.51	507.51	30.50	229.32	229.32	45.18
*****	CD	.133	67.50	67.50	507.51	507.51	30.50	229.32	229.32	45.18
HESC112	219900	.084	60.00	60.00	714.28	714.28	34.50	410.71	410.71	57.50
*****	HESC	.084	60.00	60.00	714.28	714.28	34.50	410.71	410.71	57.50
NURS117	120300	.099	52.50	52.50	530.30	530.30	50.50	510.10	510.10	96.19
*****	NURS	.099	52.50	52.50	530.30	530.30	50.50	510.10	510.10	96.19
***** BUSINESS AND PROFESSIONAL STUDIES *****										
		.583	311.25	311.25	533.87	533.87	183.00	313.89	313.89	58.79

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	101	210500	157.50	504.64	125.00	400.51	79.36
AOU	104	210500	759.38	764.19	236.25	237.74	31.11
AOU	199	210500	1.13	1.13	1.13	1.13	100.00
AOU	250C	210500	37.50	375.00	28.50	285.00	76.00
AOU	250C	210500	955.51	679.69	390.88	278.04	40.90
BOT	124	051400			14.00	14.00	1400.00
BUS	086	051400	15.00	55.97	12.00	44.77	80.00
BUS	120	050200	200.00	749.06	208.00	779.02	104.00
BUS	121	050200	200.00	749.06	176.00	659.17	88.00
BUS	164	051400	60.00	451.12	32.00	240.60	53.33
BUS	252	050900	72.00	720.00	52.50	525.00	72.91
BUS	252	050900	100.00	751.87	66.00	496.24	66.00
BUS	257	050990	72.00	720.00	51.00	510.00	70.83
BUS	257	050990	719.00	567.03	597.50	471.21	83.10
CA	163	130630	35.00	522.38	36.00	537.31	102.85
CA	166	130630	35.00	522.38	34.00	507.46	97.14
CD	103	130510	22.00	328.35	18.00	268.65	81.81
CD	125	130510	315.00	787.50	249.00	622.50	79.04
CD	127	130510	135.00	675.00	114.00	570.00	84.44
CD	128	130510	1335.00	675.00	129.00	645.00	95.55
CD	299	130510	237.38	749.77	97.50	307.95	41.07
CD	299	130510	844.38	713.39	607.50	513.26	71.94
CSIS	142	070300	108.00	270.67	108.00	270.67	100.00
CSIS	143	070300	108.00	270.67	88.00	220.55	81.48
CSIS	144	070300	36.00	270.67	20.00	150.37	55.55
CSIS	145	070300	36.00	270.67	30.00	225.56	83.33
CSIS	174B	070300	148.00	556.39	54.00	203.00	36.48
CSIS	175B	070300	110.00	751.87	44.00	330.82	44.00
CSIS	274B	070300	98.00	368.42	43.00	161.65	43.87
CSIS	275B	070300	100.00	751.87	40.00	300.75	40.00
CSIS	299	070300	734.00	355.96	30.00	150.00	3000.00
CSIS	299	070300	734.00	355.96	457.00	221.62	62.26
CVTE	225	121300	69.00	460.00	51.00	340.00	73.91
CVTE	225	121300	69.00	460.00	51.00	340.00	73.91
HESC	150	219900	60.00	300.00	28.50	142.50	47.50
HESC	150	219900	60.00	300.00	28.50	142.50	47.50
NURS	133	120300	384.00	241.06	351.60	220.72	91.56
NURS	135	120300	384.00	227.75	345.60	204.98	90.00
NURS	137	120300	384.00	227.97	351.60	208.73	91.56

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** NON CREDIT CLASSES***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 001 130510 ***** CD		39.38 39.38	39.38 39.38	25.88 25.88	25.88 25.88	65.71 65.71
NURS097 120300 ***** NURS	1.181 1.181	360.00 360.00	304.74 304.74	268.00 268.00	226.86 226.86	74.44 74.44

***** BUSINESS AND PROFESSIONAL STUDIES *****

1.181	399.38	338.08	293.88	248.77	73.58
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DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** POSITIVE ATTENDANCE ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 166 130630 ***** CA	.067 .067	40.00 40.00	597.01 597.01	17.00 17.00	253.73 253.73	42.50 42.50	
CD 299 130510 ***** CD	.033 .033	22.50 22.50	681.81 681.81	14.50 14.50	439.39 439.39	64.44 64.44	

***** BUSINESS AND PROFESSIONAL STUDIES *****

.100	62.50	625.00	31.50	315.00	50.40
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DIVISION - BUSINESS AND PROFESSIONAL STUDIES *** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU	102	210500	144.00	500.86	85.50	297.39	59.37
AOU	103	210500	226.41	513.86	109.97	249.59	48.57
AOU	110	210500	150.00	750.00	81.00	405.00	54.00
AOU	240	210500	118.13	590.65	44.63	223.15	37.78
AOU	262B	210500	50.00	746.26	21.00	253.73	34.00
AOU	262C	210500	50.00	746.26	18.00	313.43	42.00
AOU	262D	210500	50.00	746.26	18.00	268.65	36.00
AOU	262D	210500	50.00	746.26	18.00	268.65	36.00
AOU	262D	210500	50.00	746.26	18.00	268.65	36.00
*****	AOU	1.329	788.54	593.28	377.10	283.72	47.82
BOT	101A	051400			243.00	745.39	24300.00
*****	BOT	.326			243.00	745.39	24300.00
BUS	120	050200	100.00	374.53	90.00	337.07	90.00
BUS	121	050200	100.00	374.53	90.00	337.07	90.00
BUS	128	050100	96.00	384.00	69.00	276.00	71.87
BUS	164	051400	30.00	225.56	28.00	210.52	93.33
BUS	251	050990	60.00	451.12	58.00	436.09	96.66
*****	BUS	1.050	386.00	357.61	335.00	319.04	86.78
CA	163	130630	25.00	373.13	19.00	283.58	76.00
*****	CA	.067	25.00	373.13	19.00	283.58	76.00
CD	125	130510	105.00	525.00	78.00	390.00	74.28
CD	129	130510	135.00	675.00	111.00	555.00	82.22
CD	148	130510	135.00	675.00	111.00	555.00	82.22
CD	168	130510	40.00	597.01	35.00	522.38	87.50
CD	169	130510	45.00	671.64	35.00	522.38	77.77
CD	299	130510	204.72	682.40	192.24	640.80	93.90
*****	CD	1.034	664.72	642.86	565.24	546.65	85.03
CSIS	105	070300	96.00	360.90	32.00	240.60	66.66
CSIS	132	070300	96.00	360.90	32.00	240.60	66.66
CSIS	142	070300	96.00	360.90	32.00	240.60	66.66
CSIS	143	070300	96.00	360.90	32.00	240.60	66.66
CSIS	144	070300	96.00	360.90	32.00	240.60	66.66
CSIS	145	070300	96.00	360.90	32.00	240.60	66.66
CSIS	174B	070300	48.00	360.90	32.00	240.60	66.66
CSIS	186A	070300	100.00	375.93	11.50	348.48	1150.00
CSIS	186B	070300	100.00	375.93	11.50	348.48	1150.00
CSIS	274B	070300	100.00	375.93	11.50	348.48	1150.00
CSIS	275B	070300	100.00	375.93	11.50	348.48	1150.00
CSIS	299	070300	100.00	375.93	11.50	348.48	1150.00
*****	CSIS	2.429	588.00	242.07	176.30	319.59	132.02
HESCI	110	219900	75.00	375.00	84.00	420.00	112.00
HESCI	150	219900	75.00	375.00	84.00	420.00	112.00
HESCI	299	219900	75.00	375.00	84.00	420.00	112.00
*****	HESCI	1.425	562.50	394.73	481.50	337.89	85.60

SK0571-11
 RUN ON: 02/16-2003 08:27:12
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

GROSSMONT COLLEGE
 SUBJECT WSCH A. LYSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
CA 299	130630	:200	90.00	90.00	450.00	450.00	72.00	360.00	360.00	80.00
CA		:267	110.00	110.00	411.98	411.98	100.00	374.53	374.53	90.90
CD 101	130510	.067	30.00	30.00	447.76	447.76	21.00	313.43	313.43	70.00
CD 109	130510	.150	15.00	15.00	100.00	100.00	15.00	100.00	100.00	100.00
CD 112	130510	.150	60.00	60.00	400.00	400.00	36.00	240.00	240.00	60.00
CD 125	130510	2.400	1725.00	1725.00	718.75	718.75	1359.00	566.25	566.25	78.78
CD 126	130510	.400	270.00	270.00	675.00	675.00	255.00	637.50	637.50	94.44
CD 127	130510	.400	135.00	135.00	675.00	675.00	129.00	645.00	645.00	95.55
CD 129	130510	.200	270.00	270.00	675.00	675.00	225.00	562.50	562.50	83.33
CD 130	130510	.200	150.00	150.00	750.00	750.00	132.00	660.00	660.00	88.00
CD 131	130510	.600	405.00	405.00	675.00	675.00	324.00	540.00	540.00	80.00
CD 132	130510	.200	60.00	60.00	300.00	300.00	51.00	255.00	255.00	85.00
CD 134	130510	.200	150.00	150.00	750.00	750.00	96.00	480.00	480.00	64.00
CD 136	130510	.200	135.00	135.00	675.00	675.00	54.00	270.00	270.00	40.00
CD 141	130510	.200	135.00	135.00	675.00	675.00	99.00	495.00	495.00	73.33
CD 143	130510	.200	150.00	150.00	750.00	750.00	129.00	495.00	495.00	86.00
CD 145	130510	.200	108.00	108.00	540.00	540.00	60.00	300.00	300.00	55.55
CD 160	130510	.400	240.00	240.00	600.00	600.00	186.00	465.00	465.00	77.50
CD 299	130510	.200	111.00	111.00	555.00	555.00	178.00	390.00	390.00	70.27
CD		6.367	4149.00	4149.00	651.64	651.64	3249.00	510.28	510.28	78.30
CSIS105	070300	.849	600.00	600.00	706.71	706.71	345.00	406.36	406.36	57.50
CSIS110	070300	.900	3210.00	3210.00	655.10	655.10	2526.00	515.51	515.51	78.69
CSIS113	070300	.600	264.00	264.00	440.00	440.00	177.00	295.00	295.00	67.40
CSIS114	070300	.283	200.00	200.00	706.71	706.71	70.00	247.34	247.34	35.00
CSIS119	070300	.600	252.00	252.00	420.00	420.00	174.00	290.00	290.00	69.84
CSIS132	070300	.142	60.00	60.00	422.53	422.53	57.50	404.02	404.02	82.43
CSIS134	070300	.566	370.00	370.00	653.71	653.71	305.00	538.02	538.02	75.00
CSIS135	070300	.283	120.00	120.00	424.02	424.02	90.00	318.02	318.02	66.66
CSIS136	070300	.283	120.00	120.00	424.02	424.02	85.00	282.68	282.68	66.66
CSIS137	070300	.283	120.00	120.00	424.02	424.02	85.00	300.69	300.69	70.83
CSIS138	070300	.350	120.00	120.00	424.02	424.02	110.00	388.69	388.69	91.66
CSIS140	070300	.200	144.00	144.00	411.42	411.42	66.00	188.57	188.57	45.83
CSIS151A	070300	.800	366.00	366.00	360.00	360.00	300.00	360.00	360.00	100.00
CSIS151D	070300	.200	72.00	72.00	457.50	457.50	72.00	375.00	375.00	81.90
CSIS160	070300	.350	144.00	144.00	411.42	411.42	54.00	270.00	270.00	75.00
CSIS190	069900	.200	72.00	72.00	360.00	360.00	96.00	274.28	274.28	66.66
CSIS195	070300	.178	72.00	72.00	404.49	404.49	78.00	438.20	438.20	108.33
CSIS220	070300	.200	90.00	90.00	450.00	450.00	36.00	180.00	180.00	40.00
CSIS251A	070300	.200	72.00	72.00	360.00	360.00	36.00	270.00	270.00	75.00
CSIS270	070300	.133	60.00	60.00	451.12	451.12	54.00	406.01	406.01	97.33
CSIS280	070300	.700	288.00	288.00	411.42	411.42	282.00	342.85	342.85	83.33
CSIS293	070300	.350	144.00	144.00	411.42	411.42	160.00	171.42	171.42	41.66
CSIS296	070300	.400	144.00	144.00	360.00	360.00	105.00	262.50	262.50	72.91
CSIS299	070300	.14	7614.00	7614.00	533.08	533.08	5639.50	394.84	394.84	74.06

*** CD CSIS

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU 100	210500	.208	116.44	559.80	116.44	559.80	100.00
AOU 101	210500	.083	37.03	446.14	31.11	374.81	84.01
AOU 104	210500	.966	718.88	743.64	175.73	181.78	24.44
AOU 110	210500	.200	150.00	750.00	84.00	420.00	56.00
AOU 199	210500	.100	1.50	1.50	1.50	1.50	100.00
AOU 250B	210500	.100	60.00	600.00	39.00	390.00	65.00
AOU 262A	210500	.067	45.00	671.64	13.00	194.02	28.88
AOU *****	AOU	1.624	1128.85	694.80	460.78	283.60	40.81
BOT 101A	051400	.163			111.00	680.98	11100.00
BOT 102	051400	.163			3.00	3.00	300.00
BOT *****	BOT	.163			114.00	699.38	11400.00
BUS 086	051400	.536	22.50	41.97	79.50	148.32	353.33
BUS 120	050200	.267	200.00	749.06	184.00	689.13	92.00
BUS 121	050200	.267	200.00	749.06	168.00	629.21	84.00
BUS 252	050900	.100	72.00	720.00	51.00	510.00	70.83
BUS 256	050990	.133	68.75	516.91	37.13	279.17	54.00
BUS 257	050990	.100	36.00	360.00	26.25	262.50	72.91
BUS *****	BUS	1.403	599.25	427.12	545.88	389.08	91.09
CA 163	130630	.067	35.00	522.38	26.00	388.05	74.28
CA 166	130630	.067	35.00	522.38	25.00	373.13	71.42
CA *****	CA	.134	70.00	522.38	51.00	380.59	72.85
CD 125	130510	.400	330.00	825.00	204.00	510.00	61.81
CD 128	130510	.200	135.00	675.00	132.00	660.00	97.77
CD 138	130510	.200	189.00	945.00	157.50	787.50	83.33
CD 299	130510	.134	90.00	671.64	68.00	507.46	75.55
CD *****	CD	.934	744.00	796.57	561.50	601.17	75.47
CSIS105	070300	.283			99.75	352.47	9975.00
CSIS132	070300	.142			50.25	353.87	5025.00
CSIS142	070300	.399			136.00	340.85	106.25
CSIS143	070300	.266	128.00	320.80	66.00	340.85	63.46
CSIS144	070300	.133	48.00	360.90	30.00	248.12	62.50
CSIS145	070300	.133	48.00	360.90	30.00	225.56	62.50
CSIS172	070300	.133	100.00	751.87	56.00	421.05	56.00
CSIS173B	070300	.133	100.00	751.87	78.00	421.46	78.00
CSIS174B	070300	.266	48.00	180.45	60.00	586.56	125.00
CSIS186A	070300	.033			10.00	303.03	1000.00
CSIS186B	070300	.033			10.00	303.03	1000.00
CSIS274B	070300	.266	48.00	180.45	62.00	233.08	129.16
CSIS280	070300	.133			39.00	293.08	3900.00
CSIS299	070300	.342			104.38	305.23	10438.00
CSIS *****	CSIS	2.695	624.00	231.53	831.38	308.48	133.23
CVTE225	121300	.150	75.00	500.00	66.00	440.00	88.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 253	050990	.200	144.00	720.00	75.00	375.00	52.08
BUS 258	050990	.200	144.00	720.00	54.00	270.00	37.50
*****	BUS	11.520	7329.00	636.19	6498.00	564.06	88.66
CA 167	130630	.200	135.00	675.00	60.00	300.00	44.44
*****	CA	.200	135.00	675.00	60.00	300.00	44.44
CD 102	130510	.067	50.00	746.26	19.00	283.58	38.00
CD 106	130510	.150	66.00	440.00	51.00	340.00	77.27
CD 113	130510	.150	66.00	440.00	48.00	320.00	72.72
CD 123	130510	.200	105.00	525.00	78.00	390.00	74.28
CD 124	130510	.200	105.00	525.00	108.00	540.00	80.00
CD 125	130510	2.200	1689.00	767.72	1476.00	670.90	87.35
CD 126	130510	.400	270.00	675.00	177.00	442.50	65.55
CD 127	130510	.200	135.00	675.00	132.00	462.00	68.44
CD 128	130510	.200	270.00	675.00	228.00	570.00	84.44
CD 129	130510	.200	135.00	675.00	93.00	465.00	68.88
CD 130	130510	.200	111.00	555.00	108.00	465.00	68.88
CD 131	130510	.400	285.00	712.50	258.00	645.00	90.52
CD 132	130510	.200	66.00	330.00	24.00	120.00	36.36
CD 134	130510	.200	135.00	675.00	78.00	390.00	57.77
CD 136	130510	.200	135.00	675.00	81.00	360.00	53.33
CD 137	130510	.200	108.00	540.00	114.00	405.00	75.00
CD 141	130510	.200	135.00	675.00	184.00	570.00	84.44
CD 143	130510	.200	135.00	675.00	84.00	420.00	62.22
CD 145	130510	.200	135.00	675.00	57.00	285.00	42.22
CD 153	130510	.400	210.00	525.00	144.00	360.00	68.57
*****	CD	6.767	4487.00	663.07	3514.00	519.28	78.31
CSIS105	070300	.849	440.00	518.25	310.00	365.13	70.45
CSIS110	070300	.550	3120.00	685.71	2592.00	569.67	83.07
CSIS112	070300	.600	228.00	380.00	207.00	345.00	90.78
CSIS113	070300	.600	234.00	390.00	189.00	315.00	80.76
CSIS114	070300	.283	120.00	424.02	195.00	335.68	79.16
CSIS119	070300	.600	282.00	470.00	198.00	330.00	70.23
CSIS132	070300	.142	60.00	422.53	150.00	352.11	83.33
CSIS134	070300	.566	370.00	653.71	345.00	609.54	93.24
CSIS135	070300	.283	120.00	423.57	125.00	441.22	104.16
CSIS136	070300	.283	150.00	530.03	170.00	447.34	104.66
CSIS137	070300	.283	120.00	424.02	110.00	388.69	91.66
CSIS140	070300	.350	144.00	411.42	138.00	394.28	95.80
CSIS141	070300	.217	96.00	442.39	66.00	221.00	50.00
CSIS151A	070300	.800	366.00	457.50	321.00	401.25	91.66
CSIS151D	070300	.200	72.00	360.00	72.00	360.00	87.70
CSIS160	070300	.350	144.00	411.42	174.00	497.14	100.00
CSIS165	070300	.350	144.00	411.42	108.00	308.57	87.50
CSIS190	070300	.167	72.00	431.13	163.00	377.24	87.50
CSIS195	070300	.700	288.00	411.42	222.00	317.14	77.03

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** POSITIVE ATTENDANCE ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 299	130510	.067	45.00	671.64	18.00	268.65	40.00
*****	CD	.067	45.00	671.64	18.00	268.65	40.00

***** BUSINESS AND PROFESSIONAL STUDIES *****

.067	45.00	671.64	18.00	268.65	40.00
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*** DAILY CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 102	210500	308	144.00	467.53	117.00	379.87	81.25
AOJ 103	210500	447	227.50	508.94	221.00	494.40	97.14
AOJ 110	210500	200	150.00	750.00	114.00	570.00	76.00
AOJ 262B	210500	067	62.50	932.83	12.50	186.56	20.00
*****	AOJ	1.022	584.00	571.42	464.50	454.50	79.53
BUS 120	050200	267	200.00	749.06	216.00	808.98	108.00
BUS 121	050200	267	200.00	749.06	212.00	794.00	106.00
BUS 251	050990	133	60.00	451.12	58.00	436.09	96.66
*****	BUS	667	460.00	689.65	486.00	728.63	105.65
CA 163	130630	067	25.00	373.13	29.00	432.83	116.00
CA 166	130630	067	40.00	597.01	28.00	417.91	70.00
*****	CA	134	65.00	485.07	57.00	425.37	87.69
CD 125	130510	400	330.00	825.00	213.00	532.50	64.54
CD 138	130510	200	160.00	800.00	56.00	280.00	35.00
CD 160	130510	200	270.00	1350.00	102.00	510.00	37.77
*****	CD	800	760.00	950.00	371.00	463.75	48.81
CSIS105	070300	283	109.73	109.73	109.73	387.73	10973.00
CSIS132	070300	142	55.00	55.00	55.00	387.32	5500.00
CSIS142	070300	399	110.00	110.00	110.00	275.68	101.85
CSIS143	070300	266	46.00	46.00	46.00	172.93	42.59
CSIS145	070300	133	48.00	38.00	38.00	285.71	79.16
CSIS173B	070300	133	100.00	751.87	98.00	736.84	98.00
CSIS174B	070300	266	100.00	375.93	95.65	359.58	95.65
CSIS175B	070300	133	50.00	375.93	12.00	90.22	24.00
CSIS186A	070300	033	11.00	11.00	11.00	333.33	1100.00
CSIS186B	070300	033	11.00	11.00	11.00	333.33	1100.00
CSIS274B	070300	266	100.00	375.93	84.00	315.78	84.00
CSIS275B	070300	133	100.00	751.87	30.00	225.56	30.00
CSIS280	070300	133	43.86	43.86	43.86	329.77	4386.00
CSIS299	070300	342	117.86	117.86	117.86	344.61	11786.00
*****	CSIS	2.695	714.00	264.93	862.10	319.88	120.74
HESC110	219900	200	153.00	750.00	153.00	765.00	102.00
HESC150	219900	200	150.00	750.00	120.00	600.00	80.00
*****	HESC	400	300.00	750.00	273.00	682.50	91.00
NURS118	120300	201	189.25	941.54	135.55	674.37	71.62
NURS119	120300	201	250.00	1243.78	149.00	741.29	59.60
NURS135	120300	838	180.00	214.69	174.00	207.53	96.66
NURS140	120300	266	140.00	526.31	104.00	390.97	74.28
NURS205	120300	993	180.00	181.26	186.00	187.31	103.33
NURS223	120300	4.781	1049.13	219.41	999.25	208.98	95.24
NURS225	120300	3.687	805.00	218.31	828.00	224.54	102.85
*****	NURS	10.968	2793.38	254.67	2575.80	234.84	92.21

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
***** CA		.267	110.00	411.98	99.00	370.78	90.00
CD	103	.067	30.00	447.76	43.00	641.79	143.33
CD	107	.150	60.00	400.00	69.00	460.00	115.00
CD	110	.150	60.00	400.00	21.00	140.00	35.00
CD	123	.200	108.00	540.00	90.00	450.00	83.33
CD	124	.200	150.00	750.00	147.00	735.00	98.00
CD	125	.200	1530.00	6975.45	1374.00	6224.54	89.80
CD	126	.400	2270.00	6775.00	201.00	502.50	74.44
CD	127	.400	270.00	675.00	126.00	315.00	46.66
CD	128	.200	135.00	675.00	129.00	645.00	95.55
CD	129	.400	270.00	675.00	168.00	420.00	62.22
CD	130	.200	150.00	750.00	105.00	525.00	70.00
CD	131	.600	390.00	650.00	351.00	585.00	90.00
CD	132	.200	60.00	300.00	60.00	300.00	100.00
CD	134	.200	150.00	750.00	102.00	510.00	68.00
CD	138	.200	108.00	540.00	123.00	615.00	75.00
CD	141	.200	135.00	675.00	123.00	615.00	91.11
CD	145	.200	108.00	540.00	42.00	210.00	38.88
CD	174	.200	75.00	375.00	96.00	480.00	128.00
CD	174	.367	4059.00	637.50	3328.00	522.69	81.99

CSIS105	070300	.566	355.00	627.20	190.00	335.68	53.52
CSIS110	070300	.200	2820.00	671.42	220.00	525.77	78.29
CSIS112	070300	.400	144.00	360.00	99.00	247.50	68.75
CSIS113	070300	.400	222.00	555.00	123.00	307.50	55.40
CSIS114	070300	.283	140.00	494.69	65.00	229.68	46.42
CSIS119	070300	.600	282.00	470.00	222.50	264.08	78.72
CSIS132	070300	.142	60.00	422.53	37.50	264.08	62.50
CSIS135	070300	.566	370.00	653.71	285.00	503.53	77.02
CSIS137	070300	.283	120.00	424.02	80.00	282.68	66.66
CSIS138	070300	.283	120.00	424.02	105.00	335.68	79.15
CSIS151A	070300	.200	120.00	424.02	90.00	318.02	75.00
CSIS151D	070300	.600	294.00	490.00	69.00	345.00	95.83
CSIS165	070300	.350	144.00	411.42	225.00	375.00	76.53
CSIS195	070300	.350	144.00	411.42	108.00	308.57	75.00
CSIS220	070300	.178	72.00	404.49	60.00	337.07	83.33
CSIS221A	070300	.200	90.00	450.00	24.00	120.00	26.66
CSIS280	070300	.200	72.00	450.00	24.00	120.00	26.66
CSIS293	070300	.133	40.00	300.75	66.00	180.45	60.00
CSIS296	070300	.700	288.00	411.42	276.00	394.28	95.83
CSIS299	070300	.350	144.00	411.42	120.00	342.85	83.33
CSIS299	070300	.200	72.00	411.42	57.00	285.07	79.16
CSIS299	070300	.200	72.00	411.42	57.00	285.07	79.16
CSIS	12.100	6449.00	532.97	4826.50	432.83	706.76	116.00
CVTE107	121300	.067	25.00	373.13	29.00	432.83	78.33
CVTE110	121300	.133	120.00	902.25	94.00	706.76	78.33
CVTE111	121300	.267	240.00	898.87	188.00	704.11	78.33

GROSSMONT COLLEGE
 SUBJECT WSCH ANALYSIS
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

*** POSITIVE ATTENDANCE ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 299 130510 ***** CD	.033 .033	22.50 22.50	681.81 681.81	10.50 10.50	318.18 318.18	46.66 46.66
HESC112 219900 ***** HESC	.184 .184	2.00 2.00	10.86 10.86	1.35 1.35	7.33 7.33	67.50 67.50

***** BUSINESS AND PROFESSIONAL STUDIES *****

.217	24.50	112.90	11.85	54.60	48.36
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SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J 100	2105000	.233	138.38	593.90	126.08	541.11	91.11
A0J 101	2105000	.083	59.25	713.85	33.58	404.57	56.67
A0J 110	2105000	.200	150.00	750.00	81.00	405.00	54.00
A0J 142	2105000	.200	150.00	750.00	102.00	510.00	68.00
A0J 251A	2105000	.167	100.00	598.80	87.50	523.95	87.50
A0J 251B	2105000	.167	80.00	479.04	75.00	449.10	93.75
A0J 299	2105000	.949	721.97	760.12	385.05	405.40	53.33
***** A0J		1.999	1399.60	699.86	890.21	445.14	63.60
BUS 086	0514000	.267	20.00	74.85	52.00	194.61	260.00
BUS 120	0502000	.267	200.00	749.06	212.00	794.00	100.00
BUS 121	0502000	.267	200.00	749.06	192.00	719.10	96.00
BUS 252	0509000	.100	72.00	720.00	34.50	345.00	47.91
BUS 256	0509900	.133	99.69	749.54	47.85	359.77	54.16
BUS 257	0509900	.100	36.00	360.00	19.50	195.00	54.16
***** BUS		1.134	627.69	553.42	557.85	491.84	88.87
CA 163	1306300	.067	35.00	522.38	33.00	492.53	94.28
CA 166	1306300	.067	35.00	522.38	28.00	417.91	80.00
***** CA		.134	70.00	522.38	61.00	455.22	87.14
CD 125	1305100	.400	315.00	787.50	213.00	532.50	67.61
CD 128	1305100	.200	135.00	675.00	117.00	585.00	86.66
CD 299	1305100	.067	45.00	671.64	31.00	462.68	68.88
***** CD		.667	495.00	742.12	361.00	541.22	72.92
CSIS1142	0703000	.266	104.00	390.97	92.00	345.86	88.46
CSIS1143	0703000	.266	104.00	390.97	82.00	308.27	78.84
CSIS1144	0703000	.133	48.00	360.90	28.00	210.52	58.33
CSIS1145	0703000	.133	48.00	360.90	34.00	255.63	70.83
CSIS1172	0703000	.133	100.00	751.87	34.00	255.63	34.00
CSIS1173B	0703000	.133	100.00	751.87	88.00	661.65	88.00
CSIS1174B	0703000	.133	48.00	360.90	38.00	285.71	79.16
CSIS274B	0703000	.133	48.00	360.90	40.00	300.75	83.33
***** CSIS		1.330	600.00	451.12	436.00	327.81	72.66
CVTE225	1213000	.150	75.00	500.00	78.00	520.00	104.00
***** CVTE		.150	75.00	500.00	78.00	520.00	104.00
HESC205	2199000	.200	150.00	750.00	75.00	375.00	50.00
HESC206	2199000	.200	150.00	750.00	72.00	360.00	48.00
***** HESC		.400	300.00	750.00	147.00	367.50	49.00
NURS110	1203000	.383	174.57	455.79	139.65	364.62	79.99
NURS117	1203000	.066	35.00	530.30	21.00	318.18	60.00
NURS119	1203000	.067	36.00	537.31	13.00	194.02	36.11
NURS133	1203000	1.684	384.00	228.00	358.80	213.03	93.43
NURS135	1203000	1.685	359.25	213.12	335.25	198.89	93.31
NURS137	1203000	1.638	359.25	219.20	323.33	197.28	90.00

REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
BUS 258	050990	.200	108.00	540.00	39.00	195.00	36.11	
*****	BUS	10.821	7255.00	670.45	5408.00	499.76	74.54	
CA 167	130630	.200	135.00	675.00	87.00	435.00	64.44	
*****	CA	.200	135.00	675.00	87.00	435.00	64.44	
CD	130510	.067	50.00	746.26	24.00	358.20	48.00	
CD	130510	.150	66.00	440.00	93.00	620.00	140.90	
CD	130510	.150	66.00	440.00	33.00	220.00	50.00	
CD	130510	.200	135.00	675.00	105.00	525.00	77.77	
CD	130510	.200	135.00	675.00	99.00	495.00	73.33	
CD	130510	2.400	1713.00	713.75	1536.00	640.00	89.66	
CD	130510	.400	270.00	675.00	119.00	495.00	73.33	
CD	130510	.200	135.00	675.00	102.00	510.00	75.55	
CD	130510	.200	135.00	675.00	172.00	360.00	53.33	
CD	130510	.200	135.00	675.00	117.00	585.00	86.66	
CD	130510	.200	165.00	825.00	138.00	690.00	83.63	
CD	130510	.600	420.00	700.00	342.00	570.00	81.42	
CD	130510	.200	150.00	750.00	108.00	540.00	72.00	
CD	130510	.200	66.00	330.00	63.00	315.00	95.45	
CD	130510	.200	135.00	675.00	84.00	420.00	46.66	
CD	130510	.200	135.00	675.00	111.00	555.00	82.22	
CD	130510	.200	135.00	675.00	166.00	330.00	48.88	
CD	130510	.200	135.00	675.00	39.00	195.00	28.88	
CD	130510	.200	135.00	675.00	102.00	510.00	75.55	
CD	130510	.200	18.00	68.00	18.00	18.00	100.00	
*****	CD	6.567	4469.00	680.52	3513.00	534.94	78.60	
CSIS105	070300	.566	385.00	680.21	290.00	512.36	75.32	
CSIS110	070300	3.500	2460.00	702.85	2046.00	584.57	83.17	
CSIS112	070300	.400	219.00	365.00	177.00	295.00	80.82	
CSIS113	070300	.400	162.00	405.00	96.00	240.00	59.25	
CSIS114	070300	.400	120.00	424.02	100.00	353.35	83.33	
CSIS119	070300	.566	370.00	653.71	138.00	345.00	55.83	
CSIS135	070300	.283	120.00	424.02	275.00	485.86	74.32	
CSIS136	070300	.283	120.00	424.02	100.00	247.34	58.33	
CSIS137	070300	.283	120.00	424.02	110.00	353.35	83.33	
CSIS141	070300	.217	112.00	516.12	56.00	258.06	50.00	
CSIS151A	070300	.200	72.00	360.00	66.00	330.00	91.66	
CSIS151D	070300	.600	294.00	490.00	219.00	365.00	74.48	
CSIS160	070300	.350	144.00	411.42	66.00	360.00	100.00	
CSIS165	070300	.350	144.00	411.42	144.00	188.57	45.83	
CSIS190	070300	.178	72.00	404.49	69.00	411.42	100.00	
CSIS195	070300	.200	72.00	360.00	54.00	370.00	95.83	
CSIS251D	070300	.200	72.00	360.00	69.00	345.00	75.00	
CSIS293	070300	.700	288.00	411.42	270.00	385.71	95.83	
CSIS296	070300	.350	144.00	411.42	114.00	325.71	79.16	

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOJ 251C	210500	.167	75.00	449.10	45.00	269.46	60.00
AOJ 251D	210500	.167	75.00	449.10	40.00	239.52	53.33
AOJ 262C	210500	.067	50.00	746.26	17.00	253.73	34.00
AOJ 262D	210500	.067	50.00	746.26	16.00	238.80	32.00
AOJ		.468	250.00	534.18	118.00	252.13	47.20
CD 299	130510	.335	227.06	677.79	93.77	279.91	41.29
CD		.335	227.06	677.79	93.77	279.91	41.29

***** BUSINESS AND PROFESSIONAL STUDIES *****
 .803 477.06 594.09 211.77 263.72 44.39

*** DAILY CENSUS CLASSES ***									
DIVISION -- BUSINESS AND PROFESSIONAL STUDIES									
SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX		
							EARNED		
							WSCH	FTEF	% OF MAX
AOJ 102	210500	.308	144.00	467.53	117.00	379.87	81.25		
AOJ 103	210500	.446	227.50	509.06	195.00	436.33	85.71		
AOJ 107	210500	.945	726.00	767.60	703.31	743.61	96.87		
AOJ 110	210500	.400	261.00	652.50	171.00	427.50	65.51		
AOJ 250D	210500	.100	58.50	585.00	19.01	190.10	32.49		
AOJ 262A	210500	.067	50.00	746.26	18.00	268.65	36.00		
*****	AOJ	2.267	1467.00	646.91	1223.32	539.45	83.38		
BUS 120	050200	.267	200.00	749.06	228.00	853.93	114.00		
BUS 121	050200	.267	100.00	374.53	108.00	404.49	108.00		
BUS 251	050990	.134	69.38	517.76	57.81	431.41	83.32		
*****	BUS	.668	369.38	552.96	393.81	589.53	106.61		
CA 163	130630	.067	25.00	373.13	22.00	328.35	88.00		
CA 166	130630	.067	40.00	597.01	25.00	373.13	62.50		
*****	CA	.134	65.00	485.07	47.00	350.74	72.30		
CD 125	130510	.400	330.00	825.00	255.00	637.50	77.27		
CD 128	130510	.200	135.00	675.00	117.00	585.00	86.66		
*****	CD	.600	465.00	775.00	372.00	620.00	80.00		
CSIS142	070300	.266	112.00	421.05	90.00	338.34	80.35		
CSIS143	070300	.266	112.00	421.05	76.00	285.71	67.85		
CSIS144	070300	.133	56.00	421.05	18.00	135.33	32.14		
CSIS145	070300	.133	56.00	421.05	18.00	135.33	32.14		
CSIS172	070300	.133	100.00	751.87	66.00	496.24	66.00		
CSIS173B	070300	.133	100.00	751.87	44.00	330.82	44.00		
CSIS175B	070300	.133	50.00	375.93	31.00	233.08	62.00		
CSIS299	070300	.133	56.00	421.05	40.00	300.75	71.42		
*****	CSIS	1.330	642.00	482.70	383.00	287.96	59.65		
HESC110	219900	.200	150.00	750.00	129.00	645.00	86.00		
HESC150	219900	.200	168.75	843.75	155.25	776.25	92.00		
HESC299	219900	.200	105.00	525.00	36.00	180.00	34.28		
*****	HESC	.600	423.75	706.25	320.25	533.75	75.57		
NURS118	120300	.067	35.00	522.38	28.00	417.91	80.00		
NURS119	120300	.067	35.00	522.38	35.00	522.38	100.00		
NURS140	120300	.266	140.00	526.31	86.00	300.75	57.14		
NURS205	120300	.993	180.00	181.26	156.00	157.09	86.66		
NURS299	120300	5.476	1645.00	300.36	1146.00	209.25	69.66		
*****	NURS	6.869	2035.00	296.23	1445.00	210.34	71.00		
RESP112	121000	1.200	135.00	112.50	129.00	107.50	95.55		
*****	RESP	1.200	135.00	112.50	129.00	107.50	95.55		

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 280	130630	.067	20.00	298.50	19.00	283.58	95.00
***** CA		.267	110.00	411.98	94.00	352.05	85.45
CD 102	130500	.067	30.00	447.76	15.00	223.88	50.00
CD 109	130500	.150	60.00	400.00	72.00	480.00	120.00
CD 111	130500	.150	60.00	400.00	27.00	180.00	45.00
CD 123	130500	.200	135.00	675.00	126.00	630.00	93.33
CD 125	130500	.200	135.00	691.07	1503.00	536.78	77.67
CD 126	130500	.200	135.00	675.00	1114.00	570.00	84.44
CD 127	130500	.400	270.00	675.00	168.00	420.00	62.22
CD 128	130500	.200	135.00	675.00	96.00	480.00	71.11
CD 129	130500	.200	105.00	525.00	63.00	480.00	60.00
CD 130	130500	.200	150.00	750.00	174.00	870.00	16.00
CD 131	130500	.200	420.00	700.00	330.00	550.00	178.57
CD 132	130500	.200	60.00	300.00	45.00	225.00	75.00
CD 134	130500	.200	135.00	675.00	129.00	645.00	95.55
CD 141	130500	.200	135.00	675.00	132.00	675.00	100.00
CD 143	130500	.200	111.00	555.00	57.00	285.00	51.35
CD 145	130500	.200	75.00	375.00	43.00	225.00	60.00
CD 174	130500	.200	3.00	3.00	3.00	3.00	100.00
CD 199	130500	.200	3.00	3.00	3.00	3.00	100.00
***** CD		6.367	4089.00	642.21	3174.00	498.50	177.62
CSIS1105	070100	.566	355.00	627.20	185.00	326.87	52.11
CSIS1110	070100	.800	1920.00	685.71	1536.00	548.57	80.00
CSIS1112	070100	.400	144.00	360.00	99.00	247.50	68.75
CSIS1113	070100	.200	90.00	450.00	54.00	270.00	60.00
CSIS1114	070100	.283	144.00	494.69	85.00	300.35	60.71
CSIS1119	070100	.442	144.00	360.00	114.00	281.69	79.16
CSIS1132	070100	.566	370.00	653.71	305.00	538.85	82.43
CSIS1135	070100	.283	120.00	424.02	100.00	353.01	82.33
CSIS1137	070100	.283	120.00	424.02	75.00	265.01	62.50
CSIS1138	070100	.283	120.00	424.02	90.00	247.14	58.50
CSIS1140	070100	.283	120.00	424.02	70.00	247.14	58.50
CSIS1140A	070100	.200	114.00	411.42	90.00	257.14	62.50
CSIS1151A	070100	.200	294.00	360.00	48.00	240.00	66.67
CSIS1151D	070100	.200	294.00	360.00	225.00	375.00	100.00
CSIS1160	070100	.200	72.00	360.00	72.00	360.00	100.00
CSIS1195	070100	.350	144.00	411.42	78.00	222.85	54.16
CSIS1220	070100	.200	120.00	431.13	48.00	222.42	51.00
CSIS1280	070100	.133	40.00	600.75	30.00	210.00	35.00
CSIS1293	070100	.700	288.00	411.42	204.00	229.14	70.83
CSIS1296	070100	.350	144.00	411.42	160.00	171.42	41.00
CSIS1297	070100	.350	144.00	411.42	160.00	171.42	41.00
***** CSIS		10.089	5237.00	519.08	3799.00	376.54	72.54
CVTE107	121300	.067	25.00	373.13	22.00	328.35	88.00
CVTE110	121300	.133	120.00	902.25	98.00	736.84	81.66

REPORT INCLUDES: GRADUATE ONLY ... ALL SHORT TERM CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CD 299 130500	.201	135.00	671.64	77.00	383.08	57.03	57.03
***** CD	.201	135.00	671.64	77.00	383.08	57.03	57.03
HESC112 219900	.184	4.00	21.73	2.60	14.13	65.00	65.00
***** HESC	.184	4.00	21.73	2.60	14.13	65.00	65.00

***** BUSINESS AND PROFESSIONAL STUDIES *****

.385 139.00 361.03 79.60 206.75 57.26

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
AOU 100		2105000	138.38	665.28	95.33	458.31	68.89
AOU 101		2105000	44.44	535.42	25.18	303.37	56.66
AOU 104		2105000	717.19	754.93	270.94	285.20	37.77
AOU 107		2105000	605.31	618.29	665.84	680.12	109.99
AOU 110		2105000	261.00	652.50	174.00	435.00	66.66
AOU 142		2105000	135.00	675.00	75.00	375.00	55.55
***	AOU	2.820	1901.32	674.22	1306.29	463.22	68.70
BUS 120		0502000	300.00	561.79	296.00	554.30	98.66
BUS 121		0502000	400.00	749.06	356.00	666.66	89.00
BUS 252		0508000	72.00	720.00	27.00	270.00	37.50
BUS 257		0508000	99.69	749.54	31.90	239.84	31.99
***	BUS	1.401	907.69	360.00	13.50	135.00	37.50
CA 163		1306330	35.00	522.38	35.00	522.38	100.00
CA 166		1306330	35.00	522.38	26.00	388.05	74.28
***	CA	.134	70.00	522.38	61.00	455.22	87.14
CD 125		1305000	180.00	900.00	174.00	870.00	96.66
CD 129		1305000	135.00	675.00	81.00	405.00	60.00
CD 137		1305000	90.00	675.00	105.00	525.00	77.77
CD 299		1305000	540.00	736.69	410.00	559.34	75.92
***	CD	.733	540.00	736.69	410.00	559.34	75.92
CSIS1110		0701000	540.00	771.42	438.00	625.71	81.11
CSIS1142		0701000	104.00	390.97	74.00	278.19	71.15
CSIS1143		0701000	104.00	390.97	50.00	187.96	48.07
CSIS1172		0701000	100.00	751.87	48.00	360.90	48.00
CSIS1173		0701000	100.00	751.87	96.00	721.80	96.00
CSIS1174		0701000	48.00	360.90	22.00	165.41	45.83
CSIS2274		0701000	48.00	360.90	20.00	150.37	41.66
CSIS2299		0701000	115.00	421.05	64.00	240.60	57.14
***	CSIS	2.030	115.00	421.05	812.00	400.00	70.24
CVTE2225		1213000	75.00	500.00	39.00	260.00	52.00
CVTE2299		1213000	225.00	1125.00	75.00	375.00	33.33
***	CVTE	.350	300.00	857.14	114.00	325.71	38.00
HESC205		2199000	150.00	750.00	39.00	195.00	26.00
HESC206		2199000	150.00	750.00	51.00	255.00	34.00
***	HESC	.400	300.00	750.00	90.00	225.00	30.00
NURS110		1230100	212.50	391.84	243.75	449.47	114.70
NURS117		1230100	30.00	454.54	29.50	446.96	98.33
NURS118		1230100	18.00	268.65	23.00	243.28	127.77
NURS119		1230100	35.00	522.38	38.00	567.16	108.57
NURS130		1230100	360.00	225.00	324.00	202.50	90.00
NURS132		1230100	360.00	225.00	333.00	208.12	92.50

S 71. GRG ON DOLLAR
 RUN ON: 01-05-2006 08:19:56 SUBJECT WSCH AVAILABLE
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CA 167	CA 130630	.200	135.00	675.00	72.00	360.00	53.33
*****	CA	.200	135.00	675.00	72.00	360.00	53.33
CD 103	130500	.067	50.00	746.26	21.00	313.43	42.00
CD 106	130500	.150	66.00	440.00	111.00	740.00	168.18
CD 123	130500	.200	135.00	675.00	111.00	555.00	82.22
CD 124	130500	.200	135.00	675.00	99.00	495.00	73.33
CD 125	130500	2.400	1713.00	713.75	1473.00	613.75	85.98
CD 127	130500	.400	135.00	675.00	102.00	510.00	75.55
CD 129	130500	.200	270.00	675.00	138.00	345.00	51.11
CD 130	130500	.200	135.00	675.00	141.00	705.00	104.44
CD 131	130500	.600	420.00	700.00	318.00	530.00	75.71
CD 132	130500	.200	75.00	375.00	36.00	180.00	48.00
CD 134	130500	.200	150.00	750.00	90.00	450.00	60.00
CD 136	130500	.200	75.00	375.00	57.00	285.00	76.00
CD 141	130500	.200	135.00	675.00	84.00	420.00	62.22
CD 143	130500	.200	135.00	675.00	102.00	510.00	75.55
CD 145	130500	.200	135.00	675.00	66.00	330.00	48.88
CD 299	130500	.200	135.00	675.00	75.00	375.00	55.55
*****	CD	5.817	3899.00	670.27	3024.00	519.85	77.55
CSIS105	070100	.566	385.00	680.21	205.00	362.19	53.24
CSIS110	070100	2.800	1920.00	685.71	1554.00	555.00	80.93
CSIS112	070100	.400	144.00	360.00	114.00	285.00	79.16
CSIS113	070100	.400	162.00	405.00	65.00	217.50	53.70
CSIS114	070100	.283	120.00	424.02	120.00	229.85	54.33
CSIS115A	070100	.350	144.00	411.42	117.00	342.50	83.25
CSIS119	070100	.400	144.00	360.00	115.00	292.71	81.25
CSIS134	070100	.283	250.00	883.39	290.00	759.02	86.00
CSIS135	070100	.283	120.00	424.02	80.00	318.68	75.66
CSIS137	070100	.283	120.00	424.02	40.00	184.33	35.71
CSIS141	070100	.217	112.00	516.12	57.00	285.00	66.50
CSIS151A	070100	.200	112.00	360.00	225.00	375.00	76.15
CSIS151D	070100	.600	294.00	490.00	72.00	360.00	100.00
CSIS160	070100	.200	72.00	360.00	226.00	360.00	100.00
CSIS165	070100	.350	144.00	411.42	126.00	360.00	87.50
CSIS190	070100	.350	144.00	411.42	102.00	291.42	70.83
CSIS195	070100	.167	72.00	431.13	48.00	251.49	66.33
CSIS2251D	070100	.200	72.00	360.00	42.00	240.00	58.33
CSIS276	070100	.200	72.00	360.00	42.00	240.00	58.33
CSIS293	070100	.700	288.00	411.42	204.00	291.42	79.16
CSIS296	070100	.350	144.00	411.42	114.00	325.71	79.16
CSIS299	070100	.200	84.00	420.00	60.00	300.00	71.42
*****	CSIS	9.782	5079.00	519.21	3779.00	386.32	74.40
CVTE100	121300	.133	120.00	902.25	102.00	766.91	85.00
CVTE101	121300	.267	240.00	898.87	204.00	764.04	85.00
CVTE102	121300	1.033	480.00	464.66	408.00	394.96	85.00
CVTE103	121300	.517	240.00	464.21	204.00	394.58	85.00
CVTE200	121300	.433	150.00	346.42	171.00	394.91	114.00

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
A0J 102		210500	225.00	730.75	54.00	175.38	24.00
A0J 103		210500	325.00	728.04	91.00	203.85	28.00
A0J 107		210500	828.00	845.32	310.50	316.99	37.50
A0J 110		210500	300.00	750.00	207.00	517.50	69.00
A0J 262B		210500	50.00	746.26	12.00	179.10	24.00
A0J		2.200	1728.00	785.16	674.50	306.47	39.03
BOT 164		051400	60.00	451.12	38.00	285.71	63.33
BOT		.133	60.00	451.12	38.00	285.71	63.33
BUS 120		050200	400.00	749.06	380.00	711.61	95.00
BUS 121		050200	400.00	749.06	316.00	591.76	79.00
BUS 251		050990	60.00	448.76	68.00	508.60	113.33
BUS		1.201	860.00	715.65	764.00	635.76	88.83
CA 163		130630	25.00	373.13	20.00	298.50	80.00
CA 166		130630	40.00	597.01	29.00	432.83	72.50
CA		.067	65.00	485.07	49.00	365.67	75.38
CD 125		130500	180.00	900.00	135.00	675.00	75.00
CD 136		130500	135.00	675.00	84.00	420.00	62.22
CD 137		130500	153.00	765.00	78.20	391.00	51.11
CD 174		130500	82.50	412.50	116.25	581.25	140.90
CD 299		130500	135.00	675.00	141.00	705.00	104.44
CD		1.000	685.50	685.50	554.45	554.45	80.88
CSIS110		070100	270.00	385.71	201.00	287.14	74.44
CSIS142		070100	112.00	421.05	78.00	293.23	69.64
CSIS143		070100	112.00	425.85	70.00	266.15	62.50
CSIS172		070100	100.00	751.87	28.00	210.52	28.00
CSIS174B		070100	100.00	751.87	86.00	646.61	86.00
CSIS175B		070100	100.00	751.87	90.00	676.69	90.00
CSIS299		070100	56.00	421.05	22.00	165.41	39.28
CSIS		1.761	850.00	482.68	575.00	326.51	67.64
HESC099		219900	150.00	750.00	168.00	840.00	112.00
HESC110		219900	149.06	745.30	166.95	834.75	112.00
HESC150		219900	168.75	843.75	114.75	573.75	68.00
HESC		.600	467.81	779.68	449.70	749.50	96.12
NURS118		120300	35.00	522.38	17.00	253.73	48.57
NURS119		120300	35.00	522.38	26.00	388.05	74.28
NURS130		120300	180.00	225.00	180.00	225.00	100.00
NURS132		120300	459.00	241.57	342.00	180.00	74.50
NURS201		120300	52.50	589.88	60.00	674.15	114.28
NURS205		120300	150.00	134.95	175.00	157.44	116.66
NURS220		120300	324.00	202.50	288.00	180.00	88.88
NURS222		120300	324.00	202.50	324.00	202.50	100.00

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***
weekly total contact hours

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	WSCH/FTEF	EARNED WSCH	WSCH/FTEF	EARNED	% OF MAX
CA 280	130630	.067	20.00	298.50	18.00	268.65	90.00		
*****	CA	.267	110.00	411.98	99.00	370.78	90.00		
CD 101	130500	.067	30.00	447.76	19.00	283.58	63.33		
CD 106	130500	.150	60.00	400.00	96.00	640.00	160.00		
CD 123	130500	.200	135.00	675.00	114.00	570.00	84.44		
CD 125	130500	2.800	1950.00	696.42	1428.00	510.00	73.23		
CD 127	130500	.400	270.00	675.00	126.00	315.00	46.66		
CD 129	130500	.400	270.00	675.00	120.00	300.00	44.44		
CD 130	130500	.200	135.00	675.00	156.00	780.00	115.55		
CD 131	130500	.600	435.00	725.00	234.00	390.00	53.79		
CD 132	130500	.200	60.00	300.00	51.00	255.00	85.00		
CD 134	130500	.200	135.00	675.00	63.00	315.00	46.66		
CD 141	130500	.200	135.00	675.00	114.00	570.00	84.44		
CD 143	130500	.200	135.00	675.00	48.00	240.00	35.55		
CD 145	130500	.200	111.00	555.00	36.00	180.00	32.43		
CD 199	130500	.600	3.00	3.00	3.00	3.00	100.00		
CD 299	130500	6.417	345.00	575.00	177.00	295.00	51.30		
*****	CD		4209.00	655.91	2785.00	434.00	66.16		
CSIS105	070100	.566	355.00	627.20	245.00	432.86	69.01		
CSIS110	070100	2.800	1950.00	696.42	1728.00	617.14	88.61		
CSIS112	070100	.400	144.00	360.00	163.00	315.00	83.33		
CSIS113	070100	.283	140.00	450.00	50.00	176.67	35.71		
CSIS114	070100	.350	270.00	494.69	72.00	205.71	26.66		
CSIS115	070100	.400	144.00	360.00	126.00	315.00	87.50		
CSIS119	070100	.142	60.00	422.53	37.50	126.00	32.50		
CSIS132	070100	.283	250.00	883.39	150.00	530.00	60.00		
CSIS134	070100	.283	120.00	424.02	55.00	194.34	45.83		
CSIS135	070100	.283	120.00	424.02	65.00	229.68	54.16		
CSIS137	070100	.283	120.00	424.02	60.00	212.01	50.00		
CSIS138	070100	.350	144.00	411.42	78.00	222.85	54.16		
CSIS140	070100	.200	72.00	360.00	78.00	390.00	108.33		
CSIS151A	070100	.600	294.00	490.00	216.00	360.00	173.46		
CSIS151D	070100	.200	72.00	360.00	81.00	405.00	112.50		
CSIS160	070100	.350	144.00	411.42	78.00	222.85	54.16		
CSIS190	070100	.178	72.00	404.49	30.00	168.53	41.66		
CSIS195	070100	.133	40.00	300.75	16.00	120.38	40.00		
CSIS280	070100	.700	288.00	411.42	332.00	377.14	91.66		
CSIS296	070100	.350	144.00	411.42	166.00	188.57	45.83		
CSIS297	070100	.350	144.00	411.42	166.00	188.57	45.83		
CSIS299	070100	.200	84.00	420.00	27.00	135.00	32.14		
*****	CSIS	9.884	5261.00	532.27	3849.50	389.46	73.17		
CVTE107	121300	.067	16.00	238.80	16.00	238.80	100.00		
CVTE110	121300	.133	120.00	902.85	102.00	766.91	85.00		
CVTE111	121300	.267	240.00	898.87	200.00	749.06	83.33		
CVTE112	121300	1.033	480.00	464.66	408.00	394.96	85.00		
CVTE113	121300	.517	240.00	464.21	204.00	394.58	85.00		

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CSIS296	0703000	.350	144.00	411.42	126.00	360.00	87.50
CSIS297	0703000	.350	144.00	411.42	96.00	274.28	66.66
CSIS299	0703000	.600	216.00	360.00	183.00	305.00	84.72
****	CSIS	16.619	8776.00	528.07	7195.50	432.96	81.99
CVTE107	1213000	.067	25.00	373.13	15.00	223.88	60.00
CVTE110	1213000	.133	120.00	902.25	78.00	586.46	65.00
CVTE111	1213000	.267	240.00	898.87	156.00	584.26	65.00
CVTE112	1213000	1.033	480.00	464.66	304.00	294.28	63.33
CVTE113	1213000	.517	240.00	464.21	156.00	301.74	65.00
CVTE210	1213000	.583	300.00	514.57	155.00	265.86	51.66
CVTE211	1213000	.350	120.00	342.85	90.00	257.14	75.00
CVTE212	1213000	.350	120.00	257.14	48.00	137.14	53.33
CVTE213	1213000	.350	120.00	342.85	60.00	171.42	50.00
CVTE215	1213000	2.175	900.00	413.79	480.00	220.68	53.33
CVTE299	1213000	.067	50.00	746.26	10.00	149.25	20.00
****	CVTE	5.892	2685.00	455.70	1552.00	263.40	57.80
FS 110	1304000	.200	120.00	600.00	111.00	555.00	92.50
FS 115	1304000	.200	120.00	600.00	102.00	510.00	85.00
FS 120	1304000	.400	270.00	675.00	213.00	532.50	78.88
FS 299	1304000	.267	155.00	580.52	62.00	232.20	40.00
****	FS	1.067	665.00	623.24	488.00	457.35	73.38
HESC110	2199000	.200	120.00	600.00	120.00	600.00	100.00
HESC150	2199000	.200	120.00	601.00	75.00	375.00	62.50
HESC205	2199000	.133	80.00	601.50	30.00	225.56	37.50
HESC206	2199000	.200	120.00	600.00	45.00	225.00	37.50
****	HESC	.733	440.00	600.27	270.00	368.34	61.36
MM 299	0699000	.200	60.00	300.00	54.00	270.00	90.00
****	MM	.200	60.00	300.00	54.00	270.00	90.00
NURS118	1203000	.133	270.00	275.84	58.00	436.09	580.00
NURS120	1203000	.098	90.00	909.09	270.00	275.84	100.00
NURS131	1203000	.098	90.00	909.09	85.50	863.63	95.00
NURS155B	1203000	.225	270.00	1200.00	270.00	1200.00	100.00
NURS199	1203000	.225	6.00	6.00	6.00	6.00	100.00
NURS255B	1203000	.225	270.00	1200.00	108.00	480.00	40.00
NURS265B	1203000	.225	157.50	700.00	85.50	380.00	54.28
****	NURS	1.885	1063.50	563.95	883.00	468.23	83.02
OTA 100	1218000	.133	70.00	526.31	32.00	240.60	45.71
OTA 120	1218000	.133	70.00	526.31	12.00	90.22	17.14
OTA 130	1218000	.350	210.00	600.00	36.00	102.85	17.14
OTA 140	1218000	.283	175.00	618.37	30.00	106.00	17.14
****	OTA	.899	525.00	583.98	110.00	122.35	20.95
RESP116	1210000	.200	108.00	540.00	45.00	225.00	41.66
RESP118	1210000	.425	135.00	317.64	105.00	247.05	77.77

SKDS7I-IN
 RUN ON: 04 27-2003 12:00:20
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
						*** CENSUS CLASSES ***		
						MAX	EARNED	
						WSCH/FTEF	WSCH/FTEF	
*****	CSIS	15.855	8276.00	521.98	6398.50	403.56	77.31	
CVTE100	121300	.133	120.00	902.25	110.00	827.06	91.66	
CVTE101	121300	.267	240.00	898.87	220.00	823.97	91.66	
CVTE102	121300	1.033	480.00	464.66	440.00	425.94	91.66	
CVTE103	121300	.517	240.00	464.21	216.00	417.79	90.00	
CVTE200	121300	.433	150.00	346.42	160.00	369.51	106.66	
CVTE201	121300	.350	108.00	308.57	96.00	274.28	88.88	
CVTE202	121300	.350	102.00	291.42	60.00	171.42	58.82	
CVTE203	121300	.350	102.00	291.42	90.00	257.14	88.23	
CVTE205	121300	1.875	750.00	400.00	555.00	296.00	74.00	
CVTE208	121300	.183	75.00	409.83	30.00	163.93	40.00	
*****	CVTE	5.491	2367.00	431.06	1977.00	360.04	83.52	
FS 110	130400	.200	150.00	750.00	135.00	675.00	90.00	
FS 115	130400	.200	120.00	600.00	117.00	585.00	97.50	
FS 120	130400	.400	285.00	712.50	246.00	615.00	86.31	
*****	FS	.800	555.00	693.75	498.00	622.50	89.72	
HESC110	219900	.300	240.00	800.00	150.00	500.00	62.50	
HESC150	219900	.200	90.00	450.00	93.00	465.00	103.33	
HESC199	219900	.500	9.00	9.00	9.00	9.00	100.00	
*****	HESC	.500	339.00	678.00	252.00	504.00	74.33	
NURS120	120300	5.119	877.50	171.41	1080.00	210.97	123.07	
NURS155A	120300	.225	292.50	1300.00	297.00	1320.00	101.53	
NURS201	120300	.089	49.50	556.17	45.00	505.61	90.90	
NURS203	120300	1.442	420.00	291.24	360.00	249.63	85.71	
NURS255A	120300	.225	292.50	1300.00	148.50	660.00	50.76	
NURS265A	120300	.225	157.50	700.00	76.50	340.00	48.57	
*****	NURS	7.325	2089.50	285.24	2007.00	273.98	96.05	
OTA 100	121800	.133	70.00	526.31	58.00	436.09	82.85	
OTA 101	121800	.217	140.00	645.16	52.00	239.63	37.14	
OTA 110	121800	.350	210.00	600.00	78.00	222.85	37.14	
OTA 210	121800	.222	96.00	432.43	20.00	90.09	20.83	
OTA 220	121800	.283	120.00	424.02	25.00	88.33	20.83	
OTA 230	121800	.067	24.00	358.20	5.00	74.62	20.83	
*****	OTA	1.272	660.00	518.86	238.00	187.10	36.06	
RESP105	121000	.267	140.00	524.34	92.00	344.56	65.71	
RESP108	121000	.800	270.00	337.50	234.00	292.50	86.66	
RESP114	121000	.133	70.00	526.31	56.00	406.01	77.14	
RESP115	121000	.267	120.00	449.43	56.00	209.73	46.66	
RESP208	121000	.425	112.50	264.70	105.00	247.05	93.33	
RESP222	121000	2.100	315.00	150.00	147.00	70.00	46.66	
*****	RESP	3.992	1027.50	257.38	688.00	172.34	66.95	
SLPA100	122000	.267	120.00	449.43	80.00	299.62	66.66	
SLPA200	122000	.267	180.00	674.15	60.00	224.71	33.33	

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX		EARNED WSCH	EARNED		% OF MAX
				WSCH/FTEF	FTEF		WSCH/FTEF	FTEF	
CVTE107		067	25.00	373.13	13	30.00	447.76	120.00	
CVTE110		133	120.00	902.25	25	102.00	766.91	85.00	
CVTE111		267	240.00	898.87	87	204.00	764.04	85.00	
CVTE112		1.033	480.00	464.66	66	408.00	394.96	85.00	
CVTE113		517	240.00	464.21	21	204.00	394.58	85.00	
CVTE210		433	200.00	461.89	89	160.00	369.51	80.00	
CVTE211		350	120.00	374.85	85	96.00	171.42	62.50	
CVTE212		350	120.00	342.85	85	78.00	222.85	65.00	
CVTE213		2.250	900.00	400.00	00	570.00	225.33	63.33	
CVTE215		183	48.00	262.29	29	30.00	163.93	62.50	
CVTE218		133	100.00	751.87	87	40.00	300.75	40.00	
CVTE230		6.066	2689.00	443.29	29	1982.00	326.73	73.70	
FS 110		200	150.00	750.00	00	150.00	750.00	100.00	
FS 115		400	300.00	750.00	00	186.00	465.00	62.00	
FS 120		130400	285.00	712.50	50	198.00	495.00	69.47	
FS 120		1.000	735.00	735.00	00	534.00	534.00	72.65	
MM 192		350	144.00	411.42	42	102.00	291.42	70.83	
NURS131		165	120.00	724.63	63	105.00	634.05	87.50	
NURS155		225	360.00	1600.00	87	76.50	340.00	21.25	
NURS		390	480.00	1228.87	87	181.50	464.66	37.81	
OTA 100		133	70.00	526.31	31	22.00	165.41	31.42	
OTA 120		133	70.00	526.31	31	26.00	195.48	37.14	
OTA 130		350	210.00	600.00	00	78.00	222.85	37.14	
OTA 140		283	175.00	618.37	37	65.00	229.68	37.14	
OTA		899	525.00	583.98	98	191.00	212.45	36.38	
RESP116		200	105.00	525.00	00	72.00	360.00	68.57	
RESP118		650	450.00	692.30	30	187.50	288.46	41.66	
RESP122		2.250	315.00	140.00	00	216.00	96.00	68.57	
RESP205		2.267	120.00	449.43	43	56.00	209.73	46.66	
RESP232		1.575	367.50	233.33	33	147.00	93.33	40.00	
RESP250		200	105.00	525.00	00	42.00	360.00	68.57	
RESP268		150	93.00	620.00	00	42.00	280.00	45.16	
RESP		5.292	1555.50	293.93	93	792.50	149.75	50.94	
SLPA100		267	140.00	524.34	34	60.00	224.71	42.85	
SLPA110		267	140.00	524.34	34	48.00	179.77	34.28	
SLPA205		267	140.00	524.34	34	48.00	179.77	34.28	
SLPA		801	420.00	524.34	34	156.00	194.75	37.14	

04/14/2004 14:11:59 GROSSMONT COLLEGE
 RUN ON: 04/14/2004 14:11:59 SUBJECT WSCH ANALYSIS
 REPORT INCLUDES: GROSSMONT COLLEGE ONLY *** ALL SHORT TERM CLASSES ***
 DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

*** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH / FTEF	EARNED WSCH	EARNED WSCH / FTEF	% OF MAX
CSIS296	070300	.350	144.00	411.42	132.00	377.14	91.66
CSIS299	070300	.200	72.00	360.00	48.00	240.00	66.66
*****	CSIS	12.923	6858.00	530.66	5683.00	439.74	82.86
CVTE100	121300	.133	120.00	902.25	106.00	796.99	88.33
CVTE101	121300	.267	240.00	898.87	212.00	794.00	88.33
CVTE102	121300	1.033	480.00	464.66	424.00	410.45	88.33
CVTE103	121300	.517	240.00	464.21	212.00	410.05	88.33
CVTE200	121300	.433	200.00	461.89	186.00	429.56	93.00
CVTE201	121300	.350	108.00	308.57	108.00	308.57	100.00
CVTE202	121300	.350	102.00	291.42	108.00	308.57	105.88
CVTE203	121300	.350	102.00	291.42	72.00	205.71	70.58
CVTE205	121300	2.400	750.00	312.50	720.00	300.00	96.00
CVTE208	121300	.183	75.00	409.83	54.00	295.08	72.00
*****	CVTE	6.016	2417.00	401.76	2202.00	366.02	91.10
FS 110	130400	.200	120.00	600.00	150.00	750.00	125.00
FS 115	130400	.200	135.00	675.00	114.00	570.00	84.44
FS 120	130400	.400	246.00	615.00	222.00	555.00	90.24
*****	FS	.800	501.00	626.25	486.00	607.50	97.00
HESC110	219900	.200	90.00	450.00	84.00	420.00	93.33
HESC150	219900	.200	90.00	450.00	51.00	255.00	56.66
*****	HESC	.400	180.00	450.00	135.00	337.50	75.00
NURS120	120300	3.380	810.00	239.60	796.50	235.60	98.33
NURS201	120300	.089	49.50	556.17	45.00	505.61	90.90
NURS203	120300	1.583	480.00	303.22	408.00	257.73	85.00
NURS255A	120300	.225	292.50	1300.00	256.50	1140.00	87.69
NURS265A	120300	.225	157.50	700.00	108.00	480.00	68.57
*****	NURS	5.502	1789.50	325.20	1614.00	293.31	90.19
OTA 100	121800	.133	70.00	526.31	44.00	330.82	62.85
OTA 101	121800	.217	140.00	645.16	68.00	313.36	48.57
OTA 110	121800	.350	210.00	600.00	90.00	257.14	42.85
OTA 210	121800	.222	96.00	432.43	44.00	198.19	45.83
OTA 220	121800	.283	120.00	424.02	55.00	194.34	45.83
OTA 230	121800	.067	24.00	358.20	11.00	164.17	45.83
*****	OTA	1.272	660.00	518.86	312.00	245.28	47.27
RESP105	121000	.267	140.00	524.34	88.00	329.58	62.85
RESP108	121000	.800	270.00	337.50	198.00	247.50	73.33
RESP114	121000	.133	70.00	526.31	48.00	345.86	65.71
RESP115	121000	.267	120.00	449.43	88.00	329.58	73.33
RESP208	121000	.650	225.00	346.15	165.00	253.84	73.33
RESP222	121000	2.100	315.00	150.00	231.00	110.00	73.33
*****	RESP	4.217	1140.00	270.33	816.00	193.50	71.57
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA115	122000	.133	60.00	451.12	32.00	240.60	53.33

DIVISION - BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTEE112	121300	1.033	480.00	464.66	376.00	363.98	78.33
CVTEE113	121300	.584	240.00	410.95	188.00	321.91	78.33
CVTEE210	121300	.433	200.00	461.89	179.00	413.39	89.50
CVTEE211	121300	.350	120.00	274.85	108.00	308.57	90.00
CVTEE212	121300	.350	96.00	274.28	102.00	291.42	106.25
CVTEE213	121300	.350	120.00	342.85	66.00	188.57	55.00
CVTEE215	121300	2.400	900.00	375.00	690.00	287.50	76.66
CVTEE218	121300	.183	48.00	262.29	51.00	278.68	106.25
CVTEE230	121300	.133	100.00	751.87	34.00	255.63	34.00
CVTEE	2689.00	6.283	2689.00	427.98	2105.00	335.03	78.28
FS 110	130400	.200	150.00	750.00	144.00	720.00	96.00
FS 115	130400	.200	150.00	750.00	156.00	780.00	104.00
FS 120	130400	.400	285.00	712.50	225.00	562.50	78.94
FS	585.00	.800	585.00	731.25	525.00	656.25	89.74
NURS131	120300	.177	90.00	506.75	88.50	498.31	98.33
NURS155B	120300	.225	270.00	1200.00	88.50	219.82	24.58
NURS	360.00	.402	360.00	894.18	88.50	219.82	24.58
OTA 120	121800	.133	70.00	526.31	28.00	210.52	40.00
OTA 130	121800	.350	210.00	600.00	84.00	240.00	40.00
OTA 140	121800	.283	175.00	618.37	70.00	247.34	40.00
OTA	455.00	.766	455.00	593.99	182.00	237.59	40.00
RESP116	121000	.200	105.00	525.00	54.00	270.00	51.42
RESP118	121000	.650	450.00	692.30	142.50	219.23	31.66
RESP122	121000	1.800	315.00	175.00	162.00	90.00	51.42
RESP199	121000	9.000	9.00	9.00	9.00	9.00	100.00
RESP205	121000	.267	120.00	449.43	80.00	299.62	66.66
RESP232	121000	2.100	367.50	175.00	210.00	100.00	57.14
RESP250	121000	.200	105.00	525.00	54.00	270.00	51.42
RESP268	121000	.150	93.00	620.00	60.00	400.00	64.51
RESP	1564.50	5.367	1564.50	291.50	771.50	143.74	49.31
SLPA100	122000	.267	140.00	524.34	56.00	209.73	40.00
SLPA200	122000	.267	140.00	524.34	48.00	179.77	34.28
SLPA	280.00	.534	280.00	524.34	104.00	194.75	37.14

***** BUSINESS AND PROFESSIONAL STUDIES *****

52.663 28243.50 536.30 22862.50 434.12 80.94

*** CENSUS CLASSES ***

SUBJECT TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
			WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	WSCH/FTEF	
***** CSIS	10.709	5706.00	532.82	4601.00	429.63	80.63	
CVTE100	.133	120.00	902.25	110.00	827.06	91.66	
CVTE101	.267	240.00	898.87	220.00	823.97	91.66	
CVTE102	1.033	480.00	464.66	440.00	425.94	91.66	
CVTE103	.517	240.00	464.21	220.00	425.53	91.66	
CVTE200	.433	150.00	346.42	176.00	406.46	117.33	
CVTE201	.350	108.00	308.57	96.00	274.28	88.88	
CVTE202	.350	102.00	291.42	108.00	308.57	105.88	
CVTE203	.350	102.00	291.42	72.00	205.71	70.58	
CVTE205	2.075	750.00	361.44	690.00	332.53	92.00	
CVTE208	.183	75.00	409.83	57.00	311.47	76.00	
***** CVTE	5.691	2367.00	415.91	2189.00	384.64	92.47	
FS 110	.200	135.00	675.00	141.00	705.00	104.44	
FS 115	.200	135.00	675.00	114.00	570.00	84.44	
FS 120	.400	285.00	712.50	177.00	442.50	62.10	
***** FS	.800	555.00	693.75	432.00	540.00	77.83	
HESC110	.200	90.00	450.00	84.00	420.00	93.33	
HESC150	.200	90.00	450.00	69.00	345.00	76.66	
***** HESC	.400	180.00	450.00	153.00	382.50	85.00	
NURS000	2.408	1020.00	423.55	37.00	37.00	3700.00	
NURS120	.089	52.50	589.88	42.00	282.36	66.66	
NURS201	1.122	420.00	374.33	336.00	471.91	80.00	
NURS203	.225	292.50	1300.00	211.50	299.46	80.00	
NURS255A	.225	157.50	700.00	90.00	940.00	72.30	
NURS255B	.225	157.50	700.00	108.00	400.00	57.14	
NURS255A	4.294	2100.00	489.03	1504.50	480.00	68.57	
***** NURS	1.272	660.00	518.86	306.00	350.35	71.64	
OTA 100	.133	70.00	526.31	36.00	270.67	51.42	
OTA 101	.217	140.00	645.16	56.00	258.06	40.00	
OTA 110	.350	210.00	600.00	84.00	240.00	40.00	
OTA 210	.222	96.00	432.43	52.00	234.23	54.16	
OTA 220	.283	120.00	424.02	65.00	229.68	54.16	
OTA 230	.067	24.00	358.20	13.00	194.02	54.16	
***** OTA	1.272	660.00	518.86	306.00	240.56	46.36	
RESP105	.267	140.00	524.34	172.00	644.19	122.85	
RESP108	1.100	405.00	368.18	387.00	351.81	95.55	
RESP114	.133	90.00	676.69	86.00	646.61	95.55	
RESP115	.267	120.00	449.43	80.00	299.62	66.66	
RESP208	.650	225.00	346.15	142.50	219.23	63.33	
RESP222	2.100	315.00	150.00	199.50	95.00	63.33	
***** RESP	4.517	1295.00	286.69	1067.00	236.21	82.39	
SLPA100	.267	140.00	524.34	100.00	374.53	71.42	
SLPA115	.133	70.00	526.31	40.00	300.75	57.14	
SLPA205	.267	140.00	524.34	56.00	209.73	40.00	

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
*****	CSIS	10.709	5706.00	532.82	4601.00	429.63	80.63
CVTE100		.133	120.00	902.25	110.00	827.06	91.66
CVTE101		.267	240.00	898.87	220.00	823.97	91.66
CVTE102		1.033	480.00	464.66	440.00	425.94	91.66
CVTE103		.517	240.00	464.21	220.00	425.53	91.66
CVTE200		.433	150.00	346.42	176.00	406.46	117.33
CVTE201		.350	108.00	308.57	96.00	274.28	88.88
CVTE202		.350	102.00	291.42	108.00	308.57	105.88
CVTE203		.350	102.00	291.42	108.00	308.57	105.88
CVTE205		2.075	750.00	361.44	690.00	332.53	92.00
CVTE208		.183	75.00	409.83	57.00	311.47	76.00
*****	CVTE	5.691	2367.00	415.91	2189.00	384.64	92.47
FS	110	.200	135.00	675.00	141.00	705.00	104.44
FS	115	.200	135.00	675.00	114.00	570.00	84.44
FS	120	.400	285.00	712.50	177.00	442.50	62.10
*****	FS	.800	555.00	693.75	432.00	540.00	77.83
HESC110		.200	90.00	450.00	84.00	420.00	93.33
HESC150		.200	90.00	450.00	69.00	345.00	76.66
*****	HESC	.400	180.00	450.00	153.00	382.50	85.00
NURS000		2.408	1020.00	423.55	37.00	282.36	3700.00
NURS120		.089	52.50	589.88	42.00	471.91	66.66
NURS201		1.122	420.00	370.33	336.00	299.46	80.00
NURS203		.225	292.50	1700.00	90.00	940.00	72.30
NURS255A		.225	157.50	700.00	108.00	400.00	57.14
NURS255B		.225	157.50	700.00	108.00	480.00	68.57
NURS265A		4.294	2100.00	489.03	1504.50	350.35	71.64
*****	NURS						
OTA	100	.133	70.00	526.31	36.00	270.67	51.42
OTA	101	.217	140.00	645.16	56.00	258.06	40.00
OTA	110	.350	210.00	600.00	84.00	240.00	40.00
OTA	210	.222	96.00	432.43	52.00	234.23	54.16
OTA	220	.283	120.00	424.02	65.00	229.68	54.16
OTA	230	.067	24.00	358.20	13.00	194.02	54.16
*****	OTA	1.272	660.00	518.86	306.00	240.56	46.36
RESP105		.267	140.00	524.34	172.00	644.19	122.85
RESP108		1.100	405.00	368.18	387.00	351.81	95.55
RESP114		.133	90.00	676.69	86.00	646.61	95.55
RESP115		.267	120.00	449.43	80.00	299.62	66.33
RESP208		.650	225.00	346.15	142.50	219.23	63.33
RESP222		2.100	315.00	150.00	199.50	95.00	63.33
*****	RESP	4.517	1295.00	286.69	1067.00	236.21	82.39
SLPA100		.267	140.00	524.34	100.00	374.53	71.42
SLPA115		.133	70.00	526.31	40.00	300.75	57.14
SLPA205		.267	140.00	524.34	56.00	209.73	40.00

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LAE **

PHOTO PER

ONLY

COLLEGE

UNIVERSITY

DEPARTMENT

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE111	121300	.267	240.00	898.87	196.00	734.08	81.66
CVTE112	121300	1.033	480.00	464.66	392.00	379.47	81.66
CVTE113	121300	.517	240.00	461.89	176.00	406.46	88.00
CVTE210	121300	.433	200.00	342.85	96.00	274.28	80.00
CVTE211	121300	.350	120.00	274.28	102.00	291.42	106.25
CVTE212	121300	.350	96.00	342.85	72.00	205.71	60.00
CVTE213	121300	.350	120.00	433.73	675.00	325.30	75.00
CVTE215	121300	2.075	900.00	262.29	54.00	295.08	112.50
CVTE218	121300	.183	48.00	751.87	38.00	285.71	38.00
CVTE230	121300	.133	100.00	456.45	2117.00	359.36	78.72
*****	CVTE	5.891	2689.00				
FS 110	130100	.200	150.00	750.00	117.00	585.00	78.00
FS 115	130100	.200	150.00	750.00	162.00	810.00	108.00
FS 120	130100	.400	285.00	712.50	174.00	435.00	61.05
*****	FS	.800	585.00	731.25	453.00	566.25	77.43
NURS120	123010	2.401	1020.00	424.69	697.00	290.21	68.33
NURS155B	123010	1.153	270.00	234.15	301.50	261.46	111.66
*****	NURS	3.554	1290.00	362.88	998.50	280.88	77.40
OTA 120	121800	.133	70.00	526.31	26.00	195.48	37.14
OTA 130	121800	.350	210.00	600.00	78.00	222.85	37.14
OTA 140	121800	.283	175.00	618.37	65.00	229.68	37.14
*****	OTA	.766	455.00	593.99	169.00	220.62	37.14
RESP116	121000	.200	105.00	525.00	120.00	600.00	114.28
RESP118	121000	.875	360.00	411.42	300.00	342.85	83.33
RESP122	121000	3.150	315.00	100.00	360.00	114.28	114.28
RESP150	121000	.200	120.00	600.00	117.00	585.00	97.50
RESP199	121000	.200	4.50	4.50	4.50	4.50	100.00
RESP205	121000	.267	120.00	449.43	88.00	329.58	73.33
RESP232	121000	2.100	367.50	175.00	231.00	110.00	62.85
RESP268	121000	.150	93.00	620.00	66.00	440.00	70.96
*****	RESP	6.942	1485.00	213.91	1286.50	185.32	86.63
SLPA100	122000	.267	140.00	524.34	52.00	194.75	37.14
SLPA110	122000	.267	140.00	524.34	75.00	284.64	54.28
SLPA200	122000	.267	140.00	524.34	44.00	164.79	31.42
*****	SLPA	.801	420.00	524.34	172.00	214.73	40.95

***** BUSINESS AND PROFESSIONAL STUDIES *****

57.387 29830.00 519.79 22936.00 399.66 76.88

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE201	121300	350	96.00	274.28	274.28	100.00	
CVTE202	121300	350	96.00	274.28	308.57	112.50	
CVTE203	121300	350	102.00	291.42	205.71	70.58	
CVTE205	121300	2.225	750.00	337.07	303.37	90.00	
CVTE208	121300	.183	48.00	262.29	295.08	112.50	
CVTE299	121300	.200	150.00	750.00	300.00	40.00	
CVTE		6.041	2472.00	409.20	356.56	87.13	
FS 110	130100	.200	135.00	675.00	645.00	95.55	
FS 115	130100	.400	300.00	750.00	472.50	63.00	
FS 120	130100	.400	285.00	712.50	397.50	55.78	
FS		1.000	720.00	720.00	477.00	66.25	
HESC110	219900	.200	90.00	450.00	480.00	106.66	
HESC150	219900	.200	90.00	450.00	315.00	70.00	
HESC		.400	180.00	450.00	397.50	88.33	
NURS120	120300	2.966	680.00	229.26	229.26	100.00	
NURS155A	120300	.225	270.00	1247.05	20.00	1.66	
NURS203	120300	1.700	420.00	247.00	261.17	105.71	
NURS265A	120300	.225	157.50	700.00	580.00	82.85	
NURS		5.116	1527.50	298.57	246.09	82.42	
OTA 100	121800	.133	70.00	526.31	496.24	94.28	
OTA 101	121800	.217	140.00	645.16	423.96	65.71	
OTA 110	121800	.350	210.00	600.00	394.28	65.71	
OTA 210	121800	.222	96.00	432.43	162.16	37.50	
OTA 220	121800	.283	120.00	424.02	159.01	37.50	
OTA 230	121800	.067	24.00	358.20	134.32	37.50	
OTA		1.272	660.00	518.86	303.45	58.48	
RESP105	121000	.267	180.00	674.15	644.19	95.55	
RESP108	121000	1.100	405.00	368.18	351.81	95.55	
RESP114	121000	.133	100.00	751.87	646.61	86.00	
RESP201	121000	.267	140.00	524.34	509.36	97.14	
RESP208	121000	.650	240.00	369.23	392.30	106.25	
RESP222	121000	.150	367.50	116.66	113.33	97.14	
RESP		5.567	1432.50	257.31	250.22	97.24	
SLPA100	122000	.267	140.00	524.34	224.71	42.85	
SLPA115	122000	.133	70.00	526.31	195.48	37.14	
SLPA199	122000	.267	21.00	524.34	21.00	100.00	
SLPA205	122000	.067	140.00	298.50	149.81	28.57	
SLPA216	122000	.067	20.00	298.50	149.25	50.00	
SLPA218	122000	.801	411.00	513.10	208.48	40.63	

*** CENSUS CLASSES ***

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH	MAX WSCH	EARNED WSCH	EARNED WSCH	EARNED WSCH	% OF MAX
					MAX				
					WSCH/FTEF			WSCH/FTEF	
CVTE201	121300	.350	96.00	96.00	274.28	96.00	274.28	100.00	100.00
CVTE202	121300	.350	96.00	96.00	274.28	108.00	308.57	112.50	112.50
CVTE203	121300	.350	102.00	102.00	291.42	72.00	205.71	70.58	70.58
CVTE205	121300	2.225	750.00	750.00	337.07	675.00	303.37	90.00	90.00
CVTE208	121300	.183	48.00	48.00	262.29	54.00	295.08	112.50	112.50
CVTE299	121300	.200	150.00	150.00	750.00	60.00	300.00	40.00	40.00
*****	CVTE	6.041	2472.00	2472.00	409.20	2154.00	356.56	87.13	87.13
FS 110	130100	.200	135.00	135.00	675.00	129.00	645.00	95.55	95.55
FS 115	130100	.400	300.00	300.00	750.00	189.00	472.50	63.00	63.00
FS 120	130100	.400	285.00	285.00	712.50	159.00	397.50	55.78	55.78
*****	FS	1.000	720.00	720.00	720.00	477.00	477.00	66.25	66.25
HESC110	219900	.200	90.00	90.00	450.00	96.00	480.00	106.66	106.66
HESC150	219900	.200	90.00	90.00	450.00	63.00	315.00	70.00	70.00
*****	HESC	.400	180.00	180.00	450.00	159.00	397.50	88.33	88.33
NURS120	120300	2.966	680.00	680.00	229.26	680.00	229.26	100.00	100.00
NURS155A	120300	.225	270.00	270.00	1200.00	4.50	20.00	1.66	1.66
NURS203	120300	1.700	420.00	420.00	247.05	444.00	261.17	105.71	105.71
NURS265A	120300	.225	157.50	157.50	700.00	130.50	580.00	82.85	82.85
*****	NURS	5.116	1527.50	1527.50	298.57	1259.00	246.09	82.42	82.42
OTA 100	121800	.133	70.00	70.00	526.31	66.00	496.24	94.28	94.28
OTA 101	121800	.217	140.00	140.00	645.16	92.00	423.96	65.71	65.71
OTA 110	121800	.350	210.00	210.00	600.00	138.00	394.28	65.71	65.71
OTA 210	121800	.222	96.00	96.00	432.43	36.00	162.16	37.50	37.50
OTA 220	121800	.283	120.00	120.00	424.02	45.00	159.01	37.50	37.50
OTA 230	121800	.067	24.00	24.00	358.20	9.00	134.32	37.50	37.50
*****	OTA	1.272	660.00	660.00	518.86	386.00	303.45	58.48	58.48
RESP105	121000	.267	180.00	180.00	674.15	172.00	644.19	95.55	95.55
RESP108	121000	1.100	405.00	405.00	368.18	387.00	351.81	95.55	95.55
RESP114	121000	.133	100.00	100.00	751.87	86.00	646.61	86.00	86.00
RESP201	121000	.267	140.00	140.00	524.34	136.00	509.36	97.14	97.14
RESP208	121000	.650	240.00	240.00	369.23	255.00	392.30	106.25	106.25
RESP222	121000	3.150	367.50	367.50	116.66	357.00	113.33	97.14	97.14
*****	RESP	5.567	1432.50	1432.50	257.31	1393.00	250.22	97.24	97.24
SLPA100	122000	.267	140.00	140.00	524.34	60.00	224.71	42.85	42.85
SLPA115	122000	.133	70.00	70.00	526.31	26.00	195.48	37.14	37.14
SLPA199	122000	.267	21.00	21.00	21.00	21.00	21.00	100.00	100.00
SLPA205	122000	.267	140.00	140.00	524.34	40.00	149.81	28.57	28.57
SLPA216	122000	.067	20.00	20.00	298.50	10.00	149.25	50.00	50.00
SLPA218	122000	.067	20.00	20.00	298.50	10.00	149.25	50.00	50.00
*****	SLPA	.801	411.00	411.00	513.10	167.00	208.48	40.63	40.63

DIVISION -- BUSINESS AND PROFESSIONAL STUDIES *** CENSUS CLASSES ***

SUBJECT	TOP	TOTAL FTEF	MAX WSCH	MAX WSCH/FTEF	EARNED WSCH	EARNED WSCH/FTEF	% OF MAX
CVTE210	121300	433	180.00	415.70	161.00	371.82	89.44
CVTE211	121300	350	96.00	274.28	90.00	257.14	93.75
CVTE212	121300	350	96.00	274.28	108.00	308.57	112.50
CVTE213	121300	350	96.00	342.85	66.00	188.57	55.00
CVTE215	121300	2250	900.00	400.00	645.00	286.66	71.66
CVTE218	121300	183	48.00	262.29	54.00	295.08	112.50
CVTE230	121300	133	100.00	751.87	34.00	255.63	34.00
CVTE299	121300	200	225.00	1125.00	75.00	375.00	33.33
CVTE***		6.266	2861.00	456.59	2163.00	345.19	75.60
FS 110	130100	200	150.00	750.00	105.00	525.00	70.00
FS 115	130100	400	300.00	750.00	195.00	487.50	65.00
FS 120	130100	400	285.00	712.50	171.00	427.50	60.00
FS***		1.000	735.00	735.00	471.00	471.00	64.08
NURSI120	123010	2.611	680.00	260.41	663.00	253.90	97.50
NURSI155A	123010	.225	135.00	600.00	40.50	180.00	30.00
NURSI155B	123010	.225	270.00	1200.00	76.50	340.00	28.33
NURS***		3.061	1085.00	354.43	780.00	254.80	71.88
OTA 120	121800	133	70.00	526.31	46.00	345.86	65.71
OTA 130	121800	350	210.00	600.00	138.00	394.28	65.71
OTA 140	121800	283	175.00	618.37	115.00	406.36	65.71
OTA***		.766	455.00	593.99	299.00	390.33	65.71
RESP116	121000	200	135.00	675.00	123.00	615.00	91.11
RESP118	121000	875	360.00	411.42	300.00	342.85	83.33
RESP122	121000	3.150	405.00	128.57	360.00	114.28	88.88
RESP150	121000	200	135.00	675.00	123.00	615.00	91.11
RESP205	121000	267	140.00	524.34	136.00	509.36	97.14
RESP232	121000	3.150	367.50	116.66	357.00	113.33	97.14
RESP268	121000	150	105.00	700.00	102.00	680.00	97.14
RESP***		7.992	1647.50	206.14	1501.00	187.81	91.10
SLPA100	122000	267	140.00	524.34	60.00	224.71	42.85
SLPA110	122000	267	140.00	524.34	52.00	194.75	37.14
SLPA199	122000	267	6.00	6.00	6.00	6.00	100.00
SLPA200	122000	267	140.00	524.34	44.00	164.79	31.42
SLPA216	122000	667	110.00	149.25	5.00	74.62	50.00
SLPA218	122000	667	10.00	149.25	5.00	74.62	50.00
SLPA***		.935	446.00	477.00	172.00	183.95	38.56

***** BUSINESS AND PROFESSIONAL STUDIES *****
 58.465 30246.50 517.34 22418.50 383.45 74.11

APPENDIX 13:
FISCAL YEAR
FTES ANALYSIS
BY PROGRAM
REPORT

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

		01/02	02/03	03/04	04/05	05/06
<u>Child Development (1305.00)</u>						
Course #						
CD 101	CD 131					
CD 102	CD 132					
CD 103	CD 134					
CD 104	CD 136					
CD 106	CD 137					
CD 107	CD 138					
CD 108	CD 141					
CD 109	CD 143					
CD 110	CD 145					
CD 111	CD 148					
CD 112	CD 149					
CD 113	CD 153					
CD 123	CD 160					
CD 124	CD 162					
CD 125	CD 168					
CD 126	CD 169					
CD 127	CD 174					
CD 128	CD 175					
CD 129	CD 199					
CD 130	CD 299					
FTES						
Summer		535	652	792	762	522
Fall		3,732	4,175	3,903	3,979	3,578
Spring		3,950	3,811	3,700	3,661	3,104
Total WSCH		8,217	8,637	8,395	8,402	7,205
Total FTES		273.90	287.91	279.82	280.06	240.15
Top	130500 Child Development - Unrestricted	\$568,429	\$635,988	\$660,301	\$597,745	\$636,607
	Costs per FTES	\$2,075.32	\$2,208.98	\$2,359.73	\$2,134.35	\$2,650.87
	130500 Child Development - Restricted	\$372,774	\$494,442	\$243,067	\$267,348	\$295,953

GCCCD
06/07 Grossmont College Program Review
Program Data Elements

	01/02	02/03	03/04	04/05	05/06
<u>Family Studies (1301.00)</u>					
Course #					
FS 110					
FS 115					
FS 120					
FS 199					
FS 299					
FTES					
Summer	0	0	0	105	159
Fall	465	498	486	432	477
Spring	488	534	525	453	471
Total WSCH	<u>953</u>	<u>1,032</u>	<u>1,011</u>	<u>990</u>	<u>1,107</u>
Total FTES	<u>31.77</u>	<u>34.40</u>	<u>33.70</u>	<u>33.00</u>	<u>36.90</u>
Top 130100 Family Studies - Unrestricted	<u>\$113,661</u>	<u>\$101,547</u>	<u>\$112,144</u>	<u>\$153,131</u>	<u>\$113,420</u>
Costs per FTES	<u>\$3,577.62</u>	<u>\$2,951.95</u>	<u>\$3,327.72</u>	<u>\$4,640.33</u>	<u>\$3,073.71</u>
130100 Family Studies - Restricted	\$0	\$0	\$0	\$0	\$0

APPENDIX 14:
FISCAL DATA:
OUTCOME
PROFILE

APPENDIX 14

14. Fiscal Data: Outcomes Profile

Child Development

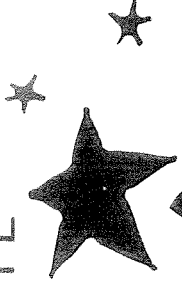
1. Semester/Year	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
2. Enrollment	1374		1544		1334		1429		1223	
3. Earned WSCH/FTEF	500	509	547	522	511	523	530	502	525	430
4. Total FTES	273.90		287.91		279.82		280.06		240.15	
5. Cost/FTES	2075.32		2208.98		2359.73		2134.35		2650.87	
6. Total Cost/Fiscal Year	568,429		635,988		660,301		597,745		636,607	
7. Total Revenue	958,650		1,007,685		979,370		980,210		840,525	
8. Other Revenue	372,774		494,442		243,067		267,348		295,953	

Family Studies

1. Semester/Year	Fall 2001	Spring 2002	Fall 2002	Spring 2003	Fall 2003	Spring 2004	Fall 2004	Spring 2005	Fall 2005	Spring 2006
2. Enrollment	156		167		162		146		161	
3. Earned WSCH/FTEF	581	457	623	534	608	656	540	566	477	471
4. Total FTES	31.77		34.40		33.70		33.00		36.90	
5. Cost/FTES	3577.62		2951.95		3327.72		4640.33		3073.71	
6. Total Cost/Fiscal Year	113,661		101,547		112,114		153,131		113,420	
7. Total Revenue	111,195		120,400		117,950		115,500		129,150	
8. Other Revenue										

**APPENDIX 15:
CD & FS
MATERIALS**

YOU MAKE THE



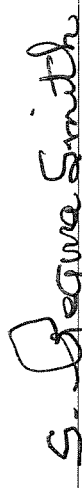
Difference

YMCA  Childcare Resource Service

*In appreciation for providing services to the families and children of
San Diego County in collaboration with YMCA Childcare Resource Service.*

Brossmont Community College

Presented on this seventeenth day of November, 2006.



S. Regina Smith, Advisory Council Chair
YMCA Childcare Resource Service



Debbie Macdonald, Executive Director
YMCA Childcare Resource Service

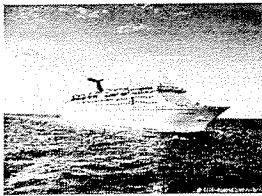
Child Development Requirements in California

Grossmont College
Fall, 2005

Some trends and changes

- Universal Preschool/Preschool for All
- Preschool Curriculum Content Standards
- IMPAC
 - CSU's and Community Colleges are meeting to facilitate transfer
 - Proposal to accept CD 125 and CD 131 statewide, with other possibilities

The Cruise Analogy



- Budget-Core Curriculum, 12 units
- Basic-Permit, 24 CD, 16 GE
- Deluxe: Associate Degree
- Luxury: Bachelor's Degree

Title 22: Community Care Licensing

- Title 22 programs are childcare and preschool programs that, in most cases, do not receive direct funding from the State of California
- Entry level requirements for teachers in community programs such as
 - Church preschools
 - Private child care programs
 - Before and after school child care

Title 22 Requirements for teacher (Sect. 101216)

- 12 Postsecondary Units
- The Core
 - Child Growth and Development (125)
 - Child Family Community (131)
 - Program Curriculum (123, 126, 127, 128, 129, 130...)
- For a director, add CD 137
- For infant toddler substitute 124 or 143

Title 5: California Dept. of Ed, Child Development Division

- These programs are funded by CDD/CDE
- Permits are required for teachers and directors.
- Teacher Permits are issued by the Commission on Teacher Credentialing
- Grossmont will be a credentialing college.

Title 5: Child Development Permits

- Progression towards a permit is strongly encouraged for Child Development Training Consortium and San Diego CARES money
- Head Start requires the state teaching credential (permit)
- The permit matrix:
<http://www.childdevelopment.org>



California Commission on Teacher Credentialing

- Sheridan DeWolf, Mary Courtney and other CD faculty are authorized by the Commission on Teacher Credentialing to sign off on CD Permit applications.
- We can also advise students on funding to pay for the permits.

Grossmont College Requirements

(see current catalog)

- Certificate of Proficiency
 - Associate Teacher
- Certificate of Achievement
 - Family Studies
 - Child Development Teacher
 - Child Development Master Teacher
 - Child Development Site Supervisor
 - School Age Child Care
- Associate in Science Degree
 - Child Development or Family Studies plus General Education

Certificate of Proficiency, Associate Teacher

- CD 123 Introduction to Programs and Curriculum (3)
- CD 125 Child Growth and Development (3)
- CD 131 Child, Family and Community (3)
- Select one of the following:
 - CD 126, CD 127, CD 128, CD 129 (3)
- Select one of the following
 - CD 106, 107, 108, 109 (1 unit)

Child Development Teacher

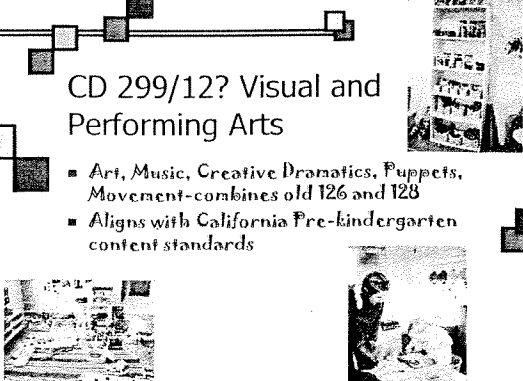
- CD 123 Introduction to Programs and Curriculum 3
- CD 125 Child Growth and Development 3
- CD 126 Art for Child Development 3 *
- CD 127 Science and Mathematics for Child Development 3
- CD 128 Music and Movement for Child Development 3 *
- CD 129 Language and Literature for Child Development 3
- CD 130 Curriculum: Developmentally Appropriate Practices 3
- CD 131 Child, Family and Community 3
- CD 132 Field Experience Seminar 3
- CD 133 Field Experience for Child Development 2
- CD 134 Health, Safety & Nutrition for Teachers of Young Children 3
- CD 141 Working With Children With Special Needs 3
 - Total Required 35

Proposed Changes for 2006-2007

- Add
 - **FS 115 Changing American Family**
- Replace CD 126 and CD 128 with
 - **CD 12? Visual and Performing Arts**
 - **(now offered as CD 299)**

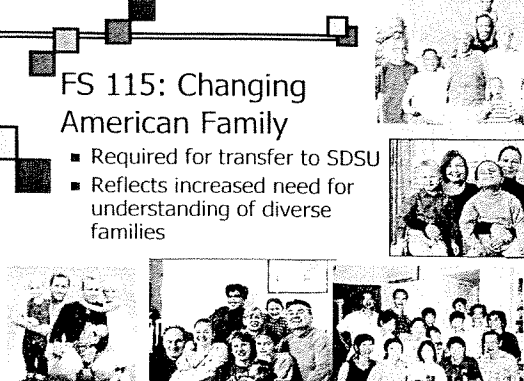
CD 299/12? Visual and Performing Arts

- Art, Music, Creative Dramatics, Puppets, Movement-combines old 126 and 128
- Aligns with California Pre-kindergarten content standards



FS 115: Changing American Family

- Required for transfer to SDSU
- Reflects increased need for understanding of diverse families



Student options:

- If you have completed CD 126 & CD 128, and are continuously enrolled, then you may follow the requirements of the catalog from your first semester of enrollment.
- If you have not taken either CD 126 or CD 128, we recommend you enroll in the new Visual and Performing Arts course this year (CD 299) or next year (CD 120.)
- If you have completed one of the two courses, CD 126 OR CD 128, our recommendation is that you still take the CD 120 or FS 115 as your other course. You will need to meet with the program coordinator for a modification of major.

Grossmont College CD&FS Program Coordinators


- Mary Courtney
- Sheridan DeWolf
- 619 644-7767
- 619 644-7327
- mary.courtney@gcccd.net
- sheridan.dewolf@gcccd.net
- Office: 372
- Office: 374

<http://www.grossmont.edu>

SDSU Child and Family Studies

To Transfer to SDSU

- SDSU Child and Family Studies program is impacted, all prerequisites must be met before transfer.
- CD 125 plus lab (106, 107, 108, 109)
- CD 131
- CD 130
- CD 132-133
- FS 115
- Psych 120
- Biology 120
- Soc 120
- Bio 215 or Math 160 or Psych/Soc/Anth 215 (Statistics)



SAN DIEGO STATE UNIVERSITY

For more info:

- Carolyn Balkwell Ph.D.
- CFD Undergraduate Advisor, Child and Family Development
- Phone: (619) 594-3713
- Office: PSFA-460
- E-Mail: balkwell@mail.sdsu.edu
- *Carolyn is retiring at the end of 05-06. Check with transfer center.*

Career Incentives for Students Working in Child Development

- Child Development Training Consortium Tuition Reimbursement and other Programs
 - Ginger Hartnett
 - virginia.hartnett@gccd.net

SD CARES

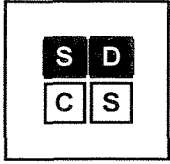
- This is not EOPS Cares!
- www.ymcacrs.org
- Sandy Jenkins
- sandyjenkins@msn.com
- Students need a two year plan from a counselor to get stipends!!!
- This plan includes GE requirements.

Directing students to CD/FS

- Student advising, transcripts...
 - Sheridan x7327, Mary x 7767
- Child Development Center information
 - Christina or Carla x7715
 - More detailed, Kathryn Ingram x7716
- Child Development Student Association
 - Amy Obegi (fall) 7081, Sonia Gaine (spring) x7326
- Seniors 4 Kids
 - Lorraine Martin x7891
- Foster and Kinship Care
 - Nory Behana x7349

A question for Counseling

- Have you seen a need for a degree in Family Studies?



SAN DIEGO CITY SCHOOLS



Baker Elementary School

4041 T Street, San Diego, CA 92113

(619) 264-3139

Amy Obegi
Grossmont College
Child Development and Family Studies
8800 Grossmont College Dr.
El Cajon, CA 92020

October 2006

Dear Amy,

On behalf of The Baker Children's Center we would like to thank you for sharing so much of your time and expertise with us throughout our startup process. Additionally, we are grateful to be using your PITC manuals as a guide for our curriculum and staff development. Your willingness to support our innovative childcare solution for young teachers in our neediest urban schools is sincerely appreciated.

We are excited to report that our childcare center has been up and running for three weeks now with remarkable success. Your help with designing thoughtful and thorough interview questions gave us a strong foundation for hiring an exceptionally experienced director as well as a caring and well-educated staff.

The goal of the Baker Children's Center is to continue to grow in order to reach as many teachers in urban schools as need childcare. We hope to be in contact with you in the future as we grow and possibly need more support in areas of curriculum, staffing and training.

Thank you again for your generous support of our efforts to meet the needs of students, teachers and their children in the Mountainview community.

Sincerely,

Miriam Atlas and Jamey Jaramillo
Representing The Children's Center Parent Advisory Board



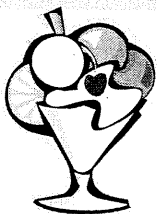
Grossmont CDC Newsletter

March/April 2005



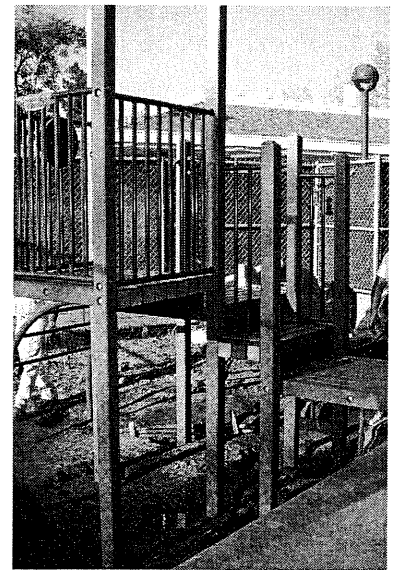
Announcements:

- Mon Mar. 21-Mar. 25th **CLOSED FOR SPRING BREAK.** We will see you back on March 28th!
- Friday, April 1 Parenting Meeting: *Fighting Childhood Obesity* 11-11:50 Community Room. All welcome
- April—Watch for survey regarding child-care needs during the summer
- Wed., April 13th Scholastic Book Orders are due
- **ICE CREAM SOCIAL** (Date Pending) 4-5:30 at the Child Development Center
- Friday, April 22 Parent Meeting: *Budgeting and Income Management*



Anxiously awaiting our 2 year old play structure!

When we return from spring break our 2 year old outdoor play structure should be ready to go! We have been anxiously and patiently awaiting the completion of the project. Thanks to a grant from the Orfaela Family Foundation (Paul Orfaela is the founder of Kinko's), we received funding for a play structure, sand, and safety padding. As of March 18th the structure and sand are ready. The padding should be installed by the time we return. Children in the two year old class have been counting down the days, readying themselves for their new outdoor play adventure. The class will have a celebration party marking it's completion when we return. Stay tuned!!



Notes from the Office

As many of you know, our program is principally funded by the State of California, Child Development Division. With our general child care contract from the state, there are certain regulations we are to adhere to (Title 5 and Title 22). In an effort to more succinctly communicate the expectations of the state, you will see a new parent handbook in the fall with specific wording as to what our policies are. You will not see a major change in the policies, rather a change in the language that describes our procedures and process. This semester, you may also see notices from the office that cite the specific Title 5 regulations.

Join us for an Ice Cream Social!

While we are still making the final decision on the date, we do know we have a fun event in the works for families at the CDC. The Phi Theta Kappa Honor Society and the Child Development Student Association will be working with the Child Development Center to host an ice cream social. The event will take place after school, from 4-5:30. We will have ice cream sundaes, games, and storytelling with a fairy tale theme. You are welcome to bring family members. It will be a great opportunity to reconnect!

While the event, food, and fun will be free. We will have a donation box (though not required), with all monies raised going directly back to the child development center. We hope to purchase some planter boxes and gardening supplies. Stay tuned for a flyer that will provide all the details. Looking forward to seeing you there!

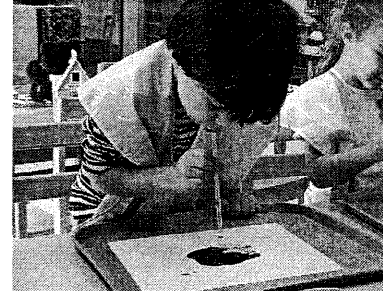
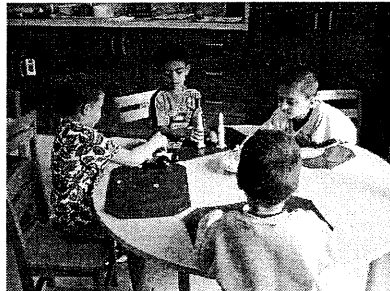
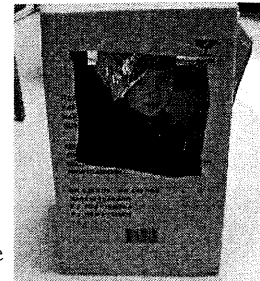
Large Preschool Program in the Spotlight

Our oldest children at the CDC spend their days in the large preschool classroom. We have 24 children in the program including Shan, Justin, Madilyn, Kiara, Erick, Joseph, Carol, Janell, John Michael, Dakota, Israel, James, Andrew, Trevor, Gavin, Dreyton, Jason, Arya, Bernie, Lita, Alekis, Kethan, Christian, and Alex. Teachers Roberta & Celia and Teacher's and curious children engaged in the having a set "theme" for each week, what activities and ideas engage working on. The teachers then co-building upon their cognitive, lan-



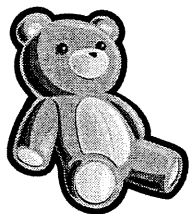
development to create activities that Over the past month, the 4 and 5 Assistant Lesley work hard to keep these active learning that interests them most. Rather than we look to see how the children are playing, them, and what developmental tasks they are construct the curriculum with the children— guage, social, emotional, physical, and creative are both engaging and fun for the children.

space exploration. The teachers have been sharing books about space and the information is directly translating into the children's play. They are constructing solar systems in the sand, naming the sun and planets. They are building rocket ships, painting them, and using their walkie-talkies to talk to "mission command." They have turned their large outdoor play structure into a rocket ship, labeling different parts of the structure and creating space helmets to wear on their adventures. They are using the blocks and manipulatives to create their own space structures, and creating their own earth prints. As they engage in these endeavors they have opportunities to practice their emergent writing skills, problem solving, cooperative learning, language, motor skills, etc. Lately the children have been transitioning to fire truck play. They have transformed their play house into a fire station, and have been asking questions and exploring the work of firemen & firewomen. Learning through play is one of the best ways children prepare themselves for kindergarten.



Coming Soon in the Large Preschool....Literacy Backpacks

After our spring break the large preschool classroom (Roberta & Celia's group) will be introducing the literacy backpacks. The backpack contains a bear, books, and a journal. Each child will take turns bring the backpack home. We ask that you record in the journal what the bear did while at your house. Your child can draw a picture to accompany the description in the journal. At group time, we will bring out the backpack and share with the kids the adventure the bear has gone on. The children really enjoy hearing about the bear's latest journey. They also love to share with others what the bear did at their house!!!



HAPPY BIRTHDAY!

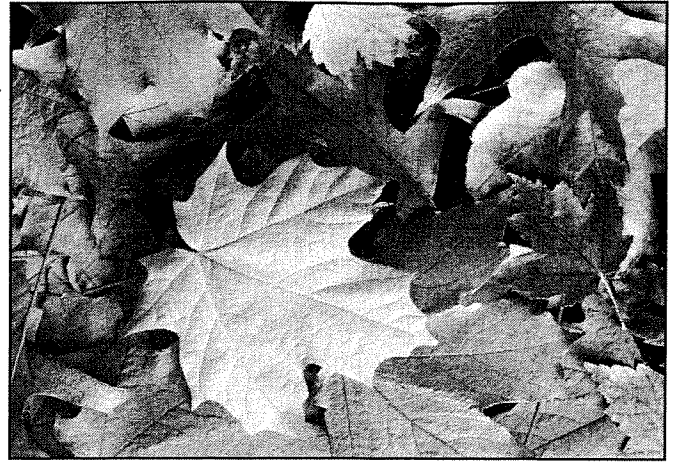
Andrew—Mar. 1, 2000
 Joey—Mar. 10, 2003
 Talia—Mar. 13, 2002
 Annastacia—Mar. 17, 2002
 Teacher Lynda—Mar. 20
 Devahd'jae—Mar. 21, 2002
 Michelle Soltero—Mar. 25
 Dakota—Mar. 28, 2000
 Corina—Mar. 29, 2001

Chris C.—Apr. 2, 2001
 Christina Luna—Apr. 3
 Teacher Celia—Apr. 4
 Kelsey—Apr. 6, 2004
 Kiara—Apr. 7, 2000
 Erick—Apr. 8, 2000
 Jason—Apr. 14, 2000
 Teacher Amy—Apr. 15
 Kethan—Apr. 16, 2000
 Amy Obegi—
 Apr. 19



Grossmont CDC Newsletter

October 2006



Announcements:

- **Oct. 20 Parent Advisory Meeting 8:00-8:50am** CDC Community Room (counts for CD 103 Parent Meeting) All welcome to give their input on the CDC & provide feedback on some proposed changes
- **Nov. 3rd—Scholastic Book Orders Due**
- **Nov. 10 — Veteran's Day Holiday, No School**

Halloween Policy

A note to let you know we do **NOT** celebrate Halloween here at the CDC. We ask that you don't bring your child in costume and that you don't bring candy. This policy exists because we want to respect families who do not celebrate the holiday, avoid scaring the little ones, and keep our food service nutritious. If you do celebrate the holiday at home, we hope it is safe and

Enjoyable :)



Thanks for making our Open House a success!

On September 21st we had our annual open house to welcome families to our program. We had a wonderful turnout and enjoyed seeing the children sharing their school with their parents, grandparents, friends, and other relatives. Families ate nachos, explored the classrooms, talked with teachers, and participated in activities together. We realize that we are strongest when we work together as a community. We welcome you to our community and encourage you to share with us what is new in your lives.

Thanks to all who provided toppings for our nachos!

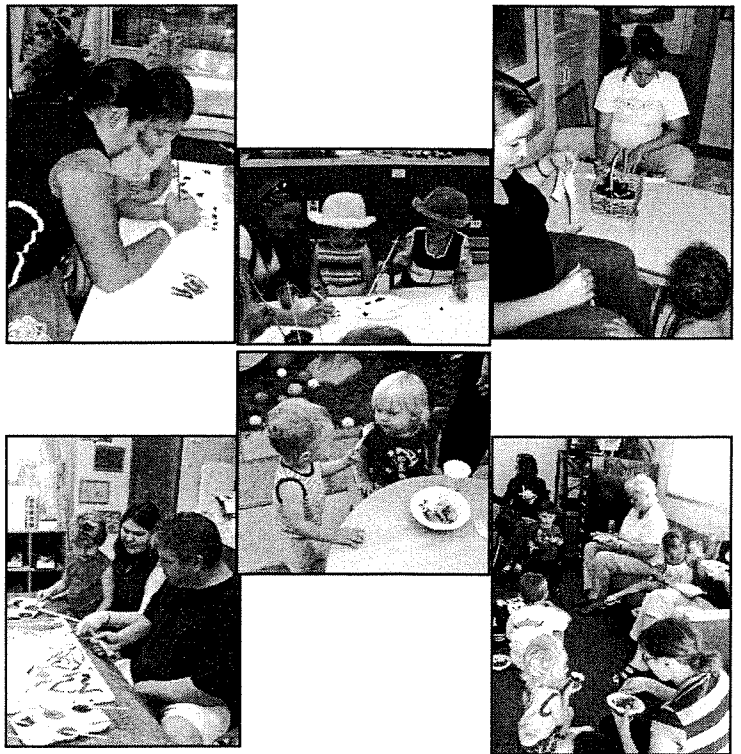
Have a wonderful fall.

Sharing our hopes...

The teachers and administrators here at the CDC know we have a special privilege and responsibility in caring for your children. We take your children's education and care seriously and want the center to be a place where your family feels safe and connected. Some of our hopes:

- *Children are safe, happy, learning, and developing a sense of wonderment & discovery
- *Families are safe and secure leaving children
- *We share a sense of community
- *Children are ready for their future school experiences

We would like to know your hopes for your children. In the main hallway there will be strips of ribbon to share your hopes for your children (either here at the center, or in life in general). In the classrooms, we will also ask your children what their hopes are. We will weave these hopes together in our hallway to represent the community we are building together.



Infant Program in the Spotlight

Each month we will focus on a different classroom to highlight who is in the room and what type of learning and discovery the children are engaged in. We are going to start this month with the babies! We have 8 babies in the infant program (only 6 at a time) ranging in age from 6-12 months, with teachers Maura, Christina, Robyn, & Kathleen (and many wonderful



student helpers too!). The children are Amaya, Elissa, Ella, Emily, Jules, Madison, Shamarion, and Tori. The children have spent the first several months getting to know their new teachers and peers, building trust, exploring the environment, negotiating their routines, and most importantly coming to understand that their parents always come back!! The teachers realize that at any age it takes a leap of faith to place your child in non-parental



care, but with babies it is a particular challenge. They are all so happy to get to know your families and to learn from you how to best care for your child. They enjoy seeing you come in and children. They hope it is a place where you feel safe

Maura reports on what a joy it is to experience the growing! In the infant room you see the foundations



last two months the children have how to walk. They have taken a eager to smile and touch their



care in setting up to the room to give children many sensory, cognitive, language, and motor experiences. The children spend a good deal of time in the sand, exploring books and other toys, mouthing beads, looking at them-

children growing. An oh, how they are of their developmental process. Just in the learned to sit, others crawl, and still others great interest in each other socially, and are "friends." The infant teachers take great

care in setting up to the room to give children many sensory, cognitive, language, and motor experiences. The children spend a good deal of time in the sand, exploring books and other toys, mouthing beads, looking at themselves in the mirror, bouncing to music, climbing large colored blocks, "talking" with each other, splashing in water, and even finger painting (in addition to diaper changes, feeding, and napping!). All of the experiences children have in the first years of life help to build connections in their brains. The nurturing interactions with parents and teachers, the toys they explore, peer interactions, and the food they eat, are all helping them become healthy, happy, competent individuals. The infant teachers look forward to the continued growth of the children, getting to know your families even better, and the many wonderful adventures we will all experience together.



News from the Office

We want to thank you all for signing in and out with your full signatures!

Please remember to maintain your contract hours and if there are any changes to contact the office (619) 644-7715. Also, **if your child has had any new immunization since you enrolled in the beginning of the school year, please bring your updated immunization card to the office for us to copy.** We need to keep our records current. Thank you!



Literacy Library Coming Soon!



In the coming month we will be starting our first Grossmont College Child Development Center Literacy Library. We will have books you can check out to read with your children at home. Research shows that reading to children helps develop their cognition, language and listening skills, and helps prepare them for success in kindergarten (and in life!). Reading books is a wonderful way to connect with children and enter into a world of fantasy! We hope you enjoy this service. Stay tuned for flyers in your children's cubbies that will tell more about our upcoming library.

Are you in need of extra support or assistance?

This semester Christina Luna is serving as our Student Assistant Worker. She has her B.A. in Social Work, and is supporting our parents with resources, such as housing, counseling, medical insurance, finding tutoring, etc. If you would like to schedule an appointment call her at 644-7715.

**Child Development & Family Studies
Program Review**

Questions and Responses

PROGRAM REVIEW
CHILD DEVELOPMENT & FAMILY STUDIES
RESPONSES TO COMMITTEE QUESTIONS

P. 3, Q 1.2 – Activity 1: How does the supervision of the Center by rotating faculty members affect the supervision of classified staff?

According to the classified teachers at the Center it means adapting to different styles and performance expectations and different emphasis. It can be stressful to get use to someone new, but they see both pros and cons. With each change, you get to step back and look at things anew. According to a classified office staff, it means having to retrain us on state regulations. As the faculty assigned to supervise the child development center, there is mentoring by previous faculty CDC coordinators. However, there is not a lot of institutional support in supervising classified staff, budgeting, or other training related to managing a program.

P. 4, Q 1.2 – Activity 4: What is the current status of the Child Development Center in the master plan?

The Child Development Center is currently #16 on the facilities master plan. Yet, it seems like work on #15 has been started (see attached master plan).

P. 4, Q 1.2 – Activity 4: What is the current status of the Seniors 4 Kids intergenerational program?

The Seniors 4 Kids Intergenerational Program operated for three years as one of nine San Diego County Intergenerational Projects funded by the First Five Commission of San Diego County. Seniors 4 Kids operated under the umbrella of the Grossmont College Child Development and Family Studies Program. It was the largest and most successful of the nine projects. We were awarded a No Cost Extension and were able to operate the Program with our remaining funding for an additional 5 months. The contract ended on June 30, 2007.

We currently have nine volunteers who continue to work at the preschool sites. Four are volunteering at the Grossmont College CDC. We will invite the 50 volunteers who were active participants to a reunion in early Dec. 2007.

The plan is to activate all or part of the program when we are able to establish a funding source. We recently sent a description of the program with a letter of request for funding to the Annie Casey Foundation. Other options include partnering with the CDC and making the Intergenerational Program part of a more comprehensive grant. Each year we were able to purchase a new book for every child in the volunteer's classrooms. Typically we sent books home with approximately 650 children. The books were in the child's home language. It is one of our goals to find \$1000 to purchase books again this year.

This program is an important component of the long term goal to have an Intergenerational Program on Campus.

P. 5, Q 1.3 – #3: What is your timeline to combine Child Development and Family Studies? Will there be a CDFS degree?

At our department retreat on August, 18, 2007 faculty members and classified CDC staff voted to pursue a more integrated Child Development and Family Studies program. Yet, we are still exploring how this would be done and do not yet have a set-time line. Part of the exploration will be an examination of the pros and cons of a CDFS degree, and what that degree would entail.

P. 5, Q 1.3 - Does the department still need a half-time clerical support person?

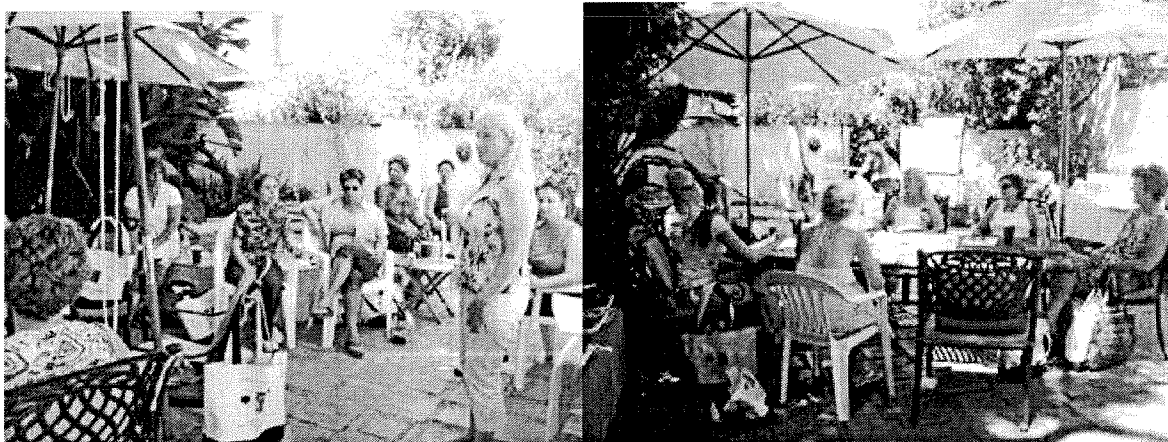
We do still have a need for a half-time clerical support person. We hadn't pursued it as our focus was on replacing faculty and keeping the center operating. Yet, our time is continually being stretched and it has become increasingly apparent that the responsibilities of running the department and maintaining community linkages exceeds our reserves. There are increased duties surrounding Child Development Permit applications, the San Diego County CAREs program, the 24 unit alignment project and other community linkages, that a support person could assist with.

P. 6, Q 1.3 - #4: Do faculty need extra pay for duties related to Verification of Completion for Commission on Teacher Credentialing? If so, what are the benefits?

Yes, faculty need extra pay for duties related to Verification of Completion for the Commission on Teacher Credentialing. Currently, it is a draw for students to attend a college with a VOC. If students complete the majority of their coursework from such a college their permit application will be fast-tracked and approved in an expedited manner. As the only VOC college in San Diego County, our reputation as a leader in the child development community is bolstered.

P. 9, Q. 2.2-2.3 – What funds are used for early retreats?

We have always pooled our resources to fund our retreats. Our 2007 retreat was funded through outside monies we received from the CAREs project. However, in the future this CAREs stipend will likely passed on to the VOC faculty liaison to compensate for extra hours worked.



P. 21, Q. 2.1: Besides ESL, EOPS, CalWorks, and the Art Department, what other departments are you working with?

For our Family Studies courses we work with the Occupational Therapy program, and the Career Center. The Child Development Center works with ASGC, campus police, music, exercise science, photography, and communication departments. For our program in general we work with the library, IS, counseling, the English Writing Center, Disabled Student Services, and the Assessment center.

P. 22, Q. 2.13: Does the Tutoring Center have a CD tutor? Is there a need?

The tutoring center does not have a Child Development tutor. A greater need is an increased link with the campus writing center. We also want to develop a child development tutoring lab that will include resources and support for students to work individually and on group projects.

P. 24, Q. 2.16: Is it a problem for CD students who have no student services available at night and weekends?

Yes, it is a problem; it is hard for students that don't have access to the library, LRC, bookstore, disabled student services, counseling, etc. It is particularly hard for students in late start classes who travel long distances to take Saturday classes, but don't have access to the bookstore for texts and scantrons, etc.

P. 25 Q. 2.18 — Did your department meet with Janice Johnson to develop your response for this question?

Per your suggestion, we met with Janice Johnson and she said she was in agreement with our initial response. Specifically, she noted the close working relationship we have with SDSU and with herself, and that we attend SDSU advisories and vice-versa. She said our program is well articulated with the local four year institutions, and has well represented CSU certification. She said as new issues arise, we will address them as they come and work with our department. She also mentioned that she is moving up the state reviewing the colleges we have the highest transfer agreements with and working on articulation (she is currently working on CSU Long Beach).

P. 27, Q 3.1 -Please clarify any difficulties you are having in offering bilingual support classes.

It has been very difficult to get a straight answer as to the legalities, rules, and regulations governing bilingual support classes. No one seems to have the same answers, and the campus doesn't seem to have a policy around this. We're moving ahead with teaching a bilingual CD 123 class in the fall with a cohort of interested Spanish-speaking students.

P. 30, Q 4.2 - Tell us more about your need for support for families at the center (e.g. family services coordinator for referral and/or licensed counseling?) What do you have in mind?

Our need for a family support social worker at the Center is immense!! Every semester we have many families who come to us with needs including domestic violence, homelessness, parenting support/guidance, need for food, clothing, warm blankets, beds/bedding, etc., mental health issues, custody/restraining order issues, the need for medical/dental care for themselves or their children, behavioral help/counseling for children or family therapy, etc. etc. etc. Ninety percent of our families at the CDC are state funded, meaning they fall in the lowest income bracket. Many are making a first attempt at going to school and trying to be successful amidst a number of stressors in their lives. Our goal is to keep their education, their family, and their survival on track.

We would like a social worker stationed at the Child Development Center to assist families in finding/coordinating resources for children and families, act as a support liaison for the classroom teachers, and conduct parent education support groups and/or find guest speakers to link students with the community. Having such a resource would greatly support our Grossmont families AND would take a significant load of classified staff and faculty who work to aide parents with these tasks (which fall out of the purview of our job description/expertise). We envision this person not just being available to CDC parents, but other Grossmont students as well. When students come to counseling or EOPs with needs a social worker could support, they could be referred to CDC.

P. 36, Q. 4.8 - How much money do you need for the family services coordinator?

According to our research, the average social worker in San Diego makes \$42,000 a year plus benefits. This is the salary range we would be looking for.

P. 36, Q. 4.9 – If you could plan from the ground up, what would your vision of the ideal Child Development Center look like?

Our ideal Child Development Center would be a two story building which would have the children's classrooms on the ground floor and adult classrooms and faculty offices on the top floor. It would be a beautiful environment for children with art, an atrium, large windows, nature infused indoors and out, an atelier for art, and more classroom space for infants and toddlers. The outdoor play yards would be developed as outdoor "learning laboratories" rich in opportunities to interact with nature/gardening, engage in art and dramatic play, use gross and fine motor equipment, and literacy. The square footage would minimally meet the recommendation from the State Chancellor's office rather than licensing requirements. We would need observation rooms with two-way mirrors and audiovisual equipment for student observations.

We would like a welcoming entry way for parents to gather and for administrative support. We would also like to see teacher work space and a staff lounge. We envision a community room that has a small computer lab/study for parents, but also tutoring and resources for child development students. This would be a comprehensive family support room, with an office for a family support social worker, a resource lending library, and small food bank.

We would also like to have an adjoining space for active mobile seniors and opportunities for these seniors to participate in the children's classrooms. We see the possibilities of linkages with

the health professions on campus whose students could practice their nursing, cardiovascular, occupational health, etc. skills.

P. 38, Q. 5.1 - What is currently being taught in FS 110 and what else might be included or supplanted to improve the success of your students? What other success strategies might be incorporated into this class to improve the success of under-prepared students? E.g., linkage with student services? Project Success?

The topics covered in FS 110 are values, goals, decision making, money management, time management, relationships, family influences, emotions, coping skills, human sexuality, nutrition, life changes (healthy living, live-span changes), and positive living (leisure/hobbies and a balanced lifestyle). The instructor has incorporated many techniques to help make students successful including posting lectures on WebCT, accepting late work, developing special contracts with students to finish the course, conversations with coaches, etc. She finds her major battles are with students not taking notes in class, being tardy, missing class, and not completing assignments. She is considering adding a section on Resource use, that explores the creative use of resources available to students and in the community. We had not considered linking with Project Success, but would be open to conversations to learn more. We discussed student's perception of the class and considered making it clear that the course is not a "study skills" course, and that if they are looking for basic skills to manage their college careers, they are encouraged to take this preceding the life management class so they can be more successful with the coursework.

P. 47, Q. 7.1 – What are some of the steps you are taking to address increasing diversity among staff?

While our classified staff at the Child Development Center are quite diverse (representing African-American, Hispanic, Middle Eastern, and European-American ethnicities), the instructional faculty are less so. We have in the past two years hired in tenure-track positions an Hispanic Spanish speaking faculty member and a faculty member of mixed Mexican and German descent. While we would like more male faculty and more ethnic diversity represented in our program, we have had very few diverse candidates. We have ties with a male adjunct instructor who upon completion of his Master's program will likely teach with us, but the reality is there is a very small handful of males that enter our field. We do keep very active in the child development community at the state and local levels and when we see qualified candidates we encourage them to apply for full-time or adjunct positions.

While we work to recruit diverse, qualified candidates, we also continue to infuse diversity issues and respect into our coursework. Cultural awareness, knowledge, and skills for participating in a diverse society are an integral part of our curriculum.

P. 47, Q. 7.1 – Can you give us how much FTES is generated by the lab?

The FTES is approximately 70 per semester. Data was analyzed to compare the success of students on our wait list with students that have children enrolled in the CDC. Students with children enrolled at the CDC had higher retention and success rates in school.

P. 49, Q 8.1 — Tell us more about your needs in the area of adjunct space and storage of student work.

We have a committed group of adjunct faculty who need time to meet with students and prepare their coursework. We have found a small storage space in Room 372 which we converted into a work space yet it is very cramped. We need a sizeable space where faculty can store student papers, portfolios, videos for classes, etc. The space needs to be user friendly with computers, multiple chairs for meeting with students, etc. We want to convey to part-time faculty that they are a respected and valued part of our team.

Program Review Committee
Summary Evaluation

Commendation and Recommendations for Child Development

The Program Review Committee commends the Child Development Department for:

1. Continuous and effective communication between full-time and part-time faculty and classified staff.
2. Receiving authorization through the California Commission on Teacher Credentialing as a Verification of Completion college.
3. Setting course standards, developing common rubrics and student learning outcomes, and sharing course syllabi, assessment methods, instructional ideas and assignments through retreats and staff meetings.
4. Innovations such as hybrid courses, extensive learning activities outside the classroom, using multiple methods of engaging students and developing courses that meet student needs and address new trends including offering CD 125 course taught in Spanish.
5. Serving on myriad of campus committees and for extensive campus community outreach activities, such as: Seniors 4 Kids, California Early Childhood Mentor Program, Infant Toddler Care Demonstration Site, Foster Adoptive and Kinship Care Education Program, as well as community affiliations with YMCA Childcare Resource Center, Hispanic Family Childcare Network and Child Care and Development Planning Council.
6. Creating multiple ways for full and part-time faculty, staff, parents and community members to participate in department and Child Care Center decision-making.
7. Generating several outside funding sources to support and run the College Child Development Center.

The Program Review Committee offers the following recommendations:

1. Replace full-time faculty as they separate.
2. Obtain general funds to create a Family Support Coordinator position in order to provide student service support at the Child Development Center.
3. Construct a new Child Development Center with an intergenerational component. The Center would accommodate a childcare program, instructional classrooms, faculty offices and a child development student study area.
4. Establish a clear vision of child development and family studies as one program.
5. Renovate Child Development Center to include aesthetically pleasing entryway, outdoor play yard with natural landscape, smart classroom and space for adjunct instructors and storage.