## I. Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Member Type</th>
<th>Email</th>
<th>Contact Phone</th>
<th>Responsible for what part</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peggy Dodge</td>
<td>Primary Team Member</td>
<td><a href="mailto:peggy.dodge@marin.edu">peggy.dodge@marin.edu</a></td>
<td>415-485-9369</td>
<td>majority, coordination of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaquam Edwards</td>
<td>Team Member</td>
<td><a href="mailto:shaquam.edwards@marin.edu">shaquam.edwards@marin.edu</a></td>
<td></td>
<td>selected sections - GE SLO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peggy Dodge</td>
<td>Team Member</td>
<td><a href="mailto:peggy.dodge@marin.edu">peggy.dodge@marin.edu</a></td>
<td>415-485-9369</td>
<td>all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## II. Program Review Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee (Chairs)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chris Schultz</td>
<td>Curriculum Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blaze Woodlief</td>
<td>Educational Planning Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V-Anne Chernock and Erik Dunmire</td>
<td>Facilities Committee Co-Chairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yolanda Bellisimo</td>
<td>Planning and Resource Allocation Committee Co-Chair/Academic Senate President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nick Chang</td>
<td>Planning and Resource Allocation Committee Co-Chair/Instructional Equipment Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sara McKinnon and Becky Brown</td>
<td>Program Review Committee Chair and SLO Coordinators</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chris Schulz</td>
<td>Student Access and Success Committee Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michael Irvine</td>
<td>Tech Committee Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## III. Vice President of Academic Affairs

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nick Chang</td>
<td></td>
<td></td>
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</tbody>
</table>

## IV. Board of Trustees President

<table>
<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eva Long</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructional Equipment

ECE-2010

This section will be filled out by faculty and reviewed by the Department Chair, the ARea Dean, the Instructional Equipment Committee, IPC and Budget.
Please enter items that will be used over a period of semesters BY STUDENTS. (Note: These should be NEW items that you are requesting one time only - not ongoing or consumable. Ongoing and consumable requests go under "Other Instructional Equipment". Technology-related requests should go under "Technology Requests". Select whether the item is less than or more than $200 each. If you are a large discipline with several areas, please include which area this item is for. Include Tax, Shipping and Handling in the total cost for each item.

I. Instructional Equipment/Materials Requirements

<table>
<thead>
<tr>
<th>Priority</th>
<th>To Support</th>
<th>Category</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>300 Students</td>
<td>Over $200 Each</td>
<td>ECE</td>
</tr>
</tbody>
</table>

Description and part number for ordering:
Student response system from Turning Point Technologies Product ID Name XRC-R02 RF HID Receiver (Dark Gray) Price $99.00 Qty. 2 Extended Price $198.00 Product ID Name PKG-RF50 Case - 50 Price $50.00 Qty. 2 Extended Price $100.00 Product ID Name RFC-02 ResponseCard RF-02 Price $28.00 Qty. 100 Extended Price $2800.00 GRAND TOTAL: $3,098.00 SPECIAL INSTRUCTIONS: Length of Maintenance: Our Preferred Pricing Agreement provides ongoing support & maintenance. *COM ECE is eligible for preferred pricing because of MOU with SFSU. We can fall under SFSU preferred pricing structure. Potentially available to other disciplines also. Requires submission of copy of MOU between COM and SFSU.

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Unit Cost:</th>
<th>Tax:</th>
<th>Shipping:</th>
<th>Total:</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$3,500.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,500.00</td>
</tr>
</tbody>
</table>

One-time expenses: (e.g. construction, electrical, installation)

On-going Expenses: (e.g. maintenance, repairs, staffing, and/or upgrades)
Preferred Pricing Agreement provides ongoing support & maintenance. *COM ECE is eligible for preferred pricing because of MOU with SFSU. We can fall under SFSU preferred pricing structure. Potentially available to other disciplines also. Requires submission of copy of MOU with SFSU.

Item to be shared with the following Department/Program: (Include any shared expenses)

Do you have space for this equipment? Yes

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
Importance = B. This is the second request for this equipment.

2. Is this equipment required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Best pedagogical practice evidence supports instructional practices that emphasize active learning. Students are actively engaged throughout the class session by using "clickers" (Student response systems) to interact with the course content.

Though not "necessary" for students to succeed, evidence suggests that active engagement of students in the learning process contributes to greater success. Not required for success in series of courses but potentially contributes to student success in all courses, including those that are prerequisites for courses in program series.

"Current research describes the benefits of active learning approaches. Clickers, or student response systems, are a technology used to promote active learning. Most research on the benefits of using clickers in the classroom has shown that students become engaged and enjoy using them" ("Clickers in the Classroom: An Active Learning Approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458)

"Johnson described how clickers address three of Chickering and Gamson's seven principles for good practice in undergraduate education. Clickers help instructors:

~ actively engage students during the entire class period,

~ gauge their level of understanding of the material being presented, and

~ provide prompt feedback to student questions."(Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458)

"Students can easily respond to interactive questions with minimal instruction due to our intuitive streamlined interface ...Turning Point Technologies creates interactive classrooms that engage students and personalize the education experience with instantaneous assessments. Instructors ask questions, students respond with ResponseCards ® and class feedback is instantly displayed" (Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010)

"Educators will immediately know if the class understands key concepts and every student participates in learning" (Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010)

Student evaluation surveys for the last two semesters indicate that one area rate "neutral" about my instruction is in regard to the question "My instructor notices indications when students need help." The Student Response System technology would give me more opportunities to tap into students understanding and improve my ability to detect when students need help.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All ECE students taught in smart classrooms (approximately 300 students per semester) would potentially
benefit from using this technology. Although not required, using clickers to enhance teaching methodology and active learning outcomes puts COM on par with some of the best 4 year colleges. Existing students would profit from increased engagement in COM classes and introduction to instructional technology in common use at 4 year institutions. New students can be attracted both by "game approach" that engages them and by cutting edge availability of teaching technology.

"Another benefit of clickers over traditional active learning methods is that they follow the principles of game-based learning. Students of the twenty-first century have grown up using computer games for learning and entertainment." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Success in achieving course and program learning outcomes will be increased by more active participation of students through the use of "clickers."

COM values:

~ Student and Community Centered Education - We promote student success by providing programs and services that are learner centered and reflect the changing needs of our students and surrounding community.

~ Academic Excellence and Innovation - We are dedicated to academic excellence and encourage innovation. We foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence. We continually evaluate the effectiveness of our programs.

~ Collaboration and Open Communication - We cultivate a culture of mutual respect, open communication, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

All COM values will be supported by inclusion of this technology in our classes. Student goals for success in their classes will be supported by this technology that is proven to increase engagement, student perception of achievement of learning outcomes and sustain student motivation.

"Would using clickers increase learning outcomes more than another active learning approach? Two key features distinguish clicker use:

~ Clickers provide a mechanism for students to participate anonymously.

~ Clickers integrate a "game approach" that may engage students more than traditional class discussion." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

With TurningPoint, instructors can leverage their knowledge of PowerPoint to create an interactive question with a couple of mouse clicks versus the multiple steps required with competitive products" (Proposal for TurningPoint ® Student Response System for Higher Education; 1/21/2010)

"Perceptions of Student Learning Outcomes: Based on the survey results, student perceptions of using clickers or class discussion appear in Table 3. The seven-question perception survey, which used a scale from 1 (strongly disagree) to 5 (strongly agree), was completed by all 92 participants. Although no statistically significant differences occurred, the mean scores were consistently higher for students who had used clickers." ("Clickers in the Classroom: An Active Learning approach"; http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458

"For students, clickers have been shown to improve attendance, comprehension and learning; reduce
attrition; provide variety and interactivity; increase the perception that the instructor cares about their success; and reduce the anxiety of in-class questions." "Using Clickers to Assess and Engage Student Learning"; Featured Higher Education Presenter: Dr. Peter M. Saunders. Magna Online Seminar, 11/4/09)

6. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors will track the use of clickers in their instruction and end of semester student class evaluations will include student assessment of effectiveness of use of clickers in achieving the Student Learning Outcomes of the class. Retention and success data for classes before and after the introduction of clicker technology can be compared.

Evidence for effectiveness of this technology has been cited throughout this section. Resources cited are included in Program Review attachments submitted with 2009-10 Program Review.

Additional Justification for this item:

As far as I know, ECE would be the first discipline at COM to incorporate this technology. Both full time ECE instructors are committed to the use of the technology. We would be willing to share our experience and offer training to other COM faculty through flex workshops and other appropriate methods.
Technology Requests
Part II : Hardware for Lab and Classroom
ECE-2010

I. Technology Requests-Hardware for Lab and Classroom or other student use

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget.

Priority: To Support: Category Discipline Area
01 300 Students Other ECE

Description and part number for ordering:
Student response system from Turning Point Technologies Product ID Name XRC-R02 RF HID Receiver (Dark Gray) Price $99.00 Qty. 2 Extended Price $198.00 Product ID Name PKG-RF50 Case - 50 Price $50.00 Qty. 2 Extended Price $100.00 Product ID Name RFC-02 ResponseCard RF-02 Price $28.00 Qty. 100 Extended Price $2,800.00 GRAND TOTAL: $3,098.00

SPECIAL INSTRUCTIONS: Length of Maintenance: Our Preferred Pricing Agreement provides ongoing support & maintenance. *COM ECE is eligible for preferred pricing because of MOU with SFSU. We can fall under SFSU preferred pricing structure. Potentially available to other disciplines also. Requires submission of copy of MOU between COM and SFSU.

Qty. Unit Cost: Tax: Shipping: Total:
1 $3,500.00 $0.00 $0.00 $3,500.00

Type College-wide Discipline-Specific
New None Classroom use

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • 'A' means that your discipline cannot teach your course(s) without the requested equipment.
   • 'B' means that your course(s) would be greatly enhanced with the requested equipment.
   • 'C' means that you would like this piece of equipment for your course(s) but can wait for a future academic year.

   In addition, how many times have you requested this item, but you have not received it?
   Justification = B. This is the second request for this technology.

2. Is this hardware required to meet Title 5 and/or Ed Code? If so, how? (Cite code)
   Is this equipment required to meet any local, state or federal Health and Safety Code? If so, how? (Cite code)
   No

3. How will the quality of instruction be improved for student learning and success? Is it necessary for students to succeed in a series of courses?

Best pedagogical practice evidence supports instructional practices that emphasize active learning. Students are actively engaged throughout the class session by using “clickers”(Student response systems) to interact with the course content.

Though not "necessary" for students to succeed, evidence suggests that active engagement of students in the learning process contributes to greater success. Not required for success in series of courses but potentially contributes to student success in all
*Current research describes the benefits of active learning approaches. Clickers, or student response systems, are a technology used to promote active learning. Most research on the benefits of using clickers in the classroom has shown that students become engaged and enjoy using them* (*Clickers in the Classroom: An Active Learning Approach*; [http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

*Johnson described how clickers address three of Chickering and Gamson's seven principles for good practice in undergraduate education. Clickers help instructors:
  ~ actively engage students during the entire class period,
  ~ gauge their level of understanding of the material being presented, and
  ~ provide prompt feedback to student questions.* (*Clickers in the Classroom: An Active Learning approach*; [http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

*Students can easily respond to interactive questions with minimal instruction due to our intuitive streamlined interface ... Turning Point Technologies creates interactive classrooms that engage students and personalize the education experience with instantaneous assessments. Instructors ask questions, students respond with ResponseCards® and class feedback is instantly displayed* ([Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

*Educators will immediately know if the class understands key concepts and every student participates in learning* ([Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

Student evaluation surveys for the last two semesters indicate that one area rate "neutral" about my instruction is in regard to the question "My instructor notices indications when students need help." The Student Response System technology would give me more opportunities to tap into students understanding and improve my ability to detect when students need help.

4. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

All ECE students taught in smart classrooms (approximately 300 students per semester) would potentially benefit from using this technology. Although not required, using clickers to enhance teaching methodology and active learning outcomes puts COM on par with some of the best 4 year colleges. Existing students would profit from increased engagement in COM classes and introduction to instructional technology in common use at 4 year institutions. New students can be attracted both by "game approach" that engages them and by cutting edge availability of teaching technology.

"Another benefit of clickers over traditional active learning methods is that they follow the principles of game-based learning. Students of the twenty-first century have grown up using computer games for learning and entertainment." (*Clickers in the Classroom: An Active Learning approach*; [http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

5. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

Success in achieving course and program learning outcomes will be increased by more active participation of students through the use of "clickers."
COM values:

~ Student and Community Centered Education - We promote student success by providing programs and services that are **learner centered and reflect the changing needs of our students** and surrounding community.

~ Academic Excellence and Innovation - We are dedicated to academic excellence and encourage innovation. We **foster intellectual inquiry by encouraging critical thinking, information literacy and technical competence**. We continually evaluate the effectiveness of our programs.

~ Collaboration and Open Communication - We cultivate a culture of mutual respect, **open communication**, collaborative working relationships and participation in decision making among students, faculty, staff and the communities we serve.

All COM values will be supported by inclusion of this technology in our classes. Student goals for success in their classes will be supported by this technology that is proven to increase engagement, student perception of achievement of learning outcomes and sustain student motivation.

"Would using clickers increase learning outcomes more than another active learning approach? Two key features distinguish clicker use:

~ Clickers provide a mechanism for students to participate anonymously.

~ Clickers integrate a "game approach" that may engage students more than traditional class discussion." ("Clickers in the Classroom: An Active Learning approach"; [http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

With TurningPoint, instructors can leverage their knowledge of PowerPoint to create an interactive question with a couple of mouse clicks versus the multiple steps required with competitive products" (*Proposal for TurningPoint® Student Response System for Higher Education; 1/21/2010*)

"**Perceptions of Student Learning Outcomes:** Based on the survey results, student perceptions of using clickers or class discussion appear in Table 3. The seven-question perception survey, which used a scale from 1 (strongly disagree) to 5 (strongly agree), was completed by all 92 participants. Although no statistically significant differences occurred, the mean scores were consistently higher for students who had used clickers." ("Clickers in the Classroom: An Active Learning approach"; [http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/ClickersintheClassroomAnActive/157458))

"For students, clickers have been shown to improve attendance, comprehension and learning; reduce attrition; provide variety and interactivity; increase the perception that the instructor cares about their success; and reduce the anxiety of in-class questions." "**Using Clickers to Assess and Engage Student Learning**”; *Featured Higher Education Presenter: Dr. Peter M. Saunders*. Magna Online Seminar, 11/4/09)

6. How will these outcomes be measured for future planning? What data or evidence supports your request?
Instructors will track the use of clickers in their instruction and end of semester student class evaluations will include student assessment of effectiveness of use of clickers in achieving the Student Learning Outcomes of the class. Retention and success data for classes before and after the introduction of clicker technology can be compared.

Evidence for effectiveness of this technology has been cited throughout this section. Resources cited are included in Program Review attachments submitted with 2009-10 Program Review.

**Additional Justification for this item:**
As far as I know, ECE would be the first discipline at COM to incorporate this technology. Both full time ECE instructors are committed to the use of the technology. We would be willing to share our experience and offer training to other COM faculty through
I. Consumable Instructional Operating Supplies
This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, PRAC.
Note: Please group requests into broad categories of items required to teach a class. Make ONE entry for each category. Please enter only if your costs have gone up or down or you need additional funds for some reason. Don't fill out if your supply budget has not changed.
Note: These are generally ongoing costs. One-time items go under Instructional Equipment.

Priority: 01  To Support: 30 Classes  Discipline Area ECE

Broad Category (for example in Chemistry - "Chemicals")
chart paper and markers

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Amount of Increase</th>
</tr>
</thead>
<tbody>
<tr>
<td>300.0</td>
<td>250.0</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Type Increasing Cost  How Long? Ongoing/Recurring

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)
1. Indicate how important this item is to the life of your discipline.
   • ‘A’ means that your discipline cannot teach your course(s) without the requested equipment.
   • ‘B’ means that your course(s) would be greatly enhanced with the requested equipment.
   • ‘C’ means that you would like this piece of equipment for your course(s) but can wait for a future academic year.
In addition, how many times have you requested this item, but you have not received it?
   Importance = A

   Item has been funded annually, though at only $250 for several years. Prices have increased during that time.

2. Is it necessary for students to succeed in a series of courses?

   Our instruction includes frequent small group work where students record their ideas on chart paper to share in full group discussion. This active learning technique supports student success in all classes, including those required as prerequisites for continuation in the series of courses in the program.

3. How will access for students be improved? How many students (annually) will benefit from this request? Is it required to accommodate existing students? Would it be vital to attracting new students?

   About 300 students per semester take ECE classes. Students are attracted and retained when the classroom instruction includes active learning opportunities.

4. What student learning or other outcomes are expected? Is it important to the achievement of student goals?

   Achievement of course level SLO is supported by the small group work recorded and shared
using this material. Instructors also use the evidence from student recording of their group work to assess achievement of SLO.

5. How will these outcomes be measured for future planning? What data or evidence supports your request?

Instructors review group generated charts to assess mastery of individual course SLO and adjust lessons based on that assessment. Measurement of outcomes is done on an ongoing basis by instructors. Our student success data is evidence that our active learning approach to instruction works.
II. Miscellaneous Instructional Materials Account

This section will be filled out by faculty and reviewed by the Department Chair, the Area Dean, the Technology Committee, IPC and Budget. Note: This is for things to help faculty teach – not necessarily used directly by students, such as supplemental materials, audio/visuals/maps, subscriptions, etc.

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
<th>Discipline Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>50.0</td>
<td>ECE</td>
</tr>
</tbody>
</table>

What kind of things do you generally use this money for?

White board markers and DVD to supplement instruction; DVD frequently funded by Child Development Training Consortium grant that is being allocated to direct student financial aid for 2011-12

Justification for Item (See Rating Rubric)

1. Who will use these materials? How? Will it be shared with other disciplines?

All ECE faculty use white board markers to illustrate concepts for students and to record student responses to brainstorming and other full group discussion activities. All ECE faculty use DVD to demonstrate best ECE practices in action.

2. How will these materials benefit student learning?

Students in ECE are preparing to be teachers. They need to be able to transfer concepts from ECE classes into practice in an early childhood classroom. Use of DVD to illustrate the application of concepts in practice is essential for students to reach the application level of achievement of course SLO. White board markers also allow faculty to illustrate important class concepts for students.
Non-Instructional Requests

Part I: Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair

ECE-2010

I. Non-Instructional Equipment and Supplies

This section will be filled out by the Department Chair, and reviewed by the Area Dean, IPC and Budget.

<table>
<thead>
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<th>Priority:</th>
<th>To Support:</th>
<th>Category</th>
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<tbody>
<tr>
<td>01</td>
<td>600 Students</td>
<td>Office Computer</td>
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<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
<tr>
<td>Replacement</td>
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Description and part number for ordering:
Office desktop PC

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<th>Qty.</th>
<th>Unit Cost:</th>
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<td>$1,000.00</td>
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<td>$1,000.00</td>
</tr>
</tbody>
</table>

If this is an upgrade or replacement, please briefly describe your existing equipment in terms of age and capability or lack thereof:
Peggy Dodge office computer maintenance agreement expired June 2008 and IT has recommended replacement.

Item to be shared with the following Department/Program: (Include any shared expenses)

Justification for Item (See Rating Rubric)

1. Who will use these supplies or equipment?

Computer essential to program coordinator functions, including program advising for students. Also necessary to access Banner functions including budget and grading. Used to maintain websites for students to access instructor notes and other resources for classes.

2. How will access for students be improved?

Websites currently maintained to augment instruction in face-to-face classes give students opportunity to access class content for review. One fully online ECE class has been developed and taught in Fall 2010, with 37 students enrolled to access the class online. Access is also improved for students who are interested in a career in ECE and contact the program coordinator for program advising.
Non-Instructional Requests

Part II: Other Non-Instructional Costs/Contract Services

This section will be filled out by the Department Chair

ECE-2010

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

faculty mileage reimbursement for visiting ECE fieldwork students at their placement sites

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>250.0</td>
<td>200.0</td>
</tr>
</tbody>
</table>

Justification

Faculty supervising student teachers in fieldwork placements spend 6 hours per week visiting students in placements. Although some are placed in COM Children's Centers and no mileage is charged for those visits, students are also placed in programs with Mentor teachers and in approved workplaces. In Fall 2010, there were 22 students in 12 sites to be visited. Faculty visits for observation and feedback are essential to student success.

Increase is requested because faculty incurred over $200 in travel expenses last year but reimbursement was limited to $200 budgetted amount.

II. Other Non-Instructional Costs

This section will be filled out by the Department Chair and reviewed by the Area Dean, IPC and Budget.

Note: Service Contracts: maintenance, repairs, laundry, hazardous waste removal, etc.

<table>
<thead>
<tr>
<th>Category</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Contracts</td>
<td>Previously funded ongoing expense</td>
</tr>
</tbody>
</table>

Description and part number for ordering:

Guest speakers for ECE specialty lectures

<table>
<thead>
<tr>
<th>Annual Cost</th>
<th>Previous Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.0</td>
<td>65.0</td>
</tr>
</tbody>
</table>

Justification

ECE is currently allocated only $65 annually for this purpose. That minimal amount
limits their ability to bring in speakers with specialized expertise and is really only a small token of appreciation for their time.

I have tried to increase that allocation in the past and would like to request $200 for next year.

ECE offers between 34 and 37 units per semester with two full time faculty. Clearly, ECE students hear the same two people for most of their academic career in ECE at COM. Use of guest speakers enhances instruction by adding different voices to the delivery of course content and allows for the inclusion of particular experts in the field presenting information relevant to the ECE course content.
Member of the COM's ECE Advisory Committee
Member of the National Easter Seals Inclusion Team
Member of the National Easter Seals Leadership Association
Member of the Early Childhood Mental Health Advisory Committee
Coordinator of the Special Needs Mental Health Initiative
Member of the CCCECE Curriculum Development Committee

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rappaport</td>
<td>Betty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
00.000

Years of Service: Specialty:
6.5 ECE

Leadership: List involvement in committees or other service

- Marin CARES Community Advisor
- Past Member Marin County Child Care Commission Quality Committee

List of Faculty Members and Total faculty Units separately for Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>MI</th>
<th>Year Retired:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willetts</td>
<td>Heidi</td>
<td></td>
<td>2009</td>
</tr>
</tbody>
</table>

Status: Adjunct, ETCUM No

Summer 2009 TU Fall 2009 TU Spring 2010 TU Reassigned (Total)
3 3 00.000

Years of Service: Specialty:
11 ECE - Spanish bilingual

Leadership: List involvement in committees or other service

WestEd Program For Infant Toddler Caregivers Trainer; Basic Skills Initiative, Instructional Practices subcommittee - Fall 2007-present Education Planning ESL subcommittee - 2005

Additional Teaching Unit Requests

II. Additional Unit requests for NEW classes or extra sections
(requests for returned units has different process).

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Units/Class</th>
<th>Number of Sections/Year Existing or New Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE224: Working with parents in early childhood programs</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

To meet Program requirements for the following:
Other:
Class could be offered every other year. Current unit allocation is not sufficient to offer all required and elective courses for the ECE AS degree within two years. This course had to be left off of most recent blueprint due to lack of available units. It teaches important competencies is the discipline and should be included in the menu offered within 2 years for students pursuing degrees.

If it is for a new course, has the outline been submitted and approved by curriculum, UDWC and the Board?

Justification for new units:
1. Why do you feel this is an important addition to your overall curriculum and/or number of offerings?
2. Is it or will it be required for a degree or certificate?
3. Is it a new state law requirement?
4. How will this improve access, student learning outcomes and success?
5. Do you have evidence to support the need for your request? If so, please explain and/or attach.

While this is an elective option for degree pursuing students, it does address key competencies for ECE professionals and should be made available within a reasonable period of time. Current unit allocation is not sufficient to offer all required and elective courses for the ECE AS degree within two years.

One ECE Program Learning Outcome is: Develop strategies that promote partnerships between programs, teachers, families and their communities. One core course for the degree (ECE112: Child, Family and Community) has course SLO that support this PLO but ECE224 is a course that specifically focuses on this PLO.

Shared Resources: If you have requested additional units that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.

III. FT Faculty Needs (Please fill this out ONLY if you are stating a need for new full time faculty in your area.)
1. Please indicate if there are NO FT faculty in your discipline. Please provide data regarding the length of time this discipline has been without a full time instructor.

2. Non-availability of part-time instructors in a subject area. Please provide evidence demonstrating the difficulty in finding part-time instructors to teach in the subject area.

3. RETCUM Faculty: How many FT faculty have retired in the past ten years. How many units are now taught by RETCUM faculty each year?

4. New FT Faculty: How many NEW FT faculty have been hired in past 10 years? Please list each faculty name and the year of employment. If this instructor is shared with another department, please list the equivalent FTE% for your department. Please list instructional equivalencies as necessary and if faculty member was the result of retreat rights.

5. Reduction in department TUs as a result of FT Faculty retirements or other significant causes? Please provide data that illustrates a change in teaching unit allocation as a direct result of FT faculty retirements within your department and how this may change in the coming year(s).

6. Other reasons: Have there been other causes for a reduction in units in your discipline? If so, please explain and provide evidence.
Non-Instructional Support Staff

ECE-2010

I. Current Support Staff

List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children's Center Te</td>
<td>Lab Assistant</td>
<td>35</td>
<td>25 Classes</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

All teachers in the Children's Center serve as models to demonstrate the practices taught in the ECE classes. Students observe their work as part of ECE class assignments. When student teachers are placed in the Centers, the teachers there act as lab assistants by providing direct support and supervision to student teachers during the hours they are on site.

List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Rinaldi</td>
<td>Clerical</td>
<td>5</td>
<td>500 Students</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

Classified Senate, Health and Safety Committee and Hiring Screening Committees as needed

List of Support Staff

<table>
<thead>
<tr>
<th>Name:</th>
<th>Type</th>
<th>Purpose:</th>
<th>Hours/Week</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theresa Metzger</td>
<td>Tutoring</td>
<td>4</td>
<td>25 Classes</td>
<td></td>
</tr>
</tbody>
</table>

Leadership: List involvement in committees or other service

II. Request for additional support staff
(clerical, lab tech, IS, comp tech, tutor, etc.)

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Type</th>
<th>Approx. hours per week:</th>
<th>To support:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerical Part-Time</td>
<td>10</td>
<td>600 Students</td>
<td></td>
</tr>
</tbody>
</table>

Justification: Please address the following areas as applicable. How will it be used? How will instruction be improved for student learning and success? How will access be improved? What student learning outcomes are expected? How will the outcomes be measured? What data or evidence is supplied to support your justification?

ECE is currently housed in the Health Sciences Department. Health Sciences includes Nursing, Medical Assisting, Dental Assisting and Fire and EMT. All of these disciplines have good enrollments, with Nursing having a highly competitive and labor intensive admissions process. We are fortunate to have an incredible Administrative Assistant in the person of Joan Rinaldi who manages to juggle the needs of all of these disciplines effectively.

With the move of Dental Assisting to the IVC Campus, the pending retirement and replacement of long-time Health Sciences Director Roz Hartman, and Joan Rinaldi’s own age, COM would be well advised to consider how best to provide support staff to these valuable disciplines.
Students can only access the Nursing Program through an intensive application process that requires a great deal of the Administrative Assistant's time and attention. Access for ECE students would be enhanced by additional clerical support. Students seeking access to the ECE program currently gain that access either by getting assistance from Joan Rinaldi or by working directly with ECE Program Coordinator, Peggy Dodge. As a full time faculty member with 1.5 units of time per semester allocated to Program Coordinator functions, Peggy Dodge is not as accessible as one might desire for access to the ECE program.

ECE students can earn a Core Skills Certificate upon successful completion of specific ECE courses. The issuance of Core Skills Certificates, though perhaps more of an Admission and Records function, is currently the purview of individual departments. Students who demonstrate achievement of the SLO of the specific courses identified for the Core Skills Certificate are eligible for the certificate. After Coordinator certification of eligibility, clerical assistance is required to actually issue the certificates for students. Given the workload of the Health Sciences Administrative Assistant, it is important to allocate specific ECE program support and identify an individual for that support.

**Shared Resources:** If you have requested additional staff that will be used by more than one department, please indicate here. Please indicate which disciplines and/or departments and the number of combined students/faculty or classes he/she would serve. Please indicate how it will improve access or outcomes and if it is needed for health and safety concerns or required by law.
Department Chair Comments
ECE-2010

1. Please make any comments on the Five Pathways, Student Access and Success, Facilities, Curriculum and SLO sections.

2. Please comment on the instructional equipment requests, technology requests and other instructional materials requests sections. Please comment especially on any specific priorities without which this program cannot function.

   this is the second year that ECE requested the Student Response Systems. Peggy presented excellent data that supports the positive effects on students using this technology. Some of the nursing faculty have also discussed purchasing this system.

3. Please comment on the faculty and staff sections.

   For the third year in a row ECE is requesting additional staff assistance for Health Sciences. With the move of all Allied Health to IVC, the growing demand on the full time assistant for grant support, program administration, and outside agency requirements, it is imperative that this position be funded, not just approved.

4. Other comments

   Comment from the Dean: I urge approval for the Coordinator's request for a functional computer that will support her in providing the most effective learning opportunities for her students. This request has been made for three years.