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UNIT PLAN “PART A”
Program/Pathway Update

Program/Pathway: Child Development

Date: Fall 2012

1. Assessment of Program Review:

The mission of the LAHC Child Development Department is to provide quality career technical education (CTE), transfer, and continuing education programs in the field of Early Childhood Education (ECE) in a supportive, educational environment. Coursework is offered that meets California Child Development Permit requirements for associate teacher, teacher, master teacher, site supervisor, and program director positions.

A curriculum that enables the students to successfully meet the Program’s Learning Outcomes will insure the mission of the Child Development Department is reached. The Child Development Department outcomes are as follows:

- PLO #1 (ILO 2) Demonstrate the use of developmentally appropriate practices for young children.
- PLO #2 (ILO 5) Evaluate and demonstrate the roles of Early Childhood Education professionals in preparing children for school success.
- PLO #3 (ILO 1) Plan and implement curriculum domain experiences/activities for preschool and/or school-age children.
- PLO #4 (ILO 5) Advocate for children’s rights to develop their potential for becoming productive, well-adjusted members of society.
- PLO #5 (ILO 5) Implement a plan for professional success to include obtaining a California Child Development Permit to qualify for employment in programs receiving funding from Federal, State, private (profit and non-profit), and family child care sources. Assessment: Spring 2010>
- PLO #6 (ILO 4) Develop practical ideas for implementing culturally relevant and anti-bias education in core curriculum areas.
- PLO #7 (ILO 3) Collect data from a variety of resources including the Internet, then transfer and/or apply information into a product or an action.

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2. Activities to address program needs:

One, one-unit course is to be offered on Saturdays each semester of the academic year. These courses provide an opportunity for employed students and community members professional growth hours.

Two Child Development classes attended a presentation by the LAHC library staff on research methods used to obtain credible information of the Internet. The annual Music and Movement Workshop was presented in spring 2012 with Carrie Flint as the guest presenter. During Fall 2012 the workshops presented were: 1) Circle Time with Pamela Session, 2) Permits, Certificate, and Degrees workshops and 3) Science with Dr. George Lightholder. As usual guest speakers/experts in the field are to be invited to present in individual classes. Each presentation/workshop provides students with skills that will be used in the present/future for employment duties/assignments/tasks.

Of special significance is the continued development of a STEM exhibit housed in the Science Building, Room 209 that was and is visited by curriculum and student teaching classes. STEM Exposition was updated with hydroponic elements; ocean, shoreline, shark exhibits; additions to the NASA Exhibit (Endeavour and Mars expedition robotic rover, “Curiosity” components). The displays are intended to provide students with ideas for incorporating life and physical science activities in early childhood education classrooms.

For over 15 years the department has offered students the opportunity for participation in two grant programs, California Early Childhood Mentor Program & Child Development Training Consortium. The department intends to continue these activities.

Of continued high importance is the need to update lectures and curriculum laboratories with information and materials that are supported by researchers in the field of early childhood education. Conference attendance, especially at the National Association of Early Childhood Education (NAEYC) makes such updates possible. Conference attendance should not be limited to the NAEYC experience.

During program review a student survey was conducted and it was established that students were enthusiastic about starting a child development interest group.

Continue CTE Advisory Committee annual or bi-annual meetings to provide a link with community agencies that employ Los Angeles Harbor College students.

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Future plans include presenting an entrepreneur workshop, “What’s Your Big Idea?”, sponsored by the department and FCS Collaborative Grant, workshops addressing topics recommended by the advisory members from the community, and expansion of the STEM project to include mathematical curriculum.

3. How are your program improvements associated with your SLOs:

The student survey was/is being used to create a data base for tracking employment of students in the early childhood education workforce. This information is essential to program review and the mission of the program. This activity relates to PLO #5 and ILSO #5.

4. Staffing requirements:

Upon retirement of any fulltime faculty member, replacement will be essential to conduct the varied responsibilities associated with keeping the Child Development Program viable and respected. Additionally, a fulltime instructional assistant must assist in department affairs including curriculum laboratory preparation.

5. Technological requirements:

- Computer updates
- Interactive curriculum systems used in early childhood education settings
- Software, DVDs, CDs
- iPad
- iPod Dock Station
- Camcorder with accessories
- Camera with accessories

6. Facilities requirements:

- IT support
- Custodial service
- Plant Facilities support

7. Implementation plan:

With faculty involvement, quality courses and training, continued grant funding the department will be able to provide students with CTE, transfer and continuing education

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programs that enable students to enter and continue in the Early Childhood Education workforce. This goal will be achieved by facilitating the activities cited in question two of this document. The move to the new Science Complex which will house the Child Development Department will enrich learning environments benefiting both faculty and students.

UNIT PLAN “PART A”
 Program/Pathway Update

Program/Pathway: Life Science

Date: Fall 2012

1. Assessment of Program Review:

The mission of the Los Angeles Harbor College Life Sciences Program is to provide a supportive, quality, educational environment for students transitioning or transferring into a variety of biological and medical science-related programs, and students fulfilling general associate degree and transfer requirements.

A curriculum that enables the students to successfully meet the program’s learning outcomes will ensure the mission of the Life Science Program is reached. The Life Science Program are as follows:

- PLO #1(ILO 1): Students comprehend and convey scientific methodology.
- PLO #2(ILO 2): Students apply scientific methodology to investigate nature.
- PLO #3(ILO 3): Students can evaluate the validity and limitations of scientific theories and claims.
- PLO #4(ILO 4): Students can assess the relevance and application of science in everyday life.
- PLO #5(ILO 5): Students demonstrate continued academic preparedness.

2. Activates to address program needs:

Some of our faculty members are planning to enroll in training for teaching online courses. This will allow our department to offer more courses to students that potentially live in more remote areas and can better fit online schedules into their lives.

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Our faculty will continue to regularly attend workshops, seminars, and conferences to update curriculum and improve instruction. Faculty members actively participate in several campus committees, we are part of the STEM grant program, and are involved in community issues.

We need to purchase new anatomical models, skeletons, and loose bone collections to replace damaged items. We also need more equipment and supplies to fully accommodate our current course offerings, especially in the Majors Biology courses. This includes the following:

Table 2. Needed Life Sciences Equipment (as of November 2012)

	vendor	quantity	model	price/item	total
laptop computers	Dell or HP	60	IT selection and pricing		
balances	Cole-Parmer www.coleparmer.com	2	Ohaus Pioneer top loading balance WU-11009-60	1,294.00	2,588.00
	"	4	Ohaus compact scale WU-11003-02	114.00	456.00
spectrophotometers	EDVOTEK www.edvotek.com	4	UNICO S1200 visible spectrophotometer 567	1,395.00	5,580.00
microcentrifuges	Daigger www.daigger.com	1	SCIOLOGEX D3024 high speed microcentrifuge	1,926.00	1,926.00
	Carolina www.carolina.com	4	mini centrifuge 214069	284.95	1,139.76
rocking platforms	ABC Scientific www.abcsscientific.com	4	BenchRocker 2D Rocker with flat mat, variable speed BR2000	511.99	2,047.96
orbital shakers	Daigger www.daigger.com	2	LabGenius Orbital Shaker EF9769	650.00	1,300.00
pH meter	ABC Scientific www.abcsscientific.com	1	Jenco benchtop pH meter model 6175 (complete kit A)	349.00	349.00

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dry baths and blocks	Southwest Science www.southwestscience.com	3	digital dry bath 1-block model SH 1001	269.00	807.00
		3	block for 1.5 ml or 2.0 ml tubes SW1520	79.00	237.00
water baths	Daigger www.daigger.com	2	Thermo Scientific Aquabath digital 2 L # EF4946A	866.00	1,732.00
compound microscopes	Carolina www.carolina.com	20	Leica DM300 Binocular Microscope Mechanical Stage, E2 Condenser, with 100x Objective #592826	1,269.00	25,380.00
models	Carolina www.carolina.com	1	246814 Somso Human Male Skeleton, Articulated, Plastic, with Metal Stand on Rollers	2,125.00	2,125.00
	"	1	246813 Somso Human Female Skeleton, Articulated, Plastic, with Metal Stand on Rollers	2,225.00	2,225.00
	"	1	247765 Human Pelvis, Female	65.00	65.00
	"	1	247755 Human Pelvis, Male	65.00	65.00
	"	2	566812 Somso 4-Part Human Heart Model	875.00	1,750.00
	"	1	694520 Functional Human Eye Model	449.95	449.95
	"	1	566944 3B Human Eye Model	105.00	105.00
	"	1	566967 3B Human ear Model 3X	190.00	190.00
	"	1	562200 Staco prokaryotic cell model	560.00	560.00
	"	1	563962 Somso animal cell model	1,085.00	1,085.00

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	"	1	568048 Staco plant cell model	710.00	710.00
	"	1	566917 Human lung model	80.00	80.00
	"	1	566781 Human brain model	540.00	540.00
environmental chamber	Carolina www.carolina.com	1	666802 Biotronette Mark III Environmental chamber with mobile stand	5,495.00	5,495.00
microplate reader	BioRad www.biorad.com	1	iMark microplate absorbance reader with microplate manager software 168-1135EDU	6,298.00	6,298.00
mixers	Daigger www.daigger.com	2	Vortex-Genie 1 Laboratory Mixer 120 V, 60 Hz # EF3030A1	324.78	649.56

3. How are your program improvements associated with your SLOs:

We will be moving into a new State-of-the-Art Science Complex, which includes internet access, multimedia projection capability, and some new equipment. Computers will be available in all labs. Laboratory instruction includes state-of-the-art software, basic biotechnology equipment, microscopes for non-majors and anatomy laboratories, and digital microscopes for microbiology laboratories. The move will not only improve instruction, but offers more potential to increase student success, such as having a computer lab within our department and several student collaborative learning areas.

4. Staffing requirements:

Upon retirement of any fulltime faculty member, replacement will be essential to conduct the varied responsibilities associated with keeping the Life Science Program viable and respected. Additionally, a second fulltime or part-time laboratory technician would improve our ability to meet students laboratory needs.

5. Technological requirements:

A limited number of new laptops and desktop computers will be available in the new Science Complex. These new devices require consistent maintenance, service, and upgrades to keep pace with ever-changing technology.

Additionally, we need approximately 60 more laptops and appropriate software to effectively meet student needs in all of the courses offered by our department.

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6. Facilities requirements:

IT Support

Custodial Services

Plant Facilities Support

7. Implementation plan:

With faculty involvement, quality courses and training, and continued funding, the department will be able to provide students with courses necessary for transfer, graduation requirements, and admission to allied health programs. This goal will be achieved by the activities cited in question 2 of this document. The move to the new Science Complex which will house the Life Science Program will enrich learning environments and opportunities benefiting both faculty and students.

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UNIT PLAN "PART A" Program/Pathway Update

Program/Pathway: Geography

Date: Fall 2012

1. Assessment of Program Review: Geography Program Learning Goals are A) to impart a global view; B) to improve spatial thinking in '3-D' dimensions; C) to understand mapping; D) to understand and differentiate causes and interactions in 4 physical spheres, atmosphere, hydrosphere, lithosphere, and biosphere.

For Geography 7 World Regional Geography (and Geog 2 Cultural Geography, if offered), to recognize and be able to map broad world patterns of human population distribution as related to climates, physical features and historical crop patterns, secondary (manufacturing), tertiary (distribution and services), and quaternary (information) economic concentration regions, language families and religions.

For Physical Geography (Geog 1, 15), to understand Southern California environments, Mediterranean climate, vegetation, and landforms, and see that free hiking in local mountains and hills is good recreation and exercise as a lifelong health choice, and "nature awareness" can be a powerful counter-balance to "urban myopia."

2. Activates to address program needs: The Geography Program "actions" at Harbor College are A) teaching with all our energy, and B) reaching as many students as we can!

One of Geography's goals is to teach "critical thinking," analysis, to sift through confusion and error and find what is true, factual: this is "science."

In the last 15 years, I have taught at least 5000 students, but only half 1) do all their homework, and 2) study for tests. The rest 'float,' and I try to do all I can to take them outside and stimulate their brains to see "nature," mapping, and "how the world works." Globally, people do not read as much because of media, so the Geography Program specifically aims for hands-on activities and outdoor field learning to achieve learning objectives.

3. How are your program improvements associated with your SLOs? Geography offers physical science and social/behavioral science general education requirements, aiming to impart a global view. Several LAHC students electing to major in geography have successfully transferred and graduated from UCLA, and secured employment in public and private sectors.

In multiple ways, geography content and methods aim to help meet all 5 Institutional Student Learning Outcomes.

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4. Staffing requirements: Geog 2, Cultural Geography, a transferrable social/behavioral science transfer course, should be added back into the schedule, so it can be assessed and not archived. If budget allows and part-time instructors could be hired, 1-2 morning sections of Geog 7 World Regional Geography would fill (currently taught only once a week in the evening, fulfills Social/Behavioral Sciences requirement), a Friday morning section of Geography 15 Physical Geography Laboratory would meet needs for students who work at night, and possibly a new LAHC course that is in the LACCD data base, Geography 3 Introduction to Weather and Climate (same as Meteorology 3), could be taught as a hybrid course, using the American Meteorological Society's Online Weather Studies and Online Climate Studies real-time exercises. Dr. Renfrew took the training for this course, but it has never been added because of budget constraints. There is tremendous interest in climate change in the media today.

PACE Geography classes could be taught in the new geography classroom to make use of maps, rocks, and models; there needs to be greater ease for collegiality and sharing of teaching resources:

Part-time instructors with Ph.D.'s and Master's degrees in geography are available to teach additional sections, including those who have taught well for Harbor before.

5. Technological requirements: Geography purposely has been "low-tech," "hands-on," "3-D," and "outdoors" for spatial learning, to combat the growing "flat-screen" monopoly on Americans' intake of information from television, media, and screen-centered classroom learning. The new Science building will help with "high-tech" internet access for quick referencing class, as world maps and facts are available online.

6. Facilities requirements: The new Science Building as designed will help tremendously to develop a "Geography Classroom" again, nearly 'wall-papered' with maps to stimulate curiosity.

7. Implementation plan: Moving to the new building can be an impetus to grow: We will need to strategize how to increase our budget to allow for more classes. Students are interested, and all college education now needs to include awareness of our globalizing world.

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UNIT PLAN "PART B"
Core Personnel/List of Permanent Staff

Unit: Science/Family & Consumer Studies Date: _____ Fall 2012 _____

Assigned Time	Responsibility	Estimated Cost	Funding Source
.6	<i>Division Chair</i>	\$ 69,914	<i>Program 10100</i>
.4	<i>Classroom</i>	\$ 46,609	<i>Program 10100</i>
1.0	<i>Classroom/Biology</i>	\$ 97,931	<i>Program 10100</i>
1.0	<i>Classroom/Biology</i>	\$ 95,721	<i>Program 10100</i>
1.0	<i>Classroom/Biology</i>	\$ 91,451	<i>Program 10100</i>
1.0	<i>Classroom/Ch Dev</i>	\$ 81,311	<i>Program 10100</i>
1.0	<i>Classroom/Cul Arts</i>	\$101,031	<i>Program 10100</i>
1.0	<i>Classroom/Geog</i>	\$ 97,931	<i>Program 10100</i>
0.5	<i>Classroom/Geology</i>	\$ 48,966	<i>Program 10100</i>
0.5	<i>Classroom/Ocean</i>	\$ 48,966	<i>Program 10100</i>
1.0	<i>Inst. Asst. Ch Dev</i>	\$ 53,545	<i>Program 10100</i>
1.0	<i>Inst. Asst. Biology</i>	\$ 54,029	<i>Program 10100</i>

- 1. Total FTEF: 7.4**
- 2. Total Hours taught: 111**
- 3. Total Hours of release time: 0.6 (21 hours/week)**
- 4. Total Cost for Instructors: \$709, 917**
- 5. Total Cost for Division Chair: \$69, 914**
- 6. Total Cost of Classified Staff: \$107, 573**
- 7. Total cost FTEF = Full Time Equivalent Personnel: \$887, 404**

Please attach copy of your current Op Plan.

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UNIT PLAN “PART C”
Core Expenses

Unit: Science/Family & Consumer Studies

1. Instructional hours and assistance essential to successful operation of all CTE, transfer, and degree courses/programs.

Description of activity	Estimated Cost/Semester	Estimated Cost/Year	Justification	Code
50 hr Life Science instruction	\$ 99,187	\$ 99,187 X 2 = \$198,374	Attainment of 6000 FTES	HAAA1b
40 hr Ch Dev/F&CS instruction	\$ 50,943	\$ 50,943 X 2 = \$101,886	Attainment of 6000 FTES	HAAA1b
29 hr Cul Arts of instruction	\$ 40,861	\$ 40,861 X 2 = \$81,722	Attainment of 6000 FTES	HAAA1b
9 hr Earth Science of instruction	\$ 15,859	\$ 15,859 X 2 = \$31,718	Attainment of 6000 FTES	HAAA1b
Non-teaching hrly instruction	\$ 19,455	\$ 19,455 X 2 = \$ 38,910	Attainment of 6000 FTES	HCAA13a6
Unclassified Tutors	\$ 29,683	\$ 29,683 X 2 = \$ 59,366	Maintain safety & quality instruction	HCAA13a6
Unclassified Student Workers	\$ 17,664	\$ 17,664 X 2 = \$ 35,328	\$4418 income from Café sales	HCAS7a8
Office/Classroom Supplies	\$52,000.00	Program 100	Program Viability/Student Success	HCASSa1

Total Cost: \$273,652/Semester; \$ 547,304/Year

Narrative justification: List statutes which require this expenditure.

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UNIT PLAN “PART D”
Essential Activities

Unit: _____ **Science/Family & Consumer Studies** _____

Prioritized list of unit needs required for program continuance or improvement

1. *Office/Classroom Supplies*
2. *Microscope Maintenance*
3. *Tutor/Student Assistant*
4. *Conference Attendance*
5. *Audio/Visual Enhancement*

Only place expendable request in this field.

Division Prioritization	Description of activity	Estimated Cost	Proposed Funding Source	Justification	Code
4	Conference Attendance	\$9000.00	Perkins	Professional Development	HCAA3c3
2	Microscope Maintenance	\$4000.00	Program 100	Program Viability	HCASSa1
3	Tutor/Student Assistant	\$5000.00	Perkins	Student Success	HCAA11a1
5	Audio/Visual Enhancement	\$3500.00	CDTC Grant/Perkins	Program Integrity	HCAA13a13
1	Office/Classroom Supplies	\$52000.00	Program 100	Program Viability/Student Success	HCASSa1

Total Estimated Cost: \$358,493

Justification Narrative: How does your activity support the college Educational Master Plan?

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UNIT PLAN “PART E”
 Non-cost Essential Activities

Unit: ____ Child Development _____

List Non-cost Activities:

Assess course and program SLOs

- 1. Alternate courses between evening and day and fall and spring semester**
- 2. Update lecture/lab content for quality programs**
- 3. Develop workshops/trainings as per advisory committee recommendations**
- 4. Develop permit, certificate and degree requirement workshops**
- 5. Create database to track employment of students and provide professional growth opportunities**

Priority	Description of activity	Justification	Code
6	Create database to track employment of students and provide professional growth hour opportunities	Program review requirement and notification of department events	
2	Alternate courses between night and day and fall and spring semesters of odd and even years	Flexibility in offerings	
5	Develop permit, certificate and degree requirement workshops	Provide student with means to obtain credentials for workforce development and employment	
4	Develop workshops/trainings as per advisory committee recommendations	Professional growth and development in field of ECE	
3	Update lecture/lab content for quality programs	Enrichment of courses for a quality program	
1	Assess course and program SLOs	Program Improvement	

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UNIT PLAN “PART E”
 Non-cost Essential Activities

Unit: _____Life Science_____

Non-cost activities:

1. Assess course and program SLOs
2. Alternate courses between night and day and fall and spring semesters
3. Update lecture/lab content for quality courses
4. Convert selected lecture courses to online option
5. Develop course Web page

Priority	Description of activity	Justification	Code
4	Convert lecture courses to online option	Increase non-resident enrollment	HCAA14a
2	Alternate courses between night and day and fall and spring semesters of odd and even years	Flexibility in our offerings	HCAA2a
3	Update lecture/lab content for quality courses	Enrichment of courses for a quality program	
1	Assess course and program SLOs	Program Improvement	
5	Develop course Web page	Enrichment of courses for a quality program	

Justification: How does your activity support the college Educational Master Plan?