



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update, Degree Applicable, 2008-2009

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME: CHILD DEVELOPMENT
3. COURSE NUMBER: 11
4. COURSE TITLE: Home, School, and Community Relations
5. UNITS: 3
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course is designed to bring about understanding, appreciation, and cooperation between the school and the home. Methods of involving the community and utilizing the resources in the school situation are discussed. Factors relating to conducting parent conferences and community meetings are also discussed.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course is designed to bring about understanding, appreciation, and cooperation between the school and the home. Methods of involving the community and utilizing the resources in the school situation are discussed. Factors relating to conducting parent conferences and community meetings are discussed.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 1974
OUTLINE APPROVAL DATE: 1/13/09

- 9. UPDATES, IF EXISTING COURSE: (check all applicable boxes):

- Content Last Update: 08-09
Objectives Last Update: 08-09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Slight change in course description

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

10. CLASS HOURS:	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/activity (w/ homework):			0
Lab/activity (w/o homework):			
Total:	3	54	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

. Prerequisites: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

. Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9) **None**

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<p>COURSE CONTENT AND SCOPE –Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</p>	<p>Hours per topic</p>	<p>COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)</p>
<p>I. Families Today a. Organizational Patterns b. Structure and Functions c. Demographics of Modern families</p>	<p>5.0</p>	<p>1. Examine the contemporary issues and challenges and their effect on children and families.</p>
<p>II. Parenting a. Roles Parents Play b. Parenting Styles c. Appropriate Parenting Practices d. Cultural Influences d. Family dynamics and interactions</p>	<p>5.0</p>	<p>2. Examine the role of family, school, and community in the process of socialization.</p>
<p>III. Motivations for Family Involvement b. Research on Child Development c. Mandated Parent Involvement d. Community Concern for Family Support</p>	<p>5.0</p>	<p>3. Analyze and examine the motivations and models for family involvement.</p>
<p>IV. Teacher-Parent Partnerships in Early Childhood a. Barriers to teacher-parent relationships b. Attitudes and ideas of teachers and parents c. External factors</p>	<p>5.0</p>	<p>4. Examine strategies for establishing collaborative teacher-parent relationships that support children’s growth and development.</p>
<p>V. Methods for effective Communication a. One and Two way communication b. Diverse Communication styles and patterns. c. Parent teacher conferences</p>	<p>5.0</p>	<p>5. Create ability to implement a variety of appropriate and effective communication strategies for working with diverse and special needs populations.</p>
<p>VI. Parent Education a. Rationale for parent education b. Early Childhood practices that support children and families b. Self Awareness, and personal growth d. Parental empowerment and decision-making</p>	<p>6.0</p>	<p>6. Formulating small groups, students will organize, plan, and present a parent and community meeting that addresses the needs of parents and early childhood practices.</p> <p>7. Compose and analyze situations in which</p>

VII. It takes a village: Teachers, Families, and Communities a. Corporate involvement b. Legislative policies and initiatives c. Parental advocacy	5.0	teachers and families may function as advocates for child, teacher and family issues. 8. Compare services offered in involving the community for parents and children.
VIII. Working with Families from Diverse Backgrounds a. Rationale for Teacher attention to Diversity b. Classroom Curriculum c. Methods of resolving issues and cultural conflict.	5.0	9. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and families.
IX. Working with Families in Particular Circumstances a. Parents of children with special needs b. Stress and Divorce c. Factors that contribute to abuse and neglect d. Mandated laws and reporting d. Community referral and resources	5.0	10. Identify and analyze risk factors and/or problems and recommend appropriate school and community resources.
X. Working to Resolve Troublesome Attitudes and Behaviors a. Hostility and Indifference b. Socioeconomic factors b. Resiliency in Children c. Pedagogical issues	6.0	11. Explain and interpret the impact of socioeconomic factors on children and families.
XI. Final Examination	2.0	
Total Lecture hours*	54	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
Total Lab hours*	0	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

² In general “activity” courses or portions of courses are classified “laboratory.”

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

- Course
- Program
- Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: CH DEV 11, Home, School and Community Relations

Faculty/Staff Participants: Gail Amos, Instructor; LaShawn Brinson, Chair

SLO Review,

The student will... (outcome)	1. As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. Develop, organize, and present a parent and community workshop that addresses the needs of parents and early childhood practices.	I. Parent Interest Survey II. Artifacts (Handouts, contact information, materials, etc.) Presentation Description Self-Reflection, Evaluation and Plans for Follow-up	I. See Scoring Rubric for Parent Education Project that Follows		

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

Scoring Rubric for Parent Education Project

Student Name: _____ **Date of Workshop:** _____

Focus: _____ **Number in attendance** _____

Elements	Developing (Level 1)	Acceptable (Level 2)	Exemplary (Level 3)
Parent Interest survey	Workshop appears to be designed randomly with no attention to the needs of parents and students.	Topic is designed and developed out of need. Attention to needs of diverse learners Little or no examples of documentation are provided.	Evidence that workshop topic was designed out of need as determined by test data, parental input, administrative and faculty observations. Attention to needs of diverse learners. Examples of documentation are included which may involve the development of a needs assessment survey.
Artifacts (Handouts, contact information, materials, etc.)	Very few (or no) artifacts are provided and one or more are not clearly identified or organized. Some elements may be missing, unclear or inappropriate.	Artifacts are provided, but one or more are not clearly identified or organized. One of the elements may be missing, unclear or inappropriate.	Artifacts are well-organized, labeled and identified. What is provided coordinates with the session objectives.
Presentation Description	Description not clearly written, objectives not well identified and/or not aligned with session content.	Foundation in research and theory and session objectives clearly articulated but some important elements may have been missed.	Description indicates overview of session objectives and a foundation in current research and theory. Clear demonstration of procedures easily understood and implemented related to research. Lively, well-paced, interesting and informative.
Self-Reflection, Evaluation and Plans for Follow-up	Some elements are missing or lacking in depth and self-reflection. One page or less with 3 or more grammatical or typing errors.	Self reflection, evaluation and follow-up given, but some key elements were not as detailed. Approximately 1-2 typewritten pages with no more than 2 errors	Extensive and detailed self-reflection, evaluation (from attendees) with plans for follow-up. At least 2-3 pages in length, well organized with no errors. Oral report to class clearly presented

1. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Gestwicki, Carol. Home, School, and Community Relations, 2007

2. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Prior, Jennifer/Gerard, Maureen; Family Involvement in Early Childhood Education: Research into Practice.

Worldwide Wide Web resources on issues and challenges relating to Family and School Partnerships

3. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

1. In essay form, the student will examine, discuss and research the impact of roots, values and culture on the socialization of children.
2. Create a Parent Newsletter to foster positive child development and socialization through child-family/school/child care facility interaction.

2. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

1. Observational visits to a variety of community and local service agencies that can be used as a referral and resource for parents when needed.
2. Preparation and research for an in-class conference presentation relating to relevant topics developed from a Parent Education Interest Survey.

3. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

1. Explore and evaluate social service agencies in terms of the facilities themselves as well as the services that they provide to support and strengthen families in a pluralistic society.
2. Apply child development and socialization principles to child rearing practices in institutional settings.

4. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Standardized Tests, Projects and Reports, Problem-Solving Exercises, Homework, Oral Presentations, Class Participation, Final Examination

5. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

Audio Visual, Guest Speakers

6. SUPPLIES:

List the supplies the student must provide.

Textbook, paper, pens

7. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Students must type assignments and research articles

8. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Utilize library and internet to research articles and resources

9. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Students work in collaborative groups and learn communication skills for working with diverse families. The core understanding of family collaboration and ways to respect and support all families is woven into each area of the subject matter.

10. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.

- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: **Yes**

- a. If yes, the course will be a **program requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://www.laccd.edu/curriculum/resources/proginv.htm>)

Required course for AA in Child Development (Program ID 08449)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

- a. Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **CHILD DEVELOPMENT**
2. **DEPARTMENT/DIVISION CODE:** **15**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **187** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **CH DEV**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **HOME,SCH&COM REL**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**

8. **CREDIT/NO CREDIT GRADING:** **No**

9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.

12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Occupational**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an “Occupational” Course Classification must have an “Occupational” TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code **and** must have an “E” SAM Code. Courses coded as “basic skills” in #11 should be coded “Adult and Secondary Basic Skills.”

16. TOP CODE – (6 digits XXXX.XX) 1305.10

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **D - Possibly Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" – Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | | | |
|--|---|--------------------------------|---|---------------------|
| a. <input type="checkbox"/> New Course | . | Board Approval Date: | . | Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . | College Approval Date: | . | Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . | College Approval Date: | . | Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . | College Approval Date: 1/13/09 | . | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

NA/ EXISTING COURSE

1. ORIGINATOR:

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **CH DEV**

Number: **11**

Course Title: **Home, School and Community Relations**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

<u>STANDARDS FOR APPROVAL</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.	x	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	x	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	x	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	x	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	x	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	x	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	x	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	x	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	x	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	x	

Title5Assurances, DegreeApplicable, 1007

CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Lashawn Brinson Originator	01/12/2009 Date
Lashawn Brinson Department/Cluster Chairperson	01/12/2009 Date
Linda Larson Singer Articulation Officer	02/17/2009 Date
Gabrielle Arvig for Shelley Werts Librarian	02/02/2009 Date
Elmer Bugg Dean (if applicable)	02/03/2009 Date
Linda Larson-Singer Curriculum Committee Chairperson	01/13/2009 Date
Alfred Reed Jr. Academic Senate President	02/02/2009 Date
Leige Doffoney Vice President, Academic Affairs	02/04/2009 Date