



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) NAME¹: CHILD DEVELOPMENT

(40 characters, no abbreviations)

3. COURSE NUMBER: 30

4. COURSE TITLE: INFANT & TODDLER STUDIES I

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course provides an in-depth study of the physical, cognitive, social/emotional development of infants from birth to toddlerhood. Respectful care giving principles and practices, developmentally appropriate environment, adult relations, health and safety skills, and responsive curriculum designs for infants and toddlers are emphasized. Students will learn strategies for observing infants in care giving settings.

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

This course provides an in-depth study of the physical, cognitive, social/emotional development of infants from birth to toddlerhood. Respectful care giving principles and practices, developmentally appropriate environment, adult relations, health and safety skills, and responsive curriculum designs for infants and toddlers are emphasized. Students will learn strategies for observing infants in care giving settings.

8. INITIAL COLLEGE COURSE APPROVAL DATE: before 2000

OUTLINE APPROVAL DATE: 11/26/08 (electronically)

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

- Content Last Update: October 11, 2008
Objectives Last Update: October 11, 2008
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Course Description Change; prerequisite and advisory validation

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:	3.00	54.00	3.00
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	3.00	54.00	3.00

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: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
English	21	English Fundamentals	3.00	11/26/2008 (Previously 4/16/02)

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):

Students must show proof of current negative TB test (Mantoux Test) or chest x-ray within the last two years. The Department of Social Services Child Care Licensing Division and the Department of Health require all individuals working with children in a paid or voluntary position to have a negative Mantoux or chest x-ray (Title 22, section 101216).

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

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).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
1. Introduction to Infant/Toddler Development	3.00	1. Define theoretical frameworks for infant/toddler development.
2. PRINCIPLES AND PRACTICES a. Relationships, Interactions and Three Rs (Respectful, Responsive, Reciprocal) b. Ten Principles based on a Philosophy of Respect c. Developmentally Appropriate Practice	6.50	2. Examine care giving principles and practices of respectful infant/toddler care giving including when to intervene and when not to intervene.
3. CURRICULUM DESIGNS FOR INFANTS AND TODDLERS a. What is Infant/Toddler Education b. Care giving as Curriculum\ c. Play as curriculum d. Attachment e. Perception f. Motor Skills	7.50	3. Compare responsive curriculum designs for infants and toddlers and their relationship to attachment behaviors.
4. COGNITIVE & LANGUAGE DEVELOPMENT a. Cognitive Experience b. Sensorimotor Experience: Piaget c. Sociocultural Influences: Vygotsky and Piaget d. Brain-Based Learning e. Progression of Language Development f. What Language allows a child to do: The Cognitive Link g. The Brain and Early Language Development h. Fostering Language i. Early Literacy	9.00	4. Describe the characteristics, sequences and interactions among cognitive and language development.
5. EMOTIONS & SOCIAL SKILLS a. Development of emotions and feelings b. Temperament and resiliency c. Helping Infants and Toddlers Cope with fears d. Helping infants and Toddlers Cope with anger e. Self-Calming Techniques f. Developing Self-Direction g. The Emotional Brain	6.50	5. Distinguish the characteristics, sequences of emotional development and infant/toddler social skills.
	6.50	

<p>6. PHYSICAL & SOCIAL ENVIRONMENT</p> <ul style="list-style-type: none"> a. A safe Environment b. A Healthful Environment c. The Learning Environment d. Layout e. Developmental Appropriateness <p>7. ADULT RELATIONS IN INFANT-TODDLER</p> <ul style="list-style-type: none"> a. Parent-Caregiver Relations b. Parent Education c. Caregiver Relations d. Respect as Key to Adult Relationships e. Adult role in facilitating Problem Solving <p>8. OBSERVING INFANTS/TODDLERS IN CAREGIVING SETTINGS</p> <ul style="list-style-type: none"> a. Assessing the effectiveness of the Curriculum: Observing and Recording b. Assessing Quality of an Infant-Toddler Environment <p>9. FINAL EXAM</p>	<p>6.50</p> <p>6.50</p> <p>2.00</p>	<p>6. Identify in writing the characteristics of developmentally appropriate physical and social environments.</p> <p>7. Assess early care giving settings for adherence to health and safety standards for infant/toddler care.</p> <p>8. Describe characteristics of culturally responsive adult relations in infant/toddler care and education programs.</p> <p>9. Use written assessment strategies to observe infants/toddlers in care giving settings.</p> <p>10. Synthesize knowledge of the main infant/toddler concepts in writing (<i>Respectful care giving principles and practices, developmentally appropriate environment, adult relations, health and safety skills, and responsive curriculum design</i>).</p>
<p>Total Lecture hours*</p>	<p>54.00</p>	

<p>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).</p>	<p>Hours per Topic</p>	<p>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</p>
<p>NONE</p>		<p>NONE</p>
<p>Total Lab hours*</p>	<p>0</p>	

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

Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: CH DEV 30, Infant and Toddler Studies I

Faculty/Staff Participants: LaShawn Brinson, Chair and discipline faculty

SLO Review, 11.12.08

The student will... (outcome)	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.Compose detailed information on characteristics of one out of six concepts (attachment, motor skills, physical environment, play as curriculum, language development and cognitive development) which are essential for infant-toddler development.	1. Demonstrating a level of competency in a typed 4-5 page written research report on one of the six concepts including 6 properly cited sources that support the topic and use Standard English grammar, sentence structure and punctuation.	1. <u>Rubric</u> COMPETENCY: Clear patterns of ideas related to one concept is typed in a 5-6 page report, researched by six sources that support the topic and are properly cited, using standard English grammar, sentence structure and punctuation. ADEQUATE: patterns of ideas related to one concept is typed in a 5-6 page report, researched by six sources that support the topic are present; few errors in standard English grammar, sentence structure and punctuation; few errors in evidence and/or properly citing six sources of support. INADEQUATE: Evidence or support for ideas is poorly developed.	Fall 2009	

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

2. REQUIRED TEXTS:

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

Infant, Toddlers, and Caregivers, Janet Gonzalez-Mena & Dianne Widmeyer Eyer, 7th Edition, McGraw-hill, 2007

3. SUPPLEMENTARY READINGS:

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

Journal articles on attachment, language, and physical development and any special topics are provided for students to read and analyze for main points to discuss during small and large group class discussions.

4. 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:

Written observations, video reflections, open ended essay questions, research papers, and in-class activities. Example: After viewing video and taking notes the students will analyze their notes and write five complete sentences summarizing what they have learned from the video. Students must use standard English grammar, basic sentence structure and punctuations.

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Research papers, preparation for oral presentations, reading assignments, writing assignments, and infant/toddler observations. Example: Students must demonstrate an understanding of at least one of six infant/toddler concepts in a typed 4-5 page research paper including six properly cited sources that support the topic. Research papers must include grammatically correct sentences, minimal spelling errors, use of standard English and basic punctuation throughout.

6. 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.

The student will visit two infant/toddler centers. During one center visit the student will compare how gross motor development is measured in young children. They will compose a description of age, sex, setting, and evaluate the gross motor skills observed; but not limited to, the following motor skills: Stands Alone, walks well, walks backwards, alternates feet, walks upstairs, walks downstairs, kicks ball accurately, runs-controlling speed and direction, jumps over obstacles, hops on one foot, climbs well, moves rhythmically, claps rhythmically. During the second center visit the student will analyze the nature and significance of baby talk. They will compose a description of age, sex, setting, and adult speech; but not limited to, the following aspects (intonation, pitch, vocabulary) and characteristics (repetitiveness, exaggerated intonation) of adult speech as well as the infant/toddler’s language stage of development (cooing, babbling, and one-word stage). Using class texts, films, lectures, and discussions as a basis for their analysis, students will interpret their observations highlighting strengths or weaknesses in the infant/toddlers they observed.

7. 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):

Midterm, final exams (multiple choice, true/false, fill-in, etc) course portfolio, infant/toddler observations, oral presentations, written reports

8. 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)

Field Experience: Observation of infants/toddlers in a care-giving center.

9. SUPPLIES:

List the supplies the student must provide.

Classroom note taking material, 2” Notebook, Scantrons, #2 pencils, Dictionary, Highlighters, Dividers, and Hole Puncher.

10. COMPUTER COMPETENCY:

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

Observations, reports, and all out-of-class assignments will need to be typed.

11. 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.

Internet query for research of infant/toddlers topics and organizations will be used; information will be evaluated for appropriateness and authenticity.

12. DIVERSITY:

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

Course content will include culturally sensitive family/child interactions and care giving practices.

13. 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 Designing 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 **"restricted" elective** 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://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Associate in Arts 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_AdmRegs/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_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: c. Transferable to the California State University: **Yes**
- b. UC **approval** date: d. College **approval** date: before 2000

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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- a. 2nd Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? **NO** List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

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: CH DEV 30
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 repeatble 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): **C – Clearly 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: 11/26/08 | . | |

* 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)

N/A – 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:

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: CH DEV 30, Infant and Toddler Studies I

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite:

Corequisite:

Advisory: **Course & Number, Title: ENGLISH 21, English Fundamentals**

A. Target Course Entry Skills: **Course & Number, Title: CH DEV 30, Infant and Toddler Studies I**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

Upon entering the course it is recommended that the student be able to:

1. Read and synthesize college level text and research articles and write coherent unified paragraphs.
2. Apply standard English syntax, punctuation, grammar, and spelling with minimal errors to write compound and complex sentences.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:** **Course & Number, Title: ENGLISH 21, English Fundamentals**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Write grammatically correct sentences with minimal (2-3) sentence fragments and run-ons.
2. Use standard English grammar and spelling throughout writing with no more than 5-7 significant errors.
3. Write compositions of 200-300 words in length, which demonstrate an understanding of central idea, unity, coherence and development.
4. Read and analyze essays at pre-college level for main points and tone.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

***Validation requires at least one match of each entry skill with any exit skill(s).**

COURSE & NUMBER: CH DEV 30

Course Title: Infant and Toddler Studies I

Entering Skills of Target Course

COURSE & NUMBER: ENGLISH 21
Course Title: English Fundamentals
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X	X							
2		X							
3	X								
4	X								
5									
6									
7									
8									
9									

Was validation achieved? X YES or ___ NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: LaShawn Brinson Title: Professor Initial: LB Date: 11/20/2008

Name: LaShawn Brinson Title: Professor Initial: LB Date: 11/20/2008

Name: Sharon Maselli Title: Chair – EFL Initial: SM Date: 01/05/2009

CERTIFIED BY:

LaShawn Brinson 11/20/2008
 Initiator Date
LaShawn Brinson 11/20/2008
 Department Chairperson Date
Linda Larson-Singer 11/20/2008
 Curriculum Chairperson Date

PREREQUISITE, IMPOSED BY LAW OR CONTRACT

Target Course Title and Number: Child Development 30, Infant and Toddler Studies I

(Course to which pre/corequisite applies)

Identify and describe provision(s) of the Law or Contract:

Prerequisite of TB (Mantoux test)

Provision or Law or Contract: Governing Board requiring Law or Contract

Imposed by law-State of California, Department of Social Services, Child Care Licensing division mandates that all people working or volunteering with young children must have a TB test (Mantoux test) per Title 22, Regulation # 101216, Article 3, B.

Justification:

The good physical health of each volunteer who works in a child care center shall be verified by results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center to ensure the health of all individuals within that center. (Title 22, Regulation #101216, Article 3B.

Proposed by Discipline Faculty:

LaShawn Brinson

Signature, Discipline Faculty

11/18/2008

Date

LaShawn Brinson

Signature, Department Chairperson

11/18/2008

Date

Linda Larson-Singer

Signature, Curriculum Committee Chairperson

11/18/2008

Date

CHILD CARE CENTER
Regulations GENERAL LICENSING REQUIREMENTS 101216 (Cont.)

101216 PERSONNEL REQUIREMENTS

101216

(Continued)

(6) Availability of community services and resources.

(f) At least one staff member who is trained in pediatric cardiopulmonary resuscitation and pediatric first aid pursuant to Health and Safety Code Section 1596.866 shall be present when children are at the child care center or offsite for center activities.

(g) All personnel, including the licensee, administrator and volunteers, shall be in good health and shall be physically and mentally capable of performing assigned tasks.

(1) Except as specified in (3) below, good physical health shall be verified by a health screening, including a test for tuberculosis, performed by or under the supervision of a physician not more than one year prior to or seven days after employment or licensure.

(2) Each person specified in (g) above shall have a health-screening report signed by the person performing the screening. This report shall indicate the following:

(A) The person's physical qualifications to perform the duties to be assigned.

(B) The presence of any health condition that would create a hazard to the person, children or other staff members.

(3) The good physical health of each volunteer who works in the center shall be verified by:

(A) A statement signed by each volunteer affirming that he/she is in good health.

(B) Results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center.

(h) Personnel that pose a threat to the health and safety of children shall be relieved of their duties.

(i) Prior to employment or initial presence in the child care center, all employees and volunteers subject to a criminal record review shall:

(1) Obtain a California clearance or a criminal record exemption as required by law or Department regulations or ...

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **CH DEV** Number: **30** Course Title: **Infant and Toddler Studies I**

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>	
	<u>MET</u>	<u>NOT MET</u>
<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	

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

11/20/2008

Date

LaShawn Brinson

Department/Cluster Chairperson

11/20/2008

Date

Linda Larson-Singer

Articulation Officer

11/26/2008

Date

Shelley Werts

Librarian

12/10/2008

Date

Elmer Bugg

Dean (if applicable)

12/15/2008

Date

Linda Larson-Singer

Curriculum Committee Chairperson

11/26/2008

Date

Alfred Reed

Academic Senate President

11/26/2008

Date

Leige Doffoney

Vice President, Academic Affairs

12/16/2008

Date

Jack E. Daniels, III

College President

01/05/2009

Date

