



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Addition of District Course, 2006-2007

*

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME1: Child Development
3. COURSE NUMBER: 172
4. COURSE TITLE: Introduction to Careers in Child Development
5. UNITS: 1
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course introduces students to the variety of career options available to Child Development majors. It explores career opportunities, qualifications required, resources available, as well as academic and professional support systems.

- 7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered: (limit of forty words, description must match the above)

This course introduces students to the variety of career options available to Child Development majors. It explores career opportunities, qualifications required, resources available, as well as academic and professional support systems.

- 8. INITIAL COLLEGE COURSE APPROVAL DATE, Curriculum Committee: 5/15/07
INITIAL COLLEGE COURSE APPROVAL DATE, Academic Senate: 5/30/07 (online)
COURSE OUTLINE APPROVAL DATE: 5/15/07

- 9. UPDATES (check all applicable boxes) – Identify the area(s) being updated/changed from the current course outline that is on file in Academic Affairs: N/A; New Course

- Content/Objectives
Prerequisite / Corequisite / Advisory
Other (describe)
Course Title / Unit Value
Districtwide Course Attributes
Course Description

[Empty rectangular box]

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: | 1.00 | 18.00 | 1.00 |
| Lab/activity (w/ homework): | | | |
| Lab/activity (w/o homework): | | | |
| Total: | 1.00 | 18.00 | 1.00 |

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: **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 **None** (see: Section V, #9)

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:

| COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (<i>outline reflects course description, all topics covered in class</i>). | Hours per topic | COURSE OBJECTIVES - Lecture (<i>If applicable</i>): 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 Child Development program and assessment of personal skills and goals. | 2 | 1. Assess personal skills and interests as they relate to working with children and families according to: a. NAEYC Code of Ethical Conduct and Statement of Commitment |
| 2. Child Development Academic Career Ladder. a. A.A. degrees b. Transfer programs c. Child Development Permit | 3 | 2. Collect academic information about a variety of career options in the field of Child Development. |
| 3. Professional Career Opportunities such as: a. Early childhood teacher b. Parent educator c. Special education specialist d. Play therapist e. Elementary school teacher f. Director | 4 | 3. Compare qualifications necessary to pursue a variety of career options including California Child Development Permits, A.A. Degrees and transfer requirements. |
| 4. Career speakers (Child Development Advisory Committee) and student presentations on career interviews such as: a. Child Development Center Teacher b. Private Preschool Program Director c. Family Day Care Provider (at least 3) | 4 | 4. Evaluate a minimum of three career choices based on community visits and/or guest speakers. |
| 5. Ethics as an essential part of a profession. a. NAEYC Code of Ethical Conduct. Ethical responsibilities to: i. children, ii. families, iii. colleagues, iv. community and society. What would you teach them about professionalism? List some aspects. | 2 | 5. Examine important aspects of professionalism as they apply to the Child Development field. |
| 6. Personal Career Plan and Academic Resources such as: a. Counseling Department b. Learning Resource Center c. Cal Works/Gain Careers in Child Care | 2 | 6. Design a personal career path with a. educational goals b. resources available c. attached timeline |

| | | |
|--|----|---|
| <p>7. Professional Resources such as:</p> <ul style="list-style-type: none"> i. National Association of the Education of Young Children ii. Zero to Three iii. Child Advocate iv. Child Care Resource Center | 1 | <p>7. Recognize and describe at least three professional resources available to Child Development professionals.</p> <p>SLOs: As a result of this learning experience, the student will:</p> <ol style="list-style-type: none"> 1. Identify and research the qualifications for at least three careers in the field of early childhood education. 2. Develop a career plan for at least one career of choice. |
| Total Lecture hours* | 18 | |

| | | |
|---|-----------------|---|
| <p>COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).</p> | Hours per Topic | <p>COURSE OBJECTIVES - Laboratory (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>)²</p> |
| | | |
| 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 | 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 | assemble | value |
| relate | express | practice | test | collect | revise |
| underline | identify | illustrate | compare | construct | score |
| | locate | operate | contrast | create | select |
| | report | schedule | criticize | set up | choose |
| | review | shop | diagram | organize | assess |
| | tell | sketch | inspect | prepare | estimate |
| | | | debate | | measure |
| | | | inventory | | |
| | | | question | | |
| | | | relate | | |
| | | | solve | | |
| | | | examine | | |
| | | | categorize | | |

8. REQUIRED TEXTS:

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

- **Los Angeles Southwest College Catalog 2006-2007, or most current edition
- **National Association for the Education of Young Children's "Careers in Early Childhood Education"
- ** LASC Child Development Programs Handout

9. SUPPLEMENTARY READINGS:

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

NAEYC Journals, Child Care Information Exchange, to be used as references for collecting information about a variety of career options and qualifications in the field of early childhood education.

10. 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. career interviews
2. reflections and evaluations of career options
3. personal career plan

11. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

1. interviews of Child Development professionals
2. visits to LASC on-campus services
3. development and creation of a professional notebook

12. 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. comparisons of career options based on professional responsibilities, academic requirements, and scope of service
2. assessment of personal skills, interests and goals to identify potential professional path

13. 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):

| | |
|--|--|
| <input type="checkbox"/> Standardized Tests | <input type="checkbox"/> Criterion Reference Tests |
| <input type="checkbox"/> Observance Record of Student Performance | <input checked="" type="checkbox"/> Homework |
| <input checked="" type="checkbox"/> Essays/Essay Test Midterm | <input checked="" type="checkbox"/> Written Compositions |
| <input type="checkbox"/> Laboratory Reports | <input checked="" type="checkbox"/> Oral Presentations |
| <input type="checkbox"/> Term Papers, Projects, Reports | <input checked="" type="checkbox"/> Class Participation |
| <input type="checkbox"/> Problem –solving Exercises | <input type="checkbox"/> Skills Demonstrations |
| <input checked="" type="checkbox"/> Other (specify): Professional notebook | <input type="checkbox"/> Final Exam |

14. 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)

15. SUPPLIES:

List the supplies the student must provide.

Required texts, notebook, writing supplies

16. COMPUTER COMPETENCY:

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

1. researching journal articles
2. researching professional organizations and resources
3. submitting written reports

17. 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.

1. researching journal articles
2. researching professional organizations and resources
3. preparing comparison reports of collected information

18. DIVERSITY:

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

Course includes exploration of the importance of sensitivity to issues of diversity including culture, language, abilities, etc. when working with children, parents, and colleagues.

19. 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.

20. **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:

It is hoped the Library will be able to purchase the following:

Video-Career Encounters: Early Childhood Education

NAEYC: For Our Future

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: N/A

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: N/A

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: **No** c. Transferable to the California State University: **No**
 b. UC **approval** date: d. College **approval** date:

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.

| | |
|--|--|
| | |
|--|--|

- 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.

| | |
|--|--|
| | |
|--|--|

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 172**
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 checked="" type="checkbox"/> Addition of Existing District Course | . College Approval Date: 5/30/07 (online) | . Effective Semester: Fall 07 |
| c. <input type="checkbox"/> Course Change* | . College Approval Date: | . Effective Semester: |
| d. <input type="checkbox"/> Outline Update | . College Approval Date: | |

* 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)

1. **ORIGINATOR:** LaShawn Brinson

2. **DEPARTMENT:** Child Development

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:

All non core classes are rotated by semester: 30, 31, 34, 35, 36, 38, 39, 44, 45, 46, 47, 48, 65

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

Yes (If yes, briefly explain how)

This course will help Child Development students at any point of entry explore the field of early childhood education and begin to look at career possibilities. Students will also develop a career plan that will include an educational path with assistance from counselors and other LASC on-campus resources.

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

Additional staff -- List additional staff needed:

No additional staff is needed.

Classroom -- List classroom type needed:

Standard

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

none

Supplies- List supplies and indicate dollar value:

None

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

Subject: **CH DEV**

Number: **172**

Course Title: **Introduction to Careers in Child Development**

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>CRITERIA AND STANDARDS</u> Section 55002 | <u>RATING CRITERION</u> | |
|--|-------------------------|---------|
| | MET | NOT MET |
| Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission. | X | |
| Is taught by a credentialed instructor in the discipline. | X | |
| Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students. | X | |
| Is taught in accordance with a set of instructional objectives common to all students. | X | |
| Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students. | X | |
| Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses. | X | |
| Treats subject matter with a scope and intensity which requires students to study independently outside of class time. | X | |
| Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled | X | |
| Requires the ability to think critically and to understand and apply concepts in order to participate in the course. | X | |
| Requires learning skills and a vocabulary appropriate for a college course. | X | |
| Requires the use of college level educational materials. | X | |

Title5Assurances

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.

LaShaun Brinson

Originator

05/14/2007

Date

Kathi Cliff

Department/Cluster Chairperson

05/14/2007

Date

Linda Larson Singer

Articulation Officer

05/31/2007

Date

Linda Brady

Librarian

06/01/2007

Date

Maria Elena Martinez

Dean (if applicable)

06/01/2007

Date

Linda Larson-Singer

Curriculum Committee Chairperson

05/31/2007

Date

Reggie Morris

Academic Senate President

05/31/2007

Date

Leige Henderson

Vice President, Academic Affairs

06/01/2007

Date

Jack E. Daniels, III

College President

Date

DATA INPUT PAGES
(Fills Automatically from Other Pages)

COLLEGE : Southwest

APPROVAL STATUS:

New Course
 Addition of Existing
 District Course

Board Approval Date:
 College Approval Date: 5/30/07

Effective Semester:
 Effective Semester:
 Fall 07

DEPARTMENT/DIVISION NAME: Child Development

DEPARTMENT/DIVISON CODE: 15

SUBJECT (DISCIPLINE) NAME: Child Development

SUBJECT CODE -- 3 characters, assigned by District Office:

SUBJECT ABBREVIATION -- 7 characters, assigned by District Office: CH DEV

COURSE TITLE: Introduction to Careers in Child Development

COURSE NUMBER: 172

UNITS: 1

CLASS HOURS:

| | Hours per week (based on 18 weeks) | Total Hours per term (hrs per week x 18) | Units |
|------------------------------|------------------------------------|--|-------|
| Lecture: | 1.00 | 18.00 | 1.00 |
| Lab/activity (w/ homework): | | | |
| Lab/activity (w/o homework): | | | |
| Total: | 1.00 | 18.00 | 1.00 |

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

THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: YES (Restricted Elective)

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

GENERAL EDUCATION FOR TRANSFER:

Area requested: None Approval date: N/A

GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

Area requested: None Approval date: N/A
2nd Area requested: None Approval date: N/A

TRANSFER STATUS: None

Transferable to the University of California: UC approval date:

Transferable to the California State University: College approval date:

GENERAL EDUCATION FOR TRANSFER: None

IGETC

Area requested:
Date requested:
IGETC approval date:

CSU CERTIFICATION

Date requested:
CSU approval date:

ABBREVIATION FOR TRANSCRIPTS -- 20 characters, assigned by District Office: **CH DEV**

COURSE CLASSIFICATION: **Occupational**

TOP CODE -- (6 digits XXXX.XX) **1305.10**

SAM CODE (Student Accountability Model): **D – Possibly Occupational**

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

Prerequisites: None (If Yes, complete information below)
Corequisite: None (If Yes, complete information below)

CREDIT/NO CREDIT GRADING: No

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

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

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

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**

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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

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

This course introduces students to the variety of career options available to Child Development majors. It explores career opportunities, qualifications required, resources available, as well as academic and professional support systems.

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

This course introduces students to the variety of career options available to Child Development majors. It explores career opportunities, qualifications required, resources available, as well as academic and professional support systems.

SPC CODE -- 3 characters, assigned by District Office: