



COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update, 2004-2005**

1. COLLEGE: **Southwest**

2. SUBJECT (DISCIPLINE) NAME¹: **Child Development**

(40 characters, no abbreviations)

3. COURSE NUMBER: **12**

4. COURSE TITLE: **Parent-Teacher-Child Interaction**

5. UNITS: **3**

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

This course provides the student with a general overview of parental involvement and parents as partners in early childhood education. Special emphasis is placed on the integration and configuration of parent-child relationships, as well as on parent-teacher communication. The developmental context of socialization and its influence on families will be explored.

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

This course focuses on the parent-child relationships and parent-teacher partnerships.

8. **INITIAL COLLEGE APPROVAL DATE**: **Spring 1988**

COLLEGE OUTLINE APPROVAL DATE: **5/17/2005**

9. **UPDATES** (check all applicable boxes):

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

Course description

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	3
Lab/activity (w/ homework):	0	0	0
Lab/activity (w/o homework):	0	0	0
Total:	3	54	3

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

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)

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>)
Historical Overview of Parent Involvement a. Parents: first and most influential teachers b. Evidence in support of parental involvement c. Impact and benefit for families and children	3.00	Discuss and examine the research supporting parental involvement and parents as partners in the education of young children.
Dimensions of Parenthood a. Concepts and stages of parenthood b. Historical changes in parent-child relations c. Parenthood as a developmental role	4.00	Explain the six stages of the parenthood role and the major focus of each stage.
Ethnic Diversity of Contemporary Families	3.00	Compare and contrast strategies and challenges of working with culturally diverse families and the developmental context of socialization and its influence.
a. Understanding family diversity b. Issues and challenges c. Socialization and family values	3.00	Analyze hypothetical situations and identify positive and negative structures attributed to parenting styles.
Parenting strategies a. Qualities of competent parents b. Methods and approaches to discipline c. Parenting styles	3.00	Analyze and examine the major factors that influence the configuration of the relationship between parents and children.
Theoretical perspectives a. Family systems theory b. Factors influencing the configuration and relationship between parents and children. c. Bronfenbrenner's ecological theories	6.00	Examine and categorize Veener's six main themes that classify the social meanings of parenthood and non-parenthood in diverse cultures.
Developmental Interaction in child-rearing years a. The transition to parenthood b. Factors influencing parenthood c. Effects of Veneer's themes and the classification of the social meanings of parenthood	3.00	Analyze the "divorce process" as a sequence of stressors for children.
Challenging issues of contemporary parenting a. Parenting in single parent family systems b. Divorce and parent child relations c. Stress Management	3.00	Describe and examine the situational factors that are associated with family violence.
Parenting in high-risk family a. Factors challenging effective parenting in high-risk families b. Definitions and prevalence of family violence c. Child abuse and neglect	3.00	Describe strategies and techniques utilizing written communication that facilitate parent-teacher, home-school collaboration.
Communication and parent programs a. Roadblocks to communication b. Effective strategies for successful parent-teacher communication c. Methods of communication	7.00	Compose situational dialogs that need constructive and reflective active listening as outlined in the principles of
Parent education programs	6.00	

	review tell	shop sketch	diagram inspect debate inventory question relate solve examine categorize		estimate measure
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2. REQUIRED TEXTS:

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

Bigner, Jerry J. Parent-Child Relations : An Introduction to Parenting, 2002

3. SUPPLEMENTARY READINGS:

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

Berger Eugenia Hepworth Parents as Partners in Education, 2000
World Wide Web resources on issues and challenges of Contemporary Families

A sample assignment would be: Investigate the impact of parental involvement in early childhood education looking in particular at the success of the child and merits of early intervention.

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:

In essay form, the student will examine, discuss and research the forces in America today that encourage and discourage the concept of the African Culture's reflection, " It takes a village to raise a child".

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

A sample assignment would be to survey a community support system to see what services are being offered to parents.

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.

A sample assignment would be to compare and contrast traditional and non-traditional methods of parenting and how they affect the success of children in their environments.

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):

Tests
Projects and Reports
Problem-Solving Exercises
Homework
Oral Presentations
Class Participation
Exams and Final Exam

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)

Demonstration, Audio Visual and Supplemental Materials, Guest Speakers

9. SUPPLIES:

List the supplies the student must provide.

None

10. COMPUTER COMPETENCY:

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

Minimum competency to be able to do computer searches and assignments on word processors.

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.

Students are required to locate and evaluate information appropriate to various areas of research.

12. DIVERSITY:

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

The course is open to all students and investigates diverse cultures.

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

SCANS (Secretary's Commission on Necessary Skills) 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 **"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:

b. UC approval date:

d. College approval date: 1988

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**
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): 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. [] New Course . Board Approval Date: . Effective Semester:
b. [] Addition of Existing District Course . College Approval Date: . Effective Semester:
c. [] Course Change* . College Approval Date: . Effective Semester:
d. [x] Outline Update . College Approval Date: 5/17/2005 -

* 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 - NOT APPLICABLE

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:

[Empty text box for describing additional funds]

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

[Empty text box for listing 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:

[Empty text box for listing courses to be rotated]

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)

[Empty text box for explaining impact]

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

Additional staff -- List additional staff needed:

[Empty text box for listing additional staff]

Classroom -- List classroom type needed:

[Empty text box for listing classroom type]

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:

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.

Anthanetta Rhodes

Originator

06/14/05

Date

Kathi Cliff

Department/Cluster Chairperson

07/05/05

Date

Linda Larson Singer

Articulation Officer

07/05/05

Date

Shelley Werts

Librarian

06/14/05

Date

Earnestine Thomas-Robertson

Dean (if applicable)

06/14/05

Date

Glenn Yoshida

Curriculum Committee Chairperson

06/14/05

Date

Reggie Morris

Academic Senate President

06/20/05

Date

Leige Henderson

Vice President, Academic Affairs

06/22/05

Date

Audre Levy

College President

06/25/05

Date