



### LOS ANGELES SOUTHWEST COLLEGE COURSE OUTLINE OF RECORD

1. COURSE STATUS:

- A.  New Course  Addition of Existing Course  Distance Education Course
- Revision of Existing Course: Objectives, Content, Prerequisite Validations

B. Effective Semester/Year Fall 2003 Revised/Updated (date) \_\_\_\_\_  
Sem/year Sem/year

2. DESIGNATION:  Associate Degree Applicable  Non-Associate Degree Applicable

3. COURSE INFORMATION:

A. Subject Code: 187 TOP Code: 1305.10 CAN Number: \_\_\_\_\_

B. Subject Title and Number: (not to exceed 40 spaces): Child Development 4

C. Course Title (not to exceed 60 spaces): Creative Experiences for Children II

D. Units 3; Hours/wk, lecture 3; Hours/wk, laboratory 0; Total hours/wk: 3

E. Repetition(s): 0

4. DESCRIPTION: As it will appear in the college catalog. (Not to exceed 40 words)

This course involves the development of techniques for stimulating creative educational experiences for young children. Values and benefits of early childhood school experiences involving creative language arts, creative mathematics, creative sciencing, creative social studies, and creative play in development and the creative approach to program planning and learning are stressed.

5. TRANSFER STATUS (Articulation)

- University of California Credit:  Requested  Approved
- California State University Credit:  Requested  Approved (before 1996)
- California State University General Education:  Requested  Approved

6. COURSE CLASSIFICATION

- ( ) Baccalaureate Only
- (X) Occupational Only
- ( ) Prerequisite and/or Developmental

7. COURSE PLACEMENT IN CURRICULA

- ( ) Required in Major ( \_\_\_ Academic or \_\_\_ Occupational)
- (X) Optional in Major ( \_\_\_ Academic or X Occupational)
- ( ) Meets General Education Requirements
- ( ) Elective
- (X) Other: Child Development Certificates

8. PREREQUISITE(S): **TB Test Verification** (See pages 9 and 10)

Approval Date: pending

Subject	Number	Course Title	Units
1. Child Development	2	Early Childhood: Principles and Practices	3

9. **CO-REQUISITE(S):**
- | Subject | Number | Course Title | Approval Date _____ |
|---------|--------|--------------|---------------------|
|         |        |              | Units _____         |
| 1. NONE |        |              |                     |
10. **RECOMMENDED:**
- | Subject | Number | Course Title | Approval Date _____ |
|---------|--------|--------------|---------------------|
|         |        |              | Units _____         |
| 1. NONE |        |              |                     |
11. **ENTRY SKILLS** (Required for courses with prerequisites)
1. Analyze and compare Early Childhood Programs to develop an educational philosophy and apply the code of ethics in daily practice.
  2. Apply Child Development principles to observe, analyze, and critique community Early Childhood Education environs to identify components of a creative classroom.
  3. Define the teacher's role in facilitating children's learning in the areas of physical, cognitive, and psychosocial domains of development.
  4. Examine play as a central element in young children's growth and development and describe ways play can be implemented into an early childhood program.
  5. Plan and write developmentally appropriate activities.
12. **COURSE OBJECTIVES**
- Content Knowledge** -- Upon completion of this course the student will have an understanding of, or be able to apply, the following principles and concepts:
1. Design classroom environments that will support a balance of naturalistic and structured experiences, and analyze the environment in relation to its effect on children's behavior.
  2. Design and equip interest centers to meet the needs of young children to investigate, explore and construct through creative play.
  3. Consider children's development, individual differences, and their social and cultural backgrounds to assess relevancy and appropriateness of activities and experiences.
  4. Create and implement developmentally appropriate creative play experiences for young children in the areas of language arts, math, science (including computer technology), and social studies in indoor and outdoor settings.
  5. Critique lessons implemented by self and peers using developmentally appropriate criteria.
- Exit Skills** -- Upon completion of this course the student will have the following skills:
1. Design classroom environments that will support a balance of naturalistic and structured experiences, and analyze the environment in relation to its effect on children's behavior.
  2. Design and equip interest centers to meet the needs of young children to investigate, explore and construct through creative play.
  3. Consider children's development, individual differences, and their social and cultural backgrounds to assess relevancy and appropriateness of activities and experiences.
  4. Create and implement developmentally appropriate creative play experiences for young children in the areas of language arts, math, science (including computer technology), and social studies in indoor and outdoor settings.
  5. Critique lessons implemented by self and peers using developmentally appropriate criteria.

**13. COURSE CONTENT:**

In order to assist with the application of this course by faculty and/or with articulation activities with other institutions, please major areas of course content using an 18-week semester format.

Total Time: 54 hours

Hours Allocated	Topics or Activities <i>(Please be detailed and descriptive. Use additional pages if necessary)</i>
3	Foundations of Learning: Identifying components of a creative classroom environment (both naturalistic and structured) and their impact on children's growth and development. Understanding differences and accommodating for them in the early childhood classroom.
3	Introduction to Language Art Component of Curriculum: Integrating play into language art curriculum. Developing skills in creating activity plans.
3	Language and Literacy Play: Fostering emergent literacy through the four interrelated language arts: listening, speaking, reading and writing. Instructor demonstration - Listening activities using 5 ways a child listens: appreciative, purposeful, discriminative, creative, and critical listening.
3	Introducing Literature: Fostering language development through books (fiction and non fiction), poems, flannel sets (identifying appropriate stories and the how to's of construction), and puppetry (creating and using).
3	Realizing Speaking Goals and Planning Speaking Activities of the Language Arts Curriculum: Developing questioning skills, identifying speech in play and routines such as dramatic play, circle times and daily routines. Instructor demonstration - games that promote the expression of ideas.
3	Emerging Print and Reading Awareness: Outline probable events occurring before a child prints his/her first recognizable alphabet letter. Describe settings that promote print/script development. Discuss the early childhood teacher's role in reading.
3	Student Demonstrations - Language arts activities planned and demonstrated to a small group of classmates.
3	Math and Science Curriculum: Introduction to the development and acquisition of math/science concepts. Instructor demonstration - application of activity planning to the math/science component of curriculum.
3	Fundamental Math/Science Concepts: Group work -identifying math skills and identifying activities and daily routines that promote them. Defining science process skills that allow children to study problems and begin to develop an understanding about scientific inquiry.
3	Applying Fundamental Concepts, Attitudes, and Skills: Instructor demonstration activities that use fundamental skills toward higher levels of math/science concepts. Planning activities in both naturalistic and structured settings.
3	Hands on Experiences with Science Experiments: Group work -using physics and chemistry as a basis for planning experiments that allow young children to observe, compare, classify, measure, and communicate (science process skills).
3	Computer Technology: Appropriate use in the early childhood classroom, pros and cons of computer use. How to evaluate software with focus on open-ended software that promotes creativity.
3	Student Demonstrations -Math/Science activities planned and demonstrated to a small group of classmates.
3	Bridging to the Social Studies: Identifying the value of blocks in all areas of curriculum development and particularly it's invitation for children to work together in a cooperative effort.
3	Social Studies Curriculum: Introduction of the social studies areas. Instructor demonstration -History, (myself and my family). Identifying the appropriate use of Holiday curriculum.
2	Continuing the Social Studies with Geography and Economics: Beginning experiences with geography based on the young child's explorations of their immediate environment. Beginning experiences with economics based on the study of how goods and services are produced and distributed, and the activities of people who produce, save, spend, and perform community services.
2	Cooperative experiences in all areas of the early childhood curriculum: Fostering social attitudes, values and skills. Instructor demonstration -thematic units within a child's universe as a basis for planning.
2	Student demonstration -Social Studies activities planned and demonstrated to a small group of classmates. Final Project submission.
Total = 54 hours	Final Exam

**14. SCANS Competencies** (Recommended for all courses; required for with all Vocational Education courses) Indicate the SCANS competencies developed in this course:

- Resources* (identifies, organizes, plans and allocates resources)  
 A.  Time. B.  Money.  
 C.  Material and Facilities. D.  Human Resources.

- Interpersonal* (works with others)  
 A.  Serves as team member B.  Teaches others  
 C.  Serves clients/customers  D. Exercises leadership.  
 E.  Negotiates. F.  Works with diversity.

- Information* ( acquires and uses information)  
 A.  Acquires/Evaluates. B.  Organizes/Maintains.  
 C.  Interprets/communicates D.  Uses computers .

- Systems* (understands complex inter-relationships)  
 A.  Understands systems. B.  Monitors/corrects syster  
 C.  Improves/designs systems.

- Technology* (works with a variety of technologies)  
 A.  Selects. B.  Applies to tasks.  
 C.  Maintains and troubleshoots equipment.

- Fundamentals*  
 A.  Reading. B.  Writing. C.  Mathematics.  
 D.  Listening. E.  Speaking.

- Thinking Skills*  
 A.  Creative Thinking. B.  Decision Making.  
 C.  Problem Solving. D.  Symbolic Thinking.  
 E.  Application of learning techniques. F.  Reasoning.

- Personal Qualities*  
 A.  Responsibility. B.  Self Esteem. C.  Sociabil  
 D.  Self Management E.  Integrity.

**ASSIGNMENTS THAT DEVELOP CRITICAL THINKING**

Check the *Student Activities* involved in each of the **Critical Thinking Forms**

<i>Student Activities</i>	<i>writing a short paper or essay</i>	<i>writing a research paper</i>	<i>solving computational problems</i>	<i>conducting an experiment, survey</i>	<i>preparing, presenting a talk or dramatic part</i>	<i>participating in physical fitness or athletics</i>	<i>participating in a field trip</i>	<i>Other (specify)</i>
<b>Critical Thinking Forms</b>								
Analyzing	X				X			X
Deducing valid conclusions	X							X
Inducing reliable conclusions	X							X
Identifying, anticipating or posing problems	X				X			X
Synthesizing	X				X			X
Comparing and contrasting	X				X			X
Justifying	X				X			X
Applying principles	X				X			X
Solving problems	X				X			X
Other (describe): <b>Student Teaching Activity &amp; Lesson Plans</b>	X							X

**INSTRUCTIONAL MODES** -- Indicate the instructional modes that may be used in meeting the objectives of this course:

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Lecture                 | <input checked="" type="checkbox"/> Lecture/Discussion   |
| <input checked="" type="checkbox"/> Lecture/Laboratory      | <input type="checkbox"/> Laboratory  |
| <input checked="" type="checkbox"/> Demonstration           | <input type="checkbox"/> Seminar   |
| <input type="checkbox"/> One-on-One Conference              | <input type="checkbox"/> Oral Drills   |
| <input type="checkbox"/> Work Experience                    | <input type="checkbox"/> Computer Interactive Assignment   |
| <input checked="" type="checkbox"/> Audio Visual            | <input checked="" type="checkbox"/> Guest Speakers   |
| <input type="checkbox"/> Field Experience                   | <input type="checkbox"/> Independent/Directed Studies  |
| <input checked="" type="checkbox"/> Small Group Discussions | <input type="checkbox"/> Dialog  |
| <input type="checkbox"/> Collaboration                      | <input checked="" type="checkbox"/> Other (specify): Development and participation in lesson activities representing areas of early childhood curriculum |

**EVALUATION METHODS**

Indicate the methods that may be used to determine the student's final grade which are consistent with the course objectives, content and scope of the course: *(Note: Title 5, section 55002 (a)(2)(A) requires that evaluation must be "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.")*

- |   |   |
|---|---|
| <input type="checkbox"/> Standardized Tests                                   | <input type="checkbox"/> Criterion Reference Tests      |
| <input checked="" type="checkbox"/> Observation Record of Student Performance | <input checked="" type="checkbox"/> Homework            |
| <input checked="" type="checkbox"/> Essays/Essay Tests                        | <input type="checkbox"/> Written Compositions           |
| <input checked="" type="checkbox"/> Quizzes, Unit Tests, Midterms             | <input checked="" type="checkbox"/> Oral Presentations  |
| <input type="checkbox"/> Laboratory Reports                                   | <input checked="" type="checkbox"/> Class Participation |
| <input checked="" type="checkbox"/> Term Papers, Projects, Reports            | <input type="checkbox"/> Skills Demonstration           |
| <input checked="" type="checkbox"/> Problem-Solving Exercises                 | <input checked="" type="checkbox"/> Final Exams         |

**TEXTBOOK(S):**

List representative\* publications, non-print media, software, recommended readings including those materials to be put in the Library/LRC. \*Refer to syllabus for current textbook and materials. *(Use additional pages if necessary)*

Authors	Titles	Publishers	Edition/Dates
M. Mayesky	<u>Creative Activities for Young Children</u>	Delmar	7 <sup>th</sup> 2003

**SUPPLIES:**

List materials and supplies that students may be required to purchase or use for this course:

None

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

Subject: Child Development; Number: 4; Course Title: Creative Experiences for Children II

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

CRITERIA AND STANDARDS Section 55002	RATING CRITERION	
	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 credential Instructor in the discipline.	X	
Is offered as described <u>in an outline in official college files</u> . 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	

## CERTIFICATION AND RECOMMENDATION

Subject Child Development Number 4 Course Title: Creative Experiences for Children II

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.

The following college personnel certify that the information and answers above properly represent this course:

## **PREREQUISITE, IMPOSED BY LAW OR CONTRACT**

**Target Course Title and Number: Child Development 4, Creative Experiences for Children II**  
(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. (See page 9.)

**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. (See page 9.)

**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 physical good 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) Pending receipt of a criminal record transcript as specified in Section 101170, and prior to employment or at initial presence in the child care center, all employees and volunteers determined by the Department to require criminal record clearance shall sign a Criminal Record Statement (LIC 508 [10/95]) under penalty of perjury. A person signing the LIC 508 (10/95) must:
- (1) Declare whether he/she has not been convicted of a crime other than a minor traffic violation as specified in Section 101170(f).

**CONTENT REVIEW**

Target Course Title and Number: **Child Development 4, Creative Experiences for Children II**  
(Course to which pre/corequisite/advisory applies)

Check applicable box
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- Prerequisite: Child Development 2, Early Childhood: Principles and Practices**  
 Corequisite:  
 Advisory  
 Assessment

A. **Target Course Entry Skills, Child Development 4**

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge that 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.)

1. Analyze and compare Early Childhood Programs to develop an educational philosophy and apply the code of ethics in daily practice.
2. Apply Child Development principles to observe, analyze, and critique community Early Childhood Education environments to identify components of a creative classroom.
3. Define the teacher's role in facilitating children's learning in the areas of physical, cognitive, and psychosocial domains of development.
4. Examine play as a central element in young children's growth and development and describe ways play can be implemented into an early childhood program.
5. Plan and write developmentally appropriate activities.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment (Child Development 2)**

(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. Analyze and compare Early Childhood Programs to develop an educational philosophy and apply the code of ethics in daily practice.
2. Apply Child Development principles to observe, analyze, and critique community Early Childhood Education environments to identify components of a creative classroom.
3. Define the teacher's role in facilitating children's learning in the areas of physical, cognitive, and psychosocial domains of development.
4. Examine play as a central element in young children's growth and development and describe ways play can be implemented into an early childhood program.
5. Plan and write, demonstrating mastery of English fundamentals, developmentally appropriate activities for indoor and outdoor environments.
6. Examine the methods of working with children with and without special needs.
7. Plan and write, demonstrating mastery of English fundamentals, two differing plans introducing communication into the curriculum for children of diverse backgrounds.

## CONTENT REVIEW SKILLS MATRIX: COREQUISITE VALIDATION

### CHILD DEVELOPMENT 4, Creative Experiences for Children II Entry Skills of Target Course

CHILD DEVELOPMENT 2  
 Early Childhood: Principles and Practices  
 Exit Skills of Prerequisite Course

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

**Comments:**

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

**Total Number of Matches: 15 (of possible 35 ) Percent of Matches: 42%**  
 (Validation requires at least one match of each exit skill with each entry skill.)