



## COURSE OUTLINE

(Replaces PNCR and Course Outline)

- New Course
- Addition of Existing District Course
- Course Change
- Outline Update, Academic Year: 2004-2005

### Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **UPDATE**, 2004-2005

1. **COLLEGE:** Southwest
2. **SUBJECT (DISCIPLINE) NAME<sup>1</sup>:** NURSING  
(40 characters, no abbreviations)
3. **COURSE NUMBER:** NURSING 506 B
4. **COURSE TITLE:** MATERNAL AND CHILD HEALTH NURSING (MATERNITY NURSING)
5. **UNITS:** 4.5
6. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

Emphasis is placed on utilizing Orem's Self-Care Theory and the Nursing Process to develop an understanding of the physiological and emotional needs of mothers and newborns during the maternity cycle. The concept of family-centered-maternity care is explored. Assessment of the newborn and management of women's health problems will be discussed. Guided clinical experiences are provided concurrently with the theory.

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

This course utilizes Orem's Self-Care Model of Nursing and the Nursing Process as a framework to focus on the care of perinatal clients, newborns, and their families. Emphasis is on the sharpening of critical thinking skills to promote health of the child bearing families during the antepartum, intrapartum, and postpartum periods, including high risk obstetric conditions. Guided clinical experiences are provided concurrently with the theory.

8. **INITIAL COLLEGE COURSE APPROVAL DATE:**  
**COLLEGE OUTLINE APPROVAL DATE:**

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

9. UPDATES (check all applicable boxes): April 2005

- |   |                  |
|---|------------------|
| <input checked="" type="checkbox"/> Content                               | Previous Update: |
| <input checked="" type="checkbox"/> Objectives                            | Previous Update: |
| <input type="checkbox"/> College Specific Course Attributes/Data Elements | Previous Update: |
| <input type="checkbox"/> Districtwide Course Attributes/Data Elements     | Previous Update: |
| <input type="checkbox"/> Other (describe)                                 | Previous Update: |

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	2.0	36	2.0
Lab/activity (w/ homework):			
Lab/activity (w/o homework):	7.5	135	2.5
Total:	9.5	171	4.5

**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.

**ENTRY SKILLS FOR COURSES WITH PREREQUISITES:**

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Nursing	502A	Medical-Surgical Nursing A	4.5	

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 – <b>Lecture:</b> If <u>applicable</u> , 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 - <b>Lecture</b> ( <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> )
<p><b><u>MODULE 1:</u></b>  <b>Introduction</b> to Women, Children, and Families with Developmental and Universal Self-Care Requisites</p> <p><b><u>Module Topics:</u></b></p> <ul style="list-style-type: none"> <li>A. Trends and Issues in Maternity Nursing</li> <li>B. Definitions of Terms</li> <li>C. Expanding Roles in Maternity Nursing</li> <li>D. Statistics</li> <li>E. Cultural Diversity</li> </ul>	4.5	<p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate and analyze the development and trends in maternal-perinatal nursing.</li> <li>2. Summarize the relevance for vital statistics for perinatal care.</li> <li>3. Examine the term “family” in bio-psycho-social terms.</li> <li>4. Examine the major ethnic groups that constitute the majority of new immigrants to California in relation to family dynamics and childbearing.</li> <li>5. Evaluate problems contributing to maternal and infant morbidity and mortality, including factors to socioeconomic and mental health issues.</li> <li>6. Relate to community-based teaching for childbearing families.</li> </ol>
<p><b><u>MODULE 2:</u></b>            Universal Self-Care Requisite – <b>AIR:</b>            Physical Foundations of Reproduction</p> <p><b><u>Module Topics:</u></b></p> <ul style="list-style-type: none"> <li>A. Female and Male Reproductive Organs</li> <li>B. Menstruation</li> <li>C. Infertility</li> <li>D. Pharmacology: Androgens, Ovulation stimulants, Infertility agents, NSAIDs (male and female hormones – estrogen, progesterone, androgen, pergonal, gonadotrophin, clomid, etc).</li> </ul>	4.5	<p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the anatomy and physiology of the male and female reproductive system previously learned.</li> <li>2. Assess endocrine influence on male and female reproductive functioning.</li> <li>3. Categorize the phases of the menstrual cycle and time factors concerned with conception.</li> <li>4. Examine assessment and therapeutic/collaborative management of infertility (pharmacology, dietary, surgery, radiology, treatment alternatives).</li> <li>5. Relate to assessment and management of infertility.</li> </ol>
<p><b><u>MODULE 3:</u></b>            Universal Self-Care Requisite – <b>HAZARDS:</b>            Health Issues of Men and Women.</p> <p><b><u>Module Topics:</u></b></p> <ul style="list-style-type: none"> <li>A. Family Planning Options</li> <li>B. Sexually Transmitted Diseases</li> </ul>	4.5	<p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the responsibilities of the client and therapeutic/collaborative management of the client with family planning issues and gynecological problems (pharmacy, dietary,</li> </ol>

<p>C. Menopause and Osteoporosis D. Bleeding Disorders     F. Menstrual Disorders     G. Vaginitis     H. Cystocele and Rectocele     I. Pharmacology: Estrogen,/Progesetin replacement agents, oral contraceptives, calcium regulator agents, STD treatment agents.</p> <p><b>MODULE 4:</b> Universal Self-Care Requisite - <b>FOOD:</b> Pregnancy</p> <p>Module Topics A. Development and physiology of the embryo and fetus. B. Physiological aspects of pregnancy C. Psychosocial aspects of pregnancy D. Parent education E. Nutrition F. Antepartal care G. AIDS and pregnancy H. Discomforts of pregnancy I. Complications of pregnancy J. Physical abuse of the pregnant woman K. Alcoholism and drug abuse in pregnancy L. Teen pregnancy M. Older women pregnancy</p>	<p>7.0</p>	<p>surgery, radiology, treatment alternatives).</p> <ol style="list-style-type: none"> <li>2. Evaluate how universal and developmental self-care requisites affect family planning issues and gynecological problems.</li> <li>3. Examine basic conditioning factors that may affect family planning and gynecological decision making.</li> <li>4. Analyze assessment skills in caring for clients as they relate to family planning, sexually transmitted diseases and gynecological problems.</li> <li>5. Select health deviation self-care requisites related to family planning, sexually transmitted diseases and gynecological problems.</li> <li>6. Evaluate the type of nursing system required by the client.</li> <li>7. Develop a plan of care for the client who is dealing with sexually transmitted disease, family planning or gynecological problems using Orem's self-care theory and the nursing process.</li> <li>8. Develop appropriate community based nursing interventions for prevention and management of sexually transmitted diseases and gynecological problems.</li> </ol> <p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine responsibilities of the client and usual therapeutic/collaborative management of pregnancy (pharmacy, dietary, surgery, radiology, treatment alternatives).</li> <li>2. Assess anatomy and physiology as it relates to the pregnant client.</li> <li>3. Evaluate how universal self-care and developmental requisites affect pregnancy outcome.</li> <li>4. Examine how basic conditioning factors impact development of the zygote, embryo, and fetus, including fetal circulation.</li> <li>5. Analyze assessment skills in caring for the pregnant client.</li> <li>6. Select the health deviation self-care requisites related to pregnancy.</li> <li>7. Relate to health care deviations that influence reproductive outcome.</li> <li>8. Outline key issues that the nurse educator teaches the childbearing family in community classes.</li> <li>9. Evaluate the type of nursing system required</li> </ol>
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<p><b>MODULE 5:</b> Universal Self-Care Requisite – <b>HAZARDS:</b> Parturition</p> <p><b>Module Topics</b></p> <p>A. Presentations and positions B. Mechanism and stages of labor C. Maternal and Fetal monitoring D. Diagnostic Tests and Procedures E. Pharmacology: Antitocolytic agents, Oxytocins, Beta-adrenergics reproductive related agents. Labor Induction/augmentation F. Preterm labor G. Complications of Labor H. Operative Obstetrics I. Alternative Birthing Rooms J. Pain management in Labor</p> <p><b>MODULE 6:</b> Universal Self-Care Requisite – <b>HAZARDS:</b> Postpartal Period</p> <p>Module Topics</p> <p>A. Definition B. Anatomical and Physiologic Changes C. Clinical Considerations (BUBBLE HE) D. Psychosocial Aspects E. Immediate and Ongoing Care F. Six-week Postpartum Exam G. Pharmacology H. Postpartal Complications I. Nursery/Room-in J. Pharmacology: Rho (D) Immune Globulin&lt; Rubella Vaccine</p>	<p><b>6.5</b></p> <p><b>4.5</b></p>	<p>by the pregnant client.</p> <p>10. Develop a plan of care for the childbearing client and family during the prenatal period utilizing Orem's self-care theory and the nursing process.</p> <p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate the anatomy and physiology involved in the mechanisms of labor.</li> <li>2. Examine responsibilities of the client and usual therapeutic/collaborative management of the client during the intrapartal period (pharmacy, dietary, surgery, radiology, treatment alternatives).</li> <li>3. Evaluate how universal self-care and developmental requisites effected outcome of the labor process.</li> <li>4. Examine basic condition factors that effected the laboring client.</li> <li>5. Demonstrate assessment skills in caring for the client in labor.</li> <li>6. Select health deviation self-care requisites related to parturition.</li> <li>7. Analyze health deviations that may occur during labor.</li> <li>8. Evaluate the type of nursing system required by the client.</li> <li>9. Develop a plan of care for the client with deviations identified during labor utilizing Orem's self-care theory and the nursing process.</li> </ol> <p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Analyze the responsibilities of the client and usual therapeutic/collaborative management of the client during the postpartal period (pharmacy, dietary, surgery, radiology, treatment alternatives).</li> <li>2. Assess the anatomical and physiological changes that occur in the postpartal period.</li> <li>3. Evaluate how universal self-care requisites effected outcome for the childbearing family during the postpartum period.</li> <li>4. Select basic conditioning factors that may alter an optimal outcome for the postpartal client.</li> <li>5. Examine the assessment areas specific to the postpartum client.</li> <li>6. Analyze the health deviation self-care</li> </ol>
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<p><b>MODULE 7:</b> Developmental Self-Care Requisites and Universal Self-Care - <b>AIR:</b> Newborn</p> <p>Module Topics</p> <p>A. Immediate Care of Newborn in the Delivery Room, APGAR Score</p> <p>B. Physiological Changes</p> <p>C. Physical and Gestational Assessment</p> <p>D. Nursing Care</p> <p>E. Infant Nutrition</p> <p>F. Medications</p> <p>G. Diagnostics</p> <p>H. Complications of the Newborn e.g. NEC, Cold Stress, Hyperbilirubin, PKU</p> <p>I. Fetal Age Determination</p> <p>J. End of Life Issues</p> <p>K. Cardiac Anomalies</p>	<p><b>4.5</b></p>	<p>requisites of the postpartum client.</p> <ol style="list-style-type: none"> <li>7. Relate to health deviations during the postpartal period.</li> <li>8. Evaluate the type of nursing system required by the postpartum client.</li> <li>9. Develop a plan of care for the postpartum client using Orem's self-care theory and the nursing process.</li> </ol> <p>Upon completion of the study of this module, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the responsibilities of members of the health care team for the newborn.</li> <li>2. Assess anatomical and physiological changes that occur in the immediate newborn period.</li> <li>3. Examine how universal self-care and developmental requisites affect optimal outcome for the newborn.</li> <li>4. Analyze basic condition factors that may alter the outcome for the newborn and family.</li> <li>5. Select physical and gestational assessments specific to the newborn.</li> <li>6. Relate to health deviation self-care requisites of the newborn client.</li> <li>7. Relate to health deviations during the newborn period.</li> <li>8. Evaluate the type of nursing system required by the newborn/mother couple.</li> <li>9. Develop a plan of care for the newborn/mother couple utilizing Orem's self-care theory and the nursing process.</li> <li>10. Analyze and discuss end of life issues pertaining to fetal/newborn death.</li> </ol> <p><b><u>STUDENT LEARNING OBJECTIVES</u></b></p> <p>At the completion of this course of study, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Test using the NCLEX-RN practice examination.</li> <li>2. Formulate a plan of care utilizing Orem's self-care theory for assessing, planning, implementing and evaluating the maternal client and newborn.</li> <li>3. Examine nursing agency's responsibility in managing the client through pregnancy and delivery.</li> <li>4. Examine developmental deficits in the newborn.</li> </ol>
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Total <b>Lecture</b> hours*	<b>36</b>	

<p><b>COURSE CONTENT AND SCOPE -- Laboratory:</b> If <u>applicable</u>, outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).</p> <p><i>Module 2 Skills            Introductory</i></p> <p><i>Breast Self Examination</i> <i>Testicular Self Examination</i> <i>Calculation of Ovulation Period</i></p> <p><i>Diagnostic: Hormonal Assay</i> <i>Sonogram</i></p>	<p><b>Hours per Topic</b></p> <p><b>22.5</b></p>	<p><b>COURSE OBJECTIVES - Laboratory</b> (<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>)<sup>2</sup></p> <p><i>At the completion of this module, the student will be able to:</i></p> <ol style="list-style-type: none"> <li><i>1. Perform a breast and testicular self examinations and instruct the clients on how to do so.</i></li> <li><i>2. Calculate the ovulation period.</i></li> <li><i>3. Assist in the diagnosis and management of infertility problems.</i></li> </ol>
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<sup>2</sup> In general "activity" courses or portions of courses are classified "laboratory."

<p><i>Module 3                    Antepartal / Prenatal</i></p> <p><i>Calculation of TPAL (GTPAL)</i> <i>Calculation of EDC</i></p> <p><i>Diagnostic Tests:</i> <i>  Amnioncentesis</i> <i>  Ultrasound</i> <i>  Non Stress and Stress Tests</i></p> <p><i>Lab: ABO Incompatibility / Rh Factor</i></p> <p><i>  Positioning for Cord Prolapse (Tredenlenberg)</i></p> <p><i>  Deep Tendon Reflex Assessment</i></p>	<b>22.5</b>	<p>At the completion of the prenatal unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Evaluate and teach       <ol style="list-style-type: none"> <li>a. prenatal nutrition</li> <li>b. personal hygiene</li> <li>c. mental health</li> </ol> </li> <li>2. Calculate EDC</li> <li>3. Drape for vaginal examination</li> <li>4. Perform over-all assessment of the prenatal client</li> <li>5. Chart all pertinent information</li> <li>6. Prepare for patient teaching</li> </ol>
<p><i>Module 4                    Labor and Delivery</i></p> <p><i>Assessment of the Client in Labor</i></p> <p><i>Maternal and Fetal Monitoring</i> <i>Positioning of the Labor Woman</i></p> <p><i>Nitrazine Test</i> <i>Fern Test</i></p> <p><i>Oxygenation: 8-10 lpm per mask</i> <i>                  4-6 lpm per nasal cannula</i></p> <p><i>Birth out of Asepsis (BOA)</i></p> <p><i>Nutrition during Labor</i></p> <p><i>Catheterization of the Laboring Woman</i></p> <p><i>Pain Management of the Laboring Woman</i> <i>  IM, IV, Epidural</i></p> <p><i>Labor Augmentation</i> <i>  Oxytocin</i> <i>  Cervical</i></p> <p><i>Mag Sulfate</i> <i>Turbuteline</i></p>	<b>22.5</b>	<p>At the completion of the labor and delivery unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize signs of labor</li> <li>2. Perform nitrazine testing</li> <li>3. Assemble Iv equipment and monitor IV and blood therapy</li> <li>4. Perform catheterization of a female client in labor</li> <li>5. Perform Leopold's maneuvers</li> <li>6. Apply external fetal and maternal monitoring electrodes and evaluate results</li> <li>7. Estimate and evaluate height and consistency of the fundus</li> <li>8. Position the laboring woman</li> <li>9. Recognize and utilize safety nursing measures specific to the OB area       <ol style="list-style-type: none"> <li>a. Prolapsed cord - change position</li> <li>b. Relaxed fundus – massage</li> <li>c. Neonatal aspiration – bulb syringe, change position</li> <li>d. Precipitate labor – BOA pack</li> <li>e. Medication antidotes</li> <li>f. Abnormalities noted on fetal monitor</li> </ol> </li> <li>10. Teach breathing exercise to the laboring client</li> <li>11. Prep, position, and drape for vaginal delivery (shaving, foley, etc)</li> <li>12. Observe the role of the circulating and delivery room nurse</li> <li>13. Demonstrate immediate newborn physical assessment and care - apgar score, newborn eye care, weight in grams and pounds, length in cm and inches,</li> </ol>

<p><i>Module 5 Post Partum</i></p> <p><i>Postpartal Assessment: BUBBLE HE (Breast, Uterus, Bladder, Lochia, Episiotomy, Homan's Sign, Elimination)</i></p> <p><i>Breast Milk Expression, Breast Feeding Mastitis – Ice Pack, Warm Pack</i></p> <p><i>Patient Teaching</i></p> <p><i>Post Partum Medications administration: IM Rhogam Rubella, Simethicone, FeSo4, MVI, Phenobarb IM Contraceptive, Family Planning</i></p>	<p><b>22.5</b></p>	<p>suctioning, cord care.</p> <p>14. Assist with identification of the newborn</p> <p>15. Assess maternal and infant bonding</p> <p>16. Use the I-med, I-vac, IV pumps etc</p> <p>17. Chart all pertinent assessment</p> <p>At the completion of the postpartum, unit the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess the post partum client</li> <li>2. Provide post operative nursing care for the post partum client</li> <li>3. Demonstrate use of the :             <ol style="list-style-type: none"> <li>a. breast pump</li> <li>b. heparin lock</li> </ol> </li> <li>4. Perform:             <ol style="list-style-type: none"> <li>a. breast examination</li> <li>b. Homan's sign</li> <li>c. fundus - positon</li> <li>d. lochia check</li> <li>e. Catheter care – discontinue, collect specimen for C&amp;S</li> <li>f. Sterile dressing change</li> </ol> </li> <li>5. Discuss methods of family planning</li> <li>6. Calculate and administer doses of medications as ordered</li> <li>7. Read and carry out standing orders as noted</li> <li>8. Utilize the complete OB chart as a method of assisting in the assessment of the OB client</li> <li>9. Instruct the post partum client on:             <ol style="list-style-type: none"> <li>a. care of the neonate</li> <li>b. breast self examination</li> <li>c. post partum nutrition and exercises</li> <li>d. personal hygiene</li> <li>e. breast and bottle feeding</li> <li>f. cancer detection</li> </ol> </li> <li>10. SOAP chart all pertinent assessments</li> </ol>
<p><i>Module 6 (Care of the Newborn)</i></p> <p><i>Apgar Score Newborn Resuscitation Thermoregulation Oxygen Therapy</i></p>	<p><b>22.5</b></p>	<p>At the completion of the neonate unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assist in the determination of the apgar score of the newborn</li> <li>2. Assist in the assessment of the gestational</li> </ol>

<p><i>Gestational Age Assessment</i>  <i>Babinski in Newborn</i>  <i>Cord Care</i>  <i>Infant Feeding</i>  <i>Newborn medication administration: IM vit K</i>  <i>Erythromycin/Tetracycline Eye Ointment</i>  <i>IM Hepatitis B</i>  <i>Triple Blue Dye</i>  <i>Surfactant</i></p> <p><i>Bili Lights, Exchange Transfusions, PKU, Heel Sticks, Occult Stool tests, Hearing Screening, Abdominal Girth, Urinalysis.</i></p> <p><b>Module 7      Health Issues</b></p> <p><i>Contraceptives</i>  <i>STD Agents</i>  <i>HRT</i></p> <p><i>Anticipatory Guidance</i></p>	<p><b>22.5</b></p>	<p>age of the newborn</p> <ol style="list-style-type: none"> <li>3. Assist in the resuscitation of the newborn</li> <li>4. Demonstrate IM injection</li> <li>5. Instill neonatal eye drops</li> <li>6. Perform gastric lavage of the newborn</li> <li>7. Perform and evaluate a newborn dextrosix using heel stick specimen</li> <li>8. Bag the newborn for urine</li> <li>9. Calculate calories of formula</li> <li>10. Provide daily newborn care – bathing, skin care, cord care, clothing, measuring and weighing, vital signs, positioning and feeding</li> <li>11. Chart all pertinent information appropriately</li> </ol> <p>At the completion of this module the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Assist in the assessment of the client for contraceptives</li> <li>2. Assist in the administration of contraceptives as ordered</li> <li>3. Assist in the evaluate and management of clients for STD</li> <li>4. Assist in the management of clients requiring HRT</li> <li>5. Assist in the teaching of the clients</li> </ol>
<p>Total <b>Lab</b> hours*</p>		<p><b>135</b></p>

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

**Bloom's Taxonomy**

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
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
				organize	estimate

	tell	sketch	inspect debate inventory question relate solve examine categorize	prepare	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:

ATI Content Mastery RN Edition, Maternal-Newborn Nursing Care, Assessment Technologies Institute, LLC

Morris, Deborah Calculate with Confidence Mosby, latest edition

Lewis, Heitkemper, Dirksen Text book of Med-Surg Nursing Assessment and Management of Clinical Problems Mosby Latest Ed

Lowdermilk and Perry Maternity Nursing (**Text Book and Study Guide**) Mosby Latest ED

Zerwekh, Jo Ann, et al. Memory Notebook of Nursing, Nursing Edition Consultants, 2000  
**Vol 1, 2, 3**

Spencer & Nicholl Clinical Pharmacolgy & Nursing Management Lippincott Latest Ed

Davis, F. A. Tabers Medical Dictionary MacMillan Latest Ed

Karch, Amy Handbook of Drugs Lippincott Latest Ed

**3. SUPPLEMENTARY READINGS:**

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

ALFARO, APPLYING THE NURSING PROCESS J.P.LIPPINCOTT, OREM'S SELF-CARE DEMANDS

**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:

NURSING CARE PLANS UTILIZING CONCEPTUAL FRAMEWORK

**5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:**

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

COMPUTER PROGRAMS

**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.

FORMULATING OF NURSING DIAGNOSES UTILIZING CRITICAL THINKING

**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 Sec II):

MODULE TESTS, FINAL EXAM, ATI EXAM, NURSING CARE PLANS

**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)

**9. SUPPLIES:**

List the supplies the student must provide.

TEXT BOOKS, ATI BOOKS

**10. COMPUTER COMPETENCY:**

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

CRITICAL THINKING COMPUTER PROGRAM IN LEARNING CENTER

**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.

CRITICAL THINKING COMPUTER PROGRAM AVAILABLE IN COMPUTER ROOM.

**12. DIVERSITY:**

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

CULTURAL ASPECTS ARE AN INTEGRAL PART OF CLIENT NURSING CARE ( REFER TO OBJECTIVES)

**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 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:** No

- a. If yes, the course will be a Not applicable 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>)

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](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

- a. 2<sup>nd</sup> 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](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:**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. 2<sup>nd</sup> 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. 2<sup>nd</sup> 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: NURSING**
2. **DEPARTMENT/DIVISION CODE: 5**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **673** (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: **REGNRSG**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **REGNRSG**
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): **01**

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:** \_\_\_\_\_

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) 1203.00**

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://www.cccco.edu/cccco/esed/curric/curriculum.htm).

**17. SAM CODE (Student Accountability Model):** \_\_\_\_\_

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: | . |                     |

\* 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:

**6. APPROPRIATENESS TO MISSION**—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

**7. NEED**—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

## LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **NURSING** Number: **506B** Course Title: **Maternal and Child Health Nursing (Maternity Nursing)**

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	

**CONTENT REVIEW FOR PREREQUISITE VALIDATION**  
**Nursing 506B, Maternal and Child Health Nursing (Maternity Nursing)**

(Course to which pre/corequisite/advisory applies)

Check  Applicable  Box
------------------------------------

- Prerequisite: **Nursing 502A, Medical-Surgical Nursing A**
- Corequisite:
- Advisory:
- Assessment

**A. Target Course Entry Skills: Nursing 506B, Maternal and Child Health Nursing (Maternity Nursing)**

(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.)

1. Plan for the NCLEX- RN exam.
2. Develop a plan of care utilizing Orem's self-care theory and the nursing process for a client with an activity rest disorder across the life span.
3. Discuss appropriate documentation of assessment of assessment and nursing management of a client with health care deviations related to hazard.
4. Demonstrates competency in performing skills accurately and with minimal supervision.
5. Interpret the individual's developmental stage, and the person being an integral part of cultural group, a family, and community.

**B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Nursing 502A, Medical-Surgical Nursing A**

(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. Plan for the NCLEX exam.
2. Identify activity and rest deficits in client with musculoskeletal disorders.
3. Describe the assessment of client receiving intravenous therapy.
4. Develop a plan of care utilizing Orem's self-care theory and the nursing process for a client with an activity rest disorder across the life span.
5. Discuss nursing interventions for clients receiving medications in the home/and community settings.
6. Describe the care of client with health care deviations related to fluid deficits.
7. Discuss appropriate documentation of assessment of assessment and nursing management of a client with health care deviations related to hazard.
8. Demonstrates competency in performing skills accurately and with minimal supervision.
9. Interpret the individual's developmental stage, and the person being an integral part of cultural group, a family, and community.
10. Interpret the roles and responsibilities of the nurse and other health care workers within the employment settings.
11. Demonstrate therapeutic communication based upon knowledge and techniques of interpersonal communication.
12. Practice accountability for own nursing practice within the profession's ethical and legal framework.
13. Practice as a advocate based on patient needs.
14. Employ the body of knowledge from nursing, medical, biological, physical, and behavioral sciences in planning for health needs of individuals and family.
15. Assist client and development and use of self-care agency in maintaining their optimum level of wellness in primary, secondary, and tertiary settings.

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

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

**NURSING 506B  
Maternal and Child Health Nursing (Maternity Nursing)**

**Entering Skills of Target Course**

<b>NURSING 502A Medical-Surgical Nursing A Exit Skills of Prerequisite Course</b>		1	2	3	4	5	6	7	8	9
	1	X								
	2									
	3									
	4		X							
	5									
	6									
	7			X						
	8				X					
	9					X				

Was validation achieved? \_\_\_ 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: Norma Carter Title: Department Chair Initial: NC Date: 12/20/05

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

Norma Carter 11/21/05

Initiator Date

Norma Carter 11/21/05

Department Chairperson Date

Linda Larson-Singer 12/20/05

Curriculum Chairperson Date

## 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.

**Norma Carter**

Originator

**11/21/05**

Date

**Norma Carter**

Department/Cluster Chairperson

**11/21/05**

Date

**Linda Larson Singer**

Articulation Officer

**12/20/05**

Date

**Shelley Werts**

Librarian

**12/21/05**

Date

**Earnestine Thomas-Robertson**

Dean (if applicable)

**12/20/05**

Date

**Linda Larson-Singer**

Curriculum Committee Chairperson

**12/20/05**

Date

**Reggie Morris**

Academic Senate President

**12/20/05**

Date

**Leige Henderson**

Vice President, Academic Affairs

**12/20/05**

Date

**Audre Levy**

College President

**12/21/05**

Date