Palo Verde College

One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000507642		
Course Outline Approval Dates		
Modality	Curriculum Committee	Board of Trustees
Face-to-face	5/23/19	6/11/19
Correspondence Ed.	5/23/19	6/11/19
Distance Ed.	5/23/19	6/11/19

COURSE OUTLINE OF RECORD

Course Information

Course Initiator: Dr. Bruce Wallace
CB01 - Subject and Course #:   CHD 104
CB02 - Course Title: Principles and Practices of Teaching Young Children
New Course: ☐   Non-Substantial: ☒   Substantial: ☐
Articulation Request: ☐ UC   ☒ CSU   ☐ CSU-GE   ☐ IGETC
Lecture Hours: 54   Laboratory Hours: Clinical/Field Hours:
CB06/CB07: Course Units: 3.0
Prerequisites:
Co-requisites:
Advisories:
CB03 - TOP Code: 1305.90 - Infants and Toddlers
CB04 - Credit Status: D - Credit - Degree Applicable
CB05 - Transfer Status: B - Transferable to CSU only
CB08 - Basic Skills Status: N - Course is not a basic skills course
CB09 - SAM Priority Code: C - Clearly Occupational
CB10 - Cooperative Work: N - Is not part of Cooperative Work Experience Education Program
CB11 - Course Classification: Y - Credit Course
CB13 - Approved Special: N - Course is not a special class
CB21 - Prior Transfer Level: Y - Not Applicable
CB22 - Noncredit Category: Y - Credit Course
CB23 - Funding Agency: Y - Not Applicable
CB24- Program Status: 1 - Program Applicable
Transfer Request: B= CSU only

Please select the appropriate box(s) of the modalities in which this course will be offered, and fill out the appropriate sections for that mode.

☒ Face-to-Face – Section B
☒ Correspondence Education – Section C
☒ Distance Education – Section D

JUSTIFICATION OF NEED:

This course is required for the A.S. Degree in Child Development
This course is a State of California Commission On Teacher Credentialing licensing requirement.
This course is transferable to CSU.

CATALOG DESCRIPTION:

An examination of the underlying theoretical principles of developmentally appropriate practices applies to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promotion advocacy, ethics and professional identity. (formerly CHD 210)

COURSE OBJECTIVES:

A. Identify the historical roots of early childhood education.
B. Demonstrate awareness of developmental ages and stages.
C. Define developmentally, culturally and linguistically appropriate practice.
D. Describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge.
E. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.
F. Identify and compare effective policies, practices, and environments in early childhood settings.
H. Describe the characteristics of effective relationships and interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration.
G. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
H. Compare and contrast principles of positive guidance and identify strategies for different ages.
I. Identify practices promoting positive classroom management, guidance, communication and problem solving skills.
J. Develop strategies to maintain communication and access with English language learning families and children.
K. Demonstrate skills to maintain positive team relations.
L. Explain child development as a profession, including ethics and professional organizations.
M. Compare and contrast theoretical perspectives.
N. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

STUDENT LEARNING OUTCOMES:

1. Develop and articulate a professional philosophy.
2. List different program types, delivery systems, and licensing and regulation structures in early childhood settings.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

- Current and historic models, influences and approaches in the field of early childhood
- Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
- Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
- Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements
- NAEYC Code of ethics
- Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care
- Addressing the needs of the whole child
- The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice.
- Play as a vehicle for development and learning
- Unique roles of a teacher in an early childhood setting
- Importance of relationships and interactions
- Collaboration and partnerships with families, colleagues, and health care professionals– 5 principles of family centered care

- Positive guidance strategies
- Constructivist theory as the basis for guidance (e.g. definition and use of time out vs. time in)
- Steps to supporting conflict resolution
- Strategies for encouraging cooperative behavior and problem solving
- Applying developmentally-appropriate practices to normative and atypical development
- The influence of environment on behavior and learning
- NAEYC Code - ethical and professional behavior
- Critical nature of relationships; attachment, responsiveness, respect
- The interrelationship of planning, observation, and assessment
- The role of shared reflective practice
- Essentials of program planning
- Quality indicators (e.g., accreditation)
- Career options/paths
- Professional organizations and ongoing professional development

2. If a course contains laboratory or clinical/field hours, list examples of activities or topics:

1. Safe classrooms
2. Healthy classrooms
3. Learning environments
4. Physical skills
5. Cognitive skills
6. Communication skills
7. Creative skills
8. Positive self-concepts
9. Social skills
10. Guidance
11. Family Involvement
12. Program management
13. Promoting professionalism

3. Examples of reading assignments:

1. The assigned and optional textbooks
2. Professional journals
   a. Young Children
   b. Child Development
3. Daily newspapers and weekly news magazines
2. b. Newsweek
3. c. Time
4. Internet sites
   a. www.ffcd.org
   b. www.naccp.org

4. Examples of writing assignments:

1. Short essays related to child development
2. A research plan and summary of recorded observations
3. Reviews of articles found in professional journals and/or current periodicals
4. Semester project report evaluating a given case study of child development within a given educational program

5. Appropriate assignments to be completed outside of class:

1. Reading and writing assignments as specified in the course syllabus
2. Library and/or internet research
3. Field trips to educational programs
4. Observations of individuals and groups as assigned

6. Appropriate assignments that demonstrate critical thinking:

Observations that require students to determine specific skills and settings.

7. Other assignments (if applicable):

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center or other approved center in the community to observe and document one of the course objectives as assigned by the instructor.

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☐ Check if Section B is not applicable

B. FACE-TO-FACE COURSE SECTIONS:

Face-to-face education
Is a mode of delivery in which instruction is delivered in a traditional classroom setting, with instructor and students located simultaneously in the same classroom facility.

1. Describe the methods of instruction:

1. Lecture and visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

1. Performance on in class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data related to Principles and Practices of Teaching Young Children.
2. Performance on out of class writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
   a. Objective and essay examinations
   b. Critiques of specific reading assignments
   c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on in-class group projects
6. Class attendance and participation

3. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

4. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

NOTE: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students'

Programs and Services (DSP&S) department if they believe they have a learning disability.

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☐ Check if Section C is not applicable

C. CORRESPONDENCE EDUCATION COURSE SECTIONS (Correspondence, hybrid correspondence)

Correspondence education
is a mode of delivery in which instructional materials are delivered by mail,
courier or electronic transmission to students who are separated from the instructor by distance. Contact between instructor and students is asynchronous.
Hybrid correspondence education
 is the combination of correspondence and face-to-face interaction
between instructor and student.

1. Describe the methods of instruction.

Instructional materials, including readings, assignments, background materials, tests and quizzes may be delivered in traditional written form or posted to Palo Verde College's Bridge website for review by students.   Instructors may also conduct discussion sessions with students in writing or via the Internet.

2. Describe the methods of evaluating student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
    a. Objective and essay examinations
b. Critiques of specific reading assignments
c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation in written form

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; and synchronous online discussions, e-mails, letters, notes, phone calls, or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using, at the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in a correspondence or hybrid correspondence course section.

The procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in a correspondence or hybrid correspondence instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students may use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests or manually write assignmnts and tests on paper and return them to the instructor through the mail.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.
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☐ Check if Section D is not applicable

D. DISTANCE EDUCATION COURSE SECTIONS (online, ITV, hybrid)

Online education
is a mode of delivery in which all instruction occurs online via the Internet. Student and instructor access to email and the Internet is required. Students are required to complete class work using email, chat rooms, discussion boards and other instructional online venues.

Interactive television (ITV)
is a mode of synchronous delivery in which instruction occurs via interactive television (closed circuit).

Hybrid instruction
is a combination of face-to-face instruction and online instruction.

1. Describe the methods of instruction.

Online education: Instructional materials, including readings, assignments, background materials, tests and quizzes are posted to Palo Verde College's Bridge website for review by students. Instructors may also conduct discussion sessions with students via the Internet.

Hybrid: Combines online instruction with face-to-face instruction and may consist of a combination of Internet-based instruction and face-
to-face instruction in a traditional classroom. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

ITV: Instruction is conducted synchronously on closed-circuit television. Methods of instruction may include, but are not limited to lecture and visual aids, discussion and problem-solving activities, films and other audio-visual materials, collaborative projects, homework and extended projects, field trips and projects at various school and educational programs and guest speakers.

2. Describe the methods of evaluating of student performance.

1. Performance on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on writing assignments that test the ability of the student to assess and evaluate child development principles
3. Performance on the preparation and organization of ideas, theories and contexts of development that may include
   a. Objective and essay examinations
   b. Critiques of specific reading assignments
   c. Oral analysis of textbook and supplemental reading assignments
4. Performance on field research projects
5. Performance on group projects
6. Class participation

3. Describe how regular, effective contact between the instructor and a student is maintained.

Regular, effective contact includes, but is not limited to, exams; quizzes; essays; research papers; graded homework assignments; syllabus receipt; office hours; instant messaging; online discussions; e-mails; letters; notes; phone calls; or postings on the Bridge between instructor and student.

4. Describe procedures that help verify the individual submitting class work is the same individual enrolled in the course section.

Consistent with policy elements listed in the ACCJC's "Policy on Distance Education and on Correspondence Education," the College verifies the identity of a student who participates in class or coursework by using and the College's discretion, such methods as a secure log-in and password, proctored examinations, or other technologies or practices that are developed and effective in verifying each student's identification.

5. Describe procedures that evaluate the readiness of a student to succeed in an online, ITV or hybrid course section.

At the descretion of the instructor, the procedure might consist of a short assessment questionnaire prepared by the instructor and self-administered by the student. The questionnaire would evaluate areas such as working independently, adhering to timelines, and familiarity with working online and with computer technology. The student would use the resulting score to evaluate his or her readiness to take the course in an online, ITV or hybrid instructional mode.

6. Describe how the confidentiality of the student's work and grades will be maintained.

Instructors shall make reasonable efforts to protect the confidentiality of students' grades and graded work consistent with practices described in the Family Education Rights and Privacy Act (FERPA).

7. If the course has a lab component, describe how lab work is to be conducted and how student work is to be evaluated.

8. If the course requires specialized equipment, including computer and computer software or other equipment, identify the equipment, and describe how it is to be accessed by students.

The students are required to use a computer with internet and e-mail and be able to access the college "bridge" to access assignments and tests. They will need to use word processing and may need access to an ITV station.

Note: Students will be encouraged by instructors of this course to direct themselves to the College's Disabled Students' Programs and Services (DSP&S) department if they believe they have a learning disability.

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E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:
List author, title, and current publication date of all representative materials.

Janice J. Beaty, Skills for Preschool Teachers,10th Ed., 2017, Pearson

SIGNATURES

COURSE INITIATOR: _____ **DATE:** _____

DIVISION CHAIR: _____ **DATE:** _____

LIBRARY: _____ **DATE:** _____

CHAIR OF CURRICULUM COMMITTEE: _____ **DATE:** _____

SUPERINTENDENT/PRESIDENT: _____ **DATE:** _____