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| Course Control Number: CCC000588199 | | |
|-------------------------------------|----------------------|-------------------|
| 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 108 | | | |
| CB02 - Course Title: Practicum-Field Experience | | | |
| New Course: <input type="checkbox"/> | | Non-Substantial: <input checked="" type="checkbox"/> | |
| | | Substantial: <input type="checkbox"/> | |
| Articulation Request: <input type="checkbox"/> UC | | <input checked="" type="checkbox"/> CSU | |
| | | <input type="checkbox"/> CSU-GE | |
| | | <input type="checkbox"/> IGETC | |
| Lecture Hours: | | Laboratory Hours: | |
| | | Clinical/Field Hours: 162 | |
| CB06/CB07: Course Units: 3.0 | | | |
| Prerequisites: CHD 101, CHD 102, CHD 103 and CHD 104 | | | |
| Co-requisites: | | | |
| Advisories: | | | |
| | | | |
| CB03 - TOP Code: | | 1305.80 - Child Development Administration and Man. | |
| 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:

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. (formerly CHD 240)

COURSE OBJECTIVES:

- A. Assume teaching and non teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
- B. Use knowledge and understanding of development to create healthy, respectful, supportive, and stimulating learning environments for all children; applying understanding of the multiple influences on development and learning.
- C. Use and articulate current research and understanding of development and learning theories to select effective learning materials and experiences for all young children.
- D. Analyze classroom space of its effect on the behavior and interactions of children/teachers.
- E. Plan, present and evaluate a variety of developmentally, culturally and linguistically appropriate, play-based curriculum and activities.
- F. Model and facilitate appropriate language and social behavior with children and adults including problem solving and conflict resolution strategies.
- G. Critically assess personal experiences to inform and guide future teaching and collaborative practices.
- H. Develop a recordkeeping system to document and track children's progress.
- I. Demonstrate professional behavior and preparation for the field of early childhood education.
- J. Demonstrate a professional level of competence in written and verbal expression.
- K. Apply principles of effective advocacy in assignments or projects.

STUDENT LEARNING OUTCOMES:

- 1. Develop the persona of a professional educator.
- 2. Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

- Application of developmentally, culturally, linguistically appropriate practices
- Organization of space, time, materials and children's groupings
- Positive interactions with children and adults in primary language(s)
- Authentic assessment and documentation for all children
- Take into account adaptations for children with diverse abilities, learning styles and temperament
- Recording and analysis of professional teaching practices
- Professional and ethical conduct
- Typical teaching and non-teaching responsibilities in early childhood settings
- Self-reflection and self-assessment through team collaboration and portfolio documentation
- Curriculum development
- Curriculum cycle-observation, planning, implementation, evaluation, documentation
- Individual, small group, and whole group applications
- Content areas may include: Language, Literacy, Math, Science, Social Studies, Visual and Performing Arts, Sensory Activities, Outdoor and Indoor Large Motor Activities

- Developmental Domains-Social, Emotional, Cognitive, Creative, Language and Physical
- Integration across curriculum and in collaboration w/team
- Use of Environment
- Use of Interactions
- Professional development skills
- Use state learning standards and tools
- Career Ladder

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

Practicum field experience.

3. Examples of reading assignments:

Early Childhood Education, Eva L. Essa, Thomson, 2007
 Understanding Child Abuse and Neglect, Cynthia Crosson-Tower, Allyn & Bacon, 2002;
 Early Childhood Development, A Multicultural Perspective, Trawick-Smith, Merrill, 2003;

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:

Students may use the ECERS or the Clifford and Harms Environmental Rating Scale to evaluate their program and /or classroom environment. Using their findings, they will set goals for making any necessary environmental improvements necessary to ensure a high quality environment for children.

7. Other assignments (if applicable):

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

☐ 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 audio-visual presentations.
2. Group discussions and personal reflection demonstrating the use and application of self-assessments and goal setting.
- 3 Cooperative learning tasks and role playing.
4. Presentations that provide for diversity.
5. Review of materials presented.

2. Describe the methods of evaluating of student performance.

A written evaluation of teaching assignment will be done by student and instructor.

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.

Practicum field experience will be evaluated by observation and written reports.

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.

☐ 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.

Practicum field experience will be evaluated by observation and written reports.

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 assignments 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.

☐ 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.

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.

Practicum field experience will be evaluated by observation and written reports.

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.

E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:

List author, title, and current publication date of all representative materials.

Beaver, Wyatt, Jackman; Early Education Curriculum: A Child's Connection to the World, 7th Ed., 2018

Jeanne Machado & Helen Botnarescue; 2011, Student Teaching: Early Childhood Practicum Guide, 7th Ed. or latest edition, Wadsworth/Cengage

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____