Cerro Coso College

Course Outline of Record Report
02/15/2022

CHDVC102 : Introduction to Materials and Curriculum

General Information

Author:	- Elisabeth Fuller - Baker, Vivian - Ledford, Tyrone
Course Code (CB01) :	CHDVC102
Course Title (CB02) :	Introduction to Materials and Curriculum
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000309852
Curriculum Committee Approval Date:	05/03/2014
Board of Trustees Approval Date:	06/12/2014
External Review Approval Date:	07/23/2014
Course Description:	This course explores developmentally appropriate curriculum and environments for children from birth through age eight. Students use knowledge of children's development, theories of learning and development, and examples from various models of developmentally appropriate practice to plan environments and curriculum in all content areas to support children's development and learning integrated throughout indoor and outdoor settings. Students are required to observe children in a group setting.
Submission Type:	Change to Content
	This is a CAP aligned course. CAP updated the course information and, as part of the pilot project, CHDV is revising the course to continue to be in line with CAP.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	Child Development/Early Childhood Education
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)	Grade Options

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Course is not a basic skills course.   Course is not a special class.   • Letter Grade Methods

☐ Allow Students to Gain Credit by   **Allowed Number of Retakes**   **Course Prior To College Level (CB21)**
Exam/Challenge   0   Not applicable.

Rationale For Credit By Exam/Challenge   **Retake Policy Description**
                                                                                    ☐ Allow Students To Audit Course
No value   Type:|Non-Repeatable Credit

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Child Development Associate Teacher-	Certificate of Achievement	Spring 2018
CC Child Development Teacher	Certificate of Achievement	Summer 2018
CC Associate in Science in Early Childhood Education for Transfer Degree	A.S. Degree for Transfer	Spring 2018
Child Development Master Teacher Certificate of Achievement (In Development)	Certificate of Achievement	Fall 2022
CC Child Development Master Teacher-	Certificate of Achievement	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability   **Transferability Status**

Transferable to CSU only   Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Early Childhood Education	C-ID discipline	Approved	No value	ECE130

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)	**Course Non Credit Category (CB22)**	**Non-Credit Characteristic**
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Status (CB11)	**Funding Agency Category (CB23)**	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	Not Applicable.	
☐ Variable Credit Course		

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0   **Faculty Load:** 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

In CHDV C102 students are expected to write summaries of text chapters, journal articles, observations, and assigned readings as well as to make connections between their observations of young children with theory and program best practices. ENGL C101 skills prepare students to succeed in CHDV C102 by ensuring they are able to write short essays that synthesize observations, lectures, and assigned readings that are free of major spelling and grammatical errors.

Outcomes
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized academic essays with arguable theses and persuasive support, using complex ideas presented in university-level sources.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.

AND

Advisory

LIBRC100 - Introduction to Library Research and Bibliography

Students are expected to use print and internet sources to conduct research and compose a formal research paper. Child Development is a Social Science; students must use APA format in their writing. LIBR C100 skills ensure the student will be able to successfully find and evaluate reference material, and be able to formulate proper citation.

Outcomes
- Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research, differentiating between various research tools and paid subscription databases.
- Critically evaluate information by applying standard criteria.
- Recognize and use correct documentation style in parenthetical and bibliographic citations and in formatting written work to avoid plagiarism.

Entrance Skills

Entrance Skills	Description

No value   No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Videos are used to demonstrate teaching strategies, reinforce theory, and other concepts.

Methods of Instruction	Discussion
Rationale	Students participate in weekly discussions related to curriculum, teaching strategies, learning domains, etc.

Methods of Instruction	Informational Interviews
Rationale	Students interview an early education professional to explore teaching strategies and approaches to curriculum planning.

Methods of Instruction	Lecture
Rationale	The instructor includes a variety of lecture materials, outside readings, and videos.

Methods of Instruction	Project-based learning
Rationale	Students complete a curriculum project and share ideas throughout the semester.

Assignments

Reading assignments, handouts, and text readings that expand and enhance lecture topics.

Activity plans will be developed for a specific age group, month, and topic of study. Ex. Using the topic of study, age group, and month you identified, write an activity plan related to the cognitive domain, including developmental concepts, connection to DAP, identified modifications, and an evaluation.

Engagement in discussions, applying theory to action. Ex. Families are often concerned about their child's "academic" learning. They want to be sure their child is ready for kindergarten and are often focused on their child's growing ability to count, read, etc. From Dr. Katz's lecture, identify three reasons why social development is important and also directly connected to later academic success.

Design a curriculum web illustrating how the topic of study relates to both environment and activity plans. Ex. This curriculum web will represent a brainstorming of activities related to your theme for each domain. You should have a minimum of 3 activities for each developmental domain. The activities you identify in the curriculum web will be developed into the required activity plans in the curriculum project.

Methods of Evaluation	Rationale
Project	Curriculum Project: After identifying an age group (infant, toddler, preschool, after school), choose a theme to develop a month long curriculum. Throughout the semester you will plan a series of activity plans related to the theme, each one focusing on a single developmental domain.
Other	Observation: Using the anecdotal record method, observe an early childhood classroom. Provide a minimum of five (5) anecdotes from your observation. Identify at least four different practices the teachers are using in the classroom that relate to the principles of child development and developmentally appropriate practice.
Distance Education Description: how outcomes are evaluated	The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Kristin Beeve and Jennifer Paris	Introduction to Curriculum for Early Childhood Education	An Open Educational Resources Publication by College of the Canyons	2019	

Other Instructional Materials

Description	California Preschool Curriculum Frameworks. California Preschool Learning Foundations.
Author	California Department of Education.
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.

Explain how the curriculum is integrated across all developmental domains and content areas.

Observe and evaluate teaching strategies and environmental designs.

Observe children in various early childhood settings as a basis for planning curriculum and environments.

Apply knowledge of academic discipline content and children's growth and development to plan and evaluate developmentally and linguistically appropriate, engaging, and supportive learning experiences.

Develop plans for environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.

Explain how different teaching strategies could be used for a variety of curriculum goals.

Describe guidance and interaction approaches to support social relationships and learning.

Describe how specific learning experiences could be adapted to address individual children's learning and development needs.

CSLOs

Apply elements of various curriculum models, approaches, theories, and standards for early learning, including indicators of quality, to plan and individualize curriculum for children ages birth through eight.   Expected SLO Performance: 70.0

Child Development Child Development Associate Teacher Certificate of Achievement	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning. Assessment:This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100, C102, C104, and C106.
Child Development Child Development Teacher Certificate of Achievement	1. Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.
Child Development CC Associate in Science in Early Childhood Education for Transfer Degree	Examine teaching and care practices that provide a developmentally appropriate program to support children's growth, development, and learning.

Plan indoor and outdoor environments based on knowledge and understanding of children's development and needs.   Expected SLO Performance: 70.0

Child Development Child Development Associate Teacher Certificate of Achievement	2. Identify one's own values, experiences, and philosophies and how they guide and inform practices. Assessment:This PLO will be assessed by aggregating related SLO assessment data gathered from the following courses: CHDV C100 and C104.

Child Development Child Development Teacher Certificate of Achievement	2. Identify one's own values, experiences, and philosophies and how they guide and inform practice.
Child Development CC Associate in Science in Early Childhood Education for Transfer Degree	Identify one's own values, experiences, and philosophies and how they guide and inform practice.

Develop curriculum for all content areas to support children's learning and developmental needs.   Expected SLO Performance: 70.0

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Outline

Course Outline

CAP Course Content and Topics:
1. Theoretical Frameworks for Planning Curriculum and Environments
    1. Bank Street Developmental-Interaction Approach
    2. Dodge Creative Curriculum for Preschool
    3. High/Scope Curriculum
    4. Kamii-DeVries Constructivist Perspective
    5. Direct Instruction
    6. Play-Based
2. Models of Developmentally Appropriate Play-Based Approaches
    1. Emergent Curriculum
    2. High-Scope
    3. Waldorf
    4. Reggio Emilia
    5. Montessori
3. State and National Standards
    1. For content areas
    2. For quality
    3. For accreditation
    4. Ethical and professional practice
4. Planning Early Childhood Curriculum
    1. Care, development, and learning needs of:
        1. Infants and toddlers
        2. Preschoolers
        3. School-Age children
    2. Effective practices for planning, implementing, and evaluating developmentally, linguistically, and culturally appropriate curriculum, and learning experiences for children birth-eight
        1. The ongoing curriculum cycle
            1. Observe
            2. Plan
            3. Implement

4. Assess
5. Document
6. Reflect
2. Level of teacher involvement-teaching continuum
3. Teacher child interactions
4. Guidance and discipline
5. Relationships
6. Effective use of questions
7. Family engagement
3. Effects of the environment on children's behavior and curriculum goals
4. Content areas
1. Importance of teachers' discipline-based knowledge in the content areas
2. Planning developmentally appropriate curriculum for
1. Math
2. Science
3. English language development
4. Language and literacy
5. History and social science
6. Social-emotional development
7. Visual and performing arts
8. Physical development
9. Health
3. Appropriate use of instructional technology
4. Addressing differences in young children's
1. Culture and ethnicity
2. Socioeconomic status
3. Home language
4. Ability
5. Gender
6. Learning style
5. Adjustments to curriculum and environment to address children's individualized learning needs
6. Planning opportunities for children to support each other in learning
5. Planning Learning Environments
1. Designs and impact of physical space
2. Learning centers
3. Selection of equipment and materials
4. Impact of routines and schedules
5. Integration of content throughout the indoor and outdoor environments
6. Indicators of quality
7. Inclusion of children's culture and language
8. Health, safety, and nutrition
9. Staffing and zoning
10. Impact on classroom management
11. Accommodations for special needs

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how

will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

All assignments in distance education courses (online, hybrid, and iTV) of CHDV C102 are of the same rigor as those in the on-ground course, except that students in purely online sections submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the onground course, except that evaluation of student work online is presented virtually. Instead of onsite lectures, hybrid and online courses use a variety of methods including, but not limited to, videos and written lecture notes. The assignments and evaluations are the same no matter what delivery method is used. The outcomes for this course, both traditional and distance education, will be evaluated and assessed using a project towards the end of the semester, scored with a rubric. Students are required to observe children in programs in their communities.

Instructor-student contact may occur through announcements, discussions, and feedback to student submissions, including assignments. Student-student contact will primarily occur through discussions, but may also include group work and open forums (i.e. Q&A).

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- E-mail

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

At a minimum, students need a PC or Mac compatible computer with a 56k dial-up internet connection. There should be a modern browser like Firefox or Internet Explorer 8.0 installed. Technical support is provided by The Online Support Center (http://support.kccd.edu) that provides "24/7" IT support. Students may call the Help Desk service at 877-382-3508. Students can request 1:1, online support as well as general tips for succeeding in an online class at the Cerro Coso Student Success Center.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

no

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours