

Cerro Coso College
Course Outline of Record Report
 10/13/2021

CHDVC107 : School Age Development

General Information

Author:	<ul style="list-style-type: none"> Elisabeth Fuller Baker, Vivian
Course Code (CB01) :	CHDVC107
Course Title (CB02) :	School Age Development
Department:	Child Development
Proposal Start:	Fall 2019
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000350642
Curriculum Committee Approval Date:	10/14/2016
Board of Trustees Approval Date:	12/15/2016
External Review Approval Date:	09/27/2010
Course Description:	This course provides information on school-age developmental needs and stages, techniques for interacting positively and effectively with children, and ideas to assist in meeting the wide range of children's needs. The design of schedules, policies, the environment, and activities are based upon the understanding of children's development, special needs, and cultural background. Students are required to observe school-age children in an out-of-school setting.
Submission Type:	Mandatory Revision This is a cyclical revision. The description, methods of instruction, methods of evaluation, SLOs, and topical outline were all reviewed.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none"> 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 is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none"> Letter Grade Methods
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Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

CC Child Development Master Teacher- (In Development)

Certificate of Achievement

Summer 2018

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree

A.A. Degree Major

Fall 2020

Liberal Arts: Social & Behavioral Sciences Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

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)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

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
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No Value

No Value

No Value

No Value

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

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. Because 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.

AND

Advisory

ENGLC101 - Freshman Composition

In CHDV C107 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 C107 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.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

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	Discussion
Rationale	Participate in in-class discussions related to developmental concepts like supporting school-age children's physical, cognitive, social, and emotional development.

Methods of Instruction	Informational Interviews
Rationale	Interview teachers who currently teach in out-of-school programs about supporting children's development in the programs.

Methods of Instruction	Job Shadowing
Rationale	Shadow a teacher or administrator in an out-of-school program to see how children are supported.

Methods of Instruction	Lecture
Rationale	Read lectures related to developmental concepts like supporting the development of reading skills, problem solveing, and conflict mediation in out-of-school programs,

Methods of Instruction	Written work
Rationale	Provide written responses to reading assignments, text reflections, and observations of school-aged children.

Assignments

Reading assignments, handouts and text readings that expand and enhance lecture topics.
Classic and contemporary research studies that relate to specific topics in child development. For example: a research project on the role of play in out-of-school programs
Writing assignments that relate observations in child development to current theory. For example: observe and interact with children in an out-of-school program. What would they like to see in their program?
Text reflections. For example: after reading the chapter on children's friendships, reflect on your own relationships during your school-age years.
Observation of children in a group setting. For example: observe an out-of-school program, what examples do you see of developmentally appropriate practices?
Exams related to course subject matter
Textbook readings

Methods of Evaluation	Rationale
Project	Small group project. For example, develop a developmentally appropriate curriculum that addresses the needs of children between the ages of 5 and 14.
Tests	Exams related to course subject matter
Project	Analysis of observations and interviews with stake holders in school-age care. For example, interview the children in an out-of-school program. What would they like to see in their program?

Distance Education Description: how outcomes are evaluated

The assignments and evaluations will be 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.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Click, P. M. & Parker, J.	Caring for school-age children (6th)	Cengage Learning	2011	1111298130
Wood, C.	Yardsticks: Child and adolescent development ages 4-14 (4th)	Center for Responsive Schools, Inc.	2018	1892989891

Other Instructional Materials

Description	Click and Parker (2011) is an industry standard. There are no other texts available that outline the development and curriculum for school-age programs. The text is used in both C107 and C207. We are moving towards OER in the near future and would like to hold off on updating the texts.
Author	No value
Citation	No value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.

Expected SLO Performance: 70.0

Social Science
Liberal Arts: Social & Behavioral Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Child Development
Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Evaluate out-of-school programs and how they meet the developmental needs of children in middle-childhood and adolescence.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Describe major developmental milestones for children from middle childhood through adolescence in the areas of physical, psychosocial, cognitive, and language development.

Expected SLO Performance: 70.0

Child Development

Child Development Master Teacher Certificate of Achievement

4. Develop professional expertise in a specialized area of knowledge.

Outline

Course Outline

I. Define School-Age Programs

1. Implications for children; families; teachers
2. Care Options
3. Characteristics required to work successfully with school-age children

II. Theories of Child Development

1. Physical Growth
2. Psychosocial Development
3. Intellectual Development
4. Moral Development
5. Learning Theory

III. The Adult's Role in Socialization and Development

1. Agents of Socialization
2. Development of the Personality
3. Teachers in Out-of-School Settings

IV. Issues Facing Today's Children

1. Developmental Issues
2. Generational Issues
3. Common Fears in Childhood
4. Violence in the Home and Community
5. Media-Induced Fear
6. Family Issues
 - a. Divorce
 - b. Loss
 - c. Relocation
7. Societal Issues
8. Tobacco; Alcohol; Drugs

V. Conditions Affecting Children's Behavior

1. Understanding Behavior
2. Guidance
3. Setting and Enforcing Limits
4. Involving Parents

VI. Environments for Care of School-Age Children

1. Settings for School-Age Child Care
2. Environments for Care of School-Age Children
3. Americans with Disabilities Act and Environments

VII. Investigative research methods

1. Interviews
2. Surveys
3. Observation
4. Documentation

5. Analysis

6. Presentation of Findings

7. Ethics; Bias; and Validity of Research.

Delivery Methods and Distance Education

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 2 Face
Online
Hybrid
Interactive

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?

All assignments in distance education courses (online, hybrid and iTV) of CHDV 107 are of the same rigor as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in 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 will be 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 will be required to observe children in license or licensed-exempt programs in their community.

Effective Student-Instructor Contact: 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 -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

Student-Instructor contact will include: discussion forums, learning management system message, announcements, and feedback to individual students work

Student-Instructor contact MAY include: chat/zoom, newsgroup/discussion board, phone, itv

Student-Student contact will include: discussion forums

Student-Student contact MAY include: chat/zoom, learning management system message, group work, peer reviewed projects

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 to have access to 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>) or the Help Desk at 877-382-3508. Students can also request individual online support as well as read 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.

The learning management system is accessible, and compatible with support programs such as Kurzweil 3000. Faculty will use the Canvas accessibility checker, along with other resources provided by our Distance Education Director to ensure learning materials are accessible, including but not limited to documents, PDFs, OERs, external websites, and videos.

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