

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

## CHDVC207 : School Age Curriculum

### General Information

Author:	<ul style="list-style-type: none"><li>• Elisabeth Fuller</li><li>• Baker, Vivian</li><li>• French, Kristina</li></ul>
Course Code (CB01) :	CHDVC207
Course Title (CB02) :	School Age Curriculum
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) :	CCC000134906
Curriculum Committee Approval Date:	11/18/2011
Board of Trustees Approval Date:	01/12/2012
External Review Approval Date:	09/27/2010
Course Description:	This course provides instruction on how to implement quality programs for school-age children. Students learn assessment, planning, implementation, and evaluation of programs. Students use standards for school-age care to assess quality indicators in the areas of human relationships, indoor and outdoor environments, and curriculum. Students are required to observe school-age children in out-of-school settings.
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"><li>• Child Development/Early Childhood Education</li></ul>
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"><li>• Letter Grade Methods</li></ul>
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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

## 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
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 C207 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 C207 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

Presentations (by students)

Rationale

Students can present curriculum ideas for developing centers in school-age programs. For example, setting up fine motor areas, study areas, or gross motor play areas.

<b>Methods of Instruction</b>	Job Shadowing
<b>Rationale</b>	Students are asked to visit a school-age program to observe how the program is set up and the role of the teachers in the programs.
<b>Methods of Instruction</b>	Lecture
<b>Rationale</b>	Lectures provide students with current information on the field, for example new state-wide policies regarding school-age care programs.
<b>Methods of Instruction</b>	Outside reading
<b>Rationale</b>	Students are provided with outside readings from professional organizations or journals.
<b>Methods of Instruction</b>	Discussion
<b>Rationale</b>	Weekly discussion related to concepts presented in the course are included. The discussions highlight key information, understandings, or reflections of the students. For example, Discuss the importance of having snack time in an after school program. When should snack be offered?
<b>Assignments</b>	
<b>Reading assignments, handouts and text readings that expand and enhance lecture topics.</b>	
<b>Writing assignments that relate observations in child development to current theory. For example: develop a one month curriculum plan that incorporates all developmental domains for an out-of-school program.</b>	
<b>Text reflections. For example: how do your experiences as a school-age child compare to the expectations in the text?</b>	
<b>Observation of children in a group setting. For example: observe an out-of-school program to see how space shared with another program (like an elementary school cafeteria) can be set up to support the development of children across the domains.</b>	
<b>Exams related to course subject matter</b>	
<b>Textbook readings</b>	
<b>Methods of Evaluation</b>	<b>Rationale</b>
Tests	Exams related to course subject matter.
Project	Small group project. For example: Students groups develop a developmentally appropriate curriculum that addresses the needs of children between the ages of 5 and 14.
Project	Analysis of observations and interviews with stake holders in school-age care. For example: Students interview the teachers in an out-of-school program. They will then write a paper describing how they balance the needs of both the younger and older children in the classroom.
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 towards the end of the semester, scored with a rubric.
<b>Equipment</b>	
No Value	
<b>Textbooks</b>	

Author	Title	Publisher	Date	ISBN
Wood, C.	Yardsticks: Child and adolescent development ages 4-14 (4th)	Center for Responsive Schools, Inc.	2018	1892989891
Click, P. M., Parker J.	Caring for school-age children	Cengage Learning	2011	1111298130
<b>Other Instructional Materials</b>				
<b>Description</b>	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.			
<b>Author</b>	No value			
<b>Citation</b>	No value			
<b>Materials Fee</b>	No			

## Learning Outcomes and Objectives

### Course Objectives

No value

### CSLOs

Evaluate the teacher's role in providing best practices in out-of-school programs.

Expected SLO Performance: 70.0

*Child Development*

Child Development Master Teacher Certificate of Achievement

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

Apply developmentally appropriate principles and teaching strategies to positively influence school-aged children's development and learning in out-of-school programs.

Expected SLO Performance: 70.0

*Child Development*

Child Development Master Teacher Certificate of Achievement

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

*ISLOs*  
Core ISLOs

Students who are completing a program will be able to think critically and creatively and apply reasoning.

Plan, implement, and evaluate age-appropriate curriculum, schedules, and routines for out-of-school programs.

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 Out-of-School Programs
  1. Implications for children; families; teachers
  2. Care options
  3. Characteristics required to work successfully with school-age children
  4. Overview of theories of development
  5. Overview of history of out-of-school programs
- II. Cooperative Program Planning
  1. Including children in planning
  2. Including families in planning
  3. Assessment and evaluation
- III. Outdoor Activities with School-Age Children
  1. Safety
  2. Adult involvement
  3. The outdoor environment
  4. Appropriate games and activities
- IV. Indoor Activities with School-Age Children
  1. Adult supervision
  2. Homework
  3. Fieldtrips and guest speakers
  4. Appropriate crafts and activities
  5. Cooking activities
  6. Nutrition and exercise
- V. Working with Older School-Age Children and Teens
  1. Behavior management
  2. Children as program leaders
  3. Balancing needs of all ages
- VI. Ensuring Program Quality
  1. Out-of-school program standards
  2. Emergent curriculum
  3. Advocacy for and with children

## 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 207 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