

Cerro Coso College
Course Outline of Record Report
 01/10/2023

CHDVC203 : Practicum - Field Experience

General Information

Author:	<ul style="list-style-type: none"> • Elisabeth Fuller • Baker, Vivian • Ledford, Tyrone
Course Code (CB01) :	CHDVC203
Course Title (CB02) :	Practicum - Field Experience
Department:	Child Development
Proposal Start:	Fall 2022
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
SAM Code (CB09) :	Advanced Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000021199
Curriculum Committee Approval Date:	04/29/2016
Board of Trustees Approval Date:	06/09/2016
External Review Approval Date:	02/02/2015
Course Description:	<p>In this course, students demonstrate developmentally appropriate early childhood planning and teaching competencies under the supervision of Early Childhood Education/Child Development (ECE/CD) faculty and other qualified early education professionals. Students utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Reflective practice is emphasized as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. This course includes exploration of career pathways, professional development, and teacher responsibilities. Students work in a supervised field experience and are required to perform at least 54 hours of practicum work under the direct supervision of a Master Teacher (or someone who would qualify as a Master Teacher) in an instructor-approved infant/toddler or preschool program. School-age program placement is restricted to before- and after-school programs or kindergarten. Participation in a placement setting requires proof of tuberculosis (TB) and immunization clearance.</p>
Submission Type:	Change to Content
	<p>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.</p>
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.

Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is not a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

Type:|Non-Repeatable Credit

Grade Options

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Allow Students To Audit Course

Associated Programs

Course is part of a program (CB24)

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

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability (CB05)

Transferable to CSU only

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Early Childhood Education	C-ID discipline	Approved	No value	ECE 210

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	90
Total Course Out-of-Class Hours	72
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
Credit Course.	Not Applicable.	<input type="checkbox"/> Status (CB10)
<input type="checkbox"/> Variable Credit Course		

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	2	4
Laboratory Hours	3	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	36
Laboratory	54
Activity	0
Total	90
Course Out-of-Class Hours	
Lecture	72
Laboratory	0
Activity	0
Total	72

Time Commitment Notes for Students

There are 2 components to this course. The online class component is 2 units and requires approximately 6 hours per week. The 1 unit lab component requires 54 hours to be completed in a practicum setting (approximately 4-5 hours per week for the 12 weeks of the practicum placement).

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

Prerequisite

CHDVC100 - Principles and Practices of Teaching Young Children (in-development)

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must first be exposed to the current theories that are guiding this field. CHDV C100 is an overview course that provides an introduction to the field of child development and provides students with the chance to observe and analyze classroom and program requirements.

Outcomes

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
- Develop one's teaching philosophy and professional goals.
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practices that support all children including those with diverse characteristics and their families.
- Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children.
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

AND

Prerequisite

CHDVC102 - Introduction to Materials and Curriculum (in-development)

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must first be exposed to the current theories that are guiding this field. CHDV C102 is a curriculum course that provides a foundation for designing, implementing, and evaluating environments, programs, and activity plans.

Outcomes

- Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
- Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
- Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality.
- Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.

AND**Prerequisite****CHDVC104 - Child, Family, and Community (in-development)**

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must first be exposed to the current theories that are guiding this field. CHDV C104 is a state mandated course that addresses working with families, schools, and the community to support young children's needs. It is a foundational course that establishes best practices for developing relationships.

Outcomes

- Assess the impact of educational, political, and socioeconomic factors on children and families.
- Describe effective strategies that empower families and encourage family involvement in children's development.
- Analyze one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

AND**Prerequisite****CHDVC106 - Child Growth and Development (in-development)**

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must first be exposed to the current theories that are guiding this field. CHDV C106 is a developmental course that provides exposure to theories that guide children's growth, development, and learning. Before students can be effective practitioners in the classroom, they need to be aware of developmental milestones, appropriate expectations, and patterns of development.

Outcomes

- Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
- Identify and compare major theoretical frameworks related to the study of human development.
- Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development.

AND**Prerequisite****CHDVC121 - Health, Safety, and Nutrition (in-development)**

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must be aware of current health, safety, and nutrition standards for their own and the children's safety. CHDV C121 provides licensing and current state regulations for maintaining and healthy and safe environment for young children.

Outcomes

- Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.
- Identify health, safety, and environmental risks in children's programs.
- Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers, and families.
- Discuss the value of collaboration with families and the community.

AND**Prerequisite****CHDVC125 - Diversity in Education (in-development)**

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. CHDV C125 provides a foundation in working in a diverse program with children, families, and staff of different races, ethnicities, abilities, ages, religions, etc. specifically addressing how to use these differences to develop and

anti-bias program curriculum and support children’s development.

Outcomes

- Examine the impact of various societal influences on the development of children’s social identity.
- Evaluate the ways that developmentally appropriate, inclusive, and anti-bias approaches support learning and development.
- Evaluate the influence of teachers’ experiences on teaching approaches and interactions with children and families.

AND

Prerequisite

CHDVC200 - Observation and Assessment (in-development)

Students who are taking the capstone practicum course, CHDV C203, need a strong basis in theory before working with a group of young children. The purpose of the practicum course is to provide students a safe, structured place to try techniques that may be new to them, techniques that are considered best practices in the field of Child Development. In order for students to try new techniques, they must first be exposed to the current theories that are guiding this field. CHDV C200 introduces students to assessment and evaluation tools. The practicum course requires students to observe, assess, and evaluate children, programs, and curriculum in order to design and implement developmentally appropriate curriculum that is based on children’s interests.

Outcomes

- Compare the purpose, value and use of formal and informal observation and assessment strategies.
- Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.
- Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.

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 Skills Development and Performance

Rationale

The 54-hour practicum experience is completed with a cooperating teacher who is currently a lead teacher in the classroom, observes students interacting with young children, and assists them in developing their skills as early educators. The cooperating teacher is in communication with the practicum instructor.

Methods of Instruction	Lecture			
Rationale	Lectures are provided to support students in developing their skills as early educators. Lectures are about topics like the role of play in the classroom, violent play, behavior management, curriculum development, etc.			
Methods of Instruction	Library			
Rationale	Students work with an embedded librarian to develop their Action Research Project question, identify appropriate sources, and fine-tune their use of APA.			
Methods of Instruction	Informational Interviews			
Rationale	Students interview early education professionals about the requirements of the field.			
Methods of Instruction	Discussion			
Rationale	Students participate in weekly discussions about the topics being learned in class and their experiences in the practicum.			
Assignments				
Curriculum Development: students develop developmentally appropriate curriculum appropriate for the age group they are working with.				
Action Research Project: students complete an action research project with their cooperating teacher and the embedded librarian.				
Discussions: students participate in group discussions where they reflect on their practicum experience				
Learning Logs: students complete private reflections on their practicum experience				
Students complete activities, trainings, and meetings with their identified cooperating teacher relevant to the early education classroom experience.				
Methods of Evaluation	Rationale			
Project	Action Research Project: Students develop an action research project with assistance from their cooperating teacher and the embedded librarian. The students complete the project in the cooperating teacher's classroom and document the results with a presentation to the class.			
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.			
Participation	Discussion: Students participate in weekly discussions where they reflect on their practicum experiences, share insights, and evaluate curriculum strategies and methodologies.			
Other	Students must complete at least 54 hours in a practicum placement with a cooperating teacher who meets the California Credentialing requirements.			
Equipment				
No Value				
Textbooks				
Author	Title	Publisher	Date	ISBN

Eyrich, S., Ruiz, W., & Stephens, C.

Practicum - Field Experience Workbook

An open educational resources publication by College of the Canyons

2020

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Apply current research and theories on learning and development to plan experiences for young children.

Demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms.

Plan, implement, and evaluate curriculum based on the needs and interests of young children.

Use documentation and assessment to monitor children's progress and to adjust learning experiences.

Analyze the impact of the classroom environment and daily routines on children's behavior.

Demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of young children.

Identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts.

Describe strategies for communication and collaboration with families to support young children's development and learning.

Reflect on student teaching experiences to guide future teaching and collaborative practices.

Describe the responsibilities and expectations of teachers regarding the supervision of and collaboration with other adults in the ECE setting.

CSLOs

Name	Expected SLO Performance
Design and implement curriculum and environments that are developmentally and linguistically appropriate, engaging, and supportive of development and learning based on foundations of early childhood education and knowledge of individual children.	70.0
Apply a variety of teaching strategies, manage the classroom, monitor children's development and learning, guide behavior, and use reflection on teaching practice to guide future planning.	70.0
Demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development.	70.0

Outline

Course Outline

CAP Course Outline

1. Theory to Practice
 1. Developmentally, culturally, and linguistically appropriate practices
 2. Current research related to children's development and learning
 3. State and national standards
2. Professionalism and Ethics
 1. The role and responsibilities of the practicum student
 1. Typical teaching and non-teaching activities in early childhood settings
 2. Self-reflection and self-assessment
 3. Ethical practices
 4. Appropriate communication and interactions with cooperating teacher, peers, children, and families
 5. Positive dispositions of caring, support, acceptance, and fairness
3. Planning Instruction and Designing Learning Experiences
 1. The ongoing curriculum development cycle
 1. Observation
 1. Strategies
 2. Focus
 2. Planning
 1. Based on observation
 2. Elements of a lesson plan
 3. In collaboration with others
 3. Implementation
 1. Developmentally appropriate practices
 2. Variety of strategies
 1. Intentional teaching
 2. Teachable moments
 3. Child-initiated and teacher-directed interactions
 4. Focused conversations
 5. Flexibility
 3. Reflection and evaluation
 1. Reflection on the experience
 2. Adaptations for multiple reasons
 4. Documentation
 1. Purpose
 2. Types
 4. Teaching in the content areas
 1. The use of teachers' discipline-based knowledge in the content areas
 2. Supporting children's content learning and developing skills

3. Key content appropriate for young children as contained in the California Infant/Toddler and Preschool Foundations and Curriculum Frameworks
 1. Social and Emotional Development
 2. Language and Literacy
 3. English Language Development
 4. Mathematics
 5. Visual and Performing Arts
 6. Physical Development
 7. Health
 8. History-Social Sciences
 9. Science
4. Integration of content areas across the curriculum
4. Environments for Teaching and Learning
 1. Use of space and floor plans indoors and out
 2. Equipment and material selection
 3. Instructional technology
 4. Routine and schedule
 5. Effects on behavior
5. Classroom Management
 1. Guidance and behavior management
 1. Developmentally appropriate expectations
 2. Proactive/preemptive guidance strategies
 3. Interactions and positive interventions
 4. Cultural perspectives on guidance
 5. Challenging behaviors
 6. Conflict resolution
 2. Staffing and scheduling
 3. Effects of outside factors
6. Family Engagement
 1. Home school relationships
 2. Respectful communication
 3. Partnering with parents to support children's learning
 4. Preparing for parent conferences
7. Developing as a Professional Educator
 1. Professional portfolio
 2. Qualifications and standards for teachers in California
 1. Title 22
 2. Title V
 3. Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
 3. Career ladder
 4. Professional development
 5. Advocacy for children and best practices
 6. Professional responsibilities for the learning outcomes of all children
 7. Skills for working with other adults
 1. Co-plan and co-teach with others
 2. Supervision of others in the classroom such as aides and parents
 3. Constructive performance feedback to adults.

Lab Outline

1. Perform typical teaching and non-teaching activities.
2. Observe children as a basis for planning.
3. Plan and implement curriculum and learning experiences for key content and skill areas across the curriculum based on observation and assessment.
4. Use the environment such as physical space, routines, materials, and equipment to promote children's development and learning.
5. Implement learning experiences to meet children's individual needs including first and/or second language acquisition.
6. Demonstrate a variety of teaching strategies.
7. Contribute as a member of the teaching team.
8. Use reflection to adjust personal teaching approaches, plans, and the environment.
9. Set developmentally appropriate expectations for young children's behavior.
10. Document learning and developmental outcomes.
11. Demonstrate ethical and professional practice.

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 this course 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 licensed or licensed-exempt programs in their community.

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).

The Practicum Requirement is met online by students finding placements in their own community and going through an approval process within the online class structure to make sure the cooperating teacher meets the state guidelines. In face-to-face classes, students can complete the Practicum Requirement at the Cerro Coso Child Development Center. In-person placements are required and whether online or onground, the students must complete 54 hours with a cooperating teacher.

The class size is limited to 20 students both onground and online to maintain the focus on reflective practices. Each student is working with a cooperating teacher, so there are really 40 adults involved in the course. Instructor-cooperating teacher contact is maintained through email and phone calls. Online has more requirements in terms of finding placements since placements are in a wide variety of communities, depending on where students are located.

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 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 (tel: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.

- iTV—Interactive Video only
- 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.

The class size in both online and onground courses is limited to 20 students. This is lower than all other CHDV courses because each student works with a cooperating teacher and the instructor of the course is expected to maintain communication and develop a relationship with both students and cooperating teachers. Online this is more difficult since students can be in any community and there are requirements that a cooperating teacher must meet in order to meet the guidelines set by the California Commission on Teacher Credentialing.

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