



One College Drive, Blythe CA 92225
(760) 921-5500

Course Control Number: CCC000396171		
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 103			
CB02 - Course Title: Introduction to Curriculum			
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: 54		Laboratory Hours:	
		Clinical/Field Hours:	
CB06/CB07: Course Units: 3.0			
Prerequisites:			
Co-requisites:			
Advisories:			
CB03 - TOP Code:		1305.00 - Child Development/Early Care and Education	
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:

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. (formerly CHD 140)

COURSE OBJECTIVES:

1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills.
2. Evaluate the teachers' role in providing best and promising practices in early childhood programs.
3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development.
4. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
5. Identify key ways in which the environment functions as an essential component of curriculum.
6. Define, explain and apply constructivist theory in curriculum planning for young children.
7. Define major areas of content learning for young children and discuss activities, materials, and approaches which most effectively support that learning in an early childhood classroom accessible to all children.
8. Demonstrate through written curriculum plans, familiarity with appropriate materials, equipment and teaching approaches that support optimum learning and development for all young children.
9. Assess and evaluate curriculum plans for affirmation and respect for cultural, linguistic, ethnic, ability, economic class and gender diversity.
10. Define how curriculum plans can be modified for inclusion of children with special needs.
11. Design curriculum plans and activities to include support of home language as well as development of English as a second language.
12. Demonstrate through several specific lesson plans the value and sequence of a child's ability to construct and represent her/his world through symbols.
13. Demonstrate and explain in curriculum plans the progression from simple to complex and concrete to abstract and explain how these concepts are essential for all children's learning.
14. Using current professional standards observe and document children at play and propose appropriate curriculum and possibilities for expanding children's learning in a variety of curriculum content areas.
15. Discuss the role of curriculum in supporting socialization, self-regulation and self-help skills for all children.
16. Identify the key roles of the teacher in the cycle of observation, assessment, planning, set-up, instruction, and elaboration of curriculum.
17. Evaluate teacher behaviors for best practices reflecting current research and the impact it has on children's learning and development.
18. Identify various ways of engaging with children's families in curriculum planning and documenting of children's involvement and learning.

STUDENT LEARNING OUTCOMES:

1. Explain verbally and in writing, the sequence of play as central to development and learning for young children.
2. Apply understanding of children's learning and development to design and evaluate age appropriate foundational curriculum in areas such as: language & literacy; physical/motor mastery; creativity and the arts; mathematics and science.

A. COURSE OUTLINE AND SCOPE

1. Outline of topics or content:

Learning theories:

- Developmental theory as it applies to curriculum development
- Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
- Impacts of language and culture on children's play and learning
- Play as the central modality of young children's learning
- Joy and trust as the first steps in children's learning
- Children as sensory learners
- Concept development
- Individual learning styles and modalities
- Impacts of special needs on learning and development
- Impacts of social identities on learning

ECE Classrooms:

- The early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor; etc.
- Physical/temporal/interpersonal and aesthetic components of learning environments
- Social/emotional learning environments based on delight and engagement
- Classroom environments that reflect the children, families, cultures and languages of the communities served
- Assessing all curriculum for access and appropriate inclusion approaches
- Infant and toddler use of materials and environments
- The curriculum planning process
- Key in planning... a continuum, scaffolding: simple to complex, concrete to abstract
- Observation and documentation as related to curriculum development
- The continuing cycle of observation, assessment, curriculum planning, documentation
- Curriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols
- Emergent curriculum, webbed curriculum, themes, project approach
- The environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

The ECE teacher:

- Role of the teacher in fostering social attitudes, values and skills
- Role of teacher as informed, caring, thoughtful decision maker
- Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
- Selecting activities, materials and equipment, meeting goals
- Teacher reflection and self evaluation as essential to curriculum development
- Collaboration: all levels of staff; teaching staff and families; across classrooms

Curriculum topics that may be specifically addressed:

- Nutrition and cooking
- Language and literacy, dual language support strategies
- Dramatic play
- Block play and physical science
- Science and Nature
- Sensory Motor learning
- Math and the construction of mathematical thinking 0-6
- Art and creative development

Research, assessment, other issues:

- Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer based, High Scope, etc.)
- Innovative approaches
- Current research
- The world wide web as a resource
- NAEYC's Beyond the Journal
- State standards, desired results, foundations, frameworks
- Formal assessment tools
- Accreditation standards regarding curriculum

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

3. Examples of reading assignments:

1. The assigned and optional textbooks
2. Professional journals
 - a. Young Children
 - b. Child Development
3. Daily newspapers and weekly news magazines
 - a. Newsweek
 - b. Time
4. Internet sites
 - a. www.ffcd.org
 - b. www.naccp.org

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:

Assignments that require students to identify specific skills in the child development settings.

7. Other assignments (if applicable):

The student will attend one class period at the Palo Verde College Don Kuykendall Child Development Center or other approved center in the community to observe and document one of the 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 visual aids
2. Discussion and problem-solving activities in class
3. Films and other audio-visual materials
4. Collaborative projects
5. Homework and extended projects
6. Field trips and projects at various school and educational programs
7. Guest speakers

2. Describe the methods of evaluating of student performance.

Performance in class and on written assignments that test the student's ability to analyze as well as to synthesize child development theory and data

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.

1. Performance on in class written assignments that test the student's ability to analyze as well as to synthesize child development theory and data
2. Performance on out of class 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 in-class group projects
6. Class attendance and participation

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.

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.

At the discretion of the instructor, 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 will 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.

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.

Kostelnik, Marjorie J.; Developmentally appropriate curriculum: best practices in early childhood education, 9th Ed., 2019, Pearson,

SIGNATURES

COURSE INITIATOR: _____

DATE: _____

DIVISION CHAIR: _____

DATE: _____

LIBRARY: _____

DATE: _____

CHAIR OF CURRICULUM COMMITTEE: _____

DATE: _____

SUPERINTENDENT/PRESIDENT: _____

DATE: _____