



One College Drive, Blythe CA 92225  
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| Course Control Number: CCC000507232 |                      |                   |
|-------------------------------------|----------------------|-------------------|
| 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 105              |  |  |  |
| CB02 - Course Title: Observation and Assessment   |  |  |  |
| 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 focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored.

## **COURSE OBJECTIVES:**

- A. Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings.
- B. Identify and evaluate logistical challenges, biases and preconceptions about assessing children
- C. Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation.
- D. Consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes.
- E. Identify and apply basic quantitative and qualitative observation and recording techniques.
- F. Articulate the value of involving families and other professionals in the observation and assessment process for all children.
- G. Use observation tools to identify patterns, trends and anomalies in individuals and groups of children (e.g., DRDP-R, Ages and States).
- H. Use observation tools to identify quality in play-based environment, curriculum, and care routines (e.g., ECERS-R, ELLCO).
- I. Illustrate the use of observation and assessment to implement curriculum and environmental changes in support of both group and individual needs.
- J. Demonstrate and apply knowledge of developmental domains to interpretations of observations.
- K. Demonstrate and apply knowledge of developmental domains when dealing with difference, delays, and disorders.
- L. Demonstrate knowledge of the role that observation and assessment play in intervention.

## **STUDENT LEARNING OUTCOMES:**

1. Compare and analyze historic and currently recognized current state and widely-used assessment tools and processes.
2. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies.

## **A. COURSE OUTLINE AND SCOPE**

### **1. Outline of topics or content:**

- Legal and ethical responsibilities including confidentiality
- National and State standards for learning and assessment
- Historic and current tools of observation and assessment
- How social context, health, well being, and the environment effect assessment
- Appropriate procedures of child observation
- Various methods of documentation and recordkeeping
- Observation as a key element in the teaching and learning cycle
- Observation as on-going process
- Observation and assessment as a tool to create appropriate environments
- Application of basic elements of child development theory to observation and assessment
- Identify differences in development and skills among children
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning
- Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
- The value of collaboration with families and other professionals

- Cooperative relationships with professionals and families and teachers in support of children with special needs
- The role of assessment in early intervention
- Importance of identifying personal biases

**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
  2. b. Newsweek
  3. c. 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:**

Observations that require students to determine specific skills and 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.

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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.**

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

**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.**

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.

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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.

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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.**

Online education: Regular, effective contact shall include exams; quizzes; essays; 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 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, 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 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 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.

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**E. REPRESENTATIVE TEXTBOOKS AND OTHER READING AND STUDY MATERIALS:**

**List author, title, and current publication date of all representative materials.**

Wortham, Sue; Assessment in Early Childhood Education, 8th Edition, 2020, Pearson  
etext: ISBN: 9780135207963, 01352007967  
Print: ISBN: 978013206522, 0135206529

**SIGNATURES**

**COURSE INITIATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**DIVISION CHAIR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**LIBRARY:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CHAIR OF CURRICULUM COMMITTEE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**SUPERINTENDENT/PRESIDENT:** \_\_\_\_\_

**DATE:** \_\_\_\_\_