



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CHDEV 19V _____ (2) Cooperative Work Experience, Child Development _____ (3) 1 – 8 _____
 Number Title Units

(4) Lecture / Lab Hours:				(8) Classification:			
Course Hours							
	Weekly Lec hours:				Degree applicable:		X
	Weekly Lab hours:				Non-degree applicable:		
	Total Contact hours:				Basic skills:		
	Lec will generate <u>0</u> hour(s) outside work.				(9)RC	Fulfills AS/AA degree requirement: (area)	
	Lab will generate <u>60 – 600</u> hour(s) outside work.					General education category:	
(5) Grading Basis:	Grading Scale Only				Major:		
	Pass/No Pass option		X		Certificate of:		
	Pass/No Pass only				Certificate in:		
(6) Advisories:							
(7) Pre-requisites (requires C grade or better):				(10)CSU	Baccalaureate:		X
Corequisites:				(11)Repeatable: (A course may be repeated three times)			3
				Effective Term:			08/15/2011

(12) Catalog Description:
 Students will gain work experience in a childcare, early intervention, special education or educational facility. Students can specialize their work experience at the level needed to accomplish their educational / career goals. These various levels of work experience include working with infants, toddlers, preschool, or grades K-12. Students gaining work experience towards the Early Intervention Assistant Certificate are required to complete their work experience at a facility that includes typically and atypically developing children. This course may be repeated up to 16 units of which only 6 can be from COTR 19G.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. Work at an increased level of competency with children and colleagues.
- II. Write learning objectives, and evaluate the level of completion.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. participate in work experience that leads to their career goal, under the expertise of a skilled supervisor.
- II. identify and differentiate those elements of human relations that have a realistic effect on gainful employment, through on the job experience.
- III. learn to writing individualized learning objectives.
- IV. evaluate success of applied learning objectives.
- V. gain a greater awareness of children's individual abilities, needs, cultural heritage and personalities.

IV. COURSE OUTLINE:

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

- I. Sample Text Title:
- II. Other Readings

 Global or international materials or concepts are appropriately included in this course
 X Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

In the process of learning about children and their abilities, students will gain an awareness of various cultural beliefs and backgrounds. In addition, students in early intervention placements will learn to apply accommodations and modifications for children who have special needs. Special attention will be given to inclusive language.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.		
	2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.		
	a) essay exam(s)		d) written homework
	b) term or other paper(s)		e) reading reports
	c) laboratory report(s)	X	f) other (specify) Work Experience Contract

Required assignments may include but are not limited to the following:

1. Students complete the work experience contract.
2. Students write a self-evaluation on their level of accomplishment of the learning objectives.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
X	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

1. Students are required to complete a minimum number of work experience hours, based on the number of units (1-4).
 - Paid work experience: 75 hours = 1 unit
 - Volunteer work experience: 60 hours = 1 unit
2. This course primarily involves skill demonstration. An evaluation supports the level of skill demonstrated.

D. Objective examinations including:			
	a) multiple choice		d) completion
	b) true/false		e) other (specify):
	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

Textbook

College-Level Criteria Met
YES NO
_____ <u> X </u>

Reference materials	_____	<u>X</u>
Instructor-prepared materials	_____	<u>X</u>
Audio-visual materials	_____	<u>X</u>

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher) _____
- Text is used in a college-level course _____
- Used grading provided by publisher _____
- Other: (please explain; relate to Skills Levels) _____

<i>Computation Level</i> (Eligible for MATH 101 level or higher where applicable)	_____	<u>X</u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>X</u>	_____
Presentation of content and/or exercises/projects:		
Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>X</u>	_____
Requires independent thought and study	<u>X</u>	_____
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>X</u>	_____

List of Reading/Educational Materials

Comments:

_____ This course requires special or additional library materials (list attached).

_____ This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

Check the appropriate spaces.

- _____ Eligibility for Math 101 is advisory for the target course.
- _____ Eligibility for English 126 is advisory for the target course.
- _____ Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

REQUISITES

No requisites