

CD M12: EARLY CHILDHOOD EDUCATION TEACHING PRACTICUM

Originator
scoulter

College

Moorpark College

Attach Support Documentation (as needed)

practicum-outline-worksheet-8-2021.docx

Discipline (CB01A)

CD - Child Development

Course Number (CB01B)

M12

Course Title (CB02)

Early Childhood Education Teaching Practicum

Banner/Short Title

ECE Teaching Practicum

Credit Type

Credit

Start Term

Fall 2023

Catalog Course Description

Provides opportunities for student teachers to demonstrate developmentally appropriate early childhood program planning and teaching competencies under the supervision of ECE/CD faculty and other qualified early education professionals. Utilizes practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Emphasizes reflective practice as student teachers design, implement, and evaluate approaches, strategies, and techniques that promote development and learning. Explores career pathways, professional development, and teacher responsibilities.

Taxonomy of Programs (TOP) Code (CB03)

1305.00 - *Child Development/Early Care and Education

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

May be required

Faculty notes on field trips; include possible destinations or other pertinent information

Early childhood programs in the community pre-school; Resource and referral program in the County

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

35

Maximum Contact/In-Class Lecture Hours

35

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

35

Total Maximum Contact/In-Class Hours

35

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

70

Maximum Outside-of-Class Hours

70

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

105

Total Maximum Student Learning Hours

105

Minimum Units (CB07)

2

Maximum Units (CB06)

2

Prerequisites

CD M04 and CD M04L and CD M02 and CD M03 and CD M11 and CD M14

Corequisites

CD M12L

Entrance Skills**Entrance Skills**

CD M04 and CD M04L and CD M02 and CD M03 and CD M11 and CD M14

Prerequisite Course Objectives

CD M02-summarize major theories of child development.

CD M02-describe the impact of multiple factors on development and wellbeing, including those related to biology, environment, and social interactions.

CD M02-identify the typical progression of development across all domains.

CD M02-differentiate between characteristics of typical and atypical development.

CD M02-apply objective and ethical techniques and skills when observing, interviewing, describing, and evaluating behavior in children.

CD M03-compare historical and current theoretical frameworks of socialization.

CD M03-identify how the child develops within a system and is influenced by multiple factors of socialization including the educational, political, and socioeconomic impacts on children and families.

CD M03-compare and contrast diverse family characteristics and perspectives of children and families.

CD M03-evaluate the impact of one's own experiences on their relationships with children, families, and the community.

CD M03-describe the legal requirements and ethical responsibilities of professionals working with all children and families.

CD M03-compare and contrast educational systems and practices, including strategies for family engagement and building partnerships between early learning settings, schools, and community organizations and agencies.

CD M03-describe contemporary social issues and their effects on families and children.

CD M03-identify community resources to support young children's learning and development and to support families' needs.

CD M04-differentiate between various observation and assessment tools according to their purpose and validity.

CD M04-demonstrate basic formative and summative assessment techniques.

CD M04-apply knowledge of development and other influencing factors to interpret observations and assessments.

CD M04-employ standardized observation and assessment tools to evaluate quality in environments, interactions, and curriculum.

CD M04-discuss logistical challenges, biases, and preconceptions about observing and assessing children.

CD M04-demonstrate how observation and assessment are used to plan for and adjust learning experiences

CD M04-describe legal and ethical responsibilities in relation to observation, assessment, documentation, and recordkeeping.

CD M04-discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

CD M04L-demonstrate how systematic observation methods provide data to assess the impact of learning settings, interactions and curriculum on children's development and learning.

CD M04L-compose written running records with annotations, anecdotal records, rating systems, and/or use program- or site-identified formative assessment strategies of a particular skill or children's daily behavior in a child development center.

CD M04L-demonstrate use of the current state and national standards-based assessment tools.

CD M04L-create child portfolios to meet early childhood professional standards.

CD M04L-utilize observation and assessment data about children's current status with respect to the Infant Toddler and Preschool Learning Early Learning Foundations, as applicable, to identify learning needs and goals and to develop both short-term and long-term learning experiences for children.

CD M04L-evaluate the characteristics, strengths, and limitations including fairness, bias, and cultural-responsiveness of common assessment tools.

CD M04L-compare assessment data from multiple measures and sources to plan and modify learning experiences and document children's learning over time.

CD M11-describe historical and current issues and global approaches for early care and education.

CD M11-differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.

CD M11-identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom.

CD M11-identify and compare the developmental stages and needs of children, birth through age eight.

CD M11-describe Developmentally Appropriate Practice.

CD M11-explain the role and value of play.

CD M11-compare and contrast principles of positive guidance and interactions.

CD M11-explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.

CD M11-explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.

CD M11-identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.

CD M11-develop an initial personal philosophy of early childhood teaching.

CD M14-explore various early childhood curriculum models, approaches, and professional practices to inform and evaluate curriculum and environments.

CD M14-explain how the curriculum is integrated across all developmental domains and content areas.

CD M14-observe and evaluate teaching strategies, curriculum, and environmental designs.

CD M14-observe children as a basis for planning curriculum and environments.

CD M14-apply knowledge of academic discipline content, children's growth, development, and individual characteristics to plan developmentally and linguistically appropriate, engaging, and supportive learning experiences for infants and toddlers through the early primary years.

CD M14-develop plans for physical environments that are appropriate for children's individual ages and stages, skills and abilities, needs, and learning goals.

CD M14-explain how different teaching strategies could be used for a variety of curriculum goals.

CD M14-describe guidance and interaction approaches to support social relationships and learning.

CD M14-explain how the principles of the Universal Design for Learning (UDL) are applied in various situations and how specific learning experiences could be adapted to address individual children's learning and development needs.

CD M14-describe various strategies for engaging and partnering with families to support children's development and learning.

Requisite Justification

Requisite Type

Prerequisite

Requisite

CD M04 and CD M04L and CD M02 and CD M03 and CD M11 and CD M14

Requisite Description

Other (specify)

Specify Other Requisite Description

According to the CA Curriculum Alignment Project (CAP) all these courses must be taken prior to CD M12 and CD M12L

Level of Scrutiny/Justification

Other (specify)

Specify Other Level of Scrutiny/Justification

To ensure alignment with the CAP

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | 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 in the campus CDC classrooms (i.e., the CD Lab) or a designated child development classroom. |
| 2 | 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 in the campus CDC classrooms (i.e., the CD Lab) or a designated child development classroom. |
| 3 | demonstrate the skills of a professional teacher including effective communication, ethical practice, responsibilities to children and families, and commitment to ongoing professional development. in the campus CDC classrooms (i.e., the CD Lab) or a designated child development classroom. |
| 4 | develop an environment that honors the diversity of the learning community through empowerment, equity, respect, and dignity. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|----|--|
| 1 | apply current research and theories on learning and development to plan experiences for young children. |
| 2 | demonstrate developmentally appropriate, professional, and ethical practices in supervised early childhood classrooms. |
| 3 | plan, implement, and evaluate curriculum based on the needs and interests of young children. |
| 4 | incorporate principles of the Universal Design for Learning into a variety of curriculum experiences. |
| 5 | demonstrate how to provide a supportive learning environment for children's first- and dual-language acquisition, development and learning. |
| 6 | employ documentation and assessment tools to monitor children's progress and adjust learning experiences. |
| 7 | analyze the impact of the classroom environment and daily routines on children's behavior as a basis for planning. |
| 8 | demonstrate how to adjust curriculum, environments, routines, and teaching strategies to meet the individualized needs of infants, toddlers, and preschool children. |
| 9 | identify and implement strategies to prevent and/or address young children's challenging behaviors and to help children learn to resolve conflicts. |
| 10 | practice strategies for communication and collaboration with families and other adults in the classroom to support young children's development and learning. |
| 11 | reflect on student teaching experiences to guide future teaching and collaborative practices. |
| 12 | demonstrate the ability to provide guidance and constructive performance feedback to other adults in the ECE setting. |

Course Content

Lecture/Course Content

- **10% - Theory to Practice**
 - Developmentally, culturally, and linguistically appropriate practices
 - Current research related to children's development and learning
 - State and national standards
- **10% - Professionalism and Ethics**
 - The role and responsibilities of the student-teacher
 - Typical teaching and non-teaching activities in early childhood settings
 - Self-reflection and self-assessment
 - Ethical practices
 - Appropriate communication and interactions with supervising teacher, peers, children, and families
 - Positive dispositions of caring, support, acceptance, and fairness
- **15% - Planning Instruction and Designing Learning Experiences**
 - The ongoing curriculum development cycle
 - Observation
 - Strategies
 - Goal
 - Planning
 - Based on observation
 - Elements of a lesson plan
 - In collaboration with others
 - Implementation
 - Developmentally appropriate practices
 - Variety of strategies
 - Intentional teaching
 - Teachable moments
 - Child-initiated and teacher-directed interactions
 - Focused conversations
 - Flexibility
 - Reflection and evaluation
 - Reflection on the experience
 - Adaptations for multiple reasons
 - Incorporated into future planning
 - Documentation
 - Purpose
 - Types
- **15% - Teaching in the content areas**
 - The use of teachers' discipline-based knowledge in the content areas
 - Supporting children's content learning and developing skills
 - Key content appropriate for young children as contained in the California Infant/ Toddler and Preschool Foundations and Curriculum Frameworks
 - Social and Emotional Development
 - Language and Literacy
 - English Language Development
 - Mathematics
 - Visual and Performing Arts
 - Physical Development
 - Health
 - History-Social Sciences
 - Science
 - Integration of content areas across the curriculum
- **15% - Environments for Teaching and Learning**
 - Use of space and floor plans indoors and out
 - Equipment and material selection
 - Instructional technology
 - Routine and schedule
 - Effects of floor plans and routines on children's behavior

- **15% - Classroom Management**
 - Guidance
 - Developmentally appropriate expectations
 - Proactive/preemptive guidance strategies
 - Interactions and positive interventions
 - Cultural perspectives on guidance
 - Challenging behaviors
 - Conflict resolution
 - Staffing and scheduling
 - Effects of outside factors
- **10% - Family Engagement**
 - Home school relationships
 - Respectful communication
 - Supporting home language
 - Partnering with parents to support children's learning
 - Preparing for parent conferences
- **10% - Developing as a Professional Educator**
 - Professional portfolio
 - Qualifications and standards for teachers in California
 - Title 22
 - Title V
 - Commission on Teacher Credentialing Teaching Performance Expectations (TPEs)
 - Career Ladder
 - Professional development
 - Advocacy for children and best practices
 - Professional responsibilities for the learning outcomes of all children
 - Skills for working with other adults
 - Co-plan and co-teach with others
 - Supervision of others in the classroom such as aides and parents
 - Constructive performance feedback to adults

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Film/video productions
Group projects
Individual projects
Journals
Oral presentations
Portfolios
Problem-solving exams
Quizzes
Reports/papers
Research papers
Role playing
Simulations
Skills demonstrations
Written analyses
Written compositions
Written homework
Other (specify)
Classroom Discussion
Projects

Participation
Reports/Papers/Journals

Other

Curriculum plans
Supervising teacher evaluations
Documentation presentations
Self-analysis of video recorded interactions with children

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Class activities
Class discussions
Collaborative group work
Computer-aided presentations
Demonstrations
Distance Education
Group discussions
Guest speakers
Instructor-guided interpretation and analysis
Instructor-guided use of technology
Internet research
Large group activities
Lecture
Observation
One-on-one conference
Readings
Role-playing
Small group activities
Web-based presentations

Describe specific examples of the methods the instructor will use:

Instructor will use PowerPoint presentation, short YouTube videos, group activity, and classroom demonstration to explain course content. In addition, the instructor will utilize the Child Development Center Lab School to conduct teacher and child observations.

Representative Course Assignments

Writing Assignments

- Written anecdotal observation and analysis of child behavior.
- Written parent letters or newsletter articles.
- Written curriculum plans including reflections upon teaching effectiveness.

Critical Thinking Assignments

- Professional teaching portfolio of teaching activities, incorporating reflection upon the significance of the individual artifacts included.
- Self-evaluation and self-assessment of teaching skills and dispositions.
- Case study analysis of classroom interactions and child behavior.
- Reflection and analysis of assigned course readings.

Reading Assignments

- Read the California Teaching Performance Expectations (TPEs) and compare and contrast them with one's beliefs and assumptions about and experiences with teachers and teaching.
- Read a current Child Development journal article pertaining to course topics such as proactive/preemptive guidance strategies.

Skills Demonstrations

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

Outside Assignments

Representative Outside Assignments

- Create and evaluate meaningful, relationship-based curriculum experiences that emphasize play, integration, and active learning.
- Develop and evaluate classroom interest areas to meet the individual and developmental needs of children.
- Develop presentations, as a member of student teams, that provide an overview of a particular content area of the Early Childhood Curriculum (e.g., language arts, math, visual arts, and science) for the class.

Articulation

C-ID Descriptor Number

ECE 210 (with CD M12L)

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Bakersfield	CAFS 2300	Curriculum, Procedures, and Lab Experience for the Elementary School	3
CSU Fresno	CFS 37	Introductory Child Development Practicum	4
CSU Fullerton	CAS 140	Introduction to Early Childhood Settings	3

Comparable Courses within the VCCCD

CD V64B - Practicum: Field Experience
 CD V66 - Early Childhood Teaching Practicum
 ECE R112 - Practicum in Early Childhood Education

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Santa Monica College	ECE 22	ECE Field Experience	5
College of the Canyons	ECE 200	Practicum Field Experience	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Curtis, Deb, and Margie Carter. *Learning Together with Young Children: A Curriculum Framework for Reflective Teachers*. 2nd ed., Redleaf, 2017.

Resource Type

Textbook

Description

Heimer, Lucinda G. and Ann Elizabeth Ramminger. *Reshaping Universal Preschool: Critical Perspectives on Power and Policy*. Teachers College Press, 2020.

Resource Type

Textbook

Description

Friedman, Susan and Alissa Mwenelupembe. *Each and Every Child: Teaching Preschool with an Equity Lens*. National Association for the Education of Young Children, 2020.

Resource Type

Other Resource Type

Description

California Department of Education. *Desired Results Developmental Profile – Preschool View*. 2015, <http://www.cde.ca.gov/sp/cd/ci/documents/drpd2015preschool.pdf>. Accessed 14 Sept. 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *California Preschool Program Guidelines*. 2015, <http://www.cde.ca.gov/sp/cd/re/documents/preschoolprogdlns2015.pdf>. Accessed 14 Sept. 2022.

Resource Type

Other Resource Type

Description

California State Department of Education. *California Preschool Curriculum Framework, Vol. 1*. 2011, <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>. Accessed 14 Sept 2022.

Resource Type

Other Resource Type

Description

California Department of Education. *DRDP-K; Desired Results Developmental Profile – K*. 2015, http://www.drdpk.org/docs/DRDP2015K_Final_12032015.pdf. Accessed 14 Sept. 2022.

Library Resources**Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Utilize library resources for a research paper on a topic relevant to early childhood education, such as pedagogy, curriculum, and current trends in early childhood education.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

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100% online Modality:	
Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.

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Examinations

Hybrid (1%–50% online) Modality

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

CHILD DEV/ECE

Review and Approval Dates

Department Chair

09/02/2022

Dean

09/06/2022

Technical Review

09/15/2022

Curriculum Committee

09/20/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000524819

DOE/accreditation approval date

MM/DD/YYYY

