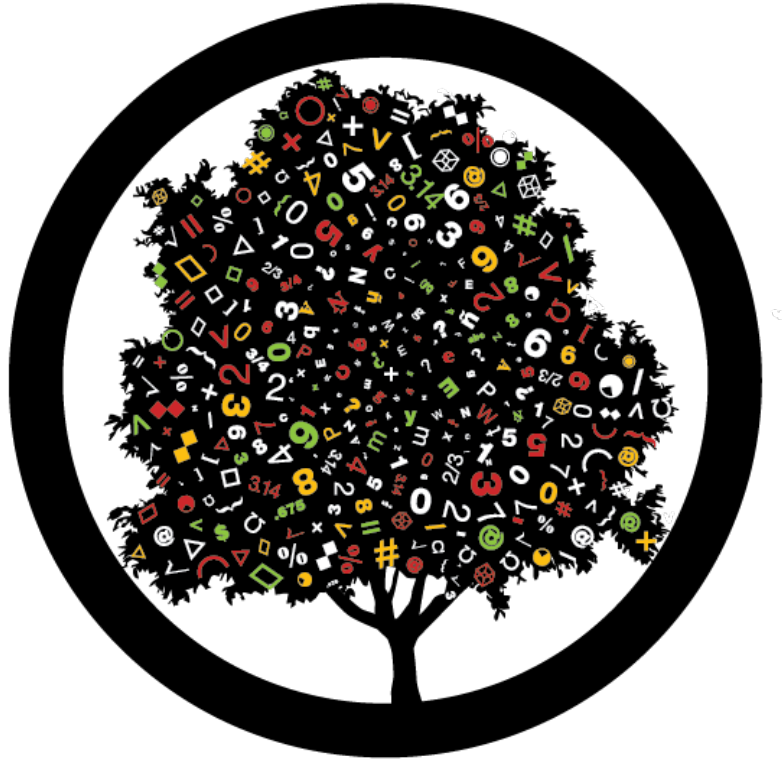# Palomar College
Child Development Department

STUDENT SUCCESS GUIDE

Anderson, L., Fererro, J., Sasse, R., & Studinka, D. (2020). *Palomar College child development department student success guide* [Student success guide]. Child Development Department, Palomar College. https://www2.palomar.edu/pages/childdevelopment/chdv-student-success-guide/

Welcome to the Child Development Department at Palomar College!

This manual is designed as a guide to help you, the student, be successful in your CHDV courses at Palomar College! We, the CHDV faculty, have compiled the following resources to help you navigate common questions, requirements, and strategies for success as you move through your coursework in your Child Development program.

Here's a glimpse at what this guide covers:

This guide is meant for **all** Child Development students! Your instructors will refer to this guide, and we will keep it updated each semester on our department website. Please keep this manual as you go through your CHDV programs…we hope that it will help you be successful as you reach your goals!

About the
Child Development
Department

About the Palomar College Child Development Department

Our program offers eight certificates, six Associate of Science degrees in Child Development, one AS-T degree in Early Childhood Education, and one AA-T degree in Child and Adolescent Development, covering a wide range of career options in early childhood education.

Our department offers over 40 courses in child development and early childhood education, focusing on the development and care of children ages birth to eight. We are proud of our reputation in the community and field and are actively involved in the early childhood field in Southern California. Our department has achieved alignment with the Curriculum Alignment Project (CAP), which is a statewide initiative to align core child development courses at the community colleges with the lower division courses at California State Universities. We are also one of the only programs in San Diego County offering the transfer degrees in Early Childhood Education and Child and Adolescent Development. We are constantly updating our programs and course offerings to ensure that we are providing the BEST child development program.

CHDV Department History

Palomar College opened in 1946. For the first decade or so, only a fraction of the programs and degrees offered by the college today were available. Between 1957 and 1965, Palomar offered a degree in Teaching: Kindergarten or Elementary School, which was a training program for students planning on getting their teaching degrees. This 35-unit program offered some of the classes that would eventually evolve into our current programs. In 1969, a new vocational program was introduced at Palomar- a 22-unit training program titled Preschool Education. This program was renamed Child Development in 1971. Throughout our history, we have offered a wide variety of programs and certificates, including special education, Montessori, directorship, bilingual assistant, and more. In 1975, there were 31 core units for the CHDV certificates, and by 1976, we had 37 classes. Our programs achieved department status in 1977. Over the past 50 years, there have been 15 full-time faculty members in the CHDV department or its antecedents, and countless part-time instructors as well. We are proud of our rich and varied history at Palomar College, and look forward to celebrating our 50th anniversary of offering preschool education programs in 2019 and the 50th anniversary of our department in 2027!

Our Philosophy/Mission Statement

The Child Development Department at Palomar College is dedicated to providing a wide variety of courses related to child development and early childhood education, focusing on children ages birth to eight. We are committed to teaching our students evidence-based, developmentally appropriate practices enabling them to provide respectful, child-directed care and education to the children they work with. We are focused on instilling respect for children and their developmental needs and stages, while expecting best practices in early care and education. We are a department with an eclectic array of expertise and backgrounds, all joining together in our universal belief in the importance of respectful, responsive, and reciprocal relationships as a means to understanding and supporting the development of young children.

Meet the Faculty and Staff of the CHDV Department!

Classes in the CHDV department are taught by four full-time and ten to thirteen part-time faculty members, all with backgrounds in early childhood education and advanced degrees in related disciplines. Our instructors come from a wide variety of experience and educational backgrounds and provide a comprehensive education for our students.

FULL-TIME FACULTY: Our full-time faculty members are tenured or on the tenure-track and teach a full contract load of five or more classes each semester. They also coordinate the department's programs, provide student advising, hold leadership roles in other areas in the district, and maintain offices and office hours on campus.

	Email	Phone	Office
Professor Diane Studinka, M.S.	dstudinka@palomar.edu	760-744-1150 x2208	MD-359
Professor Jenny Fererro, M.S.	jfererro@palomar.edu	760-744-1150 x2314	MD-358
Department Chair Associate Professor Laurel Anderson, Ph.D.	landerson@palomar.edu	760-744-1150 x5528	MD-361
Assistant Professor Gina Wilson, M.A.	gwilson2@palomar.edu	760-744-1150 x5046	MD-357

Diane Studinka   **Jenny Fererro**   **Laurel Anderson**   **Gina Wilson**

PART-TIME FACULTY: Our part-time faculty (also known as adjunct instructors), are non-tenure-track faculty members who teach between one and three courses per semester. They do not maintain offices on campus, and often teach at multiple colleges throughout the area, or hold other jobs in the field.

	Email	Phone 760-744-1150	Mailbox
Jessica Alvarado, Ed.D.	jalvarado@palomar.edu	x5546	MD-355
Ken Breeding, Ph.D.	kbreeding@palomar.edu	x5024	MD-355
Anne Hanley, Ph.D.	ahanley@palomar.edu	x5332	MD-355
Amanda Hill, M.Ed.	ahill2@palomar.edu	x5013	MD-355
Srisuda Luettringhaus, M.A.	sluettringhaus@palomar.edu	x2579	MD-355
Jessie Mellor, Ph.D.	jmellor@palomar.edu	x5568	MD-355
Heather Pham, M.S.W.	helliottpham@palomar.edu	x5569	MD-355
Tanessa Sanchez, M.A.	tsanchez@palomar.edu	X5011	MD-355
Bob Sasse, Professor Emeritus	bsasse@palomar.edu	x2856	MD-355
Barbara Springer-Hammons, M.A.	bhammons@palomar.edu	x2206	MD-355
Jolie VanSchoik, M.A.	jcrosthwaitevanschoik@palomar.edu	x5566	MD-355

Ken Breeding   **Anne Hanley**   **Amanda Hill**   **Tanessa Sanchez**   **Srisuda Luettringhaus**

Heather Pham   **Barbara Hammons**   **Jolie Crosthwaite-VanSchoik**   **Bob Sasse**

OFFICE:

Our department phone number is: 760-744-1150 x2206.

DEPARTMENT WEBSITE:

www2.palomar.edu/pages/childdevelopment

On our department website you will find more information about each faculty member, our programs, and this manual!

DIVISION OFFICE:

The Child Development department is a part of the Social and Behavioral Sciences Division of the college.

Division Dean: Dr. Pearl Ly   Email: ply@palomar.edu
Division Office: MD-155   Phone: 760-744-1150 x2758

Future Educators Group

The Future Educators Group (formerly known as the Child Development Majors Group) is an organization for any Palomar student interested in the fields of Child Development and Education. The group organizes and holds multiple evening events for students interested in early childhood education, childcare, primary and secondary education, working with families, and other related fields of study.

The Child Development Club founded in 2003, was a student-led organization that spent 14 years being active on campus, participating in many events, holding fundraisers, working in the community, and helping connect CHDV students.

Join the Future Educators and/or our Child Development Club for: • Fun and friendship • Special events • Guest speakers • Community service •Networking opportunities • Educational advancement • Professional development

For more information about the group and any events planned throughout the school year, please visit the department website or contact Gina Wilson at gwilson2@palomar.edu.

CHDV TERMS TO KNOW

Here's a handy glossary of some terms that you may encounter during your time in the Child Development department at Palomar College:

Advising- There are two types of advising that we recommend all CHDV students obtain: General Education advising from the counselors on your GE requirements for your AS degree, and CHDV advising from one of the full-time faculty members (Laurel, Jenny, Bob, Diane, or Gina) on your CHDV program and courses. Please DO NOT get advising from the counselors on your CHDV coursework!

APA Format- All CHDV courses require that you use APA 7th edition format for your writing. This is standard across all CHDV courses. More details and requirements are included in this guide starting on page 51.

Associate of Arts (AA) Degree- Prior to the 2013 catalog year, CHDV students earned AA degrees if they completed the appropriate CHDV and GE coursework.

Associate of Science (AS) Degree- Beginning in the 2013 catalog year, CHDV students earn an AS degree if they complete the appropriate CHDV and GE coursework. This name change from AA to AS does not change the content or status of the degree, but rather reflects a system wide change for all STEM and vocational programs to lead to the AS degree.

California Early Childhood Mentor Teacher Program- The Mentor Teacher Program is a CA program designed to offer stipends for advanced teachers in the early childhood field for mentoring new teachers and students in early childhood education. Please contact Bob Sasse for more information.

CANVAS- CANVAS is the online platform used for Palomar's online classes, as of the 2017/18 school year. Many in-person classes also maintain CANVAS sites to house syllabi, documents, discussion boards, and other announcements. Please see page 41 in this guide for more information.

Certificate of Achievement- Certificates of Achievement are issued by Palomar College for programs over 18 units, leading towards the AA or AS degree or transfer.

Certificate of Proficiency- Certificates of Proficiency are issued by Palomar College for programs under 18 units and cannot be combined with GE for an AA or AS degree. These certificates indicate completion of basic workplace competencies and job readiness.

Child Development Training Consortium- This program is run by the state of CA and provides partial reimbursement for education costs for students who are working in early childhood programs. Stipends are based on successful completion of units, and the program runs each fall and spring semester. Please contact Diane Studinka for more information.

Core Classes- With the restructuring of our CHDV programs for the 2013 catalog year, we compiled 22.5 units of our courses to create the CHDV Core. These courses are applicable to most of our programs. For

more details, please see page 13 in this guide. Many people also refer to the core classes needed for the Child Development Permit, issued by the state of CA. In that context, the core classes are CHDV 100, CHDV 115, at least one curriculum class from this list: CHDV 105, CHDV 106, CHDV 125, CHDV 130, CHDV 135, CHDV 140, CHDV 185, and 3 other CHDV units of your choice.

Counseling- This term refers to the Counseling department at Palomar College, as well as the GE counseling/advising that is available for students working on transfer and/or their AA/AS degree. The CHDV department provides discipline-specific advising, but not counseling.

Credential- The state of CA requires that teachers working within the public-school districts for K-12th grade have a CA teaching credential. There is not a credential required for teaching preschool or early childhood or for working in care for children birth to 5 in CA, with the exception of teachers who might be teaching preschool for a particular district special-education program. The teaching credential in CA is earned through a post-baccalaureate program (you enroll after earning your bachelor's degree). We recommend contacting the Education department at the 4-year school you plan on attending for more details about their credential programs. Please see **Permit** below for related information.

Disability Resource Center (DRC)- The DRC, formerly DSPS, is a campus resource available at Palomar to students with learning and other disabilities. The DRC can provide assessment, accommodations, and support for students who qualify for assistance with accessing their education at Palomar.

FCCP- This acronym refers to Family Childcare Providers, individuals licensed to provide childcare from their homes. More information on the state requirements for FCCP can be found at http://ccld.ca.gov/PG513.htm

GE- This term refers to General Education, or the courses needed from other disciplines to make up the requirements for an AA/AS degree. Some CHDV courses are accepted as GE courses, as well.

Institutional Learning Outcome- Also referred to as GEILO's, Institutional Learning Outcomes represent the general skills and abilities that students graduating from Palomar should possess. These outcomes are assessed from across a selection of courses each year. Please visit www2.palomar.edu/slo/ge.html for more information.

Licensing (Community Care Licensing)- The state of CA uses Community Care Licensing to set standards for facilities and care providers working with young children in the state. Licensing requirements for employment are not the same as certificate or degree requirements, nor are they the same as the permit requirements. Please see page 33 in this guide for more information on licensing guidelines for employment in ECE.

NAEYC- The National Association for the Education of Young Children. NAEYC is the professional organization for our field, working on providing training, research, and advocacy in the field of early childhood education. www.naeyc.org

Palomar College Early Childhood Education Lab School- The Palomar College Early Childhood Education Lab School has two locations- on the main campus and at the Escondido campus. The ECELS serves as

the laboratory site for our CHDV students in their observations and student teaching, while providing an exceptional child-directed, play-based toddler and preschool program to children ages 18 months through kindergarten of faculty, staff, students, and community members. If you need toddler care, preschool or kindergarten for your child, please contact the ECELS directly at 760-744-1150 x2575 or visit their website at http://www2.palomar.edu/pages/ECELabSchool/ Please see page 37 in this guide for more details on the Lab School.

Permit- The state of CA Commission on Teacher Credentialing issues a Child Development Permit to applicants who have completed appropriate coursework and employment requirements. These permits take the place of a credential for early childhood education and are separate from the certificates and degrees issued by Palomar. The full-time faculty in our department are authorized to provide permit advising and Verification of Completion on permit applications. Please see page 32 in this guide for more information.

PITC- The Program for Infant/Toddler Care. This organization works to set standards for quality care for children ages birth to three, as well as provide training, advocacy, and research in best practices for our youngest children. www.pitc.org

Program Learning Outcome- These learning outcomes have been designed for each program at Palomar College, and indicate the basic skills and knowledge that all students graduating from that program should possess. You can access our CHDV PLO's at www2.palomar.edu/slo/

Service Learning- an opportunity to engage in community-based active learning related to course content. Many of our CHDV classes have service-learning options for assignments, and all students in our CHDV 115 course engage in service learning. www2.palomar.edu/servicelearning/

Student Learning Outcome (SLO)- These learning outcomes have been designed for each course in our department and indicate the basic skills and knowledge that students should possess after taking that course. SLO's are assessed in our department each semester on a rotating basis and the SLO's for each course are included in the course syllabi. You can also access our CHDV SLO's at www2.palomar.edu/slo/

TLC- The Teaching and Learning Center. This multidisciplinary center, located at Palomar's San Marcos and Escondido campuses, provides assistance to students with their courses. http://www2.palomar.edu/pages/tlc/

Child Development (CHDV) Advising Information

Child Development (CHDV) Advising Information

We are proud of the variety of programs we offer in the Child Development Department. We have 8 certificates and 6 Associate of Science degrees, one Associate of Science Transfer Degree and one Associate of Art Transfer Degree.

We strongly recommend that ALL child development (CHDV) students receive individual department advising with one of our full-time CHDV faculty members. This advising will allow you to get your questions answered, allow us to determine if you have equivalencies for courses taken at other colleges, and ensure that you take the appropriate courses in order to complete your certificate or degree in the most efficient manner possible. Please make sure to check in with the department for advising during any semester throughout your time at Palomar- we know that plans can change, and we want to make sure that you have all of your questions answered and progress in the best way possible towards your goals.

We offer two Certificates of Achievement that cannot be combined with GE coursework for an AS degree: Child Development Associate Teacher and School-Age Assistant. These certificates are designed to provide basic skills and knowledge needed for entry-level employment in child development. The Child Development Associate Teacher Certificate provides students with the appropriate units for entry-level work in early childhood classrooms. The School Age Assistant Certificate provides students with the appropriate units for work in before and after school programs.

We also offer six Certificates of Achievement that can be combined with the appropriate GE coursework to earn an AS degree in Child Development. These certificates are: Child Development Teacher, Child Development Preschool Master Teacher, Child Development Infant/Toddler Master Teacher, Child Development Early Inclusion Master Teacher, Child Development Administration and Child and Family Services. These certificates provide a strong educational foundation for students interested in working as lead teachers or administrators in early childhood programs. The Child and Family Services certificate is specifically designed to provide an appropriate lower-division preparation for students hoping to work with children and families in a capacity other than in the classroom, for example, in social work.

Many of our classes have prerequisites and need to be taken in a particular order. For that reason, we recommend that students take CHDV 99, CHDV 100, and CHDV 115 in their first semester(s) at Palomar. CHDV 100 and CHDV 115 are required by Community Care Licensing for any entry-level employment in any licensed childcare center or preschool in the state. We also recommend that students take CHDV 105 and the relevant lab the semester after they take CHDV 100. CHDV 105 helps improve your success in other CHDV classes, as it prepares you to be a skilled observer and documenter of children's behavior.

Some, but not all, of our classes are offered online. We offer many courses online. We are careful in our planning of online classes. We feel strongly that a well-rounded early childhood education degree must include face to face learning. For that reason, our department has no plans to offer all of our courses online.

Some of our classes are *typically* offered in the fall (CHDV 150, CHDV 180, CHDV 195, CHDV 201A), offered in the spring or summer (CHDV 102, CHDV 106, CHDV 112, CHDV 155, CHDV 190, CHDV 202/203/204, CHDV 205/205A), or offered only in full sessions (CHDV 201, CHDV 105, CHDV 105A/B/C/D, CHDV 185). For that reason, you need to be strategic in your planning in order to graduate in the most efficient timeline possible. Waiting on a particular class could bump out your projected graduation date by a year or even two! If you meet with us for individual advising, we can give you the specific recommendations for sequence of courses for your degree goal.

The following pages are copies of our department advising sheets.

For more information about our graduation rates, the median debt of students who complete the programs, and other important information, please visit http://www2.palomar.edu/gainfulemployment/

Additionally:
CHILD DEVELOPMENT PERMIT INFORMATION:
- The degrees and certificates are separate from the Child Development permits issued by the state of CA Commission on Teacher Credentialing. Full-time CHDV faculty can provide advising and VOC (Verification of Completion) for Child Development Permit applications and renewals. **Please see the full-time CHDV faculty with any questions about the permit process.**
- Required courses for the Child Development Associate Teacher Permit are 12 units including CHDV 100, CHDV 115, and 3 units of curriculum from the following: CHDV 105, CHDV 106, CHDV 182, CHDV 184, or CHDV 185.
- Specialization units for the Child Development Master Teacher Permit include CHDV 120 & 145, CHDV 103 & 106, CHDV 110 & 112, CHDV 102 & 104, OR CHDV 172 & MCS 100. CHDV 106 cannot count for both core and specialization units.

CHDV 195 is required for the Child Development Master Teacher, Site Supervisor, and Program Director permits.

Child Development Department
PALOMAR COLLEGE

CERTIFICATE & DEGREE OPTIONS

Work in Social Services

START HERE

Child & Family Services

Certificate of Achievement/ Associate of Science Degree

CHDV 102
CHDV 120
CHDV 145
CHDV 172
CHDV 205
CHDV 205A

Infant/Toddler

Certificate of Achievement/ Associate of Science Degree

CHDV 103
CHDV 106
CHDV 142
CHDV 182 or 184*
CHDV 195
CHDV 203
(Need CHDV 105 B & 152 B)

Master Teacher

Associate Teacher

Certificate of Achievement

CHDV 99
CHDV 100
CHDV 104
CHDV 115
CHDV 106 or 182 or 184

Classroom Teacher

Teacher

Certificate of Achievement/ Associate of Science Degree

CHDV 105
CHDV 105 Lab
CHDV 120
CHDV 152 A or B
CHDV 185
CHDV 201

CHDV 182= CHDV 125 or 135
CHDV 184= CHDV 130 or 140

Master Teacher

Preschool

Certificate of Achievement/ Associate of Science Degree

CHDV 101
CHDV 142
CHDV 182 (or 145**)
CHDV 184 (or 145**)
CHDV 195
CHDV 202
(Need CHDV 105 A & 152 A)

A D M

Master Teacher

Early Inclusion

Certificate of Achievement/ Associate of Science Degree

CHDV 110
CHDV 112
CHDV 142
CHDV 195
CHDV 204
(Need CHDV 105 C & 152 A or B)

Name: _____

ID #_____

Date: _____

Advisor: _____

Contact Info: _____

Administration

Certificate of Achievement/ Associate of Science Degree

CHDV 102
CHDV 150
CHDV 155
CHDV 195

*If already taken, take 182 or 184
**May have taken one- if so take 145

Updated 07-01-20

Child Development Department

CERTIFICATE & DEGREE NON-STACKABLE OPTIONS

Child Development/Early Childhood Education
AS-T Transfer Degree
CHDV 100   CHDV 101   CHDV 105   CHDV 105 Lab A or B or C   CHDV 115   CHDV 120   CHDV 172   CHDV 185   CHDV 201
Plus GE Requirements for AS-T Degrees   **This degree transfers to many CSU's. Go to**   https://www2.calstate.edu/apply/transfer/Pages/associate-degree-for-transfer-major-and-campus-search.aspx **for more information.**

Name: _____
ID #_____
Date: _____
Advisor: _____
Contact Info: _____

School Age Assistant
Certificate of Achievement
CHDV 99   CHDV 100   CHDV 104   CHDV 115   CHDV 180   CHDV 190
This certificate can be completed online. For students who want to work in before and after-school programs.

Child & Adolescent Development
AA-T Transfer Degree
CHDV 100   CHDV 115   CHDV 185   PSYC 100   PSYC/SOC 205   PSYC 230   **Plus GE Requirements for AA-T Degrees**
This degree transfers into CSUSM's Child and Adolescent Department

Updated 05-14-20

Requirements for Certificate

CHILD DEVELOPMENT ASSOCIATE TEACHER- Certificate of Achievement

This program includes a selection of courses that provides academic preparation to individuals for a career in the field of child development. The program will give students general knowledge and skills in theory, principles, and techniques for working with young children in an entry level position.

Please see the current Palomar College catalog for further information regarding the Child Development Program and specific course descriptions.

Certificate Requirements

CHDV CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				
CHOOSE ONE OF THE FOLLOWING:				
COURSE**	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music, and Movement *(or completion of CHDV 125 or CHDV 135)*	3		
CHDV 184	ECE Curriculum in Language, Literacy, Math and Science *(or completion of CHDV 130 or CHDV 140)*	3		
	TOTAL UNITS	**12.5**		

* CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

** CHDV 185 can be substituted for CHDV 106, 182 or 184 for this certificate

- Individual employers may have varying academic requirements for employment.
- The Child Development Department strongly recommends students complete CHDV 100 during the fall or spring semester.
- This Certificate aligns with the courses needed for the California Child Development Associate Teacher Per

Requirements for Certificates and Degrees

CHILD DEVELOPMENT TEACHER- Certificate of Achievement or A.S. Degree
This program includes a selection of courses that provides academic preparation to individuals for a career as a preschool teacher in an early childhood setting. The program will give students general knowledge and skills in theory, principles, and techniques for working with young children ages three to six. The 28 units listed in this section enable students to complete a Child Development Teacher Certificate.   Students also have the option to earn an Associate in Science Degree in Child Development by completing 28 units for this Certificate and the General Education courses required by the college. Please see the current Palomar College catalog for further information regarding the Child Development Program and specific course descriptions.

Certificate Requirements

CHDV CORE				
COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				

CHOOSE ONE OF THE FOLLOWING:

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music and Movement (*or completion of CHDV 125 or CHDV 135*)	3		
CHDV 184	ECE Curriculum Experience in Language, Literacy, Math and Science (*or completion of CHDV 125 or CHDV 135*)	3		
PLUS				

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *Course is offered fall and spring only*	3		
CHDV 105A **	Observation, Assessment, and Participation Lab-Preschool *Required Prerequisite or Corequisite: CHDV 105* *3+ hours/week at Lab School on Palomar Campus* *Course is offered Fall and Spring only*	1		
CHDV 120	Health, Safety, and Nutrition	3		

CHDV 152A or CHDV 152B	Environmental Rating Scale for Early Childhood Settings *Course is offered online only* Environmental Rating Scale for Infant/Toddler Settings *Course is offered online only*	1.5		
CHDV 185	Introduction to Curriculum *Recommended Prep: minimum of 12 units of CHDV*	3		
CHDV 201	Practicum in Early Childhood Education *Required Prerequisites: CHDV 105, CHDV 105 A/B/C, CHDV 115, CHDV 185* *Course is offered Fall and Spring only, to be taken in last semester of CHDV program*	4		
TOTAL UNITS		**28**		

*   CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

** CHDV 105A placement for observation and supervised field experience must be in a classroom with preschool age children.

- Individual employers may have varying academic requirements for employment.

- The Child Development Department strongly recommends students complete CHDV 100 during the fall or spring semester.

- For more information about our graduation rates, the median debt of students who complete the programs, and other important information, please visit http://www2.palomar.edu/gainfulemployment/program/chdv-pre-c/

Requirements for Certificates and Degrees

CHILD DEVELOPMENT PRESCHOOL MASTER TEACHER

Certificate of Achievement or A.S. Degree

This program includes a selection of courses that provides academic preparation to individuals for a career as a preschool teacher in an early childhood setting. The program will give students general knowledge and skills in theory, principles, and techniques for working with young children ages three to six. The 39 units listed in this section enable students to complete a Preschool Master Teacher Certificate.

Students also have the option to earn an Associate in Science Degree in Child Development by completing 39 units for this Certificate and the General Education courses required by the college. Please see the current Palomar College catalog for further information regarding the Child Development Program and specific course descriptions.

Certificate Requirements

CHDV CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				

CHOOSE ONE OF THE FOLLOWING:

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 182	ECE Curriculum Experience in Art, Music and Movement *(or completion of CHDV 125 or CHDV 135)*	3		
CHDV 184	ECE Curriculum Experience in Language, Literacy, Math and Science *(or completion of CHDV 130 or CHDV 140)*	3		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *Course is offered fall and spring only*	3		
CHDV 105A **	Observation, Assessment, and Participation Lab-Preschool *Required Prerequisite or Corequisite: CHDV 105* *3+ hours/week at Lab School on Palomar Campus* *Course is offered Fall and Spring only*	1		
CHDV 120	Health, Safety, and Nutrition	3		

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 152A	Environmental Rating Scale for Early Childhood Settings *(course is offered online only)*	1.5		
CHDV 185	Introduction to Curriculum *Recommended Prep: minimum of* *12 units of CHDV*	3		
CHDV 201	Practicum in Early Childhood Education *Required Prerequisites: CHDV 105, CHDV* *105 A/B/C, CHDV 115, CHDV 185* *Course is offered fall and spring only; to be* *taken in last year of CHDV program*	4		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 101	Principles and Practices of Teaching Young Children	3		
CHDV 142	Using Sign in the Early Childhood Setting	.5		
CHDV 182 *(if already taken, take CHDV 145)*	ECE Curriculum Experience in Art, Music and Movement	3		
CHDV 184 *(if already taken, take CHDV 145)*	ECE Curriculum Experience in Language, Literacy, Math and Science	3		
CHDV 195	Adult Supervision/Mentor Teacher Preparation *Course is offered online in Fall only*	3		
CHDV 202	Advanced Practicum in Early Childhood Education: Preschool *Course is offered Summer & online only*	1.5		
TOTAL UNITS		**39**		

*   CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

** CHDV 105A placement for observation and supervised field experience must be in a classroom with preschool age children.

- Individual employers may have varying academic requirements for employment.
- The Child Development Department strongly recommends students complete CHDV 100 during the fall or spring semester.
- For more information about our graduation rates, the median debt of students who complete the programs, and other important information, please visit http://www2.palomar.edu/gainfulemployment/program/chdv-pre-c/

Requirements for Certificates and Degrees

CHILD DEVELOPMENT INFANT/TODDLER MASTER TEACHER-
Certificate of Achievement or A.S. Degree
This program includes a selection of courses that provides academic preparation to individuals for a teaching career to work with infants and toddlers (birth to 36 months) in early childhood settings. The program will give students the general knowledge and skills in theory, principles, and techniques for this specialized group of children. The 39 units listed in this section enable students to complete an Infant/Toddler Master Teacher Certificate.   Students also have the option to earn an Associate in Science Degree in Child Development by completing 39 units for this Certificate and the General Education courses required by the college.

Certificate Requirements

CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				

CHOOSE ONE OF THE FOLLOWING:

COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music, and Movement (*or completion of CHDV 125 or CHDV 135*)	3		
CHDV 184	ECE Curriculum in Language, Literacy, Math and Science (*or completion of CHDV 125 or CHDV 135*)	3		
PLUS				
COURE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *3+ hours/week at Lab School on Palomar Campus* *Course is offered fall and spring only*	3		
CHDV 105B**	Observation, Assessment, and Participation Lab-Infant/Toddler *Required Prerequisite or Corequisite: CHDV 105* *Course is offered fall and spring only*	1		
CHDV 120	Health, Safety, and Nutrition	3		

CHDV 152B	Environmental Rating Scale for Infant/Toddler Settings *Course is offered online only*	1.5		
CHDV 185	Introduction to Curriculum *Recommend Prep: minimum of 12 units of CHDV*	3		
CHDV 201	Practicum in early Childhood Education *Required Prerequisites: CHDV 105, CHDV 105B, CHDV 115, CHDV 185* *Course is offered Fall and Spring only, to be taken in last semester of CHDV program*	4		

PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 103	Infant and Toddler Development	3		
CHDV 106 *(if already taken, take 182 or 184)*	Infant and Toddler Care and Curriculum	3		
CHDV 142	Using Sign in the Early Childhood Setting	.5		
CHDV 195	Adult Supervision/Mentor Teacher Preparation *Course is offered online in Fall only*	3		
CHDV 203	Advanced Practicum in Early Childhood Education: Infant Toddler *Course is offered online in Summer, only*	1.5		
TOTAL UNITS		**39**		

*   CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

** CHDV 105B placement for observation and supervised field experience must be in a classroom with infants and toddlers.

- Individual employers may have varying academic requirements for employment. The Child Development Department strongly recommends students complete CHDV 100 during the fall or spring semester.

Requirements for Certificates and Degrees

CHILD DEVELOPMENT EARLY INCLUSION MASTER TEACHER

Certificate of Achievement or A.S. Degree

This program includes a selection of courses that provide academic preparation for a teaching career working with typically developing children and children with disabilities (birth to 5 years) in inclusive settings. This program will give students general knowledge and skills in theory, principles, and techniques for work in inclusive settings. The 39 units listed in this section enable students to complete an Early Inclusion Master Teacher Certificate of Achievement.

Students also have the option to earn an Associate in Science Degree in Child Development by completing the 39 units for this Certificate and the General Education courses required by the college.

Certificate Requirements

CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				

CHOOSE ONE OF THE FOLLOWING:

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music, and Movement *(or completion of CHDV 125 or CHDV 135)*	3		
CHDV 184	ECE Curriculum Experience in Language, Literacy, Math and Science *(or completion of CHDV 125 or CHDV 135)*	3		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *3+ hours/week at Lab School on Palomar Campus* *Course is offered Fall and Spring only*	3		
CHDV 105C **	Observation, Assessment, and Participation Lab-Early Inclusion *Required Prerequisite or Corequisite: CHDV 105* *Course is offered Fall and Spring only*	1		
CHDV 120	Health, Safety, and Nutrition	3		

CHDV 152A or CHDV 152B	Environmental Rating Scale for Early Childhood *Course is offered online only* Environmental Rating Scale for Infant/Toddler Settings *Course is offered online only*	1.5		
CHDV 185	Introduction to Curriculum *Recommended Prep: minimum of 12 units of CHDV*	3		
CHDV 201	Practicum in Early Childhood Education *Required Prerequisites: CHDV 105, CHDV 105C, CHDV 115, CHDV 185* *Course is offered Fall and Spring only, to be taken in last semester of CHDV program*	4		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 110	Introduction to Children with Special Needs	3		
CHDV 112	Early Intervention and Inclusion *Course is offered Spring only*	3		
CHDV 142	Using Sign in the Early Childhood Setting	.5		
CHDV 195	Adult Supervision/Mentor Teacher Preparation *Course is offered online and Fall, only*	3		
CHDV 204	Advanced Practicum in Early Childhood Education *Course is offered online and Summer, only*	1.5		
TOTAL UNITS		**39**		

*   CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work
     in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov
     for more information on Community Care Licensing)

** CHDV 105C placement for observation and supervised field experience must be in an inclusive classroom.

- Individual employers may have varying academic requirements for employment.

![Child Development Department logo - Palomar College]

Requirements for Certificates and Degrees

CHILD DEVELOPMENT EARLY CHILDHOOD ADMINISTRATION- Certificate of Achievement or A.S. Degree
This program includes a selection of courses that provides academic preparation to individuals for a career as a director or site supervisor in an early childhood setting. The program will give students general knowledge and skills in theory, principles, and techniques for working in an administrative position. The 40 units listed in this section enable students to complete an Early Childhood Administration Certificate.   Students also have the option to earn an Associate in Science Degree in Child Development by completing 40 units for this Certificate and the General Education courses required by the college.

Certificate Requirements

CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				

CHOOSE ONE OF THE FOLLOWING:

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music, and Movement (*or completion of CHDV 125 or CHDV 135*)	3		
CHDV 184	ECE Curriculum Experience in Language, Literacy, Math and Science (*or completion of CHDV 125 or CHDV 135*)	3		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *3+ hours/week at Lab School on Palomar Campus* *Course is offered Fall and Spring only*	3		
CHDV 105C **	Observation, Assessment, and Participation Lab-Early Inclusion *Required Prerequisite or Corequisite: CHDV 105* *Course is offered Fall and Spring only*	1		
CHDV 120	Health, Safety, and Nutrition	3		

CHDV 152A or CHDV 152B	Environmental Rating Scale for Early Childhood Settings *(course is offered online only)* Environmental Rating Scale for Infant/Toddler Settings *(course is offered online only)*	1.5		
CHDV 185	Introduction to Curriculum *Recommended Prep: minimum of 12 units of CHDV*	3		
CHDV 201	Practicum in Early Childhood Education *Required Prerequisites: CHDV 105, CHDV 105A/B/C, CHDV 115, & CHDV 185* *Course is offered Fall and Spring only, to be taken in last semester of CHDV program*	4		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 102	Working with Parents and Families	3		
CHDV 150 +	Advanced Admin & Mgmt for Early Childhood Directors *Course is offered online and Fall, only*	3		
CHDV 155 +	Advanced Supervision for Early Childhood Directors *Course is offered online and Spring, only*	3		
CHDV 195	Adult Supervision/Mentor Teacher Preparation *Course is offered online and Fall, only*	3		
TOTAL UNITS		**40**		

* CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

+ CHDV 150 and CHDV 155 are administration courses required by Community Care Licensing to work in director positions in licensed childcare centers in the state of CA.

• Individual employers may have varying academic requirements for employment.
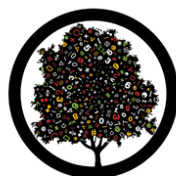
Requirements for Certificates and Degrees

CHILD AND FAMILY SERVICES- Certificate of Achievement or A.S. Degree
This program includes a selection of courses that provides academic preparation to individuals for a career in working with families in an early childhood environment. The program will give students general knowledge and skills in theory, principles, and techniques for working with young children and families. The 27.5 units listed in this section enable students to complete a Child and Family Services Certificate. Students also have the option to earn an Associate in Science Degree in Child Development by completing 27.5 units for this Certificate and the General Education courses required by the college.

Certificate Requirements

CHDV CORE COURSES				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
PLUS				
CHOOSE ONE OF THE FOLLOWING:				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 106	Infant and Toddler Care and Curriculum	3		
CHDV 182	ECE Curriculum Experience in Art, Music and Movement *(or completion of CHDV 125 or CHDV 135)*	3		
CHDV 184	ECE Curriculum Experience in Language, Literacy, Math and Science *(or completion of CHDV 130 or CHDV 140)*	3		
PLUS				
COURSE	**TITLE**	**UNITS**	**PLAN TO TAKE**	**COMPLETED**
CHDV 102	Working with Parents and Families *Course is offered in Spring, only*	3		
CHDV 120	Health, Safety, and Nutrition	3		
CHDV 145	Understanding Childhood Stress and Trauma	3		
CHDV 172	Teaching in a Diverse Society	3		
CHDV 205	Internship in Child and Family Services *Course is offered Spring only*	2		
CHDV 205A	Internship in Child and Family Service Lab *Co-requisite for CHDV 205*	1		
TOTAL UNITS		**27.5**		

Requirements for Certificate

CHILD DEVELOPMENT: SCHOOL AGE ASSISTANT – Certificate of Achievement
This program includes a selection of courses that provides academic preparation to individuals for a career working with school age children in before and after school and enrichment programs. The program will give students general knowledge and skills in theory, principles, and techniques for working with school age children in an entry level position. Please see the current Palomar College catalog for further information regarding the Child Development Program and specific course descriptions.

Certificate Requirements

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 99	Preparation for Child Development Majors	.5		
CHDV 100 *	Child Growth and Development	3		
CHDV 104	Guidance for Young Children	3		
CHDV 115 *	Child, Family, and Community	3		
CHDV 180	School-Age Development *(course is offered fall and online only)*	3		
CHDV 190	Curriculum for the School-Aged Child *(course is offered online only)*	3		
	TOTAL UNITS	**15.5**		

* CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed child care center in the state of CA (please see http://www.ccld.ca.gov for more information on Community Care Licensing)

- Individual employers may have varying academic requirements for employment.
- The Child Development Department strongly recommends students complete CHDV 100 during the fall or spring semester.
- This certificate is **separate** from the Child Development permits issued by the state of CA. Please see one of the full time CHDV faculty for more information about the Child Development permits.
- For more information about our graduation rates, the median debt of students who complete the programs, and other important information, please visit http://www2.palomar.edu/gainfulemployment/program/chdv-pre-c/

This certificate can be completed online.
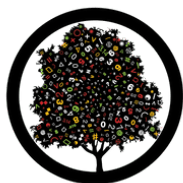
Requirements for Degree

CHILD DEVELOPMENT/EARLY CHILDHOOD EDUCATION AS-T TRANSFER DEGREE

AS-T Degree

This Associate in Science for Transfer degree includes a selection of courses designed to align with the lower division child development/early childhood education programs offered in the CSU system. The degree provides academic preparation to individuals for a career as an early childhood educator. The program will give students general knowledge and skills in theory, principles, and techniques for working with young children. The 60 units listed in this section enable students to complete an AS-T degree.

Certificate Requirements

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 100*	Child Growth and Development	3		
CHDV 101	Principles and Practices of Teaching Young Children	3		
CHDV 105	Observation and Assessment *Required Prerequisite: CHDV 100* *Course is offered Fall and Spring only)*	3		
CHDV 105A or CHDV 105B or CHDV 105C	Observation, Assessment, and Participation Lab *Required Prerequisite or Corequisite: CHDV 105* *3+ hours/week at Lab School on Palomar Campus* *Course is offered Fall and Spring only*	1		
CHDV 115*	Child, Family, and Community	3		
CHDV 120	Health, Safety, and Nutrition	3		
CHDV 172	Teaching in a Diverse Society	3		
CHDV 185	Introduction to Curriculum	3		
CHDV 201	Practicum in Early Childhood Education *Required Prerequisites: CHDV 105, CHDV 105A/B/C, CHDV 115, CHDV 185* *Course is offered Fall and Spring, only, to be taken the last semester of the CHDV program*	4		
PLUS				
	General Education Requirements for AS-T Degrees. Please see the GE counselors and the college catalog for more details on General Education Requirements.			
TOTAL UNITS		**60**		

Requirements for Degree

CHILD & ADOLESCENT DEVELOPMENT AA-T TRANSFER DEGREE AA-T Degree
The Associate in Arts in Child and Adolescent Development for Transfer prepares students to transfer to California State University campuses that offer bachelor's degrees in Child and Adolescent Development. The degree prepares students to demonstrate basic understanding of child development theory and concepts, as well as preparation in lower-division psychology coursework designed to enhance further developmental study. Students who complete the Child and Adolescent Development AA-T degree and choose to take other child development coursework as their electives will also be able to qualify for employment in the field of Early Childhood Education, as well as earn a Child Development Permit issued by the California State Commission on Teacher Credentialing. This degree is separate from the Associate of Science for Transfer in Early Childhood Education, which prepares students to transfer to CSU campuses that offer bachelor's degrees in Child Development and Early Childhood Education. The degree is ideal for students who plan to transfer for further theoretical, psychological, and developmental study in child and adolescent development, offering lower-division major preparation for baccalaureate degrees.

Certificate Requirements

COURSE	TITLE	UNITS	PLAN TO TAKE	COMPLETED
CHDV 100 *	Child Growth and Development	3		
CHDV 115 *	Child, Family, and Community	3		
CHDV 185 **	Introduction to Curriculum *Recommended Prep: minimum of 12 units of CHDV*	3		
PSYC 100	Introduction to Psychology	3		
PSYC/SOC 205	Statistics for the Behavioral Sciences *Required Prerequisite: MATH 56/60*	4		
PSYC 230	Research Methods in Psychology *Required Prerequisites: PSYC 100, PSYC/SOC 205, ENG 100*	4		
PLUS				
	General Education Requirements for AA-T Degrees. Please see the GE counselors and the college catalog for more details on General Education Requirements.			
TOTAL UNITS		**60**		

* CHDV 100 and CHDV 115 are courses required by Community Care Licensing to work in a licensed childcare center in the state of CA. Please see http://www.ccld.ca.gov for more information on Community Care Licensing

** CHDV 185 can be substituted for CHDV 182 or 184 for the Associate Teacher Certificate

--Individual employers may have varying academic requirements for employment.

--For more information about our graduation rates, the median debt of students who complete the programs, and other important information, please visit the Child Development website.

California State University San Marcos- Child and Adolescent Development (CHAD)

- CHAD is a major within the Psychology department in the College of Humanities, Arts, Behavioral and Social Sciences.
  - Child and Adolescent Development Bachelor of Arts (BA)
- The CHAD program has a theoretical and psychological research-based focus, preparing students for further study at the graduate level or to enter careers working with children over the age of five.
- Please see the CHAD website for more information: https://www.csusm.edu/chad/index.html
- The Child and Adolescent Development AA-T provides the coursework needed for transfer into the CHAD program at CSUSM.
- Make appointment with general counseling at Palomar (760-891-7511) to discuss other required GE courses for transfer (Patrick O'Brien and Dana O'Callaghan are the CHDV department liaisons)
- CSUSM does not accept the AS-T Early Childhood Education degree with the transfer agreement towards the CHAD degree. Although students can transfer with that degree or any other CHDV degree, they may have additional units that do not count specifically towards transfer.
- Students interested in transferring to CSUSM who want a developmental major focusing on children should transfer into CHAD. The Human Development major at CSUM is a human services degree and does not offer child development coursework or study.

Child Development Permit Matrix - with Alternative Qualification Options Indicated

Permit Title	Education and Experience Requirements (Option 1 only; Both column requirements must be met)		Alternative Qualification Requirements (Options 2, 3, or 4)	Authorization	Five Year Renewal Requirement
Assistant (Optional)	Option 1: 6 units of Early Childhood Education (ECE) or Child Development (CD)	Option 1: None	Option 2: Accredited HERO program (including ROP)	Authorizes the holder to assist in the care, development and instruction of children in a child care and development program under the supervision of an Associate Teacher Permit holder or above.	105 hours of professional growth activities*****
Associate Teacher	Option 1: 12 units ECE/CD including core courses**	Option 1: 50 days of experience at 3+ hours per day within 2 years	Option 2: Child Development Associate (CDA) Credential. CDA Credential must be earned in California.	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise an Aide or Assistant Permit holder.	Permit may only be renewed one time with additional 15 units. Must meet Teacher Permit requirements within 10 years.
Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 General Education (GE) units*	Option 1: 175 days of experience at 3+ hours per related field with 3 units supervised field experience in ECE/CD setting	Option 2: AA or higher in ECE/CD or related field with 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise Aide or Permit holders above.	105 hours of professional growth activities*****
Master Teacher	Option 1: 24 units ECE/CD including core courses** plus 16 GE units* plus 6 specialization units plus 2 adult supervision units	Option 1: 350 days of experience at 3+ hours per day within 4 years	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to provide service in the care, development and instruction of children in a child care and development program; and supervise all above including Aide. Also authorizes the holder to serve as a coordinator of curriculum and staff development.	105 hours of professional growth activities*****
Site Supervisor	Option 1: AA (or 60 units) which includes: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Option 1: 350 days of experience at 3+ hours per day within 4 years, including at least 100 days of supervising adults	Option 2: BA or higher (does not have to be in ECE/CD) with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; Or Option 3: Admin. credential *** setting; Or Option 4: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting	Authorizes the holder to supervise a child care and development program operating at a single site; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth activities*****
Program Director	Option 1: BA or higher (does not have to be in ECE/CD) including: • 24 ECE/CD units with core courses** plus 6 administration units plus 2 adult supervision units	Option 1: Site Supervisor status and one program year of Site Supervisor experience	Option 2: Admin. credential *** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting; Or Option 3: Teaching credential**** with 12 units of ECE/CD, plus 3 units supervised field experience in ECE/CD setting, plus 6 units administration; Or Option 4: Master's Degree in ECE/CD or Child/Human Development	Authorizes the holder to supervise a child care and development program operating in a single site or multiple-sites; provide service in the care, development and instruction of children in a child care and development program; and serve as coordinator of curriculum and staff development.	105 hours of professional growth activities*****

For more detailed information by the CA Commission on Teacher Credentialing, refer to Leaflet CL-797 at www.ctc.ca.gov.

NOTE: All unit requirements listed are semester units. All course work must be degree applicable and completed with a grade of 'C' or better from a regionally accredited college or university.

* GE Units: One course in each of the four general education categories: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.
** Core Courses: One course in each of the following categories: Child/Human Growth & Development; Child/Family/Community or Child and Family Relations; and Programs/Curriculum. (All core course work must meet a minimum unit requirement of three semester units or four quarter units)
*** Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.
**** A valid Multiple Subject or a Single Subject in Home Economics.
***** Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Professional Growth Advisor Registry can be found at www.childdevelopment.org.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org.

California Community Care Licensing Qualifications and Ratio Information

Please see current California Community Care Licensing Title 22/Title 5 Requirement for detailed information (http://www.dss.cahwnet.gov/ord/PG587.htm). All classes must have passing grades of C or better. Class numbers listed below are for Palomar College only. Program/Curriculum courses are CHDV 105, 106, 125, 130, 135, 140, or 185.

101215.1   Director Qualifications

- High school diploma or GED, 12 units (100, 115, and 2 prog/curr), and 3 units administration or staff relations (150 or 155), plus 4 years of teaching experience in a licensed or comparable group child care program, **OR**
- AA degree in ECE or CD and 3 units of administration, plus 2 years of teaching experience, **OR**
- BA degree in ECE or CD and 3 units of administration, plus 1 years of teaching experience, **OR**
- Site Supervisor or Director Permit.

101216.1   Teacher Qualifications

- Complete 15 hours of health and safety training, **and**
- Passed at least 6 units or have an Assistant Teacher permit.
    - After employment a teacher hired above shall complete at least 2 units each semester until the requirement below are met. Must have on-site supervision by a fully qualified teacher until the 6 additional units are completed, **OR**
- Fully qualified teacher: 12 units (100, 115, and 2 prog/curr), plus 50 days of teaching experience within 6 months paid or volunteer in a licensed or comparable group child care program. To work with infants, 3 units must be specialized (103 or 106). School Age teacher may substitute hours for units (see regulations for details) , **OR**
- Current CDA (no CDA programs in our area) , **OR**
- Current Associate Teacher, Teacher, or Master Teacher permit.

101216.2   Teacher Aide Qualifications

- 18 year of age (unless a high school graduate or in an ROP program), **and**
- Under the direct supervision of a teacher unless escorting children to the bathroom or in napping room (see specific sections for these exemptions), **and**
- Completion of at least 6 units or enrolled in at least 2 units per semester until the 6 units are completed. To work with infants, 3 units must be specialized (103 or 106).

101216.3   Ratio Information (number shall not exceed the licensed capacity of a center)

- **Title 22 Regulations** (typical centers include for-profit, faith based, non-profit but not state funded)
    - 1:12   1 fully qualified teacher for 12 children. (2-5 years old)
    - 1:15   1 fully qualified teacher and 1 aide for 15 children.
    - 1:18   1 fully qualified teacher and 1 aide for 18 preschool aged children (3-5 years old)
    - 1:4   1 fully qualified teacher for 4 infants, or 1:12 infants teacher with 2 aides
    - 1:6   1 fully qualified teacher for 6 toddlers, or 1:12 infants teacher with 1 aide (Toddler Component 18-30 months)
    - 1:14   1 fully qualified teacher for 14 school age children, examples 15 – 28 children= 1 Teacher & 1 Aide; 29 - 42 children = 2 Teachers & 1 Aide; 43 - 56 children = 2 Teachers & 2 Aides.
- **Title 5 Regulations** (typical centers include state funded and Head Start)
    - Infants (0-18 months) 1:3 adult-child ratio, 1:18 teacher-child ratio.
    - Toddlers (18-36 months) 1:4 adult-child ratio, 1:16 teacher-child ratio.
    - Preschool (36 months to Kinder) 1:8 adult-child ratio, 1:24 teacher-child ratio.
    - Afterschool (K-14 years) 1:14 adult-child ratio, 1:28 teacher-child ratio.
    - See additional Title 5 information for comingling of groups and exceeding ratios
    - See additional information for Preschool Program with Toddler Component and Parent Cooperative Centers.

Taking Care

Of

Business

Taking Care of Business

Child Development Department Statement of Commitment and Confidentiality

As a student in the CHDV department, you will have several classes that require you to observe certain guidelines in order to complete your assignments. Our department believes it is important for ALL students to be held to certain standards that demonstrate the values of early childhood education. We require all students to sign off on a Statement of Commitment and Confidentiality (SCC) when enrolled in any CHDV class, each semester. If you have previously signed the SCC, you may show your ID with orange dot to your instructor to prove that you have signed (please see below). All CHDV students are held to the most recent version of this document that is posted on our website. The SCC applies to your behavior when you are observing or visiting ANY center or school as a part of an assignment for a CHDV course. You are representing Palomar College when you are out in the community, and we take these requirements very seriously. By signing this document, you are acknowledging your understanding of appropriate behavior and interactions when visiting early childhood environments and schools.

Palomar College Student Activity Card

We also require all students to wear their Student Activity Card (college student picture ID) when interacting with children in a classroom situation. This demonstrates a level of professionalism as a student working or observing young children. If you will be using the Palomar College ECE Lab School for observations or activities for any of your CHDV classes, you must obtain your Student Activity Card from the Office of Student Affairs, located on the main campus. Your instructors will give you an orange dot to be placed in the lower left hand corner of your card once you have signed the SCC. This orange dot represents your agreement and adherence to the SCC. Students will ONLY be allowed to observe or visit the Palomar College ECELS if they are wearing their Student Activity Card with an orange dot.

The Student Activity Card not only serves as your photo ID for visiting centers and schools, it also provides you with discounts at the school bookstore, free gifts, food, drinks, and more from the OSA, discounts on movie tickets, discounts on bus/Sprinter passes, free copies, free faxes, free scantrons and Green Books, free admission to campus athletic events, discounts on campus events, and much more! The Student Activity Card is purchased each semester by using mypalomar/e-services or the Cashier's Office on campus.

For more information on obtaining your Student Activity Card, please visit http://www2.palomar.edu/pages/studentaffairs

Palomar College Child Development Department
Statement of Commitment and Confidentiality

As an individual who works with and/or observes young children, I commit myself to furthering the values of early childhood education as they are reflected in the ideals and principles of the NAEYC Code of Ethical Conduct.

To the best of my ability I will…
- Never harm children.
- Comply with the CHDV Department General Observation and Activity Guidelines.
- Not have conversations with other students or teachers while observing or doing an activity.
- Keep observation notes private both in the classroom and when I leave.
- Not bring cell phones, food, or drinks into the classroom.
- Lab Schools are not liable for any injuries you incur due to a variety of uneven surfaces, materials on the floor, toys left out by children… It is important to wear proper attire (i.e. closed toed shoes) when in a classroom with children.
- Not bring any weapons, medications or other dangerous or toxic substances onto Lab School grounds. This includes such items as pepper spray or aspirin (or other over the counter or prescription medications) you carry in your purse. These things are a hazard to the children. If you must have a medication on you at all times, let the director know and discuss how to protect the children.
- Avoid perfume and cologne. Strong odors can fuel asthma attacks in some children.
- Ensure that programs and activities for young children are based on current knowledge and research of child development and early childhood education.
- Respect and support families in their task of nurturing children.
- Respect colleagues (teachers, staff, and classmates) in early childhood care and education and support them in maintaining the NAEYC Code of Ethical Conduct.
- Serve as an advocate for children, their families, and their teachers in community and society.
- Stay informed of and maintain high standards of professional conduct.
- Engage in an ongoing process of self-reflection, realizing that personal characteristics, biases, and beliefs have an impact on children and families.
- Be open to new ideas and be willing to learn from the suggestions of others.
- Continue to learn, grow, and contribute as a professional.
- Honor the ideals and principles of the NAEYC Code of Ethical Conduct.

This Statement of Commitment is not part of the Code but is a personal acknowledgment of the individual's willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education. It is recognition of the moral obligations that lead to an individual becoming part of the profession.

Confidentiality Statement:
Ethical behavior requires confidentiality be maintained at all times. This means that discussion about children take place only in class and/or with your professors. All notes and writing must be protected so as not to accidentally or purposefully disclose information about the children and families. Students are breaching confidentiality if they discuss families, children, and staff with others who are not in the class, with classmates outside class, or if they allow others to read their notes and papers. **Students may discuss children in a professional way in class with the other students in that class only**. Students may not make recordings of class discussions. Students should use a pseudonym (made up name) for children in their observations and the word "teacher" to describe staff.

If a parent or other adult asks me for information about a child or situation, I will politely excuse myself from the conversation and refer the parent to the classroom staff. Students are prohibited from initiating conversation with parents.

If I see something that concerns me and I believe the safety of the children is compromised, I will go immediately to the lead teacher or director and report what I have seen. I will discuss all other concerns with my course instructor privately outside of the adult classroom situation.

By signing this statement, I agree to adhere to the policies, statement of commitment and confidentiality as stated above.

Printed Name:_____ Date:_____

Signature:_____ Class(es):_____

Semester: _____ Instructor Initials: _____ _____ _____

Updated 01/15

Guidelines for Observing or Visiting Child Development Centers

If you haven't already, you will soon find out that observation is an integral part of almost all of our classes in the CHDV department. We value observation as an important aspect of the documentation process. We firmly believe that it is impossible to be a good caregiver or teacher if you are not a good observer. Observation is used to plan curriculum/activities, document any concerns and areas of growth, and to show how the child has progressed over the year with parents. There are some things you will need to consider before, during, and after your observations.

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Classroom Ethics For CHDV Observations

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The following guidelines apply to any student observing in any classroom or care environment.

- **Show Respect for the Child and Family**
    - You must keep everything you see or hear confidential. You may not repeat anything about the staff, children, or facility that you become aware of as part of this course. A basic respect for others includes not talking about another person unless they are present and included in the conversation. Any information regarding the child's behavior or the family situation is personal and must be accorded the respect for personal privacy demanded by professional ethics. This includes the "cute stories" of what happened in the classroom while you observed. Please use pseudonyms (fake names) for ALL children and teachers you write about in observations.
- **Human Relations in the Classroom**
    - Teachers/providers will be involved with the children during your visit and should not be asked to talk with you or answer questions. You will arrange a time for the interview after the observation time. You should not talk to anyone during your observation time.
    - You may acknowledge a child if they approach you. If they ask, you can tell them you are watching them play today or doing your homework. Do not take part in their activities (unless directed by your professor and/or assignment). Please redirect persistent children back to their play or a teacher. Remember- you are not there to play with the children! You should be as unobtrusive as possible.
    - Be sure to move out of the way when the children and teachers are moving from one activity to another. Be aware of what is going on around you at all times.
- **Leave Personal Problems at the Gate**
    - When you are in the classroom, you need all of your energy focused on the observation and your assignment. If you are unable to be present and attentive during your observation, you need to reschedule.
- **Personal Appearance**
    - When observing in the classroom wear comfortable, modest clothes that are washable. Be aware that you could have paint spilled on you, bleach marks from cleaning solutions, or dirty hands wiped on you at any point in time. Comfortable, closed-toe footwear is also important. Extra high, platform, or flip-flop shoes can be dangerous and clumsy when you are observing the classroom and moving with active young children. Halter tops, short shorts, and short skirts are not appropriate when observing in a classroom. When it comes to personal

appearance, please use common sense in your choices. Remember, you are representing Palomar College and our department when you are visiting classrooms. Make a good impression!

Some Helpful Observation Guidelines

- **You are NEVER to be alone with a child while in the classroom. A teacher/staff member must be present at all times.**
- Wear your Student Activity Card at all times while in the classroom or center.
- Keep track of your observation materials at all times. Do not put things down and walk away from them for any period of time.
- Once in the classroom, find an unobtrusive place to sit and observe. Child size chairs are more appropriate than adult size. Also, sitting on the floors is often an option. Do not sit on any other furniture. Basically, you need to blend into the woodwork. Your purpose is to observe, so if a child wants to play with or talk to you, you should say, "I am doing my homework right now so I can't play." The teachers should assist and redirect children to an activity if it becomes necessary.
- Try to keep a pleasant, neutral facial expression so the children and/or staff are neither drawn to you nor concerned about your response to them.
- **Avoid adult chatting.** You should not be talking during your observation. If the teacher starts to talk to you, kindly excuse yourself, stating that you need to get back to your assignment. Additionally, please do not engage children or teachers in conversation while you are visiting.
- Seek data that is factual and try not to interpret the facts until enough information has been gathered.
- Please bring in only what you need for your observation. Large backpacks, purses, and bags should not be brought into the classroom as they cause distraction. You should be able to carry everything you need with you at all times.
- Remember, you are here only to observe, NOT make judgments about the program, families, children, or staff.
- No smoking, gum chewing, eating or drinking (including coffee) of personal food items in the presence of children. You may have a bottle of water to drink, but that is all.
- Last, but not least, NO CELL PHONE USE inside the classroom or on the center's site. This is very inappropriate and disruptive to the children and staff. It can also violate safety policies. Your focus needs to be on the observation while you are there.

Specific contact information and procedures for observing at our Lab Schools is on the following page. Childcare centers and preschools outside of Palomar College will have their own observation guidelines that you must adhere to in addition to our SCC.

Palomar College Early Childhood Education Lab School
General Observation Guidelines

Palomar College Early Childhood Education Lab School (both sites, San Marcos and Escondido) welcome visitors and observers from classes in Child Development, Psychology, Nursing, Dental Assisting, Emergency Medical Education, and other applicable fields.

Before any observation, you are required to read, sign, and present a Statement of Commitment and Confidentiality. Your professor will provide you with this document or you can download it from the Department web page http://www2.palomar.edu/pages/childdevelopment/**. Once you sign the Statement of Commitment and Confidentiality, you will receive a sticker from your instructor to place on your ID card. Once you have the sticker, you don't need to sign the form again. You must wear your Palomar College Student ID (Activity) Card at ALL times while at the Lab School.**

Follow the Lab School sign-in procedures. You will need to sign-in AND sign-out on the sign-in sheets at the front office of the Lab School (where you enter). Don't forget to sign-out when you are done. The ECE Lab School is a NO CELL PHONES Zone!! Please do not even bring it with you.

DO NOT CALL THE ECE LAB SCHOOL- READ FIRST

1.) If you need to <u>observe</u> a group of children, **you DO NOT need to call the Lab School or teacher before your observation**. **In San Marcos, nap time is generally between 12:00 PM and 3:00 PM; you cannot observe during this time.** Lunch is at 11:30 AM, and snack at 3:00 PM, so unless your assignment can be met by watching a mealtime, plan to complete your observation by 11:30 AM, or start after 3:30 PM. See below for more information on hours of operation.

2.) Use discretion in your clothing; clothing should be appropriate for interacting with children. Halter tops or bare midriffs, clothing that is too tight or short are unacceptable. Be sure your clothing covers you sufficiently when you sit, squat or bend over. In addition, refrain from wearing clothing that contains offensive graphics or wording.

3.) Once in the classroom, find an unobtrusive place to sit and observe. Use a soft voice and move quietly. Child size chairs are more appropriate than adult size. Also, sitting on the floor is always an option. Basically, you need to "blend into the woodwork". Your purpose is for observation, so if a child wants to play with you, you can say, "I am doing my homework right now, so I can't play." The teachers will assist children and redirect them to an activity if this continues to occur. You are expected to take direction and guidance from the classroom teachers. You will be asked to leave the classroom or yard area if your behavior is disruptive or disrespectful.

4.) Do NOT observe in any bathroom or diaper changing areas. Students are not allowed in these areas for the privacy of the children. Observers are to NEVER be left alone with children. Observation students must be supervised by a qualified teaching staff member at ALL times.

5.) Feel free to ask the teacher any questions, **but please do not interrupt the schedule**. Any questions should be asked when she is away from the children, i.e. lunch, prep/planning time… Please ask the lab teacher her preference for discussion time.

6.) Seek data that is factual and try not to interpret the facts until enough information has been gathered.

7.) Please bring in only what you need for your observation. (Large backpacks and bags should not be brought into the classroom and cause a distraction.) **NO CELL PHONES!!**

Building/Room	Hours of operation
Office	7:30 AM to 5:00 PM
All San Marcos Classroom Hours	7:30 AM to 5:00 PM (lunch at 11:30, **nap 12-3 PM (no observations)**, snack at 3 PM)

Building/Room	Hours of operation
Room 7- **Escondido Site**	8:15-11:30 AM & 12:45-4:00 PM (no naps)
Room 8- **Escondido Site**	8:30-11:45 AM & 1:00-4:15 PM (no naps)

Facility Information
Palomar College ECE Lab School
1140 West Mission Road
San Marcos, CA 92069
760-744-1150 SM ext. 2575 ESC ext. 8155
San Marcos Facility License #372005150
Escondido Facility License #376600599

The Lab Schools are here as a learning facility for Palomar College students. Please always be respectful of the children and staff and use common sense. Do not interrupt the teacher while s/he is working with the children (i.e. circle/group time). Contact your college professor for questions about your assignment. The teachers at the Lab School are NOT responsible for assignment information.

Updated 01/20

Palomar College
Early Childhood Education Lab School
Lesson Plan/Activity Guidelines

Before any lesson plan or activity, you are required to read, sign, and present a Statement of Commitmen and Confidentiality. Your professor will provide you with this document or you can download it from the Department web page www.palomar.edu/childdevelopment. Lesson plan format information is found at: http://www2.palomar.edu/childdevelopment/lessonplans/

You must wear your Palomar College Student ID (Activity) Card at ALL times while at the Lab School.

Follow the Lab School sign-in procedures. You will need to sign-in AND sign-out on the sign-in sheets at the front office of the Lab School (where you enter). Don't forget to sign-out when you are done. The ECE Lab School is a NO CELL PHONES Zone!! Please do not even bring it with you.

Students facilitating a lesson plan or activity:

1.) After contacting the teacher (see contact information below) and discussing the lesson plan with her, arrive at the agreed upon time. Contact information is on the back of this page.
2.) **You will need to bring in all necessary materials and supplies for the activity.** The Lab School and teacher are not responsible for supplying your materials needed for the activity.
3.) If you think the Lab School might have a material you need, i.e. paintbrushes, make sure you get prior approval from the teacher when you call and set up your date and time. For other materials, please make sure you bring in enough materials to accommodate all of the children in the classroom. (Room 2 = 10-12 children, Rooms 3, 4, 5, 6 and 7 = 16-18 children, and Escondido = 20-24 children).
4.) Plan on setting up the activity with the least amount of disruption to the children and classroom.
5.) After facilitating the activity, you will need to clean up all of your materials and leave the table or room **exactly how you found it** (especially for art, math, or science activities).

You are **NEVER** to be alone with a child while at the Lab School. A staff member must be present at all times. Children are NEVER to be observed in the bathroom or diaper changing areas.

Quick Reference Information:

Site	Building/Rm	Ages	Lab Teacher	Contact Info.
San Marcos	Room 1	6-18 mo.	Sari Morris	smorris@palomar.edu
San Marcos	Room 2	18-36 mo.	Shelbi Morales	smorales@palomar.edu
San Marcos	Room 3	2 yr-3.5 yr.	Jennifer Streagle	jstreagle@palomar.edu
San Marcos	Room 4	3-5 yr +TK	Carol Adams	cadams@palomar.edu
San Marcos	Room 5	3-5 yr +TK	Sylvie McCann	smccann1@palomar.edu
San Marcos	Room 6	3-5 yr +TK	Lorene Craw	lcraw@palomar.edu
San Marcos	Room 7	3-5 yr +TK	Rachel Thompson	rthompson@palomar.edu
Escondido	Room 7 AM	3.5-5 yr.	Martha Garcia	mgarcia3@palomar.edu
Escondido	Room 7 PM	3.5-5 yr.	Wendy Medina	wmedina@palomar.edu
Escondido	Room 8 AM	3.5-5 yr.	Christina Mendez	cmendez@palomar.edu
Escondido	Room 8 PM	3.5-5 yr.	Nahla Yakzan	nyakzan@palomar.edu

Building/Room	Hours of operation
Office	7:30 AM to 5:00 PM
All San Marcos Classroom Hours	7:30 AM to 4:30 PM (nap time 12-3 PM no activities)
Room 7- ESC	8:15-11:30 AM & 12:45-4:00 PM (no naps)
Room 8- ESC	8:30-11:45 AM & 1:00-4:15 PM (no naps)

The Lab Schools are here as a learning facility for Palomar College students. Please always be respectful of the children and staff and use common sense. Do not interrupt the teacher while s/he is working with the children (i.e. circle/group time). Contact your college professor for questions about your assignment. The teachers at the Lab School are not responsible for assignment information.

Revised 01/20

Using CANVAS for Online Learning

The Child Development Department uses CANVAS as the learning platform or learning management system (LMS) for all of our online courses. Many of our face-to-face classes also use CANVAS to house documents, announcements, discussion boards, links, and other supplemental information to enhance the in-class learning.

CANVAS is supported by Palomar College's Academic Technology Department. All students at Palomar have access to CANVAS each semester that they are enrolled. You may login to CANVAS on the Palomar homepage. For tutorials on how to use CANVAS, please visit https://www2.palomar.edu/pages/atrc/canvas/canvas-information-students/

Each instructor uses CANVAS differently and structures their courses in unique ways—therefore, it is imperative that online students review the orientation materials thoroughly at the beginning of the session. This will allow you to start the session confidently. Be sure you understand the instructor's expectations and the course requirements before you start the session.

CHDV Department
Assignment Specifications

CHDV Department Assignment Specifications

While each instructor has individual requirements that you must follow for each assignment in your various CHDV classes, we do have some standardized requirements for observations, lesson plans, and writing that apply to all CHDV courses.

Observation Guidelines

In addition to the observation guidelines in the previous section of this guide, here are some additional tips that will improve your written observations for all of your classes:

Each course and professor will require different types of observations, but there are some aspects for you to consider when writing any observation. Think of an observation as a slice of the child's developmental pie. All observations must be factual, free of opinion, and non-judgmental.

In order to increase the accuracy of observations, observe and record the behavior that is performed. Behavior is what you see or hear someone doing or saying. It is countable. A label is a general description of a person. It is often inaccurate and misleading. We record the behaviors and avoid the labels.

To observe children and to record those observations accurately, remember the following guidelines:

1.) **List the header information**- Minimum requirements include date, time, name (pseudonym) and age of the child. Your professor might have additional items to list in this section. Always check your assignment.

2.) **RECORD ONLY WHAT YOU SEE and HEAR!** Gather the facts. Think of yourself as a video camera. Opinions, interpretations and impressions are to be avoided. Here are a few words/phrases to be **AVOIDED** when recording observations because they are not exact in their description of behavior:

he seems	she is trying	he appears	she wants
I think	it looks like	he avoids	he likes
she doesn't like	I believe	I feel	he can't
he meant	she understands	she feels	got
get	goes	plays	puts
grabs	leaves	moves	comes

3.) **Include the child's own words**. Use quotation marks to document what the child says. Write it exactly as the child (or adult) says it.

4.) **Be positive**. If the behavior is negative, state what occurred exactly as it occurred, **without opinion or judgment**.

5.) **Be specific.** Record the events in the order these happen. Give details. For example, it is more appropriate to say, "William counts: 1, 2, 3, 5, 6, 8, and 10" rather than stating, "William tries to count to 10."

6.) **Describe what the child is doing**. For instance, "Juan picks up a block with his right hand." Not: "Juan takes a block." State, "Zoe stands up and walks to the sink." Not: "Zoe gets up."

7.) **Use appropriate terminology.** Use the word "child" NOT "kid" when describing a child.   The word "kid" is informal and should not be used when documenting children for professional observation purposes. Also, refrain from calling children "friends"—as many children at this age do not fully understand the true meaning of "friend." Therefore, use terms like, "Child A" and "Child B" instead of describing them as "friends" or "kids."

8.) **Know what is important when you are recording and documenting.** Review the assignment PRIOR to your observation. The classroom professional or parent does not know what you are to observe. Please do not rely on them to answer any questions. Contact your professor with specific questions about your assignment.

9.) **All observations must be in paragraph format.** Use complete sentences and grammar/spell check any work to be submitted. Do not use bullets (unless specified by your instructor). Follow APA formatting for all observations. Contact your professor with questions.

Lesson Plan Guidelines and Requirements

Our department has created a lesson plan template that many of your child development classes will be using to help you plan, implement, and evaluate high quality, developmentally appropriate activities to use with young children. These lesson plans not only prepare you for our child development classes but help you in designing a curriculum of developmentally appropriate practices when you work in a childcare program. Our lesson plan template is available through our website at http://www2.palomar.edu/childdevelopment/lessonplans/ .

You will need to create an account that will house your lesson plans you create for your various classes. From this template you can edit, revise, print, and save your lesson plan assignments.

Next, you will find the basic guidelines for lesson plans.

LESSON PLAN INFORMATION

To help ensure that activities made available to children are relevant to program objectives and allow children to perceive, think and do the skills stressed in the objectives, it is important to write the activity/lesson prior to conducting it. Lesson plans become valuable teaching tools for the classroom teacher. Writing the activities forces the teacher to adjust the teaching process (show, discuss, practice, and reinforce) to the learning process (perceive, think, do and feel). Writing the lesson plan is (a) valuable in assessing teaching models; (b) becomes an in-service teaching device for parents and paraprofessionals in the program; and (c) enables staff to repeat successful activities while standardizing the procedures and minimizing preparation time. Lesson plans are NOT created to micromanage or adult-direct all aspects of a child's play. Instead, these ensure that the adult is prepared and organized to support the child's exploration and interests. Comprehensive lesson plans for structured activities consist of the following information:

Goals: Goals are broad and should state the overall desire for the activity. What is the concept you want to teach or expose the children to? Example: "The child will understand classification by color."

Objectives: Objectives focus on the individual child and are <u>realistic</u> (can the child reasonably accomplish the objective given the parameters of the activity?) What are the specific, measurable ways you will know the goal has been met? Objectives have three parts:
1. Each objective begins with the words, "***The child will…".*** Teachers assess children individually, so do not write objectives for all of the children as a group, but rather for each child.
2. Add an action word (measurable verb) to the statement. Example: ***"The child will sort…"*** (See Bloom's Taxonomy for more information on appropriate verbs).
3. The last part of these objective is what you want the child to do in the activity. Example: ***"The child will sort plastic bears by color."***

Make sure each objective is behaviorally stated and indicates the minimum performance standards. You should only have 1-2 objectives per activities. Any more than two, and you are unable to assess each child as they work on the activity. Consider the developmental emphasis of your objectives: Social/emotional, cognitive, language, physical/motor, etc.

Materials: List <u>all materials</u> needed to conduct the activity. Materials needed for both the adults and children should be included. Examples: Demonstration items, clean-up, storage, carrying items, children's tools, etc.
--Include the quantity or amount needed for each activity per child.
--Indicate the materials in columns, bulleted or <u>list form</u> (not in paragraphs). This makes it easy to check to make sure you have all of the necessary items.
--List any materials you will need to use at the center—for example: tables and chairs or a stove.

Procedure: Make a broad statement of the expectation of prior knowledge based on the age or developmental stage of the child. Example: ***"The child will be familiar with the primary colors of red, yellow and blue."***
--Write up a <u>step-by-step description</u> of how the activity is to be conducted—how the adult is to show, discuss, and allow the children to practice the skill and reinforce their prior knowledge.
--For readability **<u>use outline form</u>**. Number each separate step. By using an outline form, it is easier to revise or modify the lesson (activity) write-up after the evaluation.

--Steps should include everything you plan to do in the order that you plan on doing it (not necessarily in *this* order):
    --How the activity begins. How are children attracted? Note any direction the adult gives the children.
    --How the adult provides any demonstration or description which allows children to perceive what is expected of them. This includes concepts that are stressed verbally or physically to the children.

     --How the adult will get children to think about their perception. Include possible questions that can be asked. Questions should be written as they would be asked—including the order in which the questions would be asked.

     --How adults will support children in participation in the activity. Indicate specific directions/cues to be given to children. This would include any potential management challenges. Examples: Behaviors, use of the materials, etc.

     --How and what the adult will reinforce with the children. Indicate specific things the adult should comment on about child behavior or the activity. Remember that most adults tend to use global praise or focus on children's inadequacies, and that should be avoided.

     --How activity is to end (i.e., what children are to do who complete or tire early of the project; what adult does with group of children at the end of the project). Note: Children need to know the beginning, middle, and end of the structured activities. Activities that end on a positive note are more likely to be those that attract attention in the future.

--List opportunities for extension. How does this activity relate to the other curricular areas and activity choices available to the children in the classroom?

--Methods of evaluation of objectives—How will you know that the child has met the objectives for the activity? This should NOT be done by quizzing or testing children! Example: "***The child successfully sorted all 12 of the bears into the appropriate canister by primary color with minimal prompts from the teacher.***"

--Methods of potentially adjusting this activity for individual needs. How will you allow the children's learning styles and interests help guide this activity? How is the activity flexible?

References: List in APA format any sources you used in compiling ideas for the lesson plan. This includes, books, websites, magazines, etc.

Note: Why did you choose this activity?

Evaluation: Be sure to leave yourself some space at the end of the lesson play write-up to evaluate the activity for future planning and reference. This will be done only on CHDV assignments that require activity implementation (i.e., you must actually carry out your plan with children)

--Strengths of Activity (i.e., what worked?)

--Weaknesses of Activity (i.e., what did not work?)

--What would you change the next time you do the activity?

--Evaluative description of how/whether the goals and objectives were met.

--Note any observations you made of these children. You will fill in this portion of the lesson plan immediately after your activity with the children.

Lesson Plan Template

Student Name:		
Professor:	**Course # and Title:**	**Semester:**
Assignment:		
Age Group This Activity is Planned For:		

For each area, please see Lesson Plan Information sheet for details.

Title of Activity:	Curriculum Area:

ACTIVITY GOALS/Key Concepts:
1.)
2.)

ACTIVITY
1.) The child will
2.) The child will

MATERIALS

• • • • •	• • • • •

ACTIVITY SET-UP

(Location in classroom, specific preparation before entering the classroom or conducting the activity, desired placement of materials for the activity, etc.

ACTIVITY PROCEDURE

(Make sure to include ALL items listed under Procedure on the Lesson Plan Information Sheet.
Use OUTLINE format.)

OPPORTUNITIES FOR EXTENSION

METHODS OF EVALUATION OF GOALS AND OBJECTIVES

METHODS OF ACTIVITY ADJUSTMENT FOR INDIVIDUAL NEEDS

REFERENCES

REQUIRING IMPLEMENTATION OF THE LESSON PLAN***

Lesson plan must have the professor's signature before presentation to the children or no credit will be given for completion of the lesson plan.

Professor's Signature:_____   Date:_____

Center Information

Name of Center:	**Proposed Date of Activity:**
Name of Teacher:	**Proposed Time for Activity:**
Age of Children:	**Proposed Length of Lesson Plan:**

Evaluation of the Activity

(This portion should be double-spaced and use complete sentences and paragraph form)

STRENGTHS OF THE ACTIVITY:
WEAKNESSES OF THE ACTIVITY:
CHANGES FOR NEXT TIME:
OBSERVATIONS OF THE ACTIVITY AND THE CHILDREN'S RESPONSE (INCLUDING HOW/WHETHER GOALS & OBJECTIVES WERE MET):
PERSONAL REFLECTIONS ON THE EXPERIENCE

REQUIRING IMPLEMENTATION OF THE LESSON PLAN***
(Print this page and take with you when you implement the activity.)
EVALUATION BY SUPERVISING TEACHER AT CENTER

Student's Name:		
Activity:		
Palomar Professor's Name:	Class Name/#:	

STUDENT RESPONSIBILITIES FOR THE ACTIVITY
(Please complete on a scale of 1 to 5, 1 being poor/not met, and 5 being outstanding/fully met)

ACTIVITY DESCRIPTION RATING	1	2	3	4	5
Student contacted you in advance of the activity.					
Set up on the day of the activity.					
Activity was appropriate to the center & age of the children.					
Interaction with the children was appropriate, i.e. eye contact, amount and type of communication, vocabulary…					
Student showed responsiveness and sensitivity to the individual needs of the children.					
Appropriate limits were set and maintained.					
Student demonstrated creative effort.					
Clean up was planned and carried through.					
Overall evaluation of the activity and presentation.					

COMMENTS:

Please list ways you felt the activity went well:
Please list suggestions for the student in regard to future lesson plans/interactions with children:
Other comments:

Signature of Supervising Teacher:	
Supervising Teacher (printed name):	
Date:	Phone or email:

CHDV Department Assignment Specifications

Portfolio Development

We are very proud of our child development students and the professionalism these men and women carry into their careers. In our vocational preparation, we encourage our students to engage in optimal opportunities within the profession. We assist in preparing students through observing best practices, service learning, practicums, research-based education, and professional planning. One of the components that sets the Palomar Child Development student apart from others is the professional portfolio that is compiled while studying at our institution. The following pages introduce this project and explain how to assemble the data. CHDV 101- Principles and Practices of Teaching Young Children includes this project as an assignment. Laurel Anderson has an example in her office for you to view, and we can assist you in compiling this important collection.

Professional Portfolio Requirements

Professional Portfolio: An organized collection of relevant documents and artifacts that present evidence of what the person has learned and accomplished.

Purpose: The professional portfolio extends beyond the professional resume by offering evidence of work ethic, professional qualifications, education, and experience.

Collecting Data: This is a continuous process, and the product reflects the professional's accomplishments including: activities, courses, pictures in workplace, school projects, training, certificates, papers, volunteer work, transcripts, résumé, formal evaluations, hobbies, training, lesson plans, community service projects, recommendations, and the like.

To Assemble: One option: Use a sturdy 3 ring binder with dividers and tabs (recommended colors: dark blue or black), clear sheet protectors, and high-quality paper for layout designs. Make sure it looks professional!

Second option: In addition to hard-copy portfolios, many professionals compile online portfolios. There are a variety of venues for professional use.

Sorting:

- Employment Records
    - Master application
    - Cover letter
    - Resume
    - Thank you note
- Academic Accomplishments
    - Transcripts (can be unofficial)
    - Major course list

- Philosophy
  - Professional/educational philosophy
  - Professional goals statement
- Letters of Recommendation
  - Letters from previous employers or educators
  - Character references
- Work samples
  - Permits, licenses, or work verification
  - Photos in workplace
  - Photos in classroom
  - Certificates
  - Employer assessment of you
  - Recognitions (thank you notes, awards)
  - Exemplary student work

Remember: The portfolio is an extension of the professional and is to be used as an enhancement tool. The goal is to compile a product to show off with pride!!!

Service Learning

Service learning, by definition, is intentional learning with the goal of serving others and meeting the needs of the community. Service learning connects the material presented in the classroom with life outside of the classroom.

At Palomar College, we are proud of our service-learning component in the Child, Family and Community (CHDV 115) course. In that course, every student completes a minimum of 12 hours of service learning. Service learning is also incorporated at varying levels in several other CHDV courses. There are a multitude of sites for students to experience this learning and contribute to their communities. Each instructor and assignment has criteria the students will follow, however all service learning utilizes the Palomar College Service Learning web page
http://www2.palomar.edu/servicelearning/

Responses from Service-Learning Students:

"The most important lesson learned is that even the smallest action can make a big difference!"

 "The most important thing I learned was if you reach out, you will get a response! For some reason, I always imagined my outreach going unanswered. But people will respond, share information, and accept your help… It's much easier to become involved in your community than I ever thought! Because of my service learning, I am aware that I can have an effect on my community!"

"The most important lesson for me through the service-learning project was time! Time to heal, time to laugh, time to cry, time to open your eyes to learn the dance of life! Because of my service learning, I am healing! I thought I was going to go into the community and make it a better place but in fact, the community made me a better teacher. I think this is very important lesson."

"Because of my service learning I am more excited to make a change and more convinced a change can be made."

"The most important lesson I think that I did learn is do not be e so quick to judge, everyone does it something that happens naturally but thanks to this experience I don't think I do it too often now. I love getting to know people and talking to them and finding out why they are where they are at in life. Life is hard and sometimes people don't have support or love or a lot of different things and they fall in bad situations. My major is declared as Human Development since this experience I am hoping to find something that will help me also minor in human services. Because of my service learning, I am a completely different person. "

"Because of my service-learning project I am a well rounded and more understanding "
individual.

"Because of my service learning, I am more compassionate and empathetic. It has been truly enjoyable, and I feel like I have made some difference in a few lives. That is all we can hope for."

Writing Guidelines

Writing Guidelines for CHDV Classes

APA 7th Edition Format

Welcome to APA Format! You may be asking, "What is APA style?" When we refer to writing papers using "APA", we are referring to the American Psychological Association (APA) format to write research papers.   The format of APA instructs social science students and authors on how to organize the content of a research paper, cite references, and structure writing for projects and papers. All of your CHDV courses require that you use APA 7th edition formatting in your written assignments unless otherwise specified.

As you move through the following pages, you will find an example of an APA paper. The content in the paper contains important information for constructing a paper or project for your CHDV courses at Palomar College. The paper begins with a title page, followed by an abstract, and then the body of the paper or project. The final page of your paper is the reference page; there are specific ways to document each resource that you use for your paper or project. Within the body of your paper, you will include in-text citations. There are a variety of examples of how to include in-text citations and references in the example provided as well as on the website by Purdue (see website, below).

Additionally, you will find an APA Checklist within this manual. This checklist is a basic framework for organizing and structuring your paper or project. Each of your instructors will have requirements for the content of your paper, and the instructor and the assignment will determine the number of pages in the "body" of your paper, as well as whether or not an abstract is required. While you write in APA format, you may have questions that are not addressed in this manual. Please refer to:

Owl at Purdue https://owl.purdue.edu/owl/research_and_citation/apa6_style/ apa_formatting_and_style_guide/general_format.html

APA Style website or text http://www.apastyle.org/

EasyBib site at Palomar College http://palomar.libguides.com/easybib

Baylor Research Paper Planner http://researchguides.baylor.edu/planner

Tufts Research Paper Navigator http://www.library.tufts.edu/researchpaper/

Lastly, please do not hesitate to ask your instructors, the writing center personnel, or the staff at the TLC for assistance in APA 7th edition writing style. We want you to be successful!

Title In Upper And Lower Case

Student Name

CHDV Number

Palomar College

Abstract

The abstract is a separate page (always page two) and it is double spaced with a flush left (no indent). The abstract is a brief summary of the entire paper/assignment, and it is never to be more than 250 words. For most undergraduate papers, the abstract is typically around 100-150 words. The abstract should not present content or opinion, and does NOT serve as the introduction to your paper.

Level One Heading

The body of the paper begins on page three. Note it is double-spaced, with 12-point font and 1-inch margins. The body of the paper includes the research, and there must be in-text citations that document your research for both direct quotes and for paraphrasing (Author's last name, copyright year). For instance, (Anderson, 2012). If there is no author, use the title of the article and the year of publication. If there is no publication date, use "n.d." (without quotation marks) instead of the year of publication. Any citations within the text must be referenced on the reference page (the last page of your paper).

Level 2 Heading

The paragraphs are indented in this portion of your paper. Direct quotes in the body of your paper must be documented with the author's last name, copyright year and page number. An example, "Children learn differently, and they have preferences about how they learn" (Anderson, 2012, p. 147). Please note where punctuation lies—for instance the period is AFTER the complete sentence including the parentheses.

The last page is the reference page, and it documents all of the resources you use—including websites, journals, texts, lectures, PowerPoints, and blogs. These are alphabetized by author's last name. The "Owl at Purdue" has helpful citation and reference documentation tips. (NOTE: The next page is an example of a reference page. In parentheses, the type of reference is indicated (ex. (book))—these parenthetical references are for example ONLY, please do not include these on a formal paper). Additionally, information on reference structure is in red, and the reference examples are in black.

References

(Book)

Last name, First initial. (copyright date). Title with only the first word capitalized and

    Italicized (edition). Publisher

Anderson, L. (2012). *Dancing in today's world: Effects of socialization on the child, family*

    and community. Kendall Hunt.

Miller, D. F. (2013). *Positive child guidance* (7th ed.). Wadsworth, Cengage Learning.

(Periodical)

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical, volume*

    number (issue number), pages.

Baumrind, D. (1991). The influence of parenting style on adolescent competence and

    substance use. *Journal of Early Adolescence, 11*(1), 56-95.

(Online Periodical)

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical,*

    volume number(issue number if available). http://www.webaddress.com/full/url

Collier, S. T. (1999). Characteristics of reflective thought during the student teaching

    experience. *Journal of Teaching Education, 50* (3), 173-181

    http://academia.edu/1406615/The_Role_of_Reflective_Journals_in_Early_Childhood

    _Pre-Service_Teachers_Professional_Development

(PowerPoint)
Last name, F. (Date on slides). *Title* [PowerPoint slides].

Anderson, L. (March 10, 2013). *Conference and home visits* [PowerPoint slides].

(Lecture)
Last name, F. (Date Conducted). Lecture title. *Event.* Lecture conducted from Sponsor, City.

Anderson, L. (March 10, 2013). Conferences and home visits. *CHDV 102 Class.* Lecture

conducted from Palomar College, San Marcos.

(Internet Web-site)
Author, A. (date). *Title of document* [Format description]. http://xxxxxxxxx

Wadsworth, (1712) *Well ordered family*. Boston [online].

http://books.google.com/books?hl=en&lr=&id=hSoAAAAAYAAJ&oi=fnd&

pg=PA126&dq=Wadsworth+1712&ots=zboCk_2ZJb&sig=hvYZzbPKBK-

oM7Xrfeq7fA-UXiw#v=onepage&q&f=false

The College of William and Mary. (n.d.). *College mission statement.*

http://www.wm.edu/about/administration/provost/mission/index.ph

(Interview)

An interview is not considered recoverable data, so no reference to this is provided in the

reference list. The interview is to be cited IN-TEXT as personal communication.

Examples:

- (L. Anderson, personal communication, August 15, 2013)
- L. Anderson (personal communication, August 15, 2013)

APA Checklist

Overall Format
_____ 1" margins
_____11 & 12-point font (acceptable: Times Roman, Courier, San Serif, Calibri,Arial, Lucida Sans &
      Georgia).
_____ Double spaced
_____ Page number needs to be in a header, NOT on the first line of your paper

Page 1: Title Page
_____The Number 1 (flush right in the header)
_____**Title in Upper and Lower Case**--Bold (centered in middle of page)
_____Title is followed by your name (ex. John Doe)
_____Class and number (ex. CHDV 100)
_____Lastly the college: (ex. Palomar College)

Page 2: Abstract
_____In header: the number 2 (flush right)
_____**Abstract** (centered upper and lower case and bold)
_____No indent to paragraph
_____Brief summary of paper (typically around 100 words) NOT your introductory paragraph

Page 3: Body of Paper (Note: The body of the paper begins on page 3 and may be many pages in length)
_____ Page number (flush right in header)
_____First Level Headings are upper and lower case, centered, and **boldface**. (First level—to
      differentiate main portions of the paper). Headings will be used on all Research Papers, but might
      not be needed on other papers.
_____Second Level Headings are flush left, **bold face** and upper and lower case) (Second level—to
      separate information in each of the main portions of the paper)
_____ Indent paragraphs 5 spaces
_____ In-text citations for all researched material.
_____Paraphrase (Author's last name, copyright date year only) Ex. (Anderson, 2012)
_____Direct quotations need a page number (Author's last name, copyright date, page number)
      Ex. (Anderson, 2012, p. 15)
_____Period follows in-text citation at the end of the sentence. Ex. (Anderson, 2012, p. 15).

Last page: References
_____Page number (flush right)
_____Word "**References**" is centered (no quotation marks) upper and lower case and bold
_____References are alphabetized by author's last name
_____Double Spaced
_____First line of reference is flush left, second line is indented
_____Follow proper APA protocol—including periods, capitalization, and italics

Information Literacy

The Internet is a great resource for students and professionals. There is an abundance of information at our fingertips. It is very important that we are able to discern when this information is credible and when it is not. The next pages include information about determining whether the information that is found is worthy of reading, researching, and/or recording. We have included a list of URLs that are commonly found in an Internet search along with the reliability of each.

Additionally, a simple checklist that can be scanned while conducting research is included. Please know that the Palomar librarians and staff and your instructors can also help you establish reliability of research, as well. Typically, "peer reviewed" work within an academic search will result in an increase the amount of dependable information provided.

Information Credibility Checklist

DOMAIN: Last segment of the "root" of the URL

.gov=government web sites are most reliable from the U.S.
.mil=U.S. Military sites, also reliable
.edu=university studies (next most reliable) as these are GENERALLY peer reviewed. SOME universities allow students to post a web page, if so, there is a tilda (~)in the url
.org=special interest groups, often good information, but biased—these organizations have an agenda
.com, .net. and .biz=commercial sites and are the least reliable.

Yes	No	Credibility Component
		Is the author credible?
		Is the author an authority on this topic? Is the author an expert in the topic they are writing about?
		Are the author's credentials provided?
		Is the author's contact information given?
		Is the information relevant? Does it cover all parts of a topic? Is it accurate?
		Do the title and abstract include relevant keywords to your topic?
		Is the journal peer reviewed?
		Is the author addressing the appropriate audience (Who is the intended audience? Academics? The general public?)
		Do the content details match with what you have learned in the class/text or have experienced in your profession?
		Is the information current? Is your source timely?
		Is the source dated?
		Is the goal to obtain historical or background information? If so, then the date of publication may not be as relevant.
		Is grammar correct and are there no spelling errors? (if there are spelling errors, obviously the article is not peer reviewed or credible)

		Is the information bias-free and correct?
		Are the arguments based on opinions or facts? Are they backed up with citations?
		Is a bibliography or reference page included?

"Yes" responses = Higher credibility

When you are researching sources for papers and assignments, please note that Wikipedia is not considered a credible or scholarly source. Additionally, googling your topic rarely results in the best sources for research. Choosing sources requires that you actually read the information presented, consider the sources and any potential bias, and preferentially choose scholarly sources over popular media.

When using the online databases through the library, you can refine your searches using "full text only" and "scholarly sources", which will bring up the most useful results. If one search term doesn't bring back relevant information, try adding or changing your search terms.

The librarians at Palomar College can help you with improving your information literacy. They can help you search for appropriate sources and find relevant information to use in your research. There is a 1-unit course, LT 125- Information Literacy, that will greatly enhance your abilities to write research papers and find and use sources. Please see this link for more information on information literacy services provided by the library: http://www.palomar.edu/library/infocomp/

Plagiarism and Academic Dishonesty

Plagiarism and Academic Dishonesty

Academic cheating and plagiarism is a very serious violation and will not be tolerated in our department. This includes but is not limited to turning in work that is not your own, copying an assignment from a friend who has taken the class in a previous semester, quoting or using information from a source without citing where you got this information from, or any type of copying. Use of work that is not your own is considered plagiarism and will not be tolerated.

It is important to be aware that students involved in such acts are subject to charges of misconduct and Student Conduct violations as stated in the college catalog. All work for a course MUST be completed by the student enrolled.   You may NOT let other people complete your work in any course. You may NOT use work you completed for another course in a different course unless you have discussed it with your professor and they have given you guidelines for modification. If your professor suspects any academic dishonesty or plagiarizing that violate college academic honesty/student conduct guidelines, you will be reported to the Office of Student Affairs for a Student Conduct violation.

What is plagiarism?

In a nutshell, plagiarism is when you copy, modify, or use someone else's work, and you don't give them credit for it. For instance, if you find a great article, quote, statistic or other piece of information on the internet and you copy and paste it into your research paper; that is plagiarizing. Plagiarism is also when you copy something from a book, journal, and newspaper, or buy/borrow a paper off the internet or from another student. The list could go on for the rest of this page, but we think you get the idea. Now, here's the thing: plagiarism is not always intentional! Even if you paraphrase or summarize someone's work, you are still plagiarizing if you don't give credit to the original author. All forms of plagiarism are treated the same by our department.

Plagiarizing in the CHDV Department and at Palomar College

Palomar College and the Child Development Department take plagiarizing **VERY** seriously. Professors report plagiarizing and cheating in both face to face and online classes to the Office of Student Affairs. It is something we hate to do, but we don't believe it is fair for students who copy and/or cheat to be rewarded with passing grades.

As for the college, Board Policy 5500 lists the Student Conduct Guidelines.   The first item in a list of 14 guidelines for the use of an Incident Report is as follows:

> A. Students are expected to avoid any type of dishonesty, including, but not limited to cheating, plagiarism, forgery, fabrication or counterfeiting documents, furnishing false information to the College, alteration or misuse of college documents or records, duplication of assignments, or aiding another in an act of dishonesty (Palomar College Governing Board, n.d.).
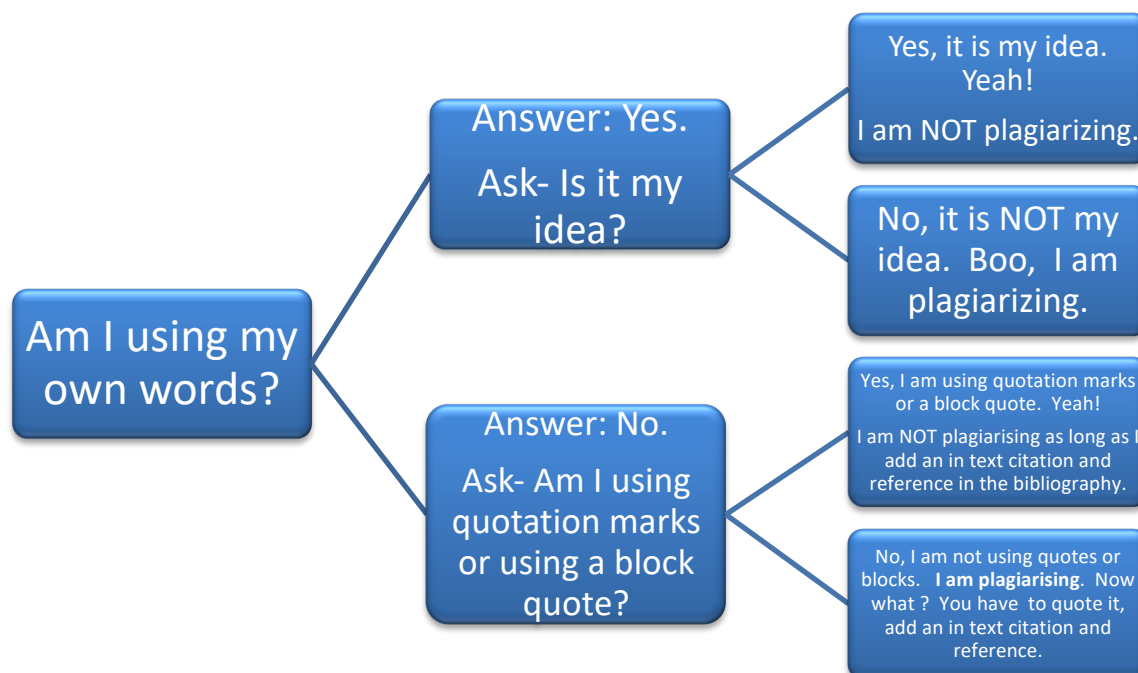
You can visit www2.palomar.edu/pages/studentaffairs/home/student-discipline/ for more information on Student Discipline issues.

What happens if I get caught?

There is a long list of potential consequences to plagiarizing. Most likely, the professor will discuss his/her findings with the student then file a Student Code of Conduct Violation Report with the Office of Student Affairs. Each situation is a little different, but in the majority of cases, the professor will fail the student on the assignment with a 0. Does this mean the student fails the class? Well, it all depends on the student's grade in class before and after the plagiarizing.   Many times, the student does end up failing the class. The Director of Student Affairs will contact the professor and student to discuss the situation. Student Conduct violations can result in removal from a course, suspension from the college, or expulsion.

Best advice…. DON'T PLAGIARIZE!

The following information will give you guidelines to follow to ensure you are not plagiarizing another person's work.

Am I using my own words?

Answer: Yes.
Ask- Is it my idea?

Yes, it is my idea.
Yeah!
I am NOT plagiarizing.

No, it is NOT my idea. Boo, I am plagiarizing.

Answer: No.
Ask- Am I using quotation marks or using a block quote?

Yes, I am using quotation marks or a block quote. Yeah!
I am NOT plagiarising as long as I add an in text citation and reference in the bibliography.

No, I am not using quotes or blocks. **I am plagiarising**. Now what ? You have to quote it, add an in text citation and reference.

Use the above information to start to assess if you are plagiarizing someone else's work. This is just a starting point. Luckily, it is really easy to learn how to use citations and build a reference page. Go to the Palomar College Library website at www.palomar.edu/library/. There on the right hand side about half way down, you will see the words Easy Bib. Click on this link. Easy Bib helps students with creating citations for all types of sources. The most important thing is to be sure to click on APA as you start.

As with anything in this manual, please ask your professor if you have any questions along the way. We would much rather help you BEFORE an assignment is due to avoid plagiarism than have to deal with plagiarism after an assignment is turned in!

Tips for
Student Success

Tips for Student Success

To help you make the most of your time in our department, we asked our faculty what they wished all CHDV students knew before taking classes. We also asked current and former CHDV students what advice they would give to students taking our classes. Here's a selection of what they said:

Tips from CHDV Faculty

"Your classmates are your partners in learning- make sure to collaborate!"

"You will need to have a certain level of English mastery in order to succeed in your classes. There is a lot of writing and reading, and all of it is expected to be at a college level. If you are not proficient in English, you will save time in the long run by taking classes to improve your English skills BEFORE taking CHDV classes, rather than having to retake CHDV classes that you do not pass."

"The skills and concepts that you will learn in your CHDV courses are lifelong and are not just for use in the classroom or workplace."

"Success in class does not always translate to success in employment. And vice versa!"

"Please buy a stapler- your instructor does not provide a stapler for you to use before you turn in assignments."

"Don't be afraid to ask for help! We are here to help, and there are no silly questions. We can't help you if we don't know that you need our assistance."

"Make sure to utilize the campus resources that can help you succeed. The Writing Center, DRC, TLC, library, and tutoring center are all free resources that can help you do better in your classes. Use them!"

"Not all students are good candidates for online learning. Online classes are not easier than in-person classes. They require students to be self-motivated, have a good work ethic, and to be organized, as well as technologically proficient."

"Update your MyPalomar/E-services account with your current and accessed email address. Otherwise you may miss out on important information from your teachers and the college."

"Attend class. One of the biggest predictors of success is attending class and participating. And yes, you will miss important information if you are absent."

"Attend your orientations for online classes- these are important sessions that should not be missed."

"Enjoy your learning and keep your eye on your end goals."

"When you are on a waitlist—CHECK YOUR PALOMAR E-MAIL, frequently." The instructor is likely to contact you through e-mail to distribute add codes.

Tips from CHDV Students

"Get involved with the department, meet to discuss your career goals; the more comfortable and at ease you are with the faculty the more enjoyable your experience will be."

"Don't worry if you can only take 1 or 2 classes per semester, it may take you a little (or even a lot) longer but YOU CAN DO IT!"

"Dedication, work hard, passion, put your heart and love into what you do, make a difference, and try your best always!"

"Don't try and overcomplicate activities for children. Instead, get down on the child's level and marvel at the awe they have for simple and beautiful observations all around them."

"Try everything and learn from your successes and failures."

"Talk to your professors and ask for help when you need it!"

"Don't be easily frustrated- the professors are there to help you, even if it's something small."

Communication and Classroom Etiquette

Here are some guidelines for appropriate classroom and communication etiquette to ease your interactions with your classmates and instructors.

- Refrain from eating in class. While it may seem like an ideal time for you to grab a bite, the sounds and odors of your food often make other students uncomfortable or hungry, and the garbage can be overwhelming in our classrooms. If you promise not to eat in class, we promise that we won't come lecture to you while you are at a restaurant with your friends or family!
- Please turn off your cell phones while you are in class. An active phone is an active distraction- while you may mean to just check the time, before long you are checking your email, responding to a quick text, and updating your Facebook status. If you have an emergency situation that requires you be available, please turn your phone to silent and leave it in your bag. Using your phone in class is highly distracting to your classmates and is disrespectful to your professor. All of our classrooms have clocks, so using your phone to check the time is not an excuse.
- Please read the syllabus before each class!
- Make sure you have access to the textbook for each class. The library has reserve copies of most texts, the Palomar College Foundation has textbook scholarships www.palomar.edu/foundation, and there are many rental programs available to get texts for reduced rates. Your reading **is** important.
- Be on time to class! Even if you are only 5 minutes late, you likely missed some important information, answers to questions, or lecture information. Similarly, please don't leave early. Class time is important and necessary. The department expectation is that classes will meet for the full scheduled time each week, with rare exceptions. Please respect your instructors and your fellow classmates' time and attention to class.

- When you call or email a professor, PLEASE include your full name, the class you are referring to, and your contact info. Many of us have over 200 students a semester, and it is difficult for us to answer your questions if we can't easily discern who you are.
- When you email an instructor, please make sure that in addition to including your full name and class information (see above), that you use appropriate greetings, signatures, and avoid using text abbreviations.
- Learn your teacher's name- especially if you need to drop off papers for an instructor. We have 14+ sections of CHDV 100 each semester, so we cannot ensure that your communications get to the appropriate instructor if you do not know whose class you are in.
- If you choose to use a laptop to take notes in class, please know that your instructor has the right to ask you to change where you are sitting. Do not use class time to surf the internet, check your email, or update your Facebook status. It is extremely disrespectful to your instructor and is distracting to your classmates.
- Avoid side talking during class. This is extremely distracting to everyone in the classroom.
- Respect the classroom as a safe space. In order for productive discussion to take place, all students must trust that information shared during class discussion or lecture is kept confidential by all class members and the instructor.
- Be a good group member and good classmate. CHDV classes incorporate group work, whether in assignments or in class for exercises and discussion. Follow through on your promises to your classmates, be on time, and do your part. Additionally, make sure you are being fair to your group members. Communicate, and be adults.

Study Skills

Every student studies differently. What works for your classmate might not work for you. However, successful students all have one thing in common- they have found good study habits that work for them, and they manage their time well. One of the best ways to ensure success is to manage your time effectively and to avoid overextending yourself. Keep in mind that 3-unit classes require 9 hours of work per week- 3 hours of class time, and 6 hours of study/assignment work time. Many students try to get through their program as quickly as possible, cramming their schedules with many classes each semester, only to find that they will actually take longer to graduate because they will have to retake classes they drop or fail. Many CHDV students work, have families, and take other classes in addition to their CHDV coursework. We are aware of this, but our standards remain high. Only you can be in control of how much you put on your plate.

Some tips for studying for your classes:

- Read the book before class to prepare for lecture. After class, use the book to help you flesh out your notes.
- If you are taking a class with a lot of terms, concepts, or theories, notecards can be a good way to quiz yourself.
- Utilize campus resources- there are MANY services here on campus that will be able to help you with your assignments and projects.

- Take advantage of your professor's policies on rough drafts or feedback. Many CHDV professors allow you to turn in your partial or completed work for feedback before a due date. Almost without fail, students who do this score better on their final assignment.
- When taking notes, don't just write what the professor writes on the board or has on the PowerPoint. Instead, make sure you are writing down concepts discussed in class. Almost all professors engage their classes in discussion beyond what is recorded on the board- this is all valuable information!
- www.howtostudy.org is a website with a lot of good study tips for college classes.
- Time management is the best way to be successful. Some students keep a calendar with deadlines and dates, some set reminders on their phone. Instead of just marking due dates, break down assignments into chunks and set yourself deadlines for each of those as you move towards your final product.

General Student Success

Successful students tend to have the following characteristics:

- They accept *personal responsibility* for their choices, actions, and outcomes.
- They utilize *self-motivation* to achieve their goals.
- They master *self-management* by planning and taking purposeful actions.
- They rely on *interdependence*, engaging in supportive relationships and utilizing help from others to achieve their goals.
- They have *self-awareness*, consciously working to stay on the right path.
- They engage in *life-long learning*, finding valuable lessons in every experience.
- They have *emotional intelligence*, effectively managing their emotions and their reactions to the emotions of others.
- They *believe in themselves*!

 (adapted from Downing, S. (2011). On Course, 6th edition. New York: Cengage., used with author permission.)

We know that our CHDV students are some of the best and brightest- and we also know that you can achieve your goals in your CHDV classes. Don't be afraid to ask us for help!

Campus Resources

Palomar College is home to numerous student services and campus resources that can help make your experience at Palomar more successful! Many students are afraid or disinclined to ask for help- however, without fail, those students who do seek out assistance are the most successful and happiest with their college experience!

Palomar also offers a General Education course, COUN 110- College Success, that provides students with the necessary skills to reach their college level educational goals.

Campus Service	Website	Email	Extension
Academic Technology	http://www.palomar.edu/atrc/	onlineclasses@palomar.edu	2862
Admissions	http://www.palomar.edu/admissions/	admissions@palomar.edu	2164
Behavioral Health Counseling	https://www2.palomar.edu/pages/bhcs/		760-891-7531
Bookstore	http://www.efollett.com/		2682
Cashiers Office	http://www.palomar.edu/admissions/	cashiers@palomar.edu	2114
Counseling	http://www.palomar.edu/counseling		2179/2711
Disability Resource	http://www.palomar.edu/dsps/		2375
English as a Second Language	http://www2.palomar.edu/pages/esl/		2272
Financial Aid	http://www.palomar.edu/fa/	finaid@palomar.edu	2366
Food and Nutrition Center	https://www2.palomar.edu/pages/student affairs/food-and-nutrition-center/		7540
Health Services	http://www.palomar.edu/healthservices/		2380 / 8105
Library	http://www.palomar.edu/library/	library@palomar.edu	2612
Records/Transcripts	http://www.palomar.edu/admissions/records	records@palomar.edu	2169
TLC- Escondido	http://www.palomar.edu/bsihsi/LeftNav/TeachandLearnCenter.html		8171
Tutoring Center	http://www.palomar.edu/tutoring/		2448
Writing Center	http://www.palomar.edu/english/English_Department_Site/Writing Center/Pages/index.html		2778

- **Academic Technology**- Academic Technology is the place to go for any questions about Blackboard and other types of educational technology. Their website has so much information, including answers to just about any technology question. If you can't find your answer, you can submit a ticket, email, or call them.
- **Behavioral Health Counseling Services (BHCS)-** is a safe place to talk with someone privately about any concern. This may include stress, loneliness, anxiety, depression, adjustment challenges, relationship difficulties, managing an existing behavioral health condition, questions about identity, or other issues. BHCS provides short-term mental health services and referrals to currently enrolled students at no cost.
- **Counseling**- The Counseling department offers General Education advising, career guidance, and academic success counseling. They also offer courses, such as COUN 110, that are designed to help you make the most of your time at Palomar College.
- **Disability Resource Center**- If you have a diagnosed disability or think you could benefit from the services, please contact the DRC. Some students don't realize until college that they could benefit from services. The staff in the DRC is available to facilitate services for students with various documented disabilities which include physical, visual, auditory, communication,

learning, psychological, and other. The DRC offers a variety of accommodations, services and equipment for student use on campus.

- **English as a Second Language (ESL)**- The ESL Department offers non-credit and credit courses in English conversation, pronunciation, and academic reading and writing, as well as citizenship classes and career track language assistance and advising. Students and staff can receive 15 lbs. of food per month.
- **Food and Nutrition Center**- This center assists with resource referrals, free diapers, hygiene products, food, and Calfresh information and assistance. Students and staff can receive 15 lbs. of free food per month.
- **Health Services**- You pay for Health Services, so use it. If you are not feeling well or need something like a Tylenol, use these services! They also have many health related resources for students to access.
- **Library**- The library on campus has a wealth of information and services. The library has two locations the main campus in San Marcos or Escondido. Computer labs are available for students. Ask a Librarian is a great resource if you are off campus or need help when the library is close. It is important to know and understand how to use a library both on campus and through their website. All of the librarians are extremely helpful and knowledgeable.
- **Teaching and Learning Center (TLC)**- The TLC is located at the Escondido Campus. It is a multifunctional space for students and faculty to use and exchange ideas. The large central area provides students with space where they may study or receive tutoring from the tutors on staff. The TLC has up-to-date technologies like data projectors, an Intelliboard, wireless internet, and universal access services for students with disabilities.
- **Tutoring Center**- The Tutoring Center is designed to provide help for all Palomar College students. Tutors hired to work for the Tutorial Center are carefully selected and trained to help the student become an independent learner. All Palomar College students are eligible to receive tutoring at no cost. Be sure to go to the Tutoring Center with questions/topics to review. Tutoring is available on a walk-in basis for 30 minute sessions. There are not advance reservations.
- **Writing Center**-The Writing Center comprises a computer classroom in room BE-6 and a drop-in computer lab in room BE-1 with writing consultants. The writing consultants can assist you in editing your paper before you turn it in. This service is supported by the English Department. If you struggle with English or writing, it is highly recommended you access this resource.

Palomar College Campus Maps and Directions

Palomar College offers courses and services at many locations throughout North County. Most Child Development courses are offered at either the main campus in San Marcos, the Escondido Education Center, the North Education Center in Fallbrook, or the South Education Center in Rancho Bernardo. We also sometimes offer classes at Camp Pendleton, or at one of our community partner locations, such as MAAC HeadStart. It is important to make note of where the classes you register for are offered, and to ask questions BEFORE the first day of class if you are unsure of location.

Because of ongoing construction and campus improvements, campus maps may change each semester. To find the most recent campus maps, as well as driving directions and addresses, please visit https://www2.palomar.edu/pages/about/locations/

In Conclusion

Thank you for choosing Child Development as your major at Palomar College. We will be providing you with a top-rate education and degree in child development to help prepare you for transfer or for employment in early childhood education. Our goal is your success, but we can't want you to succeed more than you do! We are here to help you as you move through your program in Child Development. If you have any questions or need assistance or advising, please contact any of the full-time faculty. Your instructors are here to help you make the most of your classes and to answer questions specific to your course. You have chosen a fulfilling and important field! Thank you for caring about children and about your own education!

"Wisdom begins with wonder." -Socrates

"If you think education is expensive, try ignorance!" –Andy McIntyre

"Tell me and I forget. Show me and I remember. Involve me and I understand." –Chinese proverb

"For children, play is as natural as breathing, and as necessary." –Mimi Brodsky Chenfeld

"Education is the most powerful weapon which you can use to change the world." –Nelson Mandela

"Intelligence plus character- that is the goal of true education." –Martin Luther King, Jr.

"Free the child's potential, and you will transform him into the world." –Maria Montessori

"What the best and wisest parent wants for his own child, that must the community want for all its children." –John Dewey

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young." –Henry Ford

"It is easier to build strong children than to repair broken men." –Fredrick Douglass

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." –Margaret Mead

"Be the change that you wish to see in the world." –Mahatma Gandhi

"Try not to have a good time- this is supposed to be educational." –Charles Schultz

NOTES AND QUESTIONS