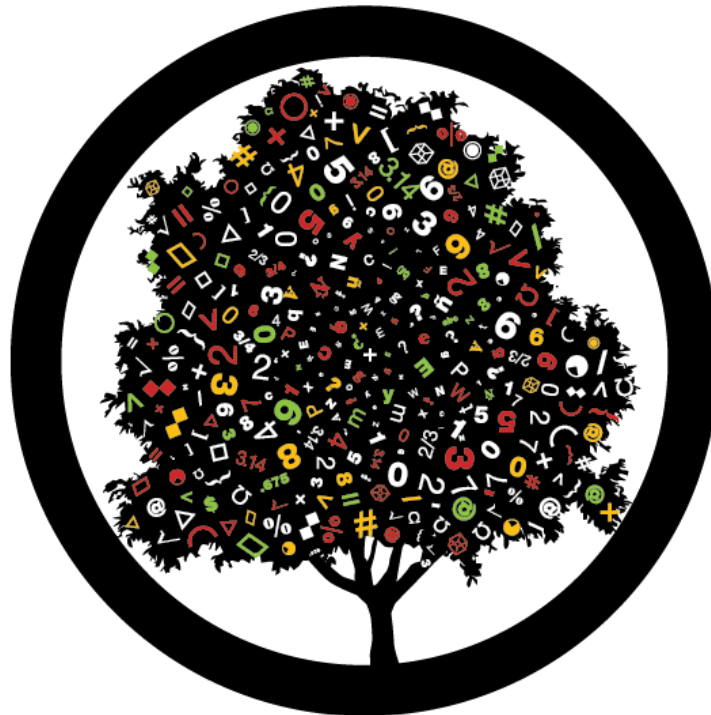# Child Development & Education Department Student Success Guide

Welcome to the Child Development & Education 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 & Education program.

When using any information in this guide, please reference the following.

Anderson, L., Fererro, J., Wilson, G, & Sanchez, T. (2024). *Palomar College child development & education department student success guide* [Student success guide]. Child Development & Education Department, Palomar College. https://www.palomar.edu/childdevelopment/chdv-student-success-guide/

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About The Child Development & Education 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 industry 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 celebrating our 50th anniversary of offering preschool education programs in 2019 and looking forward to celebrating the 50th anniversary of our department in 2027!

Our Philosophy/Mission Statement

The Child Development & Education Department at Palomar College provides 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 to understanding and supporting the development of young children.

Meet the Faculty and Staff of the CHDV & Education 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.

Profile	Faculty	Email	Phone	Office
	Assistant Professor Heather Pham, M.S.W.	helliottpham@palomar.edu	760-744-1150 x2682	MD-359
	Assistant Professor Tanessa Sanchez, M.A.	tsanchez@palomar.edu	760-744-1150 X5011	MD-360
	Associate Professor Gina Wilson, M.A.	gwilson2@palomar.edu	760-744-1150 x5046	MD-357

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.

Profile	Faculty	Email	Phone	Office
	Shannon Andolina	sandolina@palomar.edu	760-744-1150 x5528	MD-355
	Nicole Au	nau@palomar.edu	760-744-1150 x5528	MD-355
	Ken Breeding, Ph.D.	kbreeding@palomar.edu	760-744-1150 x5024	MD-355
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	Amy Fulgium, M.A.	afulgium@palomar.edu	760-744-1150 x5012	MD-355
	Anne Hanley, Ph.D.	ahanley@palomar.edu	760-744-1150 x5332	MD-355
	Amanda Hill, M.Ed.	ahill2@palomar.edu	760-744-1150 x5013	MD-355

Profile	Faculty	Email	Phone	Office
	Melanie Lehmer	mlehmer@palomar.edu	760-744-1150 x 5224	MD-354
	Jeremy Manger	jmanger@palomar.edu	760-744-1150 x5223	MD-354
	Jessie Mellor, Ph.D.	jmellor@palomar.edu	760-744-1150 x5568	MD-355
	Bob Sasse, M.A. Emeritus	bsasse@palomar.edu	760-744-1150 x2856	MD-355
	Barbara Springer-Hammons, M.A.	bhammons@palomar.edu	760-744-1150 x2206	MD-355
	Jolie VanSchoik, M.A.	jcrosthwaitevanschoik@palomar.edu	760-744-1150 x5566	MD-355

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.

Join us at Future Educators Group Events for:

- Fun & 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 Future Educator Group page, an option on the CHDV department website.

CHDV Terms to Know

Here's a handy glossary of some terms that you may encounter during your time in the Child Development & Education 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, 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.

- **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 Tanessa Sanchez for more information.

- **Canvas**: Canvas is the online platform used for Palomar's online classes. Many in-person classes also maintain Canvas sites to house syllabi, documents, discussion boards, and other announcements.

- **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 Jenny Ferrero for more information.

- **Core Classes**: Core classes are those that make up our Associate Teacher Certificate. After completing these 12. units core units plus CHDV 99 (.5 unit), you will earn your Associate Teacher Certificate and have the 12 units needed to start as a preschool teacher. The Core classes include CHDV 100, 115, 104 and then one curriculum class from this list: CHDV 105, CHDV 106, CHDV 182, CHDV 184, or CHDV 185.

- **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, early childhood, or caring for children birth to 5 years old in CA, except for teachers who might be teaching preschool for a particular district or 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 to Palomar 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**: Family Childcare Providers include individuals licensed to provide childcare from their homes.

- **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.

- **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.

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

- **Palomar College Early Childhood Education Lab School**: The Palomar College Early Childhood Education Lab School has two locations- on the main campus in San Marcos 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 6 months through kindergarten of faculty, staff, students, and community members. If you need infant/toddler care, preschool, or kindergarten for your child, please contact the ECELS directly at 760-744-1150 x2575 or visit their website.

- **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.

- **PITC**: The Program for Infant/Toddler Care 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.

- **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 are expected to engage in service learning opportunities.

- **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.

Using Canvas for Online Learning

Palomar College uses Canvas as the learning platform or learning management system (LMS) for all 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. For tutorials on how to use Canvas, please visit the ATRC Student Canvas information page.

It is STRONGLY advised that you attend any orientation sessions held for any online classes you may enroll in. Each instructor uses the online LMS differently and structures their class in different ways. The orientation meetings allow you to start the class on the right foot, get your questions answered, and make sure that you understand the requirements.

Child Development (CHDV) Advising Information

We are proud of the variety of programs we offer in the Child Development & Education Department!

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 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 you have all 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. These certificates are designed to provide basic skills and knowledge needed for entry-level employment in child development.

Six Certificates of Achievement can be combined with the appropriate GE coursework to earn an AS degree in Child Development. These certificates provide a strong educational foundation for students interested in working as lead teachers or administrators in early childhood programs.

- [Child Development Associate Teacher -](#) entry-level employment in child development
- [School-Age Assistant -](#) for work in before and after school programs
- [Child Development Teacher](#)
- [Child Development Preschool Master Teacher](#)
- [Child Development Infant/Toddler Master Teacher](#)
- [Child Development Early Inclusion Master Teacher](#)
- [Child Development Administration](#)

The following 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.

- [Child and Family Services](#)

With the recent inclusion of our elementary education focus, we are also able to provide support and guidance for students working towards their multiple or single subject credential. The [Foundations of Elementary Education Certificate](#) emphasizes the teaching profession and stacks onto an [AA in University Studies: Elementary Education Preparation](#).

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.

Classes are offered online, face-to-face, HyFlex, and in hybrid modalities. We are careful in our planning and feel strongly that a well-rounded early childhood education degree must include interactions with both peers and the instructor. Check scheduling as some of our classes are offered in Fall only, or Spring only.

For that reason, you need to be strategic in your planning 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.

Working with children and families offers many rewards. There are a variety of [Palomar Pathways Mapper](#) to explore in Social and Behavioral Sciences on the Palomar College website. Review [Gainful Employment](#) for more information about our graduation rates, the median debt of students who complete the programs, and other important information.

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 Jenny Ferrero with any questions about the permit process.

Required courses for the Child Development Associate Teacher Permit are 12 units including:

- CHDV 100
- CHDV 115
- 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 the following.

- 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, & Program Director permits.

CHDV Department Certificate and Degree Options

- [CHDV Department Stackable Degrees and Certificates](#)
- [CHDV Department Non-Stackable Degrees and Certificates](#)

Individual Certificates

- [Child Development Associate Teacher Certificate](#)
- [Child Development Teacher](#)
- [Child Development Infant Toddler Master Teacher](#)
- [Child Development Early Childhood Administration](#)
- [Child and Family Services](#)
- [Child Adolescent AA-T Transfer Degree](#)
- [Child Development/Early Childhood AS-T Transfer Degree](#)
- [Child Development Early Inclusion Master Teacher](#)
- [Child Development School Age Assistant Certificate](#)
- [Child-Development-Preschool-Master-Teacher](#)

Elementary Education Preparation Degree

- [University Studies: Elementary Education Preparation Associate of Arts Degree](#)
- [University Studies Elementary Education Preparation Advising Sheet](#)

Child Development Permit Matrix

- [CA Child Development & School Age Permit Matrix with Alternative Qualifications](#)

California Community Care Licensing Qualifications and Ratio Information

Please see current [California Community Care Licensing Title 22/Title 5 Requirement](#) for detailed information. 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, 182, 184, 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 childcare 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 childcare 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 years 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 infant teacher with 2 aides
  - 1:6 - 1 fully qualified teacher for 6 toddlers, or 1:12 infant 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 w/ Toddler Component & Parent Cooperative Centers.

ECELS Observation Protocols

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. 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 encourage students to wear their [Student Activity Card](#) (college student picture ID) when interacting with children in a classroom situation. The Student Activity Card not only serves as your photo ID for visiting centers and schools, but 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 the e-services feature in your MyPalomar account or the Cashier's Office on campus.

Student observers who do not have a Student Activity Card must bring a valid picture ID as well as a copy of the course syllabus for this semester indicating the assignment for which you are visiting the ECELS. Students must also read, sign, and present the [CHDV Statement of Commitment and Confidentiality](#) at the time of their observation.

All students must sign in and sign out at the front office of the ECELS when they enter and exit the site.

During your visit, all students will be provided a visitor/observer badge or lanyard to be warn at all times while at the ECELS and return them to the office at the time of sign-out.

Palomar College Child Development & Education 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 in which this document is meant to honor.

To the best of my ability, I will...

- Keep all children safe.
- Leave cell phones, food, and drinks outside of the classroom.
- Comply with the CHDV Department General Observation and Activity Guidelines.
- Discuss children in a professional way only in class with my respective instructor and other students.
- Record and document class discussions and observations using only paper and a writing instrument.
- Use a pseudonym (made up name) for documenting children and the word "teacher" to describe staff.
- Politely excuse myself from any conversation with children, families, staff, or other adult and refer all conversations to the lead teacher or members of the leadership team.
- Refrain from bringing 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) carried in purses, bags, or pockets. Necessary medications will be brought to the attention of the leadership team to protect the children.
- Wear proper attire (i.e., closed toed shoes) when in a classroom with children.
- Refrain from wearing any perfume and/or cologne as a measure of safety for children and staff with asthma.
- 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.

This Statement of Commitment is a personal acknowledgment of my willingness to embrace the distinctive values and moral obligations of the field of early childhood care and education.

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 disclose information accidentally or purposefully about the children and families. Information shared about families, children, and staff are discussed only with others who are in the class, with classmates outside class, or if others are provided observation notes and papers to be read.

If I see something that concerns me and I believe the safety of the children is compromised, I will immediately go 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.

I understand the ECE Lab Schools are not liable for any injuries incurred due to a variety of uneven surfaces, materials on the floor, toys left out by children, or the children themselves.

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

Printed Name: _____   Class(es): _____

Signature: _____   _____

Semester: _____   _____

Date: _____

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 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.

Classroom Ethics for CHDV Observations

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

- **Show Respect for the Child and Family**

  o 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**

  o 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.

  o 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.

  o 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 always going on around you.

- **Leave Personal Problems at the Gate**

  o When you are in the classroom, you need all 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**

  o 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, our department, and the profession when you are visiting classrooms. Make a good impression!

Some Helpful Observation Insights

- To protect the safety of you and the children, you are NEVER to be alone with a child while in the classroom. A teacher/staff member must be always present.

- Always keep track of your observation materials. 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 floor 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 no other items should be in the classroom at any time.

- To maintain appropriate and professional behavior, and not disrupt the classroom environment, CELL PHONES, TABLETS, AND OTHER SMALL ELECTRONIC DEVICES ARE NOT TO BE USED inside the classroom or on the center's site at any time. Use of cell phones 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.

General Access Procedures
Palomar College Early Childhood Education Lab School

Palomar College ECELS welcomes student observers at both the San Marcos and Escondido locations. Observers should be enrolled in relevant coursework (ex: CHDV, PSYC, NURS, DA, EME, SOC, etc.). Our ECELS is a learning lab for Palomar students, and we thank you for being respectful of our ECELS teachers and staff at all times.

Things to Know Before Observing:

- All student observers must bring a picture ID as well as a copy of the course syllabus for this semester indicating the assignment for which you are visiting the ECELS.
- Students must read, sign, and present the CHDV Statement of Commitment and Confidentiality at the time of their observation (students who have previously done this and already have an orange dot on their Student Activity Card can show their card instead).
- All students must sign in and sign out at the front office of the ECELS when they enter and exit the site.
- All students must wear provided visitor/observer badges or lanyards at all times while at the ECELS and return them to the office at the time of sign-out.
- The ECELS is a No Cell Phone Zone. Please keep all cell phones off and in your bag when at the ECELS. Absolutely no photography, texting, phone calls, or social media usage is allowed while you are observing at the ECELS.
- We want to protect the health and safety of our youngest Comets, so if you are not feeling well, please stay home. Please follow the College guidelines for COVID-19. **The use of facial coverings is strongly encouraged.**

Group Observations:

- For course assignments where an instructor is sending a group of students to the ECELS, the professor must coordinate with the ECELS admin team at least one week before and provide a roster of expected students with an indication that their Statement of Commitment and Confidentiality has been signed to the ECELS admin team at least one business day before: ecelsadminteam@palomar.edu
- All other observation guidelines must be met by the student (picture ID, sign in/out, wearing badge/lanyard, phone restrictions, etc.)

General Information:

- You do NOT need to call the San Marcos ECELS to set up an observation, but it is recommended that you call the Escondido ECELS before coming to observe. You may come any day that the ECELS is open during non-nap hours. There are limited spaces available at any given time at both spots for drop-in observers, so don't wait until the last minute to do your observation- you may have to come back another day!
- San Marcos ECELS: 8:00 am-12:00 pm & 3:00-5:00 pm (lunch 11:30 am, snack 3 pm)
- Escondido ECELS: 8:00am-11:30am and 1:00pm-4:00pm
- You may not observe in restrooms or during sleeping times.
- Observers may never be left alone with children and must always be supervised by a teacher or staff member when in the presence of children.
- If you are in the yards or in the presence of children and families, please do NOT interact with the children or families. You may be friendly and let children know you are there doing your homework and redirect them back to their teacher or peers. Please do not speak to families- redirect them to an ECELS staff member. Be as unobtrusive as possible when observing in the yards or presence of children and families.
- Wear clothing that is appropriate for a workplace. Make sure you can sit, squat, & bend over without exposing areas normally covered by a one-piece swimsuit. No clothing or accessories with offensive graphics or words are allowed.
- Please do not interrupt teachers or staff while they are engaged with children.
- Avoid bringing in large backpacks, open purses, or bags. Bring as little as possible to the ECELS.
- Contact your professor with questions about your assignment- please do not ask the ECELS teachers or staff.
- Follow the CHDV Observation requirements/suggestions in the Student Success Guide.

San Marcos Observation Room:

To use the Observation Room at the San Marcos ECELS, you will sign into the Ocularis system on the computers using your Palomar email and password. Specific directions are posted in the Observation Room. There is a phone number for technical difficulties- please DO NOT ask the front office staff for help with the Observation Room computers.

Age Groups and Contact Information

Room	Ages	Lead Teacher	Contact Information	760. 744.1150
SM Room 1	6-18 mo.	Karina Gutierrez-Ortiz	kgutierrezortiz@palomar.edu	Ext. 3476
SM Room 2	18-36 mo.	Shelbi Morales	smorales@palomar.edu	Ext. 3380
SM Room 3	2 yr-3.5 yr.	Carol Adams	cadams@palomar.edu	Ext. 3381
SM Room 4	3-5 yr.	Nahla Yakzan	nyakzan@palomar.edu	Ext. 3379
SM Room 5	3-5 yr.	Sylvie McCann	smccann1@palomar.edu	Ext. 2576
SM Room 6	3-5 yr.	Karen Luna	kluna@palomar.edu	Ext. 3278
SM Room 7	3-5 yr.	Rachel Thompson	rthompson@palomar.edu	Ext. 2579
ESC Room 9 AM/PM	3.5-5 yr.	Christina Mendez	cmendez@palomar.edu	Ext. 3332
ESC Room 10	3.5-5 yr.	Martha Cortes-Rodriguez	mcortezrodriguez@palomar.edu	Ext. 3376
Coordinator		Tamara Holthaus	tholthaus@palomar.edu	Ext. 2578
SM Site Supervisor		Rene Robelin	rrobelin@palomar.edu	Ext. 3375
ESC Site Supervisor		Lisa Casas	lcasas@palomar.edu	Ext. 8135
SM Site Supervisor		Claribel Zorilla	czorrilla@palomar.edu	Ext. 2574

Facility Information:

- San Marcos location:
    - Palomar College ECE Lab School
    - 1140 W. Mission Road San Marcos, CA 92069 760-744-1150 x2575
    - San Marcos facility license # 372005150
- Escondido location:
    - Palomar College ECE Lab School
    - 1151 East Valley Parkway Escondido, CA 92027 760-744-1150 x 8155
    - Escondido facility license # 376600599
- Our San Marcos ECELS is located on the northeast side of campus, off the Borden Road entrance, across from Lot 9. Please do not park in the marked ECELS parking spots in Lot 9 or in the small lot directly in front of the ECELS. Use the student parking in Lot 9.
- Our Escondido ECELS is located at the corner of Midway and Valley Parkway in the northeast corner of the Escondido campus parking lot. Please use the student parking spots.

Websites:

- Palomar College Child Development & Education Department
- Palomar College ECELS (including employment opportunities!)

CHDV Department Assignment Specifications

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

Objective Observations

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 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.

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 to avoid.

I Statements	Subjective Actions	Subjective Feelings	Subjective Thoughts
I like	… is trying	… appears	It looks like
I think	Leaves, puts	… avoids	… wants
I believe	Grabs, gets, goes, got	… likes or doesn't like	…understands
I feel	Comes, moves	…can't	…meant
I…	Plays	…feels	It seems

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 that they happen, give details. For example, it is better to say, "William counts 1, 2, 3, 5, 6, 8, and 10.", instead of saying, "William tries to count to 10."

6. **Describe what the child is doing**. Do not use "Juan takes a block." instead describe "Juan picks up a block with his right hand." Also, instead of saying, "Zoe gets up," describe her actions: "Zoe stands up and walks to the sink."

7. **Use appropriate terminology**. Use the word child NOT kid when describing a child. The word "kid" is a less formal word and should not be used when documenting children for observation purposes. Also, children at this age do not really know the true meaning of "friend". If you do not know a child's name, use the words "girl" or "boy" instead of describing them as a "friend".

8. **Know what is important in what you are recording**. Review your assignment PRIOR to your observation. The classroom teacher/provider/caregiver/parent does not know what you are to observe. Do not rely on them to answer any questions. Your professor is the only one who can answer specific questions about your assignment.

9. **All observations papers must be in paragraph format**. Do not bullet your notes. You must use complete sentences and grammar/spell check any work to be turned in. Also be sure to follow APA format for all observations. Again, contact your professor with any questions.

Child Development Lesson Plan

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

The lesson plan template is available as a Google Doc, Word, and PDF document and can be found on the Child Development & Education Department website under Lesson Plans.

- **Google Doc**: (recommended!) If you decide to use the Google Doc template, click to copy the Lesson Plan Template and save to your Google Drive.

- **Word Document**: If you decide to use the Word document, the boxes will expand as you type. You might want to use this version for extended lesson plans. This is probably the best option of all. Be sure to save it on your computer.

- **PDF Document**: If you decide to use the PDF, it is fillable (meaning you can type right on it). If you choose this option, please use Internet Explorer or Chrome as your web browser. Firefox does NOT support the fillable version. Some get it to work on Safari and others don't. Be sure to Save As on your computer.

Remember to contact your instructor for specific assignment information and questions.

Lesson Plan Activity Implementation Guidelines

Palomar College Early Childhood Education Lab School (ECELS)

Things to Know Before You Go:

- All student observers must wear their ID while at the ECELS. The ECELS front office will also give you an observer badge to wear in addition to your Student Activity Card.
- Students must read, sign, and present the CHDV Statement of Commitment and Confidentiality at the time of their observation (students who have previously done this and already have an orange dot on their Student Activity Card are covered).
- All students must sign in and sign out at the front office of the ECELS when they enter and exit the site.
- **The ECELS is a No Cell Phone Zone**- please do not bring your cell phone into the ECELS or plan to keep it off and in your bag. Absolutely no photography, texting, phone calls, or social media usage is allowed while you are observing at the ECELS.

General Information

- You need to call the ECELS to set up an observation, but it is recommended that you call the Escondido ECELS before coming to observe. You may come any day that the ECELS is open during non-nap hours. There are limited spaces available at any given time at both spots for drop-in observers, so don't wait until the last minute to do your observation- you may have to come back another day!
    - a. San Marcos ECELS: 8:00 am-12:00 pm & 3:00-5:00 pm (lunch 11:30 am, snack 3 pm)
    - b. Escondido ECELS: 8:00 am-11:30 am and 1:00 pm-4:00 pm
- If you are in the yards or in the presence of children and families, please do NOT interact with the children or families. You may be friendly and let children know you are there doing your homework and redirect them back to their teacher or peers. Do not speak to families- redirect them to an ECELS staff member. Be as unobtrusive as possible when observing in the yards or presence of children and families.
- You may not observe in restrooms or during sleeping times.
- Wear clothing that is appropriate for a workplace- please make sure that you can sit, squat, or bend over without exposing your midriff, breasts, or buttocks. Refrain from wearing clothing or accessories with offensive graphics or words.
- Please do not interrupt teachers or staff while they are engaged with children or families.
- Avoid bringing in large backpacks, open purses, or bags. Bring as little as possible to the ECELS.
- Follow the CHDV Implementation requirements/suggestions in the Student Success Guide.
- You should never be alone with a child. For everyone's protection, please remember to have a staff member present at all times.

Students Facilitating a Lesson Plan or Activity

1. After contacting the teacher (see contact information below) and discussing the lesson plan, arrive at the agreed-upon time.
2. You will need to bring in all necessary materials and supplies for the activity. The Lab School and teachers are not responsible for supplying the materials needed for your 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 enough to accommodate all of the children in the classroom. (Room 2 = 10-12 children, Rooms 3, 4, 5, 6, 7, and 8 = 16-18 children, and Escondido's Rooms 9 and 10 = 16-18 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).

Contact Information:

Room	Ages	Lead Teacher	Contact Information	760. 744.1150
SM Room 1	6-18 mo.	Karina Gutierrez-Ortiz	kgutierrezortiz@palomar.edu	Ext. 3476
SM Room 2	18-36 mo.	Shelbi Morales	smorales@palomar.edu	Ext. 3380
SM Room 3	2 yr-3.5 yr.	Carol Adams	cadams@palomar.edu	Ext. 3381
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SM Room 5	3-5 yr.	Sylvie McCann	smccann1@palomar.edu	Ext. 2576
SM Room 6	3-5 yr.	Karen Luna	kluna@palomar.edu	Ext. 3278
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ESC Room 10	3.5-5 yr.	Martha Cortes-Rodriguez	mcortezrodriguez@palomar.edu	Ext. 3376
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Websites:

- Palomar College Child Development & Education Department
- Palomar College ECELS (including employment opportunities!)

The Lab Schools are a learning facility for Palomar College students. Please be respectful of the children and staff. Please do not interrupt the teacher while they are 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.

Lesson Plan Directions

To help ensure that activities made available to children are not only relevant to program objectives and allow children to perceive, think, and do the skill stressed in the objectives, it is important to write-up the activity/lesson prior to conducting it. Lesson plans become valuable teaching tools for the classroom teacher. Writing the activities force teachers 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 in order to micro-manage or adult-direct all aspects of a child's play. Rather, these ensure that they are prepared 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 your 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 realistic (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 3 parts:

1. Each objective begins with the words, "*The child will…".* Teachers assess children individually, so do not write objectives for all the children as a group, but rather for each child.

2. The second part is adding an action word to the statement. Example: "*The child will sort*…" For more information on appropriate words, please see Bloom's Taxonomy:

3. The last part 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 indicate the minimum performance standards. You should only have 1-2 objectives per activity. 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 all materials needed to conduct the activity. Materials should include both things the adult uses as well as what the children use. Example: demonstration items; clean-up, storage, and carrying items; children's tools, etc.

- Include the quantity or amount needed for each activity per child.
- Indicate the materials in columns or list form rather than in paragraph form. This makes it easy to check to make sure you have the needed items.
- List any materials you will need to use at the center, for instance, tables and chairs or a stove.

Procedure: Make a broad statement of the expectation of prior knowledge based on the age/developmental stage of the child. Example: "*The child will be familiar with the primary colors of red, yellow, and blue.*"

- Write up a step-by-step description of how activity is to be conducted, how the adult is to show, discuss, and allow the children to practice the skill and reinforce the child's prior knowledge.
- For readability, use outline form, numbering each separate step. Using outline form makes it easier to revise/modify the lesson (activity) write-up after evaluation.
- Steps should include everything you plan to do and in the order you plan on doing it in (but not necessarily in this order):

- o How the activity is to begin: How are children attracted? Note any directions the adult provides.
- o How the adult provides any demonstration or description which allows children to perceive what is expected of them. Indicate concepts to be stressed verbally or physically to children.
- o How the adult will get children to think about their perception. Include possible questions that can be asked of children. Questions should be written as they would be asked of children and in the order they would be asked.
- o How adults will support children in participation in the activity. Indicate specific directions/cues to be given to children, if any are needed. Anticipate potential management challenges (ex: behaviors, use of the materials, etc.)
- o How and what the adult will reinforce with the children. Indicate specific things adult should comment on about child behavior or about the activity. Remember that most adults tend to use global praise or to focus on children's inadequacies, and that this should be avoided.
- o 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 project). Note: Children need to know the beginning, middle, and end of structured activities. Activities that end on a positive note are more likely to be those that attract attention in the future.

Extension: List at least two ways this activity can be extended to other curricular areas and activity choices available to children in the classroom.
- The two activity ideas should be in different learning domains (i.e., singing a related song/fingerplay, a flannel board story, certain props provided in dramatic play area, a sensory activity in the sandbox or water table, etc.).
- If you list reading a book as one your extensions, provide the title of a specific book.

Evaluation: Note how you assess if the children met/or didn't meet your goals and objectives for the activity. This should NOT be done by testing or quizzing the children! (Example: *"The child successfully sorted all 12 of the bears into the appropriate canister by primary color with minimal prompts from the teacher."*)
- Include more than just observation. (What can you ask the children, listen or watch for as they do the activity?)
  - o Strengths of activity (i.e., what worked).
  - o Activity areas of growth (i.e., what did not work).
  - o What you would change the next time you do the activity.
  - o Evaluative description of how/whether the goals and objectives were met.

Activity Adjustments:
- Include other methods, practices, or resources you may use to potentially adjust this activity for individual needs. Consider the children's learning styles, age, abilities, language and interests. Be specific.

References: List in APA 7th edition 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?
- Basic Format for Books: Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.
- Electronic Books: Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher. Retrieved from http://Web address

Lesson Plan Template

For each area, please see the [Lesson Plan Information sheet](#) for details.

Title of Activity: _____ **Curriculum Area:** _____

ACTIVITY GOALS & OBJECTIVES

(Make sure these objectives align with and can be applied to their development. You may need to review the [CA Infant/Toddler](#) and [Preschool Learning Foundations](#).)

1. The child will

2. The child will

What learning domain or curriculum area will be your focus?

_____ Blocks	_____ Gross Motor	_____ Math
_____ Cooking & Nutrition	_____ Language & Literacy	_____ Sensory
_____ Creative Art	_____ Health & Safety	_____ Science
_____ Fine Motor	_____ History & Social Science	_____ Social-Emotional

MATERIALS

ACTIVITY SET-UP

(Location in the 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 form.)

OPPORTUNITIES FOR EXTENSION (minimum 2)
(What else can be done to meet your learning outcomes and activity objectives?)

METHODS OF EVALUATION OF GOALS AND OBJECTIVES
(Refer back to your goals and objectives. How will you know if your activity is successful?)

METHODS OF ACTIVITY ADJUSTMENT FOR INDIVIDUAL NEEDS
(What adaptations will you need to make to ensure all children may participate? Consider age, ability, and language)

REFERENCES IF USED

Supervising Teacher Signature Upon Completion of Activities

Signature: _____   **Date:** _____

CHDV Student Evaluation by Supervising Teacher

Print this page and take it with you when you implement the activity.

Student Name:

Activity:

Palomar Professor & Class:

STUDENT RESPONSIBILITIES FOR THE ACTIVITY
Exploring: Active exploration | **Building**: Demonstrating understanding |
Integrating: connecting & combining strategies to achieve results

ACTIVITY DESCRIPTION RATING	Exploring	Building	Integrating
Set up on the day of the activity.			
The activity was developmentally appropriate to the center & age of the children.			
Interaction with the children was appropriate (i.e., eye contact, amount and type of communication, vocabulary, etc.)			
The student showed responsiveness and sensitivity to the individual needs of the children.			
Appropriate limits were set and maintained.			
The student demonstrated creative effort.			
Clean-up was planned and carried through effectively.			
Overall evaluation of the activity and presentation.			

COMMENTS:
Please list ways you felt the activity went well:

Please list suggestions for the student to help with future lesson plans/interactions with children:

Additional comments:

Wet Signature of Supervising Teacher:

Supervising Teacher (printed name): _____

Phone or email: _____

Date: _____

Student Reflective Evaluation

Write a reflection of the activity answering the following questions in a holistic and thorough manner. Cite as many individual examples as you can to illustrate your experience for each of the following.

1. Briefly describe what happened. How did the children approach the materials and respond to the activity?

2. Explain why (or why not) you think this activity was valuable for the children's growth and development. How did you adapt the activity to meet the needs of the individual children? Provide specific details and refer back to your learning objectives. If you think they "liked" the activity, tell me why.

3. Explain in what ways this activity was successful and how it meet the goals and objectives you listed. Please be specific.

4. How would you change, expand, narrow, or adapt this activity based on the input and feedback from your mentor and/or your own self-reflection? Give specific details of that input and feedback.

Requiring Implementation of the Lesson Plan

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

Instructor Approval:

Signature:

Date:

Center Information	Implementation Information
Name of Center:	Proposed Date:
Name of Teacher:	Proposed Time:
Age of Children:	Proposed Length of Lesson Plan:

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

Strengths of the Activity:

Areas of Improvement 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 of the Experience:

Portfolio Development

CHDV Department Assignment Specifications

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.

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!

Many professionals compile online portfolios to share with current and potential employers. 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! Portfolium ePortfolio information can be found on Palomar's website.

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 have criteria the students will follow; however, all service learning utilizes the information found on the [Palomar College Service-Learning web page](#).

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 influence 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 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 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:

- Mybib.com

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

APA Reflection Paper

Student's Name

Palomar College

CHDV 99

Professor's Name

Date

Abstract

Type your Abstract here. The abstract should be one paragraph long and shall not exceed 250 words.

There is no indentation to the abstract paragraph.

<div align="center">**APA Reflection Paper**</div>

Usually, the first Level 1 Heading is the title or a shortened version of the title of your paper. Start the first paragraph of your paper here with a short introduction to the subject you are writing about. Format the entire body of the paper in Times New Roman font size 12 point and double space.

Component 1

Paragraph about the first thing learned.

Component 2

Paragraph about the second thing learned.

Component 3

Paragraph about the third thing learned. Be sure to cite your sources throughout your paper using at least 1 quote, with proper citation with page number "Like this" (author, date, p.1), and at least one paraphrased statement with proper in-text citation (author, date).

<div align="center">**Conclusion**</div>

Type your conclusion paragraph here.

References

Book

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

Publisher

Anderson, L., Fererro, J., Wilson, G, & Sanchez, T. (2024). *Palomar College child development & education department student success guide* [Student success guide]. Child Development & Education Department, Palomar College. https://www.palomar.edu/childdevelopment/chdv-student-success-guide/

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. (Year). *Lecture title* [Format]. URL of website.

Anderson, L. (2017). Conferences and home visits. [PowerPoint Slides]. Palomar College CHDV 100 Canvas:

http://canvas.palomar.edu

Internet Website

Individual author

Last Name, F. M. (Year, Month Date). Title of page. Site name. URL

Price, D. (2018, March 23). *Laziness does not exist*. Medium. https://humanparts.medium.com/laziness-does-not-

exist-3af27e312d01

Written by a group or organization

Group name. (Year, Month Date). Title of page. Site name. URL

American Society for the Prevention of Cruelty to Animals. (2019, November **21).** *Justice served: Case closed for*

over 40 dogfighting victims. https://www.aspca.org/news/justice-served-case-closed-over-40-dogfighting-

victims

Author is not listed

Title of page. (Year, Month Date). Site name. Retrieved Month Date, Year, from URL

Tuscan white bean pasta. (2018, February 25). Budgetbytes. Retrieved March 18, 2020,

from https://www.budgetbytes.com/tuscan-white-bean-pasta/

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.

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

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

Online Scholarly Journal Article

Last Name, F. M., & Last Name, F. M. (Year). *Title of article. Title of Periodical, Vol.* (Issue), page numbers.

DOI

Social Media

Blog Post

Last Name, F. M. (Year, Month Date). Title of post. Publisher. URL

Facebook Post

Last Name, F. M. or Name of Group. (Year, Month Date). Content of the post up to the first 20 words [Type of

post]. Site Name. URL

Facebook Page

Last Name, F. M. or Name of Group. (n.d.). Home [Facebook page]. Site name. Retrieved Month Date, Year,

from URL

Instagram Photo or Video

Last Name, F. M. or Name of Group [@username]. (Year, Month Date). Content of the post up to the first 20

words [Type of post]. Site Name. URL

Tweet

Last Name, F. M. or Name of Group [@username]. (Year, Month Date). Content of the post up to the first 20

words [Tweet]. Site Name. URL

Twitter Profile

Last Name, F. M. or Name of Group [@username]. (n.d.). Tweets [Twitter profile]. Retrieved Month Date, Year,

from URL

TikTok

Author [handle]. "Text accompanying TikTok Post." TikTok , Date, URL.

YouTube Video Reference

Last Name, F. M. [Username]. (Year, Month Date). *Title of video* [Video]. Streaming Service. URL

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 (to differentiate main portions of the paper). Headings will be used on all Research Papers but may not be needed on other papers.

        Second Level Headings are flush left, bold face, and upper and lower case (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)

        Page numbers for direct quotations (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

Check to see if your resource has a 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 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 library services 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.

Plagiarism and Academic Dishonesty

Academic cheating and plagiarism are 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.

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 & Education 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 dislike doing, but we don't believe it is fair for students who copy and/or cheat to be rewarded with passing grades.

Plagiarism in essence is submitting someone else's work as your own. It may also include any of the following:

- Verbatim copying without proper documentation,
- Paraphrasing without proper documentation,
- Patching together a quilt-work paper from diverse sources without proper recognition of those sources,
- Unacknowledged appropriation of information or ideas from someone else. This includes copying information from the internet.
- Using a paper or assignment you've previously turned in in another class for a different class. All work that you complete for a class needs to be done for that course.

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:

- 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.).
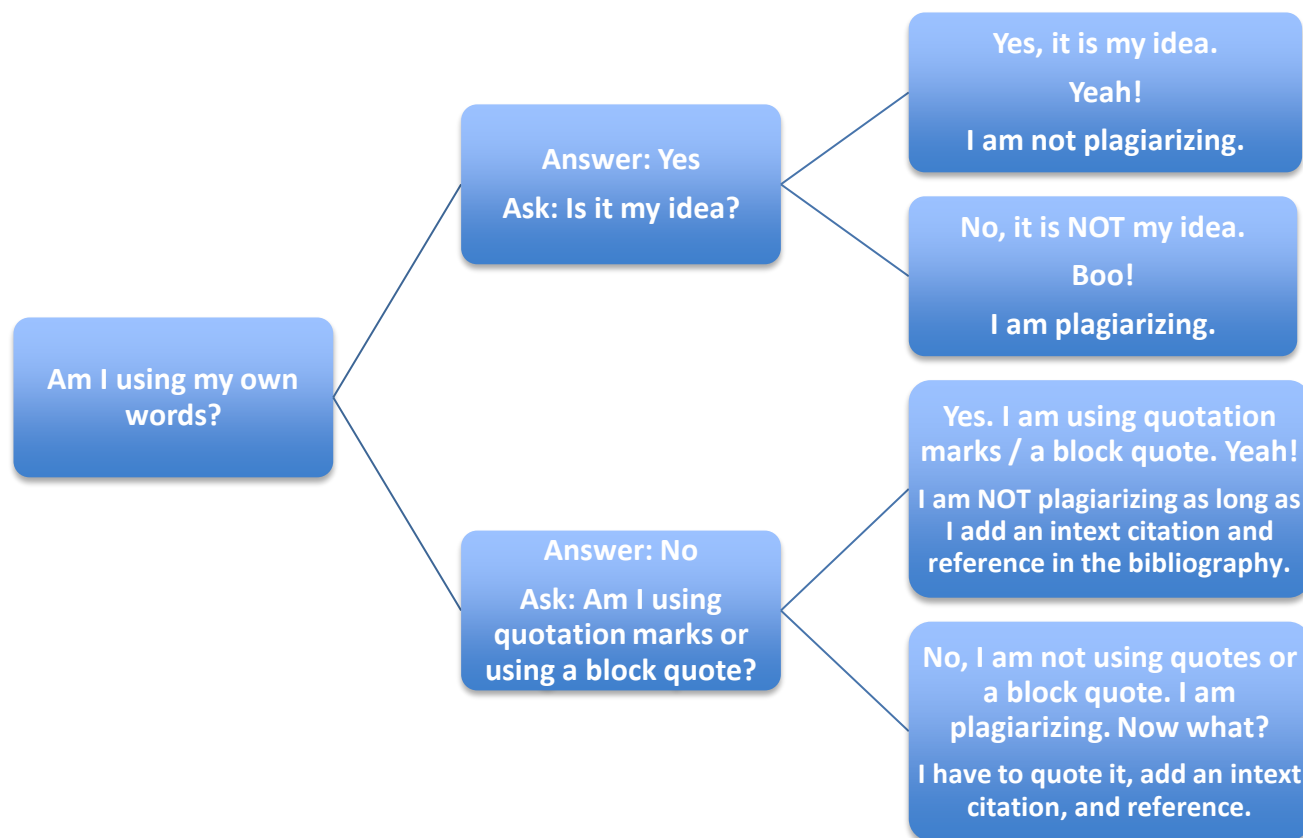
You can visit the [Student Affairs student discipline information page](#) for more information. for more information on Student Discipline issues.

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 many cases, the professor will fail the student on the assignment with a zero. Does this mean the student fails the class? Well, it all depends on the student's grade in class before and after the plagiarizing takes place. 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.

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 / a block quote. Yeah! I am NOT plagiarizing as long as I add an intext citation and reference in the bibliography.
		No, I am not using quotes or a block quote. I am plagiarizing. Now what? I have to quote it, add an intext 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 easy to learn how to use citations and build a reference page. Go to the Palomar College Library website, on the right-hand side about halfway down, you will see the words "Easy Bib". By selecting this option, Easy Bib will help create 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

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.

- While it may seem like an ideal time for you to grab a bite and eat in class, 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 Instagram. If you have an emergency that requires you to 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 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, zero cost textbooks can be found on the department website, 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 information. Faculty teach a variety of courses and have multiple students to support each semester. It is difficult for to answer 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. There may be multiple sections of a course 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 social media status. Maintain respect to your instructor and your classmates.

- Avoid side talking during class. This is extremely distracting to everyone in the classroom.

- Respect the learning environment as a safe space. For productive discussions to take place, all students must trust that information shared during class discussion, lectures, or online are 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, do your part, and communicate often. Additionally, make sure you are being fair to your group members.

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!
- "[How to Study](#)" 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. To reach any of the following extensions, please dial (760) 744-1150.

Campus Service	Email	Extension
Academic Technology	onlineclasses@palomar.edu	2862
Admissions	admissions@palomar.edu	2164
Behavioral Health Counseling		760-891-7531
Bookstore		2682
Cashiers Office	cashiers@palomar.edu	2114
Counseling		2179/2711
Disability Resource		2375
English as a Second Language		2272
Financial Aid	finaid@palomar.edu	2366
Food and Nutrition Center		7540
Health Services		2380 / 8105
Library	library@palomar.edu	2612
Records/Transcripts	records@palomar.edu	2169
Tutoring Center		2448
Writing Center		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! Health-related resources for students may also be accessed.

- **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 the librarians are extremely helpful and knowledgeable.

- **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 no advanced reservations. Tutoring is also available online.

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 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. You may want to visit the Palomar College Website to find the most [recent campus maps](), as well as driving directions and addresses.

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