**CONTENT REVIEW CHECKLIST**

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| **Course Number and Title:** | ECHD 290  Student Teaching / Practicum |
| **Date of Content Review:** | March 2014 |
| **Faculty Performing Content Review:** | Intisar Shareef / Sandra D. Moore |

(List faculty involved in performing this review)

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| The District Model Policy (Board Policy 4004) provides for the establishment, review and challenge of prerequisites, co-requisites and advisories on recommended preparation, and requires that as part of the content review process, the college must review each prerequisite, co-requisite and advisory to establish that each is still supported by the faculty in the discipline or department, and by the CIC, and is still in compliance with all other provisions of the policy and with the law. |

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| Review is based on the updated course outline of record, related instructional materials, and the established prerequisites, co-requisites and advisories and challenge policies.  **Provide copies of:**  1. This Checklist (with signatures)   * New Course Outline * Old Course Outline * Pre/Co-requisite/Advisory Validation Form - This form must be included with the Content Review of this course even if there are not pre/co-requisites/advisories listed. (\*See requirement #2 below) * Content Review Matrix/Narrative Form (if applicable) * *Matching of the knowledge and skills in the targeted course with those developed or measured by the pre/co-requisite/advisory via chart, narrative or other explicit method.* * Pre/Co-requisite /advisory outlines(if applicable) * Textbook Reading Analysis and grade reading level (if current textbook of record has been changed)   2. \*Fill in section provided on Validation Form narrative as to how your department identifies procedures used to verify that the necessary content and/or skills are being taught, and that they're taught consistently across sections of the same course;  3. Original and electronic copies of the complete packet must be submitted to Lynette Kral (AA-226 and [lkral@contracosta.edu](mailto:lkral@contracosta.edu)). |

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| **REMINDER: SUBSTANTIAL OR NON-SUBSTANTIAL COURSE CHANGES REQUIRE THE SUBMISSION OF A SEPARATE COURSE REVISION FORM** |

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*SIGNATURES** *(Print/type name preceding signature)* **\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

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| **Department Chair:** | Intisar Shareef / Sandra D. Moore | **Date:** |  |
| **DIC Chair:** | Andrew Kuo | **Date:** |  |
| **Division Dean:** | Susan Lee | **Date:** |  |
| **Technical Review Chair:** |  | **Date:** |  |
| **CIC Chair:** | Gabriela Segade | **Date:** |  |
| **VP of Instruction:** | Tammeil Gilkerson | **Date:** |  |

*Revised form 10/13*

**CONTRA COSTA COLLEGE**

**PRE/CO-REQUISITE/ADVISORY VALIDATION FORM**

**[Use one validation form per pre/co-requisite, advisory except when Pre/Co-requisites are linked by “or” statements]**

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| Course Number and Title: | ECHD 290 Student Teaching / Practicum | |
| Pre/Co-requisite/Advisory to be validated: | | (Pre-req’s) ECHD 109, ECHD 120, ECHD 121, ECHD 123, ECHD 124, ECHD 161, ECHD 220  (Co-req) ECHD 133 |

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| ***Content review*** is required for any prerequisite, co-requisite, or advisory to determine whether students who do not meet the specified standard are highly unlikely to receive a satisfactory grade in the course [Title 5, Section 55201 (b) (1]. This validation is separate from course approval. Additional scrutiny may be required, depending on the type of pre/co-requisite. |

**Directions:** Circle, *or highlight* one of the following and attach required justification AND content review documentation.

1. This course has no course pre/co-requisites or advisories.
2. The course is advisory only.
3. This is a lab course. The primary course, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, will have the validation evidence.
4. This pre/co-requisite is required in order to make the course acceptable for transfer by the UC or CSU systems. Attach documentation (catalog descriptions) from three or more UC/CSU campuses.
5. This course is part of a sequence of courses within and/or across disciplines. Attach a copy of the course outline that includes a list of the specific skills and knowledge that the student must possess to be ready to take the course.
6. The prerequisite is required for enrollment in a program.

Program name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Program prerequisite(s) must be approved as provided for at least one required course in the program, of which this is one. Attach copy of course outline specifying skills and/or knowledge that student must possess.

1. This prerequisite is required for the health or safety of the students in the course; students who lack this prerequisite might endanger themselves or other students. Attach a copy of the course outline that specifically lists what the student must possess before entering the course.
2. This pre/co-requisite is required by law or government regulation. Attach a copy of pertinent law or regulation.
3. This pre/co-requisite is one of recency or another measure of readiness. Attach both a copy of the course outline listing the specific skills student must possess AND data gathered as directed by the District Model Policy.
4. This prerequisite involves a limitation on enrollment. This includes auditions for performance courses, honors courses or sections, and blocks of courses or sections created to set up a cohort of students (such as PACE). Attach documentation as directed by pertinent sections of the District Model Policy.

\*\*\* **NOTE:** *In addition to rigorous content review,* an instructor may request a study of the empirical relationship between a prerequisite course (or placement tool) and subsequent student performance in the targeted course. The rigor of content review will be established on a college-wide basis in conjunction with District research requirements.

**\*\*Narrative as to how the department identifies procedures used to verify that the necessary content and/or skills are being taught, and that they're taught consistently across sections of the same course:**

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| **The instructors verify the successful completion of content and skills through mid semester and final evaluation conferences, portfolio completion, on-site teaching evaluation feed back forms and varied assignments (i.e. Early Childhood Environment Rating Scales, professional resume writing, completion of lesson plans, and curriculum webs).** |

*Revised form 10/13*

**CONTENT REVIEW MATRIX**

**FOR EVALUATING PRE/CO-REQUISITES/ADVISORIES**

***Pre/Co-requisites must have established challenge policies***

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| Course Number: | ECHD 290 |
| Course Title: | Student Teaching / Practicum |
| Pre-requisite: | ECHD 124 |
| Co-requisite: |  |
| Advisory: |  |

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| Pre/Co-requisite Challenge Policy: | A “C” or better for equivalent courses and / or co-requisite to be determined by Dept. Chair. |

List entrance skills/body of knowledge: (APPLICABLE Course CONTENT of course being reviewed)

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| 1. | The learning environment, health and safety, and curriculum planning. |
| 2. | Field of ECE, professionalism, values and ethics. |
| 3. | Relationship: classroom and families. |

List exit skills of proposed pre/co-requisite: (APPLICABLE Course OBJECTIVES of pre/co-req./advisory)

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| 1. | Identify the theory and methods for designing different ECE curriculum including recognizing variation in individual child needs and strategies to accommodate those needs. | | |
| 2. | Demonstrate the acquisition of observation skills and techniques that are necessary to develop appropriate curriculum emphasizing the role of play in children’s learning. | | |
| 3. | Demonstrate an understanding of the assessment, curriculum planning, implementation, documentation cycle and use it to plan, implement, and evaluate sample ECE activities that support the physical, cognitive, and social/emotional development, including socialization, self-regulation, and self-help skills for all children. | | |
| 4. | Demonstrate competence in organizing and managing age appropriate activities for young children. | | |
| 5. | | Demonstrate an understanding of the many aspects of the teachers’ role in early childhood programs, including identifying the cognitive skills that young children possess which enables the child to develop proficiency across all domains. |

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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Entrance skills/body of knowledge |  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Entrance skills/body of knowledge |  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
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| Exit skills of proposed pre/co-req./advisory | | | | | | | | | | | |
| Entrance skills/body of knowledge |  | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. |
| 1. | x |  |  | x |  |  |  |  |  |  |
| 2. |  |  | x |  | x |  |  |  |  |  |
| 3. |  | x |  |  |  |  |  |  |  |  |
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**Or, list conclusions below regarding the necessity and appropriateness of the proposed pre-requisite, co-requisite, or advisory.**

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*Revised form 01/14*