

CATALOG INFORMATION

Dept and Nbr: CHLD 60 Title: EARLY CHILDHOOD CARE
Full Title: Early Childhood Care and Education Seminar
Last Reviewed: 11/9/2009

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHILD 60

Catalog Description:
Students explore the relationship between theory and practice in an early childhood care and education setting to support supervised field experience with young children. This course focuses on identifying and developing skills and behaviors essential for effective teaching. These include building healthy, caring relationships with and between young children, partnerships with families, classroom organization and management, curriculum development and implementation, professionalism and ethics, and familiarity with assessment tools.

Prerequisites/Corequisites:
Course Completion of CHLD 10, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60.2 OR Course Completion of CHLD 110.1, CHLD 110.2, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60.2

Recommended Preparation:
Eligibility for English 100 or ESL 100.

Limits on Enrollment:

Schedule of Classes Information:
Description: Students explore the relationship between theory and practice in an early childhood

care and education setting to support supervised field experience with young children. This course focuses on identifying and developing skills and behaviors essential for effective teaching. (Grade Only)

Prerequisites/Corequisites: Course Completion of CHLD 10, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60.2 OR Course Completion of CHLD 110.1, CHLD 110.2, CHLD 51, CHLD 90.4 and Concurrent Enrollment in CHLD 60.2

Recommended: Eligibility for English 100 or ESL 100.

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 1981	Inactive: Summer 2013
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Outcomes and Objectives:

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

1. Analyze the components of an appropriate learning environment for infants, toddlers and preschoolers, including children with special needs.
2. Examine and demonstrate an understanding of appropriate interaction and guidance techniques with diversity and special needs in infants, toddlers and preschoolers.
3. Assess the role of an early childhood teacher, including qualities and professional characteristics of a good teacher.
4. Construct appropriate curriculum to be used with infants, toddlers and preschoolers.
5. Analyze and evaluate components of a quality relationship between teachers and families.
6. Evaluate various assessment tools and techniques for their use in early care and education.
7. Use observation techniques to develop appropriate curriculum for children.
8. Manage and organize a classroom.
9. Compare and contrast the use of various developmental profiles of children.

Topics and Scope:

- I. Appropriate environments for young children
 - A. The physical setting
 - 1. equipment and materials
 - 2. room arrangement
 - 3. playground and facilities
 - B. The temporal setting
 - 1. timing for transitions
 - 2. routines
 - 3. activities
 - C. The interpersonal setting
 - 1. teacher/child ratios
 - 2. core dispositions of teachers
- II. Appropriate interactions with children
 - A. Effective strategies for communicating with children, and encouraging children to communicate with adults
 - B. Appropriate guidance strategies
 - C. Developing strategies for guiding children with challenging behaviors
- III. Role of the teacher
 - A. Qualities of a successful teacher
 - 1. Knowledge and skills required to make ethical professional decisions
 - 2. Advocacy for children and families
 - B. Organization and management of classrooms
- IV. Developmentally appropriate curriculum for infants, toddlers and preschoolers
 - A. Planning for various curricular areas, including but not limited to:
 - 1. language arts
 - 2. math
 - 3. manipulatives
 - 4. music and movement
 - 5. dramatic play
 - 6. science
 - 7. art
 - 8. physical development
 - B. Planning for developmental activities in the following domains:
 - 1. cognitive
 - 2. social development
 - 3. emotional development
 - 4. physical development
 - C. Using authentic assessment techniques to evaluate the child, program and curriculum
 - D. Utilizing appropriate assessment to design curriculum to meet both the individual needs of children and the needs of the group
- V. Building partnerships with families
 - A. Establishing partnerships between families and educators
 - B. Developing sensitivity to families' and educators' values and cultural backgrounds
 - C. Exploring opportunities for family involvement in early

Assignment:

Assignments may include but are not limited to:

1. Weekly reading assignments (approximately 10 pages).
2. Weekly in-class writing assignments in response to the readings (1-2 pages each).
3. Anecdotal and running record observations of young children.
4. Written developmental assessments of curriculum (four of 1-3 pages each).
5. Written developmental assessments of children (four of 1-3 pages each).
6. Participation in classroom discussions and small group work.
7. Plan and write up curriculum activities for use in early care and education programs--approximately eight to twelve (2-3 pages each).
8. Essay exams.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Written responses, observtn. reports & assessments

Writing
40 - 60%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Short answer; essay exams

Exams
30 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation and attendance

Other Category
10 - 20%

Representative Textbooks and Materials:

TEACHING YOUNG CHILDREN by Michael Henniger, 3rd edition, published by

Pearson Merrill/Prentice Hall, New York, 2005.

EDUCATING AND CARING FOR VERY YOUNG CHILDREN by Bergen, Reid & Torelli,
Teachers College Press, New York, 2000.