

**CHLD 60 Course Outline as of Summer 2010****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 the 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; familiarity with assessment tools; and teaching as a member of a team.

**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 ENGL 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 the 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; familiarity with assessment tools; and teaching as a member of a team. (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 ENGL 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:**

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

**CID:**

**Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

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

1. Demonstrate an understanding of child development as it relates to program, curriculum development and teaching strategies for all young children and their families.
2. Develop an individual child portfolio using components required in a detailed child observation and assessment process.
3. Use naturalistic observation and assessment of children's developing interests, behaviors and abilities to design appropriate curriculum and environments for a variety of curriculum content areas and classroom activities.
4. Describe the role of the physical environment in planning indoor and outdoor spaces that support the curriculum and interactions of children and teachers.
5. Discuss individual and group interaction, guidance and management strategies that facilitate respectful and supportive learning environments for all children.
6. Examine a variety of effective communication strategies and techniques that promote positive relationships with staff and families in the early childhood program.
7. Identify the qualities and characteristics of the early childhood professional.

### **Topics and Scope:**

- I. Practicum requirements, duties and responsibilities
  - A. Operating policies
  - B. Children and families served
  - C. The role of the student teacher including professionalism and ethics
- II. Developmentally appropriate curriculum for infants, toddlers and preschoolers
  - A. Developmental characteristics including considerations for curriculum
  - B. Activities and experiences to support diverse learners
  - C. Curriculum integration across developmental domains
  - D. Activities and experiences for foundational content and interest areas
    - 1. Language and Literacy
    - 2. Math
    - 3. Science and sensory experiences
    - 4. Social Studies
    - 5. Visual and performing arts
    - 6. Dramatic play
    - 7. Blocks
    - 8. Indoor/outdoor large motor activities
- III. Appropriate environments for young children
  - A. The physical setting
    - 1. Equipment and materials
    - 2. Room arrangement
    - 3. Outdoor environment
  - B. The temporal setting
    - 1. Daily routines and schedules
    - 2. Timing for transitions
  - C. Grouping for learning
    - 1. Circle and whole group activities
    - 2. Primary and small group activities
    - 3. Individual
- IV. Authentic documentation and assessment
  - A. Observation and recording using the Desired Results System
    - 1. Anecdotal recording for curriculum and individual assessment
    - 2. Organizational strategies for gathering data
  - B. Documentation of data
    - 1. Record keeping tools for individual children and program
    - 2. Collecting samples and artifacts
    - 3. Developing the individual child portfolio
  - C. Interpretation of data to design curriculum to meet individual and group needs
- V. Interactions with children
  - A. Effective communication strategies with children
  - B. Appropriate individual guidance and group management strategies
  - C. Effective strategies for guiding children with challenging behaviors
- VI. Role of the teacher
  - A. Qualities of effective teachers
    - 1. Communication with colleagues and staff
    - 2. Participation as a member of a collaborative teaching team
    - 3. Organization and management the classroom
    - 4. Self-reflection and personal assessment
    - 5. Ethical conduct and decision making
    - 6. Advocacy for children and families
  - B. Organization and management the classroom

1. Self-reflection and personal assessment
  2. Ethical conduct and decision making
  3. Advocacy for children and families
- C. Partnerships with families
1. Family participation in the early childhood program
  2. Communication and conferencing with the family
  3. Sensitivity to family values and cultural backgrounds
- D. Career and professional development
1. Career pathways and education
  2. Professional portfolio development

### Assignment:

Assignments may include but are not limited to:

1. Weekly reading assignments (approximately 10 pages).
2. Written review and summary of practicum placement program policies and procedures (3-5 pages).
3. Written observations of the placement program (2 at 2 pages each).
4. Develop an Individual Child Development Portfolio based on the requirements of the Desired Results System (approximately 20-25 pages).
5. Plan and write curriculum activities for use in early care and education practicum placement program (approximately 8-10, 2-3 pages each).
6. Participation in seminar discussion and small group work.

### 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, developmental profile, written curriculum plans

Writing  
70 - 80%

**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.

None

Exams  
0 - 0%

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

Participation and attendance
------------------------------

Other Category 20 - 30%
----------------------------

**Representative Textbooks and Materials:**

To Teach Well-An Early Childhood Practicum Guide by Gordon and Brown, Pearson Education, Inc., New Jersey, 2009

Creative Curriculum-for Infants, Toddlers, and Twos, 2nd Edition, by Dodge, Rudick and Berke. Teaching Strategies, Washington, D.C. 2006

Creative Curriculum for Preschool, 4th Edition, by Dodge, Colker, Heroman. Teaching Strategies, Washington, D.C. 2002-Classic