

CHILD DEVELOPMENT

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CHILD DEVELOPMENT

STATEMENT OF PURPOSE

Early Childhood Education/Child Development (ECE/CD) departments at California community colleges have three major responsibilities: academic preparation, workforce development and leadership. We provide students with academic courses based on child development theory and best practices in early care and education. We provide students with courses that orient them to the field of early care and education; providing the opportunity to develop the knowledge, skills and abilities to be successful in the workforce. Early Childhood Education/Child Development faculty engages in leadership through collaboration with educational, community, industry, state and federal partners.

The vast majority of community colleges within California offer programs related to Child Development. The variety and scope of the programs speak to the ability of the community colleges to respond to the ever changing needs of children within society. Society is changing rapidly, and becoming more diverse (culture, ethnicity, age, abilities, religion, language, color, gender identity, sexual orientation, family structure and lifestyle) throughout California.

These societal changes and challenges require us to review and update courses and programs and develop new courses to reflect the needs of the field. Instructional programs in ECE/CD offer a blend of general education, career technical training, and certificate, transfer and degree programs while also providing important services to students, families and communities. For ECE/CD Programs, the content of *California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services* (Chancellor's Office, 2003) is supported and expanded in this document. All colleges with ECE/CD Programs are strongly encouraged to implement the recommendations in the *Guidelines* document.

In order to provide quality instruction and continuing professional development, colleges must make an ongoing commitment of human and material resources to ECE/CD programs.

Goals:

The goals for programs in Early Childhood Education/Child Development:

- Maintain high academic standards.
- Provide programs that remain flexible and responsive to changing community needs and the dynamics of the workplace.
- Provide services to improve access, retention and transfer to support students in completing their educational and career goals.
- Promote collaboration among California community colleges.

- Promote statewide articulation between and among secondary programs, community colleges and four-year institutions.
- Promote collaborations between community colleges and community partners, such as Resource and Referral agencies, adult education and county offices of education.
- Maintain a dynamic and participatory community advisory committee.
- Remain current with applicable, regulatory and legislative mandates.
- Provide professional leadership and teach advocacy skills.
- Provide appropriate instructional delivery systems such as face-to-face, distance learning and off campus that support our diverse populations.
- Provide contextual learning experiences, such as practicum, internship and work experience.

CAREER OPPORTUNITIES

Educational Pathways

As the following educational pathways demonstrate, the career opportunities in ECE/CD are vast. At present, there are opportunities to work with infants, toddlers, preschool children, school-aged children and adolescents, as well as children of all ages with special needs. Students engaged in a program of study in ECE/CD at California community colleges may advance through various levels of employment and education.

It is important to recognize that there are multiple regulatory agencies that determine requirements for employment. The California Department of Social Services, Community Care Licensing Division is responsible for monitoring compliance with Title 22 basic safety regulations in all licensed child care programs and family child care homes. The California State Department of Education, Child Development Division is responsible for monitoring compliance with Title 5 care and education regulations in State funded centers. There are additional regulations and expectations set by specific employers and funding sources.

The State Department of Education, through Title 5, has established the Child Development Permit, which is the basis for a career ladder for persons working in early care and education programs. The California Commission on Teacher Credentialing issues these permits after reviewing the education and experience of applicants. The career titles related to the Child Development Permit are underlined in the section below. A copy of the Child Development Permit Matrix can be found under the Regulatory Standards for Child Development section of this document on page 48.

The Dictionary of Occupational Titles/[O*NET](#) defines four levels of ECE/CD educational advancement. Though the entry level (Level I) does allow students to be employed, it is recommended that they pursue an AA/AS degree to facilitate movement on the career ladder. Some of the following careers may not have established educational requirements.

Entry: Career Technical Certificates (Levels IA, IB) - The entry/certificate levels provide students with basic skills and knowledge leading to employment.

Level IA - Entry: Career Technical Certificates: Primarily to prepare individuals for immediate employment. Most require at least six units in Child Development.

Opportunities:

Assistant Teacher or Aide in Early Childhood Programs
(infant/toddler; preschool; school age, full inclusion)
Assistant in Licensed Family Child Care Home
Assistant Teacher or Aide working with children with special needs
Foster Care provider
In home care providers (Nanny)

Level IB - Entry: Career Technical Certificate Program. Completion of four core courses or more in ECE/CD.

Opportunities:

Associate Teacher in Early Childhood Programs
(infant/toddler; preschool; school age, full inclusion)
Associate Teacher or Aide working with children with special needs
Early Intervention Assistant I
Licensed Family Child Care Provider

Technical: AA/AS Degree (Level II) - The AA/AS Degree provides students with skills and knowledge for jobs in ECE/CD. It also provides the requisite foundation for transfer to a four-year college or university.

Level II - Technical: AA/AS Degree. Completion of a community college AA/AS degree in ECE/CD may require a minimum of 60 semester credit hours, of which at least 24 semester credits are specific to the major field of study and include a supervised field/work experience.

Opportunities:

Teacher, Master Teacher/Mentor Teacher* or Site Supervisor
in Early Childhood Programs, in Early Childhood
Programs (infant/toddler; preschool; school age, full
inclusion),
Early Intervention Assistant II
Child Development/ Resource and Referral Specialist
Para-educator (Title I schools)
Family Support Service Worker (home visitor)

Professional: BA/BS Degree (Level III) - The BA/BS degree provides students with skills and knowledge for professional positions within ECE/CD.

Level III- Professional Level: BA/BS Degree. Completion of a four-year bachelor's degree in ECE/CD.

Opportunities:

Program Director of Early Childhood Programs (infant/toddler;
preschool; school age, full inclusion)
Child Development Specialist
Family Life Specialist
Consultant in Child Development
Childbirth Educator
City/County Child Care Coordinator
Parent Education Teacher
Resource /Referral Director
Child Health Consultant
Family Support Services Worker (home visitor)

Additional credential may be required for the following:

Elementary Education Teacher
Special Education Teacher

Post Professional Degrees (Level IV) - Advanced degrees provide students with the qualifications for more advanced employment.

Level IV - Post Professional: MA/MS or Advanced Degrees. Completion of a master's or doctorate in ECE/CD.

Opportunities:

Community College Instructor
Early Childhood Education Specialist/Consultant
Elementary School Administrator
Multi-cultural/ Diversity Specialist

Nutrition Education Specialist
Marriage, Family and Child Counselor
Researcher/ Theorist
Special Education Specialist
University Professor

Note: Refer to the *Dictionary of Occupational Titles* (DOT), *O*NET OnLine* at online.onetcenter.org, or consult your campus career information center for additional job titles and information.

Future Outlook

The American Association of Colleges for Teacher Education (2004) stated that “high quality ECE teachers are essential for addressing pervasive and persistent educational problems such as low reading and math achievement, particularly of children from low socioeconomic environments” (p. 3). And that good preschool teachers should have at a minimum (a) knowledge of child development, based on sound theory and practice, (b) understanding of what is developmentally appropriate practice and assessment, (c) knowledge and understanding of the foundations for literacy and numeracy, and of appropriate and effective methods to foster their development and acquisition, and (d) understanding of the children and families with whom they work. (p. 5)

The study (American Association of Colleges for Teacher Education, 2004) also recommended that the profession “credential all ECE staff/teachers; prepare all professionals in the field to be competent experts in early childhood education; and educate society that early childhood is a distinct time of life with corresponding pedagogy based on scientific research” (p. 10).

Current research on early care and education has emphasized the importance of formal education and specialized coursework combined with supervised field experience in the development of teachers who are able to provide high quality educational experiences for children.

The courses described in this chapter of the *Family and Consumer Sciences Family Program Plan* may lead to transfer majors at four-year colleges and universities in addition to career opportunities with families, children and adolescents.

Labor Market Information (LMI) data on current employment opportunities by county should be utilized as a resource for projecting current and emerging jobs and placement potential. This data is available at each California community college and on the Internet. The occupational projections of employment for early care and education teachers indicate an increase from 55,100 in 2006 to 65,900 by the year 2016. This is a 19.6% increase with an average of 1,990 openings annually.

Additional information can be found at the following websites:

- Projections for Occupations
<http://www.labormarketinfo.edd.ca.gov/?pageid=1011>
- Projections for Wages
<http://www.labormarketinfo.edd.ca.gov/?pageid=1009>
- For Educators and Trainers, the occupations for which you should provide training <http://www.labormarketinfo.edd.ca.gov/?pageid=112>

Workplace opportunities are largely contingent upon the amount of education acquired. Some limited opportunities are currently available for people completing less than twelve units. Additional coursework and field experience are required to advance in the field. These requirements are often incorporated into an AA/AS degree. The BA/BS degree and higher degrees offer a wider choice of careers.

The need for high quality early childhood educators will continue to increase as family structures change and become more diverse. Parents, as consumers, are becoming increasingly aware of the need for quality educational settings for their children. Educators and parents are currently focusing their attention on literacy, school success and pre-kindergarten guidelines as they work to improve the lives of their children. As the trend toward two parents in the work force and single working parents continues, the need for services to families will continue to grow. These will include, but are not limited to: infant/toddler, preschool, school-aged child care; home care settings; and youth centers. The expansion of services for children with disabilities and special needs should be included in all early care and education settings.

CURRICULUM: PROGRAMS, CERTIFICATES AND COURSES

This curriculum is designed to provide a career technical program of study for students interested in pursuing careers in Early Childhood Education /Child Development. Courses within the curriculum provide content to meet state licensing requirements (Title 22, Department of Social Services, Community Care Licensing) and state permit requirements (Title 5, Department of Education, Commission on Teacher Credentialing) to work with children from birth to adolescence. This program of study also provides an area of emphasis for students wishing to transfer to a four-year institution. Selected courses may also provide students with lifelong learning skills. Designation and unit value required for certificates and majors may vary among institutions.

Programs and Certificates

A career technical program is a coherent sequence of core instructional courses that prepares a student for a first job, typically including one or two years of post secondary education, a high school diploma, a skill certificate or post secondary certificate or diploma. It incorporates academic courses, supervised field experience, and work-study.

The California Community College Early Childhood Educators (CCCECE) recommend a consistent core of lower-division coursework (Lower Division 8), to provide an

entry-level foundation for quality early care and education professionals in the state. Between 2005 and 2007, hundreds of ECE/CD faculty gathered at meetings across the State in order to identify the content of this core coursework. This program of study is based on the following values:

- Early childhood is a significant period of development and learning that provides a lifelong foundation for health and education.
- Early care and education is a specialized body of knowledge inclusive of children from birth to age eight.
- High quality early care and education provides a vital contribution to the healthy growth and development of young children, healthy families and communities.
- Children are naturally curious, ready to learn, and construct knowledge through active involvement with the physical and social world.
- For young children, social-emotional learning and relationship-focused interactions underlie the construction of knowledge and are essential to the effectiveness of early childhood experiences.
- Young children acquire foundational subject-matter when integrated into meaningful contexts including exploration, investigation, and experimentation that occur throughout the day.

Early Childhood Education/Child Development “Lower Division 8” Curriculum:

Child, Family, and Community
Child Growth and Development
Health, Safety and Nutrition
Introduction to Curriculum
Observation and Assessment
Principles and Practices of Teaching Young Children
Practicum-Field Experience
Teaching in a Diverse Society

ECE/CD programs should offer additional courses as an extension of the core curriculum in order to complete majors and permit certification, as well as to meet the specific needs of each community and job market. These courses include and are not limited to the following:

Administration and Supervision I
Administration and Supervision II
Adult Supervision
Advanced Curriculum Planning
Arts and Creativity for Early Childhood Curriculum
Children with Special Needs
Family Child Care Management

Impact of Violence in the Lives of Children
Infant/Toddler Care and Development
Language and Literacy
Math, Science and Technology
Music and Movement for the Young Child
Parent, Teacher and Child Relations
Positive Guidance in Early Childhood Settings
School Age Programs

In addition, ECE/CD programs should include parent education as a fundamental and intrinsic part of the entire curriculum, both in the form of education in preparation for parenting and education about parenting. The parent education component should be planned so that it recognizes and is sensitive to the diversity of family form, values and ethnicity reflected in the California population. These are frequently offered as non-credit courses including but not limited to:

Foster and Kinship Care
Parent Education & Family Relations
Parent Education and Family Relations

Resolution

Approved by the California Community Colleges State Academic Senate

9.03 F07 Early Childhood Education/Child Development Curriculum Alignment

Project 24 Semester Unit Foundational Course Pattern

Patty Dilko, Cañada College, Area B

Whereas, Early Childhood Education/Child Development (ECE/CD) faculty members from community colleges and California State Universities (CSUs) began meeting through the Intersegmental Major Preparation Articulated Curriculum (IMPAC) project from 2003-2006 and identified areas of curricular improvement and inter-segmental transfer alignment;

Whereas, Two specific objectives of IMPAC were: the creation of a common understanding of the major preparation including key components of the lower division curriculum; and the establishment of a system of state and regional inter-segmental faculty dialogues, by discipline and among related disciplines, to address curriculum issues related to articulation and transfer;

Whereas, Faculty members from 86 community colleges and six CSUs continued to meet and confer through the Curriculum Alignment Project (CAP), developing a faculty initiated project with a steering committee, state agency council, and advisory committee which convened over 300 faculty in statewide meetings and work sessions; and Whereas, Community college ECE/CD faculty members participating in the CAP Project have reached consensus to recommend a competency-based set of foundational courses equaling 24 semester units; and the recommendations are endorsed by the California Community Colleges Early Childhood Educators (CCCECE) organization;

Resolved, That the Academic Senate for California Community Colleges acknowledge the intrepid collaboration that the Early Childhood/Child Development faculty members have modeled through this statewide project; and Resolved, That the Academic Senate of California Community Colleges support the Early Childhood/Child Development Curriculum Alignment Project by endorsing these 24 semester units of coursework as the basis for Early Childhood Education/Child Development certificate and degree programs.

Course Classifications

TOP Classification: The TOP (Taxonomy of Programs) Code classifications for the areas of Child Development are:

1305.00 - Child Development/Early Care and Education

Intellectual, psychosocial, and physical development of children. Principles and practices in the care and education of children. Principles and practices for occupations in the care, education and guidance of children. Includes topics for parenting and the cognitive, language, social, emotional and physical development of children.

1305.20 - Children with Special Needs

Principles and practices necessary for the care and education of children with special needs and their families.

1305.40 - Preschool Age Children

Principles and practices necessary for working with children ages three through five.

1305.50 - The School Age Child

Principles and practices of working with school age children and youth in out-of-school settings, such as before and after school programs, recreational activities, youth centers and summer camps.

1305.60 - Parenting and Family Education

Principles and practices of working with individuals in all family forms to positively affect their relationships and dynamics.

1305.70 - Foster and Kinship Care

Education and training for foster parents and kinship parents to meet the educational, emotional, behavioral and developmental needs of children and youth in the foster care system.

1305.80 - Child Development Administration and Management

Principles and practices of managing all programs in child development, and early care and education.

1305.90 - Infants and Toddlers

Principles and practices necessary for working with children younger than three years old.

Career Technical: Courses included in the ECE/CD program are considered to be career technical education.

General Education: Some courses in the ECE/CD program are often included in the general education selections for degree completion at the AS/AA level.

Transfer: Transfer courses have a course content that is either currently articulated as an equivalent course at a four-year transfer institution or perceived to be a potential equivalent course.

Lifelong Learning, Continuing and Adult Education: Many of the courses within ECE/Child Development provide knowledge and skills that enhance the quality of life. These credit-based courses are offered to students seeking career technical education or with general interest in the subject area. Community colleges also have the opportunity to offer non-credit adult education courses within this subject area. The purpose, content and class hours should be determined by the local community needs. .

Electives: Electives are courses from which students might select, to complement their study for a degree or certificate or to develop job skills.

Work Experience/Internship: Students benefit from having work-site experiences within their subject area and related to their educational goals. In addition to the required Practicum-Field Experience, students are encouraged to participate in work experience and travel study courses to gain a deeper understanding of the relationships between classroom and practical application.

General Education: California community colleges' philosophy supports the belief that in granting an associate degree, the college certifies that the recipient has acquired a broad general knowledge of the physical world and its inhabitants, the achievements of humankind, a clear and logical manner of thinking and computational, analytical and communication skills. Each college specifies its own general education requirements with the intent to encourage each graduate to attain this knowledge in a manner consistent with the graduate's interests and goals. Transfer students should be encouraged to have the general education courses certified by the community college.

The Child Development Permit Matrix requires some general education units in the Teacher, Master Teacher, Site Supervisor and Program Director level. See *Program Development and Review* section (page 48)) for details of this requirement.

Interdisciplinary: Although a major in ECE/CD is identified in this *Family and Consumer Sciences Program Plan* as part of the Family and Consumer Sciences curriculum, there are other avenues available for students to study these subjects via other educational delivery systems. As these subject matters overlap other disciplines, colleges should develop strong interdisciplinary ties. It is imperative to initiate collaborative processes between disciplines regarding skills in the areas of:

Understanding human development across the ages
Interpersonal relations/team building
Life Management
Developing broader perspectives of career options
Grant writing/ accountability
Marketing/ research/values
Planning for underserved, changing and diverse populations
Basic skills
Literacy in arts and sciences

Collaboration can be accomplished by utilizing methods such as:

Team teaching
Cross-listed courses
Dividing costs between disciplines
Collaborative development of courses
Learning Communities
Cooperative publicity

These interdisciplinary efforts between disciplines should compliment the shared concepts into the existing curriculum and not replace the delivery within the traditional department. All interdisciplinary approaches must be implemented with the sensitivity to the needs of current and future populations.

Curriculum Integration and Implementation

To utilize this *Family and Consumer Sciences Program Plan*, faculty needs to take the *Curriculum: Programs, Certificates and Courses* and the *Course Description, Core Components and Student Learning Outcomes* sections of each chapter and personalize them to their college and community. In the development of the course content, the topical outline, measurable objectives, evaluation methods and assignments for the course, certain national educational issues must be addressed. Some of these issues relate to federal legislation, others closely affect the delivery of education. Family and Consumer Sciences courses and programs encompassing these issues will be positioned to stay in the forefront of educational reform. See the *Family and Consumer Sciences Program Plan Introduction* for more details.

Core Indicators: The Core Indicators are the accountability requirements that measure the performance of career technical programs and were significantly changed by The Carl Perkins Career and Technical Education Improvement Act (Perkins IV). Under the new Act local districts and agencies must either accept the State's established performance target or negotiate a local performance target with the State. Core indicators were modified or added:

- Core Indicator 1 measures Technical Skill Attainment
- Core Indicator 2 measures Certificate or Degree Attainment
- Core Indicator 3 measures Student Retention or Transfer

- Core Indicator 4 measures Student Placement
- Core Indicator 5 measures Non-traditional Participation and Completion

Core Indicators data and detailed information can be downloaded from the Chancellor's Office website at: http://misweb.cccco.edu/voc_ed/vtea/vtea.htm and the Joint Special Populations Advisory Committee website at: <http://www.jspac.org>

Career Technical Education (CTE) deans and researchers on individual campuses can help faculty to access and analyze the Core Indicators data for each Family and Consumer Science program at the 2, 4, and 6 digit TOP codes. Campuses can compare their performance data to statewide 1300 TOP code programs. FCS programs in 1300 TOP code should use the Core Indicators data for purposes of program improvement and to ensure student success. The Core Indicators can also be used as one set of data for program review and setting funding priorities at the campus level. It is important for all ECE/CD program coordinators/directors to monitor the Core Indicators data for their programs and ensure that the information being reported is accurate and reliable.

Soft Skills: Besides technical and academic skills, employers demand personal self-developed skills that transfer from one workplace setting to another. The number one quality that employers want is communication skills, both written and verbal, particularly in interpersonal settings such as presentations, interviews, telephone conversations and electronic communication. Other priorities include critical thinking and judgment, a strong work ethic, initiative, and problem solving skills. Employers report that the way to have an edge in the competitive job market is to be dependable, resourceful, use ethical practices and to demonstrate a positive attitude. Finally, interpersonal skills such as teamwork and negotiation skills, and emotional intelligence play important roles in job retention and promotion.

Research suggests that most career success is attributable to soft skills. Curriculum must be planned to include information and assignments that develop these skills and evaluation systems that will measure the students' success/mastery of them. The Life Management course includes assignments aimed at developing these skills and research proves that students positively change their habits upon taking the course. Therefore, by including this course in every program, a college can facilitate the attainment of these competencies in students.

All Aspects of the Industry: Students must have a broad view of the industry in which they will work. Perkins IV states that curriculum should reflect "all aspects of the industry" including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety and environmental issues related to that industry.

Sufficient Size and Scope: Perkins IV also requires campuses to support students with programs and services of "sufficient size and scope," to enhance the likeliness of student success. Examples include having a program-specific counselor, literature in a

campus career center, and program-specific tutors. Campuses need to support programs with research into job placement and persistence.

Integrated Academics: CTE guidelines clearly identify the need to have an educational curriculum that integrates academic and career technical learning. No singular method has been prescribed as being the model for integrated academics, allowing for the flexibility of the college and educational program to develop their own model. Examples of how integration can be achieved include: paired teaching of academic and career technical courses, team teaching a singular course which combines the learning of the career technical and the academic competencies, certifying a career technical course as to its content and competencies meeting the academic criteria, learning communities and honors programs.

As courses and assignments are developed, ECE/CD faculty should work closely with the academic faculty to be creative in addressing the learning of the traditional "general education" competencies within the career technical programs.

Work-Based Learning: The School to Work Opportunities Act of 1994 (California uses the term School to Career) encourages all states to develop systems that help students transition from school to the workplace. Educational systems must ensure that we are preparing students with the skills and knowledge that allow them to enter a career. To do this, the following components need to be at the basis of an educational frame:

- An integration of work-based learning and school-based learning;
- A coherent sequence of courses that prepares a student for a first job, typically including one or two years of post-secondary education, a high school diploma, a skill certificate or post-secondary certificate or diploma;
- A program incorporating work-based learning, school-based learning and connecting activities.

Educational programs can provide work-based learning through such methods as cooperative work experience, internships, field work placement, job shadowing, service learning, volunteering and mentoring. Faculty also has the opportunity to experience work-based learning through grants which allow their return to a work site for a limited period of time.

Distance Education: One important educational trend is distance learning that allows students to learn at time schedules and locations that meet their own needs. The most common delivery method is where portions or all of a course are presented online via the Internet utilizing school learning platforms, podcasts or through telecourses. The use of blogs or wiki pages can also be beneficial.

Articulation and System Alignment: This *Family and Consumer Sciences Program Plan* supports the importance of creating the "seamless" curriculum that allows students to progress through California's educational system. An overriding goal of articulation has been to eliminate duplication of learning from course to course, level to level and among and between educational segments. As Tech Prep programs, ROCPs and Career Pathway agreements expand, it is critical that ECE/CD courses clearly state Student Learning

Outcomes. Only through faculty's continued effort to work collaboratively with faculty from other educational institutions and systems can articulation be developed, expanded and made to benefit the student in their progress toward an educational goal.

Equal Access and Learning Success: ECE/CD programs must focus on recruitment of students and ensure that equal access is provided to all. This includes but is not limited to students who are underrepresented, underprepared, economically disadvantaged, second language learners, culturally diverse, students with disabilities, and those who select gender imbalanced programs. Faculty must continue to address bias in instruction and instructional material so that all students have the opportunity and support services to succeed.

Faculty needs to work cooperatively with college student support programs and services. In-service training is critical to allow faculty to learn strategies which complement student success in learning. Collaborative assignments, multimedia presentations, self-paced learning, module learning are just a few of the teaching modalities that are important to today's classroom. Recruitment and marketing materials should also address these issues.

PROGRAM AND COURSE MATRIX
(For Advising and Counseling in sequential order)

EARLY CHILDHOOD EDUCATION/ CHILD DEVELOPMENT LOWER DIVISION 8 COURSES
Child Growth and Development
Principles and Practices of Teaching Young Children
Child, Family and Community
Health, Safety and Nutrition
Introduction to Curriculum
Observation and Assessment
Teaching in a Diverse Society
Practicum-Field Experience

COURSE DESCRIPTION, CORE COMPONENTS AND STUDENT LEARNING OUTCOMES

The following course descriptions and core components delineate the content of the courses identified in the Programs and Courses Matrix (See above). In the event that some courses are included in more than one discipline, it is imperative that faculty promotes ongoing communication between departments and disciplines, as well as within the department, so that overlapping of course content and delivery is identified as relevant. Issues of depth, breadth and extent of topics addressed must be clearly identified. Opportunities for interdisciplinary approaches should be included in all core components. In acknowledgment of the depth and breadth of expertise in the area of Child Development

there could be collaboration with Family Studies, and Gerontology. The implementation of these collaborative approaches is intended to enhance existing courses rather than to supplant or replace them. Student Learning Outcomes suggest specific skill sets as they relate to the course content and student qualifications upon course completion.

Lower Division 8

Child, Family and Community

An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors.

Core Components

Major current and historical theoretical frameworks of socialization
Interrelatedness of family, school and community as agents of socialization
The role of family: values, traditions, modes of interaction, rules, conventions, responsibilities, change, transitions, and family dynamics
Diverse family structures, parenting styles and values
Teachers' and caregivers' influences on children and families
Identify community agencies, referral systems, procedures and availability of specialized services and support for families and children
Factors contributing to resiliency in children
The influence of adults' personal experience and family history on relationships with children and families
The role of group childcare and early schooling
The teacher's role in researching the needs and family contexts of dual language learners, in particular

Student Learning Outcomes:

- Analyze theories of socialization that address the interrelationship of child, family and community
- Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families
- Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities

Child Growth and Development

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence.

Core Components

Introduction to developmental perspective
Major current and historical theoretical frameworks of child development
Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
Observations applying theory and developmental norms to various ages
Heredity and genetics
Conception and prenatal development
Birth: physiology, psychology, social and cultural influences
Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
 Infant and toddler development
 early childhood development
 Middle childhood development
 Adolescent development

Student Learning Outcomes:

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies
- Analyze how cultural, economic, political, historical contexts affect children's development
- Compare and contrast various theoretical frameworks that relate to the study of human development

Health, Safety and Nutrition

Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals.

Core Components

Under all conditions utilize developmentally appropriate practices (DCLAP)
Promote good health with families, teachers and children involved in culturally, linguistically and developmentally appropriate ways
Conditions affecting children's health
Health appraisals and health assessment tools
Communicable and acute illnesses: Identification, the infectious process, and effective control
Creating safe environments
Safety management for all children
Injury prevention and care
Considerations for children with special needs, medical needs and interventions
Policies and prevention strategies related to child abuse and neglect
Common health issues (i.e. obesity, asthma, autism, allergies)
Planning for children's health, safety, and nutrition education

Student Learning Outcomes:

- Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice
- Identify health, safety, and environmental risks in children's programs
- Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition

Introduction to Curriculum

This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for young children from birth to age 6. Students will examine teacher's role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play.

Core Components

Learning theories:

Developmental theory as it applies to curriculum development
Developmentally, linguistically and culturally appropriate curriculum to support the development of the whole child
Impacts of language and culture on children's play and learning

ECE Classrooms:

The early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor, etc.

Physical/temporal/interpersonal and aesthetic components of learning environments

Social/emotional learning environments based on delight and engagement

The ECE Teacher:

Role of the teacher in fostering social attitudes, values and skills

Role of teacher as informed, caring, thoughtful decision maker

Teacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language

Curriculum topics that may be specifically addressed:

Nutrition and cooking

Language and literacy, dual language support strategies

Dramatic play

Block play and physical science

Science and Nature

Sensory Motor learning

Math and the construction of mathematical thinking 0-6

Art and creative development

Research, assessment, other issues:

Various theories and approaches to curriculum (e.g. Reggio, Montessori, computer-based, High Scope, etc.)

Innovative approaches

Current research

Student Learning Outcomes:

- Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills
- Evaluate the teachers' role in providing best and promising practices in early childhood programs
- Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development

Observation and Assessment

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating systems, portfolios, and multiple assessment methods are explored.

Core Components

Legal and ethical responsibilities including confidentiality
National and State standards for learning and assessment
Historic and current tools of observation and assessment
How social context, health, well being, and the environment
affect assessment
Appropriate procedures of child observation
Various methods of documentation and recordkeeping
Observation as a key element in the teaching and learning
cycle
Observation as on-going process
Observation and assessment as a tool to create appropriate
environments
Application of basic elements of child development theory to
observation and assessment
Identify differences in development and skills among children
Portfolio collection (e.g., photos, art, writing), which makes
visible children's development and learning

Student Learning Outcomes:

- Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings
- Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics
- Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development

Practicum-Field Experience

A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. *It is recommended that this course be at least 3 units and include 75 semester hours of lab time or greater (on the floor) with children. (This represents 1/2 the experience days required for the Associate permit).*

Core Components

Application of developmentally, culturally, linguistically appropriate practices
Organization of space, time, materials and children's groupings
Positive interactions with children and adults in primary language(s)
Authentic assessment and documentation for all children
Take into account adaptations for children with diverse abilities, learning styles and temperament
Recording and analysis of professional teaching practices
Professional and ethical conduct
Typical teaching and non-teaching responsibilities in early childhood settings
Self-reflection and self-assessment through team collaboration and portfolio documentation
Curriculum development
Curriculum cycle-observation, planning, implementation, evaluation, documentation
Individual, small group and whole group applications
Content Areas may include: Language, Literacy, Math, Science, Social Studies, Visual and Performing Arts, Sensory Activities, outdoor and indoor large motor activities
Developmental Domains-Social, Emotional, Cognitive, Creative, Language and physical integration across curriculum and in collaboration w/team
Use of environment
Use of interactions
Professional development skills
Use State Learning Standards and tools
Career ladder

Student Learning Outcomes:

- Integrate understandings of children's development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children
- Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children
- Design, implement and evaluate curriculum activities that are based on observation and assessment of young children

Please Note: The practicum experience in the ECE/CD core curriculum should take place in an on-campus child development center. Instructional faculty should provide supervision of practicum student/interns. Where possible, a second practicum in a community field placement approved by the ECE/CD program is advised. It is strongly recommended that the combined instruction and service model for ECE/CD programs

developed by the *California Community College Comprehensive Guidelines for Child Development and Early Childhood Education Instruction and Services*, (Chancellor's Office, 2003) be maintained.

Principals and Practices of Teaching Young Children

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children.

Core Components

Current and historic models, influences and approaches in the field of early childhood
Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school age)
Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements
NAEYC Code of ethics
Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care
Addressing the needs of the whole child
The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice.
Play as a vehicle for development and learning
Unique roles of a teacher in an early childhood setting
Importance of relationships and interactions

Student Learning Outcomes:

- Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards
- Identify the underlying theoretical perspective in forming a professional philosophy
- Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families

Teaching in a Diverse Society

Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society.

Core Components

The highly diverse world in which children now live
Issues of inequity and access as they relate to young children in a world of diversity
The nature of systemic and internalized oppression and privilege and the subsequent impacts on children's identity development and learning
How children think: pre-prejudice, impacts of silence, overt and covert social messages
Stereotypes, isms, bias, prejudice, fear, hatred
Impact of privilege and oppression
Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, culture, language and all isms
Clarification of terms: sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; transracial family, gay-lesbian family, extended family, adoptive family, foster family; etc.
Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors
Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment

Student Learning Outcomes:

- Critique theories and review the multiple impacts on young children's social identity
- Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences
- Critically assess the components of linguistically and culturally relevant, inclusive, age appropriate, anti-bias approaches in promoting optimum learning and development

Additional Course Recommendations

Administration and Supervision of Early Childhood Education Programs I

Prepares the student to establish and administer early care and development programs, both public and private, in the state of California. This course is designed to include Title 22 and Title 5 requirements regarding organizational structure, budgets, personnel policies and practices, record keeping, reporting, community relationships and resources, regulatory agencies and parents. Also reviews social and public policy as well as professional groups influencing current issues in early care and education. This course partially meets the qualifying requirements for a Director in a Title 22, Title 5 and the Child Development Permit.

Core Components

Directors' role
Regulations: Title 22/Title 5
Grouping and enrolling children
Policy and procedure development
Needs assessment and business plan
Marketing and resource development
Computer applications and record keeping
School and community relations
Budgeting, proposal development, funding and financial management
Licensing and accreditation
Site selection and facility development
Personnel and staffing qualifications
Recognition, prevention and reporting of abuse
Nutrition, Health and safety
Ethics in the workplace

Student Learning Outcomes:

- Identify the Directors role with families, children, staff, and community
- Develop and assess a business plan, including budget, facility, staffing, marketing and enrollment that meets Title 22 and/or Title 5
- Analyze program planning, curriculum development, emergency preparedness, nutrition, health and safety policies and procedures

Administration and Supervision of Early Childhood Education Programs II

The focus of the class is on the relationships and resource development in the professional setting. Relationships include philosophies of management, staff relations; including team building and staff development, leadership and advocacy. Resource development includes community outreach, fiscal development strategies.

Core Components

Effective management skills; program policies, staffing
Program and staff evaluation
Communication strategies: staff, families, community
Team building and effective interpersonal interactions
Professional development based program and staff evaluation
Curriculum and program development goal setting
Leadership and advocacy
Resource Development; grants, foundations, fundraising

Student Learning Outcomes:

- Analyze organizational climate of an early childhood program
- Assess staff and parent evaluations and develop an action plan for to respond issues and concerns
- Plan effective staff meetings and professional development activities
- Identify fiscal resources that may be accessed in support of Early Childhood Education programs, i.e. First 5, CDE , Cares

Adult Supervision

A study of the methods and principles of collaborative learning, with emphasis on supervising adults in early childhood programs. Emphasis is placed on the role of the individual who mentors, supervises and/or coaches while simultaneously addressing the needs of children, parents and their staff. Students will have opportunities to develop skills in delegation as well as adult problem solving and communication. This course satisfies the adult supervision requirement for Master Teacher permit from the California Commission on Teacher Credentialing.

Core Components

Definition and goals of supervision
Role definition and image of the learner (child, teacher, parent)
Stages of teacher development
Learning characteristics of adults
Collaborative learning model
Mentoring/supervising/coaching relationships
Fostering positive communication
Respecting diversity through effective communication/listening strategies
Empowerment: building mutual respect
Problem-solving and brainstorming solutions
Team building
Confrontation: using conflict to promote growth
Performance evaluation (formal and informal)

Professionalism and ethical issues
Leadership and advocacy
Networking and ongoing professional development

Student Learning Outcomes:

- Create a plan to development relationships and enhance performance of staff in an early childhood setting
- Develop an individualized action plan for professional development and advocacy
- Describe effective communication strategies for a conflict scenario in an early childhood setting

Advanced Curriculum Planning

Advanced course in developmentally appropriate curriculum design for early childhood programs. This course provides students with knowledge and tools to develop inclusive curriculum based on observation, authentic assessment, and reflection. Students will critique current curriculum models and explore co-construction of curriculum. Using knowledge from previous child development courses and resources from this course, students will design an inclusive and engaging classroom environment.

Core Components

Image of the child
Developmentally appropriate practices
Developmental theory
Philosophy
Setting the stage: temporal/physical/social-emotional
Family partnerships
Incorporating cultural diversity
Observation and documentation as a basis for curriculum development
Co-constructing curriculum with children, families and colleagues
Various curriculum approaches
Writing curriculum planning documents

Student Learning Outcomes:

- Evaluate an early childhood classroom
- Develop a curriculum plan
- Compare and contrast major curriculum approaches

Arts and Creativity for Early Childhood Curriculum

This course will explore the development of creativity in young children and creative expression through visual arts and dramatic play. Students participate in a variety of creative experiences appropriate for infants, toddlers, preschool and school age children. Students develop strategies for learning and incorporating the creative arts into daily routines and curriculum in early care and education settings. There is an emphasis on preparing an inclusive classroom environment that is aesthetically pleasing, developmentally appropriate and integrates creativity.

Core Components

Creativity
The Classroom Studio
Classroom inclusive environments that promote creativity
The role of the creative teacher
Understanding the visual arts
Creating art: exploring open ended art media
Creative drama
Visual displays & documentation
Creativity across the curriculum
Curriculum perspective: Reggio Emilia, High/Scope, Creative Curriculum
Introducing children to the world's art

Student Learning Outcomes:

- Evaluate curriculum plans for the opportunity for creative expression
- Develop and organize a comprehensive art and creativity portfolio
- Plan a developmentally appropriate activity to engage children with open-ended materials

Children with Special Needs

This course focuses on strategies for work with children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes modifications, adaptations, accommodations and teaching techniques involved in the inclusive classroom.

Core Components

Legal provisions of state and federal laws
Impact of Americans with Disabilities Act (ADA and IDEA)
Legislation affecting Special Education

Reasonable accommodations
Inclusion settings
Early intervention
Multi-disciplinary team
Individual Educational plans (IEP)
Individual Family Support Plan (IFSP)
Educational services for children with special needs, i.e.
developmental delays; with physical and neurological
challenges and other types of special needs
Referral/Resource services, programs and agencies
Empowering and supporting families

Student Learning Outcomes:

- Identify and evaluate accessibility and reasonable accommodations
- Synthesize information and develop strategies to adapt early childhood environment to meet the diverse needs of differently abled children
- Identify and describe a process of referral and collaborative planning for a child with special needs

Family Child Care Management

This course is an overall view of home-based early care and education programs which includes licensing requirements, standards of quality, developmentally appropriate activities/curriculum and environment. Also includes professional and business practices for a home based program.

Core Components

Small business management
Provider and parent relationships
Operational issues
Computer applications record keeping
Licensing and funding resources and agencies
Health and safety practices
Liability and insurance
Inclusion
Issues relating to exempt care
Evaluation tools; FDCERS

Student Learning Outcomes:

- Develop a business plan and apply for a family childcare license (Title 22)
- Design and evaluate the environment and day to day policies and procedures for implementing a family childcare program
- Demonstrate effective communication strategies with their enrolled families

The Impact of Violence in the Lives of Young Children

This course provides early childhood educators with the skills to work with children and families that have been exposed to violence and aggression. Topics include: coping with violence, alternatives to violence, life's adversities, resiliency, and hope.

Core Components

Identify behaviors that indicate crisis
Assisting children in crisis
Violence in the media, home, workplace and community
Prevention of violence
Coping with violence and change
Post Traumatic Stress Syndrome in young children
Alternatives to violence
Use of community resources
Intervention curriculum
Referral process

Student Learning Outcomes:

- Examine the dynamics of home and community violence and its impact on children and families
- Analyze the impact of media violence on children's behavior and play
- Analyze the impact of violence directly experienced by the young child

Infant-Toddler Care and Development

The study of the physical, cognitive, social/emotional development of infants from birth to toddlerhood. This course will cover respectful care giving practices, developmentally appropriate environments, and responsive curriculum, and health and safety issues. Students may be assigned to a practicum in an infant-toddler program for supervised experiences.

Core Components

Title 22 and Title 5 regulations: Infant Toddler Programs
Language and social development
Understanding of individual differences and growth rates
Atypical infant toddler development
Caring for children with disabilities and other special needs
Environmental management-indoors and outdoors
Parent education and involvement
Health and nutritional needs
Community resources
Design of program and facilities
Methods of evaluation, i.e. DRDP, ITRS

Group size and continuity of care
Primary care giving and daily recording/charting
Implications of Brain Development research on infant-toddler care
Current “Best Practices” (i.e. non-propping environments)

Student Learning Outcomes:

- Apply infant/toddler development to planning an appropriate environment and curriculum; including regulations applicable for this age group
- Describe and develop a responsive primary care giving routine/schedule
- Develop strategies for effective communication with parents as partners

Language and Literacy

Examines the developmental continuum of literacy from birth through early childhood. Considerations of cultural and linguistic diversity are applied to the study of how children become competent in all areas of language. An appreciation of the importance of interaction and cooperation between home and school underlies the exploration of language and literacy acquisition. Developing techniques to promote and establish a literacy program within an early childhood setting through a variety of activities such as books, flannel board stories, finger plays and puppetry, etc.

Core Components

Oral language and vocabulary development
Speaking and listening
Cognitive development and comprehension
Phonological awareness - language has structure apart from meaning
Phonemic awareness – understanding that words are made up of units of sound
Literacy development
Pre- reading and writing
Concepts about print
Alphabetic principle
Decoding and word recognition – ability to translate print into sound
Writing – ability to translate sound into print
Language and print rich environments
Recognition and inclusion of home languages
Bilingual language development
Fostering English acquisition in English Language Learners
Parent’s role in fostering language development
Family literacy

Role of preschool and curriculum activities in language and literacy development
Fostering children's interest in reading and writing activities
Literacy across curricular areas
Precursors of literacy
Early readiness activities
Alignment of preschool activities with kindergarten language arts content standards

Student Learning Outcomes:

- Compare a variety of materials and methods, including those that are non-sexist, anti-biased, and multicultural which provide developmentally appropriate pre-reading and pre-writing experiences for young children
- Design and implement literacy rich developmentally appropriate activities within the early childhood setting that supports language acquisition for native and second language learners
- Design a process for bridging school to home literacy connections

Math, Science and Technology

This course provides an experiential and discovery approach to learning in the areas of science and math. Exploration of children's thinking processes and problem solving abilities as they become aware of the physical world. Discuss, plan and develop appropriate methods and material for basic science and math experiences. Emphasizes aspects of math and science in the early childhood curriculum. Explore the use of technology and appropriate software in the early childhood setting.

Core Components

Cognitive theory
Principles and strategies in teaching math
Science and exploration with young children
Science and math and the classroom environment- materials and activities
Evaluating computer software
Community and web sources for science and math
Adapting curriculum to address the diverse and developmental differences of children

Student Learning Outcomes:

- Review the stages of children's cognitive development and acquisition of mathematical and scientific understanding
- Identify resources and innovative approaches for science, math and technology
- Demonstrate skills in selecting and developing science and mathematic activities and curriculum for young children

Music and Movement for the Young Child

This course explores the role of music and movement in a child's development. Methods and theories are used in planning practical activities including choosing and using music, playing and making musical instruments, singing and movement. The course includes the development of portfolio materials, lesson plans and classroom demonstrations.

Core Components

Using music and movement for transitions & guidance
Outdoor movement activities
Cooperative games and activities
Listening to the music of other cultures and genres
Planning and implementing music/movement for a group
Writing a music/movement plan
Movement and physical development
Supporting a child's cultural heritage through music & movement
Individual needs of children
Resources for music and movement
Developmental characteristics & their influence on music and movement
The value of music & movement in learning and development
Choosing and using appropriate music with children

Student Learning Outcomes:

- Plan and demonstrate developmentally appropriate, culturally relevant and respectful music and movement activities
- Develop and organize a comprehensive music and movement portfolio applicable to differing developmental levels of the young child
- Evaluate curriculum plans for creative expression

Parent, Teacher and Child Relations

This course will explore stages of parenting, parenting styles and diverse family structures, family dynamics, gender roles, cultural and societal issues influencing families and the connection between home and school.

Core Components

Parenting styles
Gender roles
Cultural influences
Diverse Family structures

Working with parents and parent involvement
Rituals and traditions
Child guidance

Student Learning Outcomes:

- Identify parenting stages and styles
- Discuss and analyze diverse family structures, and influences of cultural and societal issues
- Describe strategies for connecting home with school: communicating with families

Positive Guidance in Early Childhood Settings

Problem solving approach to positive guidance of children in early childhood settings. Investigation of appropriate developmental and attitudinal aspects of producing a respectful environment between children, teachers/caregivers and parents.

Core Components

Positive guidance strategies for the early childhood setting based on research.
Developing respectful relationships and interactions between teacher and child
Impact of the physical environment (indoor/outdoor) on behavior, functioning and competence within the classroom, classroom aesthetics that promote positive behavior impact of light, space, color, size, furniture configuration and temperature on children's behavior
Organization of space and storage that promote choice and independence
Routines and schedules that accommodate and support the positive growth and learning of all children
Conflict resolution and negotiation strategies with young children
Guiding children with diverse needs: culture, gender, language, exceptionality
Stress, divorce, child abuse, illness separation and its effects on children's behavior
Identify meaning behind behavior and aspects of evaluating interventions
Promote children's communication skills and language development through problem solving skills
Application of observations to guide behavior

Student Learning Outcomes:

- Develop and write a strategy to respond to a scenario depicting inappropriate behavior in an early childhood setting
- Analyze an early childhood environment related to children's inappropriate and appropriate behavior
- Differentiate between a strategy that is supportive to a child's esteem and one that is inappropriate

School Age Programs

This course is an introduction to before/after school age program philosophies: the relationship of the family to the community and the special needs of the school age child. Students will examine children's growth and development in various developmental domains, evaluate community programs, create activities exploring the use of standards and focus on before/after school age program environments.

Core Components

Developmental characteristics, stages and needs of school age children
Examine the concerns and accommodations of all children in a full inclusion experience
Program models and philosophies
Meet the physical, social, self and intellectual needs of school age children
Creating developmentally appropriate school age environments to accommodate children and youth individually, in small groups and large groups
School age appropriate equipment and materials
School age assessment tools
Curriculum development for school age programs that include sound health, safety and nutritional practices
Parent involvement in and community resources for the school age program
Teacher role and responsibilities

Student Learning Outcomes:

- Demonstrate ability to plan and implement developmentally appropriate school age curriculum
- Demonstrate an ability to design a school age environment
- Develop an inventory of school age materials and equipment

Special Topics

These courses explore contemporary issues and trends in research, as well as, current and emerging practices relating to families and the early childhood setting. Special topic

courses are designed to allow colleges the flexibility in providing a responsive and comprehensive educational program.

Core Components

May include topics relating to:
Contemporary societal issues
Curriculum models, techniques and strategies
Research
Advocacy
Working with families
Federal and State Laws
California Department of Education Initiatives
Administrative issues
Special needs
Accreditation and other evaluative methods

Student Learning Outcomes:

- Examine the key concepts specific to the course content presented
- Discuss and describe concepts specific to the course content presented
- Use the strategies and/or concepts specific to the course content presented

Non-Credit

Foster and Kinship Parenting Parenting

PROGRAM DEVELOPMENT AND REVIEW

Professional Standards for College Faculty and Staff

Dedicated, enthusiastic and innovative faculty and direct service staff are the major resource in ECE/Child Development education. They provide the education and guidance to students and direction for programs to meet the challenge of the rapidly changing world. Because they prepare students and support their academic goals, staff working in campus child development centers, should be required to meet the appropriate job related level of the state Child Development Permit per Title 22 and Title 5 and be compensated accordingly.

ECE/CD faculty must meet the hiring requirements (AB 1725) for community colleges as established by the State of California and follow the California Community Colleges, Chancellor's Office guidelines. The document, *Minimum Qualifications for Faculty and Administrators in California Community Colleges* identifies hiring criteria. In addition, it is strongly recommended that faculty has current work experience directly related to the courses that they teach. It also can be valuable for faculty to have access and ongoing contact with children and families, such as supervising students in subject-related field experience or

practicum in community or campus settings. Evaluation of faculty should be done on a regular basis, no less than biennially. Faculty should be encouraged to participate in staff development and continuing education activities of professional organizations.

Close working relationships among faculty, counselors, placement, other support staff, administration and the business community enhance the services to ECE/Child Development students on campus.

Regulatory Standards Governing the Educational Preparation of Early Care and Education Professionals

Community colleges prepare most of the teachers and directors who work in preschool, infant and school age programs in the state of California. Course work in Early Childhood Education/Child Development required by state governing agencies presently differs for public and private facilities. It is essential to design programs and courses that will assist students to meet all of these requirements.

Regulations that govern and specify requirements for staff in State funded child development programs are found in the *State of California Education Code, Title 5, Chapter 19*. These programs fall under the jurisdiction of the California Department of Education, Child Development Division. Child Development Permit regulations can be obtained from: State of California, Commission on Teacher Credentialing, P.O. Box 944270, Sacramento, CA 94244-2700, toll free telephone: 1-888-921-2682. Consult website at <http://www.ctc.ca.gov>

Units indicated on the Child Development Permit Matrix are semester units. Staff desiring a permit with a school age emphasis must complete half of their Child Development units in school age courses.

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

NOTE: All unit requirements listed above are semester units. All course work must be completed with a grade of C or better from a regionally accredited college. Spanish translation of matrix available.
 *One course in each of four general education categories, which are degree applicable: English/Language Arts; Math or Science; Social Sciences; Humanities and/or Fine Arts.
 **Core courses include child/human growth & development; child/family/community or child and family relations; and programs/curriculum. You must have a minimum of three semester units or four quarter units in the core areas of child/human growth & development and child/family/community.
 ***Holders of the Administrative Services Credential may serve as a Site Supervisor or Program Director.
 ****A valid Multiple Subject or a Single Subject in Home Economics.
 *****Professional growth hours must be completed under the guidance of a Professional Growth Advisor. Call (209) 572-6085 for assistance in locating an advisor.

This matrix was prepared by the Child Development Training Consortium. To obtain a permit application visit our website at www.childdevelopment.org or call (209) 572-6080.

9/08

Permit Matrix 9-08 CL

The general education units (a minimum of 16 units for Teacher and Master Teacher) must have a course in each of the four general education categories, which meet graduation requirements: English/Language Arts; Math or Science; Social Science; Humanities and/or Fine Arts.

For more information on the Child Development Permit Matrix and program services of the Child Development Training Consortium, consult the web site: www.childdevelopment.org.

The following permits are no longer issued by the Commission on Teacher Credentialing, but continue to be valid, if renewed in a timely manner.

Teacher (Regular Children's Center Instructional Permit)

1. 24 units ECE/CD with at least one course in child/human growth and development; child, family and community; and programs/curriculum and

2. Experience, four options and
3. 16 units general education.

Supervisor or Director (Children's Center Supervision Permit)

1. Regular Children's Center Instructional Permit and
2. 12 units in ECE/CD at an advanced level and
3. 6 units in administration and supervision and
4. Experience and
5. Bachelor's or higher degree and
6. CBEST (test of proficiency in basic skills).

The licensing agency for all public and private childcare facilities is the Department of Social Services, Community Care Licensing Division. A copy of *Child Day Care Licensing Regulations* (California Administrative Code [CAC] Title 22, Division 12) is available from the local branch of this agency, or contact: California Community Care Licensing Division, 744 P Street MS 19-48, Sacramento, California 95814, Telephone: (916) 299-4500 or download information from the website at www.cclcd.ca.gov.

These regulations specify the minimum requirements for teachers and directors in licensed preschool/child care programs. Briefly summarized, these requirements are:

Teacher (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community; and program/ curriculum
and
2. 6 months of experience (at least 3 hours/day for minimum of 50 days in six month period).

Director (under Title 22)

1. 12 units Early Childhood Education/Child Development (ECE/CD), including core courses in child/human growth and development; child, family and community, or child and family relations; and program/curriculum
and
2. 3 units in administration or staff relations
and
3. Experience requirements vary in relationship to education, from four years with a minimum education to one year with a BA/BS degree.

Department of Social Services, Community Care Licensing, Title 22, Division 12 regulations also include specific requirements for school age childcare and infant and toddler care. Additional units and/or specific course content are designated for personnel in these programs. All units specified are semester units.

Program Review

The faculty at California community colleges has the obligation, under Title 5 and the Education Code, to keep programs current and relevant. Each college has a specific Program Review format and process that encourages them to assess program strengths and to target areas for improvement. These Program Reviews should be faculty driven and based on data. Results should be shared with the college community, program staff, ECE/CD advisory committee members, governing boards and students to ensure program content validation.

One way to assess the effectiveness of a course or program is the use of Student Learning Outcomes and Assessment (SLOs). Faculty creates SLOs for each course, certificate and program. Course assignments and assessment tools are created to measure the accomplishment of specific SLOs. College researchers and research department staff can provide invaluable assistance with the development of assessment tools and interpretation of data generated by these assessments.

Professional Organizations

Professional and trade organizations provide a valuable resource for program content and currency, student experiences and forming partnerships. A *Directory of Professional and Trade Organizations* is included as a separate section of this *Family and Consumer Sciences Program Plan*. Faculty membership and participation in related professional organizations is encouraged.

ACCESS	<u>American Associate Degree Early Childhood Educators</u>
AAFCS	<u>American Association of Family and Consumer Sciences</u>
ACEI	<u>Association for Childhood Education International</u>
CAEYC	<u>California Association for the Education of Young Children</u>
CAFCC	<u>California Association for Family Child Care</u>
CCRNRN	<u>California Child Care Resource and Referral Network</u>
CCDAA	<u>California Child Development Administrators Association</u>
CCFC	<u>California Children and Families Commission/First 5 California</u>
CCCECE	<u>California Community College Early Childhood Educators</u>
CDE	<u>California Department of Education</u>
CECMP	<u>California Early Childhood Mentor Program</u> <u>California Head Start Association</u>
CPIN	<u>California Preschool Instructional Network</u>
CalSAC	<u>California School-Age Consortium</u>
CCTC	<u>California Commission on Teacher Credentialing</u>
CCCW	<u>Center for the Child Care Workforce</u>
CCCCO	<u>Chancellor's Office, California Community Colleges</u>
CDPI	<u>Child Development Policy Institute</u>
CDTC	<u>Child Development Training Consortium</u> <u>Children NOW</u>
CDF	<u>Children's Defense Fund</u>
FCSEA	<u>Family and Consumer Sciences Education Association</u>

ISPCAN	<u>International Society for Protection from Child Abuse and Neglect</u>
NABE	<u>National Association for Bilingual Education</u>
NACCP	<u>National Association of Child Care Professionals</u>
NAECTE	<u>National Association for Early Childhood Teacher Educators</u>
NAEYC	<u>National Association for the Education of Young Children</u>
NAFCC	<u>National Association for Family Child Care</u>
NBCDI	<u>National Black Child Development Institute</u>
NCCA	<u>National Child Care Association</u>
NCCCC	<u>National Coalition for Campus Children’s Centers</u> <u>Preschool California</u>
PACE	<u>Professional Association for Childhood Educators</u>
WestED	<u>WestEd</u>
ZTT	<u>Zero to Three</u>

Student membership in and student chapter affiliations with professional organizations should be encouraged.

Advisory Committee

Advisory Committees for Early Childhood Education/Child Development departments should include representatives from community agencies and organizations, business and industry, secondary education, community college, and four-year institutions, counseling and placement centers, and knowledgeable individuals who are served by the college.

Membership should be diverse and reflect the college community. Membership should reflect the needs of community agencies that will utilize student graduates seeking vocational placement and employment. The purpose of the advisory committee is to coordinate, articulate and communicate common needs, current practices and changing opportunities within the college service area. The committee should advise on current curriculum, transfer/access issues, facilities and equipment and other instructional and support services priorities, which will meet student and community needs.

It is recommended that advisory committees range in size from 12 to 18 members. A large committee, although cumbersome to work with simultaneously, provides enough members for small committee work and overcomes the difficulty of scheduling meetings when some cannot attend.

Equipment and Facilities

California Community Colleges Chancellor's Office Comprehensive Guidelines for Child Development and Early Childhood Instruction and Services Programs (Chancellor's Office, 2003) contains specific recommendations for equipment, facilities and instructional resources in the Facility Guidelines section of the document. The Facility Guidelines were instrumental in the design and construction of many recently built child development centers on college campuses in California. It is essential that Child Development classrooms and

facilities have access to and utilize the most current technological equipment, including WiFi, interactive SmartBoards and other digital and audio presentation devices.

Marketing and Recruitment

Techniques for marketing and recruitment include the following:

- Describe and illustrate the benefits of the instructional program to both traditional and non-traditional student populations using print and digital media.
- Promote the contribution of the instructional program to members of the college community and other educational institutions, including instructional counseling and support staff.
- Collaborate with ROP/C and High School child development departments to strengthen educational pathways for students
- Identify representatives to sit on the Local Planning Council
- Utilize and disseminate student success stories
- Support students by forming and advising student clubs/organizations
- Place news flashes in community newspapers about new/ongoing or special classes
- Produce newsletters and fliers to distribute through community agencies
- Participate in campus outreach and events
- Participate in outreach in the community including high schools, community agencies and four-year institutions
- Provide distance learning opportunities
- Form and maintain active advisory committees
- Participate in local and regional forums
- Write regular columns for local print and digital media
- Develop and distribute career briefs
- Create and maintain a website for the program
- Make presentations in the local community
- Support students by forming and advising student organizations
- Network with local professionals via professional and/or service organizations.

Student Clubs: A student club within Early Childhood Education/Child Development can provide enhanced opportunities for students to network with one another, strengthen cohort ties, develop leadership and organizational skills, and mentor one another in program requirements. The bonds that develop may carry over into the workplace. Marketing opportunities expand dramatically with student club involvement. In fact, a student club often becomes the strongest advocate for the program itself.

Student club activities can also augment curricula offerings by sponsoring agency guest speakers on campus, coordinating tours of community programs, and staffing information booths at local resource and job fairs. Former student club members will often be an information pipeline with regard to prospective job openings within agencies and businesses.

Job Placement, Graduation and Transfer

It is the colleges' responsibility to provide comprehensive programs with courses that help students develop knowledge, skills and aptitudes required in the profession. Skills-level courses should prepare the student for entry into and success in college-level courses. Transfer-level courses should be applicable to a degree and be articulated with four-year institutions. Faculty should be aware of articulation agreements between their program, high school and other two- and four-year colleges striving to meet the goals identified in this *Family and Consumer Sciences Program Plan*.

ECE/CD faculty should work closely with student support services and should publicize their programs at every opportunity so community employers are aware of potential employees. Accountability is important in order to assure that the program is accomplishing its purpose. Job placement data and articulation agreements are two ways to measure results. Student questionnaires and/or surveys also provide accountability and can be administered to students. Data covering job placement and relevancy of program should be collected. The ECE/CD instructional staff should cooperate in collecting Core Indicator data for the Statewide Follow-up System. Reports summarizing student and employer follow-up responses are available at each California community college. Employer surveys can assess the relationship of curriculum to job performance skills.

Finally, maintaining contact with former students is difficult but necessary for accountability. Many colleges have alumni groups that are a useful resource for tracking former students and for promoting programs.

