



COURSE OUTLINE

Outline Status: Outline Update (ECD 9712); 2009-2010

Section I: BASIC COURSE INFORMATION

1. **COLLEGE: L.A. SOUTHWEST COLLEGE**
2. **SUBJECT: CHILD DEVELOPMENT**
3. **COURSE NUMBER: 002**
4. **COURSE TITLE: EARLY CHILDHOOD: PRINCIPLES AND PRACTICES**
5. **UNITS: 3**
6. **CATALOG COURSE DESCRIPTION:**

A survey course which compares and analyzes historical as well as current models of early childhood programs. Students examine the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. Emphasis is placed on the key role of relationships, constructive adult-child interactions and teaching strategies that support physical, social, creative and intellectual development of children and lead to desired learning outcomes. Professional development and career paths based upon CA Child Developmental Permit Matrix will be discussed.

7. CLASS SCHEDULE COURSE DESCRIPTION:

A survey course which compares and analyzes historical as well as current models of early childhood programs. Students examine the underlying theoretical principles of developmentally appropriate practices applied to programs and environments. Emphasis is placed on the key role of relationships, constructive adult-child interactions and teaching strategies that support physical, social, creative and intellectual development of children and lead to desired learning outcomes. Professional development and career paths based upon CA Child Developmental Permit Matrix will be discussed.

8. **INITIAL COLLEGE APPROVAL DATE: 10/20/95**
9. **COURSE OUTLINE UPDATE APPROVAL DATE: 12/15/09**
10. **CLASS HOURS:**

	Standard Hrs Per Week (based On 18 weeks)	Total Hs per Term (hrs per week x 18)	Units
Lecture:	3	54	3
Lab/Activity (w / homework):	0	0	0
Lab/Activity (w /o homework):	0	0	0
Totals:	Lecture: 3	Lecture: 54	Lecture: 3
	Lab: 0	Lab: 0	Lab: 0
	Total: 3	Total: 54	Total: 3
Totals In Protocol:	Lecture: 3	Lecture: 54	

	Lab: 0	Lab: 0		
	Total: 3	Total: 54	Total: 3	

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT:

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an 'appropriate and rational measure of a student's readiness to enter the course or program' and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

PREREQUISITES: No

Subject	Number	Course Title	Units	Validation Approval Date
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COREQUISITES: Yes

Subject	Number	Course Title	Units	Validation Approval Date
CHILD DEVELOPMENT	001	CHILD GROWTH AND DEVELOPMENT	3	12/15/09
ENGLISH	028	INTERMEDIATE READING AND COMPOSITION	3	12/15/09

ADVISORIES: No

Subject	Number	Course Title	Units	Validation Approval Date
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12. OTHER LIMITATIONS ON ENROLLMENT: (See Title 5, Section 58106 and Board Rule 8603 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

Students must show proof of a current TB test (Mantoux Test) or Chest x-ray within the last two years. The Department of Social Services Child Care Licensing Division and the Department of Health require all individuals working with children either in a paid or voluntary capacity to have a negative Mantoux Test or Chest x-ray every two years. (Title 22 101216)

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE - Lecture: Outline the topics included in the lecture portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture: Upon successful completion of this course, the student will be able to..(Use action verbs - see <i>Bloom's Taxonomy</i> for 'action verbs requiring cognitive outcomes.')
<p>I. Introduction to The Early Childhood Educator: *Working with children and families; *Career paths providing direct services to children. *Introduction to developmentally appropriate practices, *professional values and ethics.</p>	3	1. 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, philosophies and ethical standards.
<p>Delivery System & Licensing regulations The Field of Early Childhood Education and Care. Overview of early childhood education programs, approaches, regulations and standards. Quality indicators-accreditation.</p>	3	2. Analyze and compare early childhood programs to develop an educational philosophy and apply the code of ethics in daily practices. 3. Identify the underlying theoretical perspective in forming a professional philosophy.
<p>Current and Historical Models The Historical Roots of Current Practice. Identify the historical roots of early childhood education. Identify significant influences on early childhood education today.</p>	3	4. Apply developmentally appropriate principles to observe, analyze, and critique community early childhood education environments to identify components of a quality learning environment.
<p>The Observation Process. Learning to observe and interpret to assess program quality. The interrelationship of observation, planning, implementation and assessment in effective programming.</p>	3	5. 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.
<p>A Caring Place. Planning a day that provides a safe, healthy and psychologically positive start for young children. Identify practices promoting positive classroom management, guidance, communication and problem solving skills. Essentials of program planning.</p>	3	6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development. 7. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and describe ways play can be implemented into an early childhood program.
<p>The Learning Environment. How aesthetics, organization, equipment and supplies make programs an effective learning place. The influence of environment on behavior and learning. Identify and compare effective policies, practices, and environments in early childhood settings.</p>	3	8. Define the teacher's role in facilitating children's learning in the areas of physical, cognitive and psychosocial domains of development.
<p>Play as a Vehicle for development and Learning Children's Play. Identifying the nature and value of play and ways that teachers can support development through play. Why access to play is important for all children. Ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge. Special issues such as violence and play, as well as gender-stereotyped play will be discussed.</p>	3	9. Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues and examine the importance of collaboration. 10. Examine and identify a variety of guidance and interaction strategies to increase children's

<p>The Curriculum. Introduction to the Physical Development component of curriculum planning. Participation in activities representing this area. Applying developmentally-appropriate practices to normative and atypical development. Demonstrate awareness of developmental ages and stages.</p>	<p>3</p>	<p>social competency and promote a caring classroom community.</p> <p>11. Demonstrate the ability to plan and write developmentally appropriate activities.</p> <p>12. Compose philosophy statement and a professional portfolio that includes a career path plan.</p>
<p>The Curriculum. Introduction to the Creative Arts component of curriculum planning. Participation in activities representing this area.</p>	<p>3</p>	
<p>The Curriculum. Introduction to the Communication component of curriculum planning. Define developmentally, culturally and linguistically appropriate practice. Participation in activities representing this area.</p>	<p>3</p>	
<p>The Curriculum. Introduction to the Inquiry component of curriculum planning. Participation in activities representing this area.</p>	<p>3</p>	
<p>Importance of Relationships and Interactions Critical nature of relationships; attachment, responsiveness, respect. Relationships with Children. Identifying values and beliefs. Building skills of guidance for a classroom of young children. Positive guidance strategies Compare and contrast principles of positive guidance strategies. Constructive theory as the basis for guidance-time out vs. time away. Steps to supporting conflict resolution Strategies for encouraging cooperative behavior and problem solving. The unique roles of a teacher in an early childhood setting.</p>	<p>4</p>	
<p>Working with Children with Special Needs. Definition of disabilities, identifying a child who has a special need. Overview of inclusion in Early Childhood Programs, and working with families of children with special needs. Describe adaptations (programmatic, curricular and environmental strategies) needed to support children with diverse abilities and characteristics.</p>	<p>3</p>	
<p>The Meaning of - DCLAP-developmentally, culturally, linguistically appropriate practice. Strategies to maintain communication and access with English language learning families and children.</p>	<p>3</p>	
<p>Collaboration and Partnerships with Families, Colleagues, and Health Care Professions Working with Families. Understanding and accepting diverse child-rearing.</p>	<p>3</p>	

Including families in the program, sharing information in conferences, and providing family education. 5 principles of family centered care Collaborating with colleagues and other professionals. Maintaining a positive team relationship.		
NAEYC Code of Ethics Becoming an Early Childhood Professional. Developing ethical behavior and basing your work on knowledge of and respect for children.	3	
Professional Organizations and Ongoing Professional Development. Child Development as a profession. Developing a professional philosophy.	3	
Accepting the commitment to take care of yourself and to learn and grow.	2	
Final Exam		
Total:	54	
Total Hrs In Protocol:	54	

1. (cont'd) LAB:

COURSE CONTENT AND SCOPE - Lab: Outline the topics included in the laboratory portion of the course (<i>Outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lab: Upon successful completion of this course, the student will be able to..(<i>Use action verbs - see Bloom's Taxonomy for 'action verbs requiring cognitive outcomes.'</i>)
Total:	0	
Total Hrs In Protocol:	0	

1. (cont'd) SLO:

The student will.. (outcome)	As measured by the following method.. (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
1. In response to a specific observation assignment (environment, curriculum or adult/child interaction), students will observe an early	1. Embedded Assessment. Using the NAEYC Developmentally Appropriate Practice as a guideline for their evaluations, students will evaluate an early childhood education program that they visit and report on program components (as they relate to the assignment given: environment, curriculum or adult/child interactions) that are	Exemplary: Student observations are from an early childhood program and relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited and interpret what they see	1. Mid Semester Assessment beginning Fall 2009	

<p>childhood education program and write an evaluative report of their findings.</p> <p>SLO REVIEW 12/4/09 GY</p>	<p>meeting the national standards and program components that need improvements or are lacking.</p> <p>*Observations will be clearly stated descriptions and interpretations. Students will explain their reasons for their interpretations using at least four concrete examples.</p> <p>*Papers will be typed with logical paragraph construction and contain less than five grammatical, spelling or format errors.</p> <p>The target competency level is at least 80% of students achieved Acceptable or higher.</p> <p>2. The student will create a 2-3 page written paper that provides research on the background of the Reggio Emilia practices, describe the Reggio Emilia Philosophy and the application of its principles as it relates to the emergent curriculum, explain what is meant by the language of children according to Reggio Emilia, describe how children's ideas and experiences are documented, and include one visual aid representing the Reggio Emilia curriculum.</p>	<p>using NAEYC Developmentally Appropriate Practice to guide their program evaluations. Students will give at least four concrete examples to support their evaluation. Papers will be typed, with strong paragraph construction and contain less than five grammatical spelling or format errors.</p> <p>Acceptable: Student observations are from an early childhood program and relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited and interpret what they see using NAEYC Developmentally Appropriate Practice to guide their program evaluations. Students will give at least three concrete examples to support their evaluation. Papers will be typed, with strong paragraph construction and contain less than seven grammatical spelling or format errors.</p> <p>Unacceptable The observation is unacceptable if any of the following are evident. Student observations are not from an early childhood program or do not relate directly to the assignment given (environment, curriculum or adult/child interaction). Students describe the program they visited but do not interpret their findings or do not back up their findings with concrete</p>		
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		examples. Papers are not typed or is unclearly written with more than seven grammatical spelling or format errors.		
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2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

The Whole Child: Developmental Education for the Early Years, Ninth Edition, Hendrick & Weissman, 2010

3. READING ASSIGNMENTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

Developmentally Appropriate Practice NAEYC 3rd Edition S. Bredekempt 2009

4. WRITING ASSIGNMENTS:

Writing assignments, as required by Title 5, in this course may include, but are not limited to the following:

ECE program observations, Code of Ethics dilemmas, professional portfolio development

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS (HOMEWORK):

Out of class assignments (Homework) may include, but are not limited to the following:

Projects to develop skills in areas such as storytelling techniques, guidance techniques, and designing indoor / outdoor environments.

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Provide examples of assignments, as required by Title 5, that demonstrate critical thinking.

Analyze Code of Ethics dilemmas. Construct a learning material.

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be 'based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.' Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed 'Course Objectives' at the beginning of Section II):

Midterm Exam, Quizzes, Final Exam, Attendance and Student Performance, Class presentations - group projects,

Early Childhood Observations, Portfolio Submissions.

8. METHODS OF INSTRUCTION:

Please Check All That Apply

- Lecture**
- Discussion**
- Laboratory**
- Activity**
- Field Experience**
- Independent Study**
- Other (Please Explain)**

Field observations

9. SUPPLIES:

List the supplies the student must provide.

None

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Some basic knowledge of Microsoft Word is needed to complete course work.

11. INFORMATION COMPETENCY:

If applicable, explain how information competency is included in the course.

Basic knowledge of the Internet may be needed to research curriculum activities on line.

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Compare and contrast diverse cultural attitudes and values as they relate to early childhood education to plan sensitive inclusive environments/programs.

13. SCANS COMPETENCIES:

(required for all courses with vocational TOP Codes; recommended for all courses)

SCANS (Secretary's Commission on Necessary Skills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM: Yes

a. If yes, the course will be a requirement portion of the 'approved program' listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <https://misweb.cccco.edu/webproginv/prod/invmenu.htm>)

Child Development AA - Program: 130500 State ID: 08449

2. GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:

a. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

b. Area Requested: None

Approval Date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas - Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

a. Transferable to the University of California: No b. UC Approval Date:	c. Transferable to the California State University: Yes d. College Approval Date: 1995
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2. GENERAL EDUCATION FOR TRANSFER:

<p><i>IGETC Certification</i></p> <p>a. Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p><i>CSU Certification</i></p> <p>a. Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>
<p>a. 2nd Area Requested: b. Date Requested: c. IGETC Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>	<p>a. 2nd Area Requested: b. Date Requested: c. CSU Approval Date:</p> <p>If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 10px;"></div>

3. MAJOR REQUIREMENT FOR TRANSFER:

Will this course be articulated to meet lower division major requirements?:

List college/university and the majors:

CAN NUMBER: **CAN SEQUENCE #:**

CAN Approval -

Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPT/DIVISION NAME:** Child Development
2. **DEPT/DIVISION CODE:** 15
3. **SUBJECT CODE:** 187
4. **SUBJECT ABBREVIATION:** CH DEV
5. **RECOMMENDED MINIMUM QUALIFICATION AREA:**
6. **ABBREVIATION FOR TRANSCRIPTS:** EARLY CHILDHOOD:PRIN
7. **DEGREE CREDIT:**

Indicate whether the course meet the 'standards for approval' for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level: **Degree Applicable**

8. **GRADING METHOD:** LETTER GRADE
9. **REPETITIONS:** # of times repeated for credit: **0**

If this course is repeatable, explain how repetition of this course meets Title 5, section 55041(c)(2)(B):

10. **PRIOR TO TRANSFERABLE LEVEL:**

This course attribute applies to **English, Writing, ESL, reading and mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**

11. **CREDIT BASIC SKILLS:**

Title 5, section 55000(j) defines basic skills as 'courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b).': **No**

12. **CROSS REFERENCE:**

Is this course listed as equivalent in content to existing College/District courses in another discipline?: **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS W/ DISABILITIES:**

Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an 'approved special class' for students with disabilities?: **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029:

14. COOPERATIVE EDUCATION STATUS:

Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education - - i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program?: **No**

15. COURSE CLASSIFICATION: Occupational

Note: A course's Classification, TOP Code and SAM code must be aligned e.g., Courses with an 'Occupational' Course Classification must have an 'Occupational' TOP Code and a SAM Code of A, B, C, or D; courses that do not have an 'Occupational' Course Classification cannot have an Occupational TOP Code and must have an 'E' SAM Code. Courses coded as 'basic skills' in #11 should be coded 'Adult and Secondary Basic Skills.'

16. TOP CODE - (6 digits XXXX.XX): 1305.00

Course content should match discipline description in Taxonomy of Programs found at <http://ecd.laccd.edu/TaxonomyOfPrograms.doccurriculum.htm>

17. SAM CODE (Student Accountability Model): D

18. FUNDING AGENCY CODE:

19. STATE COURSE ID:

Section VI: APPROVAL STATUS

1. APPROVAL STATUS:

		Approval Date Of	Board Date	Requested Effective Semester	Approved Effective Semester
a.	<input type="checkbox"/> New Course	College:	Board: 10/20/95	Effective Semester:	Effective Semester:
b.	<input type="checkbox"/> Addition of Existing District Course	College:	Board:	Effective Semester:	Effective Semester:
c.	<input type="checkbox"/> Course Change*	College:		Effective Semester:	Effective Semester:
d.	<input checked="" type="checkbox"/> Outline Update	College: 12/15/09			Effective Semester:
e.	<input type="checkbox"/> New Course	College:		Effective Semester:	Effective Semester:
f.	<input type="checkbox"/> New Course	College:	Board:	Effective Semester:	Effective Semester:

* Changes to a course require the completion of a 'Course Change Request' form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

Section VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. **ORIGINATOR: Amos, Gail**

2. **DEPARTMENT: 15**

3. **IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:**

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing course. List courses and number of sections to be deleted:

FIRST YEAR: SECOND YEAR: THIRD YEAR:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. **IMPACT**

IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus? (If yes, briefly explain how)

5. **METHOD OF SUPPORT**

-- Indicate how the college plans to support the proposed course:

A. Additional staff -- List additional staff needed:

B. Classroom -- List classroom type needed:

C. Equipment -- List new equipment needed and indicate funding source for any new equipment:

D. Supplies- List supplies and indicate dollar value:

E. Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

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CERTIFICATION AND RECOMMENDATION

- This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate Degree.
- This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Originator	Date
Department/Cluster Chairperson	Date
Articulation Officer	Date
Librarian	Date
Dean (if applicable)	Date
Curriculum Committee Chairperson	Date
Academic Senate President	Date
Vice President, Academic Affairs	Date

Section VIII: ADDENDA

(Uploaded Documents)

Prerequisite Document	Prerequisite Document	ChDev2,ECDPrerequisite,ContentREv,1209.doc
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CONTENT REVIEW FOR COREQUISITE VALIDATION

Target Course & Number, Title: Child Development 2 – Early Childhood Principles and Practices

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Course & Number, Title**
- Corequisite: English 28 - Intermediate Reading and Composition and Child Development 1 - Child Growth and Development
- Advisory:

A. **Target Course Entry Skills:** **Course & Number, Title** English 28 - Intermediate Reading and Composition and Child Development 1 - Child Growth and Development

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Write a written reflection by demonstrating mastery of English fundamentals and principles of composition.
2. Write a philosophy statement drawn from personal experience and incorporate personal ideas.
3. Using theories of child development they will form a professional philosophy.
4. Apply interaction between maturational processes and social/environmental factors to observe, analyze, critiqued, and identify components of a quality learning environment.
5. Examine and evaluate the role of the family, teachers and other professionals to define the teacher's role in facilitating children's learning in the areas of physical, cognitive and psychosocial domains of development.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title English 28 - Intermediate Reading and Composition and Child Development 1 - Child Growth and Development

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

ENGLISH 28

1. Demonstrate strategies for extracting meaning from expository writing and fiction, i.e., finding the thesis and major and minor support in expository writing and finding theme and how it is given in fiction.
2. Write a combination of 8-12 paragraphs and essays of up to 700-1000 words demonstrating mastery of English fundamentals and principles of composition.
3. Practice writing in various contexts, i.e., in the classroom and outside of class.
4. Demonstrate writing skills drawn from personal experience to writing about ideas.

CHILD DEVELOPMENT 1

1. Analyze the physical, cognitive and psychosocial domains of development and describe the ways in which nature and environment influences growth using standard research methodologies.
 2. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages, cultures and backgrounds and their caregivers.
 3. Identify the concepts related to norms for children's development through reading the text and analyzing information from research and personal experience.
 4. Examine and explain how bias can influence the research process.
 5. Examine ways in which developmental domains are continuous, sequential and inter-related.
 6. Examine and discuss major theories of child development.
 7. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
 8. Examine and evaluate the importance of the early years and the effects of interaction between the individual and his/her environment.
 9. Communicate through oral and written means strategies that can be used to facilitate development and provide intervention when appropriate to promote healthy child development.
 10. Analyze how cultural, economic, political, historical contexts affect children's development.
 11. Compare and contrast various theoretical frameworks that relate to the study of human development.
 12. Examine and evaluate the role of the family, teachers and other professionals in facilitating children's development.
 13. Demonstrate the ability to examine a child's behavior and write a child case study utilizing information from research and developmental theories to document the influences on a child's development.
 14. Differentiate characteristics of typical and atypical development at various stages.
 15. Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on.
 16. Examine and evaluate the role of play and its relationship to development at various stages.
 17. Identify and describe risk factors that impact families and the child at each major developmental stage.
18. Describe and explain biological and environmental factors influencing the development of identity and self-esteem in children of all ages.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

COURSE & NUMBER, Title

Entering Skills of Target Course

Child Development 2 – Early Childhood Principles and Practices

COURSE & NUMBER, Course Title
 English 28, Intermediate Reading and Composition
 and Child Development 1, Child Growth and
 Development
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7
1/1						Skills of ENGL 28: 1/1-4/4	Skills of CH DEV 1; 1-18
2/2	X*						
3/3							
4/4		X*					
5							
6			X**				
7							
8							
9							
10							
11							
12					X**		
13							
14							
15				X**			
16							
17							
18							

X* = ENGLISH 28; X** = CH DEV 1

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

Validation requires at least one match of each exit skill with each entry skill.

Was validation achieved? Yes. No.

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator Date

Department Chairperson Date

Curriculum Chairperson Date

PREREQUISITE, IMPOSED BY LAW OR CONTRACT

Target Course Title and Number: Child Development 2, Early Childhood Principles and Practices
(Course to which pre/corequisite applies)

Identify and describe provision(s) of the Law or Contract:
Prerequisite of TB (Mantoux test)

Provision or Law or Contract: Governing Board requiring Law or Contract
Imposed by law-State of California, Department of Social Services, Child Care Licensing division mandates that all people working or volunteering with young children must have a TB test (Mantoux test) per Title 22, Regulation # 101216, Article 3, B.

Justification:

The good physical health of each volunteer who works in a child care center shall be verified by results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center to ensure the health of all individuals within that center. (Title 22, Regulation #101216, Article 3B).

Proposed by Discipline Faculty:

_____ Signature, Discipline Faculty	_____ Date
_____ Signature, Department Chairperson	_____ Date
_____ Signature, Curriculum Committee Chairperson	_____ Date

**CHILD CARE CENTER
Regulations GENERAL LICENSING REQUIREMENTS 101216 (Cont.)**

101216 PERSONNEL REQUIREMENTS

101216

(Continued)

(6) Availability of community services and resources.

(f) At least one staff member who is trained in pediatric cardiopulmonary resuscitation and pediatric first aid pursuant to Health and Safety Code Section 1596.866 shall be present when children are at the child care center or offsite for center activities.

(g) All personnel, including the licensee, administrator and volunteers, shall be in good health and shall be physically and mentally capable of performing assigned tasks.

(1) Except as specified in (3) below, good physical health shall be verified by a health screening, including a test for tuberculosis, performed by or under the supervision of a physician not more than one year prior to or seven days after employment or licensure.

(2) Each person specified in (g) above shall have a health-screening report signed by the person performing the screening. This report shall indicate the following:

(A) The person's physical qualifications to perform the duties to be assigned.

(B) The presence of any health condition that would create a hazard to the person, children or other staff members.

(3) The good physical health of each volunteer who works in the center shall be verified by:

(A) A statement signed by each volunteer affirming that he/she is in good health.

(B) Results of a test for tuberculosis performed not more than one year prior to or seven days after initial presence in the center.

(h) Personnel that pose a threat to the health and safety of children shall be relieved of their duties.

(i) Prior to employment or initial presence in the child care center, all employees and volunteers subject to a criminal record review shall:

(1) Obtain a California clearance or a criminal record exemption as required by law or Department regulations or ...