



**CREDIT COURSE OUTLINE**

**I. COVER PAGE**

(1) CHDEV 2	(2) INTRODUCTION TO EARLY CHILDHOOD EDUCATION	(3) 2
Number	Title	Units

(4) Lecture / Lab Hours:	(8) Classification:	
Total Course Hours		
Total Lec hours: 2.00	Degree applicable:	X
Total Lab hours:	Non-degree applicable:	
Total Contact hours: 36.00	Basic skills:	
Lec will generate <u>0</u> hour(s) outside work.	(9) RC Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.	General education category:	
(5) Grading Basis:	Major: CHILD DEVELOPMENT	
Grading Scale Only	PARAPROFESSIONAL	
Pass/No Pass option	Certificate of: PARAPROFESSIONAL	
Pass/No Pass only	Certificate in:	
(6) Advisories:	(10) CSU Baccalaureate:	X
Eligibility for English 125 and	(11) Repeatable: (A course may be repeated three times)	0
Eligibility for English 126		
(7) Pre-requisites (requires C grade or better):		
Corequisites:		

(12) Catalog Description:  
A survey of the nature and scope of the early childhood profession and options available for job opportunities working with young children.

**II. COURSE OUTCOMES:**

*(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)*

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

- I. Recognize and describe components of various early childhood education programs.
- II. Identify the requirements and responsibilities of an early childhood education teacher.
- III. Discuss assessment tools used for ensuring quality practices.

**III. COURSE OBJECTIVES:**

*(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)*

In the process of completing this course, students will:

- I. Identify the trends in early childhood education as they relate to historical perspectives and settings.
- II. Compare educational philosophies and learning theories to educational trends.
- III. Identify the different types of early childhood programs and the factors affecting their quality.
- IV. Learn skills of critical observation of young children and their teachers.
- V. Gain insight into assessment models.

**IV. COURSE OUTLINE:**

**Lecture Content:**

- A. Historical foundations of early childhood education
  - 1. Early leaders and programs
    - a. Jacques Rousseau
    - b. Pestalozzi
    - c. Dewey
    - d. Froebel
  - 2. Early Childhood education since WWII
- B. Educational philosophies and programs
  - 1. Academic vs. non-academic

2. Child centered vs. teacher centered
  3. Montessori oriented models
  4. Piaget
  5. Vygotsky
  6. Reggio Emilia
- C. Schools and systems of early education
1. Structure and responsibility
  2. Patterns of professional training
  3. Factors which differentiate schools
  4. The impact of the physical environment
  5. Cooperation and collaboration with parents, families and community
  6. Program innovations
    - a. Head Start
    - b. Migrant child care
    - c. Early intervention
    - d. Private child care
    - e. Church child care
    - f. State child care
    - g. Before and after school child care
    - h. Universal preschool
- D. Teacher training
1. Licensing requirements
  2. ROP
  3. College certification
  4. State credentials
  5. Federal credentials
  6. Accreditation
- E. Observation and Assessment of early education
1. Purposes of Assessment as it related to
    - a. children
    - b. early childhood program
    - c. early childhood teachers
    - d. families
    - e. the public/government
  2. Authentic assessment
    - a. portfolios
    - b. checklist
    - c. screening
    - d. observation
- F. Foundations of early childhood programs
1. infants and toddlers
  2. preschool years
  3. children with diverse backgrounds and special needs
  4. gifted and talented

#### V. APPROPRIATE READINGS

**Reading assignments may include but are not limited to the following:**

I. Sample Text Title:

1. Recommended - George S Morrison *Fundamentals of Early Childhood Education*, ed. 5th Merrill Prentice Hall Publications, 2008, ISBN: 9780132331296

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

This course examines the various classroom settings in United States and other countries.

#### VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

**A. Writing**

Check either 1 or 2 below

X	<b>1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</b>		
	<b>2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</b>		
X	a) essay exam(s)	X	d) written homework
X	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)		f) other (specify)

**Required assignments may include but are not limited to the following:**

1. written critiques on reading
2. topic paper on various child care programs

<b>B. Problem Solving</b>			
Computational or non-computational problem-solving demonstrations, including:			
X	a) exam(s)		d) laboratory reports
	b) quizzes	X	e) field work
	c) homework problems		f) other (specify):

**Required assignments may include but are not limited to the following:**

1. Visit and assess various child care settings
2. In class activities assessing developmentally appropriate practices

<b>C. Skill demonstrations, including:</b>			
X	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

**Required assignments may include but are not limited to the following:**

1. observation assignments applied to class discuss
2. discussion of reading or article assignments

<b>D. Objective examinations including:</b>			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

25% exams 25% skill demonstrations 25% written 25% problem solving

**VII. EDUCATIONAL MATERIALS**

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):	College-Level Criteria Met	
	YES	NO
Textbook	<u>X</u>	_____
Reference materials	<u>X</u>	_____
Instructor-prepared materials	<u>X</u>	_____
Audio-visual materials	<u>X</u>	_____

Indicate Method of evaluation:

Used readability formulae (grade level 10 or higher)	_____
Text is used in a college-level course	<u>X</u>
Used grading provided by publisher	_____
Other: (please explain; relate to Skills Levels)	_____

Computation Level (Eligible for MATH 101 level or higher where applicable)	_____	<u>X</u>
Content		
Breadth of ideas covered clearly meets college-level learning objectives of this course	<u>X</u>	_____
Presentation of content and/or exercises/projects:		

Requires a variety of problem-solving strategies including inductive and deductive reasoning.	<u>  X  </u>	<u>      </u>
Requires independent thought and study	<u>  X  </u>	<u>      </u>
Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.	<u>  X  </u>	<u>      </u>

List of Reading/Educational Materials  
 Recommended - George S Morrison *Fundamentals of Early Childhood Education*, ed. 5th Merrill Prentice Hall Publications, 2008, ISBN: 9780132331296

Comments:

       This course requires special or additional library materials (list attached).  
       This course requires special facilities:

Attached Files:

<p><b>BASIC SKILLS ADVISORIES PAGE</b> The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least <u>three</u> major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.</p>	
<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u>  X  </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.  <u>  X  </u> Applying word analysis skills to reading in context.  <u>  X  </u> Using adequate basic functional vocabulary skills.  <u>  X  </u> Using textbook study skills and outlining skills.  <u>  X  </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>1. Students will read text and apply the information to class discussion.          2. Students will apply text information to written assignments.          3. Students will reflect on text information through reading critiques.</p>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u>  X  </u> Writing complete English sentences and avoiding errors most of the time.  <u>  X  </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.  <u>  X  </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.  <u>  X  </u> Expanding and developing basic sentence structure with appropriate modification.  <u>  X  </u> Combining sentences using coordination, subordination, and phrases.  <u>  X  </u> Expressing the writer's ideas in short personal papers utilizing the writing process in their development.</p>	<p>1. Students will write reports.          2. Students will write observations and evaluations.          3. Students will write reading critiques.</p>
<p>Check the appropriate spaces.</p> <p><u>      </u> Eligibility for Math 101 is advisory for the target course.  <u>  X  </u> Eligibility for English 126 is advisory for the target course.  <u>  X  </u> Eligibility for English 125 is advisory for the target course.  <u>  </u> <i>If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.</i></p>	

**CONTENT REVIEW**

**REQUISITES**  
 No requisites