



CEP-971: PRINCIPLES OF EARLY CARE AND CHILD DEVELOPMENT

Effective Term

Fall 2023

BOT Approval Date

06/23/2022

Discipline

CEP - Career Enhancement Program

Course Number

971

Course Title

Principles of Early Care and Child Development

Short Title

Principles Early Care & Child

Credit Status (CB 04)

N - Noncredit

Non-Credit Hours**Minimum Contact Hours**

24

Maximum Contact Hours

54

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are

required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction. • MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students. • Timely Feedback – Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS. • Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course will prepare students to pursue a career in the field of childcare for infants, toddlers, and young children. Students study child growth and development, safety and emergency procedures, nutrition, positive interaction, and curriculum activities. This course is also designed to assist students to acquire career awareness, work habits, attitudes, and skills relevant to the childcare field.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

CASAS assessment with score of 213 or above or ESL-920.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

CIP Code

19.0706 - Child Development.

Repeatability Code

Yes

Number of times course can be repeated

Unlimited

Reason for Repeatable

Non-credit

Learning Objectives

Learning Objectives

Learning Objective

1. Differentiate major milestones for typical and atypical children from birth through adolescence in the areas of physical, psychological, cognitive and language development.
2. Analyze cultural, economic, political, historical and environmental contexts that affect a child's development from conception to adolescence.
3. Identify the operational procedures of various types of childcare facilities and their importance to the success of the organization.
4. Identify how the concepts of health, safety, and nutrition are interrelated.
5. Develop plans for setting up a safe environment for young children that are culturally and developmentally appropriate.
6. Evaluate the personal and professional requirements necessary for teaching and working with young children.
7. Demonstrate occupational competence related to Early Care and Child Development.
8. Demonstrate résumé and interview skills in relationship to career expectations.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Develop career awareness in the field of Early Care and Child Development.

Identify physical, cognitive, and social/emotional norms from birth through adolescence.

Demonstrate the ability to use a variety of teaching strategies to provide developmentally appropriate experiences in health, safety, and nutrition.

Engage in inclusive, respectful conversation with others.

Program Learning Outcomes

Learning Outcome

Express ideas and opinions orally in response to spoken communication in the classroom environment in a coherent and effective manner.

Institutional Learning Outcomes

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Personal

and Professional Responsibility

Civic

Content

Non-Credit Content

Developmental Stages of Infants, Toddlers, and Children

A. Physical Growth and Development

1. Brain Growth and Development
 1. Nutrition and eating practices
 2. Implication of poverty, environmental stress lack of nutrition
2. Fine and gross motor skills
3. Sensory and perceptual capacities
 1. Norms
 2. Special Needs
4. Risk factors
 1. Environmental Factors/Risk of healthy development
 2. Health insurance and access to healthcare
 3. Racial, Cultural and Ethnic variations
 4. Disproportionate Identification

B. Social and Emotional Development

1. Early Emotions
2. Early relationships
3. Self and social understanding
 1. Self-Esteem
 2. Self-Regulations
4. Identity
 1. Racial and ethnic identity development
 2. Gender identity development
5. Moral values development
 1. Hate/discrimination
 2. Right vs. Wrong and Good vs. Bad
 3. Bullying
6. Peer relationships

C. Cognitive Development

1. Key elements of cognitive growth
2. Language
 1. 1st and 2nd language development (multi language learning)
 2. Group differences in language

1. immigrants
2. gender
3. socioeconomic status
3. Schools and Teacher influences
 1. Implicit Bias
 2. Discipline
4. Educational Practices
 1. Schools Readiness
 1. Measuring school readiness
 2. Risk Factors
 3. Abuse and Neglect
 4. Mental Health of parent/child
 5. Homelessness and food insecurity
 2. Access to Programs
 1. Pre-K
 2. Head Start
 3. Parent Involvement in Education
 1. Positive and Negatives
 2. Mental Health
 3. Substance Abuse
 4. Cultural implications
 4. Piaget, Vygotsky, Kohlberg
- D. Health and Wellness in Early Childhood Environments
 1. Healthy Children and Environments
 1. Home vs. Daycare
 2. Understanding common diseases and viruses
 3. Importance of Immunizations and Vaccines
 4. Challenges to Children's Health
 1. Delivery Methods
 2. Potential Complications at birth
 3. cultural traditions
 4. Access to Medical Care (prenatal and after birth)
 5. Risk Factors
 1. Maternal Depression
 2. Poverty
 3. Homelessness or food insecurity
 2. Safety of Children
 1. Safety in Early Childhood Environments
 1. Setting Up and Maintaining Safe Environments
 2. Examining environments for hazards
 3. Constructing a safety plan
 4. Choosing appropriate toys and equipment
 2. Responding to Emergency Situations
 1. Emergency response procedures
 2. Understanding basic first aid rules
 3. Ensuring out of reach materials
 3. Nutrition in Early Childhood Environments
 1. Title 5 and Title 22 Nutritional Guidelines
 2. Age Specific Nutritional Considerations
 3. Special Nutritional Considerations
- E. Childcare Facility Standards and Work Policies
 1. Teacher Responsibilities
 1. Working with diverse families and communities
 2. Providing fairness and cultural responsiveness to families
 3. Building a positive and inclusive classroom community
 4. Guiding children's learning
 5. Remaining ethical and objective, avoiding teacher bias
 2. Planning and implementing curriculum goals
 1. Ethical Leadership
 2. Developmentally and culturally appropriate curriculum
 3. California State Standards and Tools
 4. Document children's work
 3. Laws and Regulations
 1. Mandated reporting laws

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- 2. Special Education Laws (e.g., ADA and IDEA)
 - 3. Healthy and Safety Codes
 - 4. Title 22 regulations
 - 4. Family Partnerships
 - 1. Social Interactions
 - 2. Verbal Interactions
 - 3. Parenting styles
 - 1. Religion
 - 2. Discipline
 - 3. Racial, ethnic
 - 4. Cultural variations
 - 5. Impact of environmental stress, socioeconomics
 - 5. Operational Procedures of Childcare Facilities
 - F. Career Awareness
 - 1. Functions and roles of various careers in childcare industry
 - 2. Early Childcare Professional Preparation
 - 1. Personal Preparation including TB and Criminal Record Clearance
 - 3. Career Planning
 - 1. Interview preparation and process
 - 2. Employment Opportunities
 - 3. Resume and portfolio construction
 - 4. Advocacy and professionalism

Methods of Instruction

Method

Discussion

Integration

Large and small group discussions will be used to identify and review concepts related to health, safety and nutrition and how they are interrelated.

DE Adaptations for MOI

Identify and review concepts related to health, safety and nutrition and how they are interrelated. Course discussion is achieved via asynchronous communication tools such as the CMS discussion board or synchronously via accessible video conferencing tools.

Method

In-class Exercises

Integration

In-class exercises implemented to review major milestones for children birth through adolescence in the area of physical, psychological, cognitive and language development.

DE Adaptations for MOI

To review major milestones for children birth through adolescence in the area of physical, psychological, cognitive and language development. In-class Exercises are posted using CMS tools such as pages, modules and/or studio and/or are delivered synchronously through accessible video conferencing tools.

Method

Lecture

Integration

Lectures will be used to discuss health and wellness in early childhood environments. These environments will include home and in a childcare facility.

DE Adaptations for MOI

Lectures will be used to discuss health and wellness in early childhood environments. These environments will include home and in a childcare facility. Written or video lectures and other instructional materials are presented by the instructor in the CMS using

tools such as asynchronous studio, pages or modules or synchronously delivered to a live virtual audience via accessible video conferencing tools.

Methods of Evaluation

Method

Class Participation

Integration

Students will be evaluated on their effective participation and contributions within class exercises completed in independent and small group settings by developing career awareness in the field of Early Care and Child Development.

DE Adaptations for MOE

Students will be evaluated on their effective participation and contributions within class exercises completed in independent and small group settings. Participants are evaluated by monitoring student activity through the CMS analytics tool, discussion posts, quizzes, and/or other assignment submissions. Written feedback is provided through graded discussions, quizzes, and/or assignments through the CMS. Rubrics/clear instructions are provided within a week.

Method

Homework

Integration

Non-graded homework assignments will be evaluated based on the student's critical analysis of basic concepts of childcare facility standards and work policies throughout the course. This would include teacher responsibilities, planning and implementing curriculum goals, laws and regulations and family partnerships within these facilities.

DE Adaptations for MOE

Non-graded homework assignments will be evaluated based on the student's critical analysis of basic concepts of childcare facility standards and work policies throughout the course. This would include teacher responsibilities, planning and implementing curriculum goals, laws and regulations and family partnerships within these facilities. Homework assignments are submitted through the CMS and are evaluated via rubrics, individual instructor feedback and/or grades within a week.

Method

Projects

Integration

Projects will be evaluated based on students' completion of tasks that display their understanding of the basic concepts of Early Care and Child Development covered throughout the course such as the development of setting up a safe environment for young children.

DE Adaptations for MOE

Projects will be evaluated based on students' completion of tasks that display their understanding of the basic concepts of Early Care and Child Development covered throughout the course such as the development of setting up a safe environment for young children. Projects will be submitted via the course management software tools. They are evaluated via accessible rubric and/or individual instructor feedback within a week.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class



Formative or Summative

Formative

Assignment

You will do research on the following: health, safety and nutrition that may impact children 0-8 years of age. Indicate how the topic within these categories may impact young children and the role of the care provider in preventing and/or educating children and their families. Information will be presented to the class orally with visual aide such as an accessible presentation software.

How assignment will be adapted in online format

Students will respond to questions posed by the instructor on the CMS through the discussion board, quiz page, or assignment page. Students will upload accessible pre-recorded videos, or demonstrate the assignment via live videos with accessible video conferencing tools. Instructor will provide feedback through one or more CMS features such as grades and/or rubrics within a week.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

As a final project, write an educational and career plan that will serve as a written guide to your choice of career goal within the child care field. This guide will serve as a foundation for subsequent educational planning to move forward with your career goal.

How assignment will be adapted in online format

Students will respond to questions posed by the instructor on the CMS through discussions and/or assignments. Instructor feedback is provided through one or more CMS features such as grades and/or rubrics within a week.

Course Materials

Textbooks

Gonzalez-Mena, J. and Eyer, D. (2021). Infants, Toddlers, and Caregivers: A Curriculum of Respectful, Responsive, Relationship-Based Care and Education. McGraw Hill. ISBN: 1260237788

Essa, E., L. (2019). Introduction to Early Childhood Education SAGE Publications. ISBN: 1544338759

Gordon, A., M. and Brown, K., W. (2016). Beginning Essentials in Early Childhood Education Cengage . ISBN: 9781305089037

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course encourages competitive advantage for further advancement of equity, inclusion and diversity for our student population. We promote a working environment centered on respect for all while exploring the different ways that diversity, family, and culture influence the development of children. This course will have discussions of diversity and equity to identify these topics, but also identify how health, safety and nutrition are also interrelated within. diversity, cultural and family influences.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

In this course, assignments will allow students an opportunity to evaluate their own cognitive, emotional and behavioral processes and reflect on their personal experiences and values derived from their cultural background and life experiences. This will allow students to apply what they have learned to future employment in the child care field. During instruction the instructor will accommodate to various learning style by presenting information in different ways for visual, aural, and verbal learning styles. Instructors will also create small group dynamics as a means of instruction or assessment to accommodate language barriers for students with limited English proficiency or to provide additional support. The course content will be provided to students as well as supplemental materials to the lesson plans to help encourage student engagement especially for those who may need additional support. Through interactions with students, instructors will create appropriate opportunities for each student to learn. Students will write an educational and career plan that will serve as a written guide to their choice of career goal, which will serve as a foundation for subsequent educational planning or as a transition to apply the "on-the-job" application of skills for employment in the field of childcare for infants, toddlers, and young children.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will engage in small group dynamics for various activities in person and/or using break out rooms in video conferencing software to engage in peer to peer discussions. Students can discuss different types of positive interactions that can happen with a child as well as various topics related to child development, childcare and/or various skills that would be needed for employment in the childcare setting.

Explain how the course will incorporate instructor-to-student interaction.

The instructor will create opportunities for instructor-to-student interactions for both in class learning and using CMS tools and/or accessible video conferencing software where the learning environment will be positive, and creates a sense of community within the class. The instructor will be actively present with students and provide materials to add to the students understanding of social and emotional development stages in children. Examples of these interactions include: participating in discussions in class and/or through CMS tools, send announcements to offer additional support or supplemental material and/or offering lectures in person or through accessible audio-visual CMS tools for various learning styles. Instructors can also provide feedback in the moment on in class activities and presentations. For online submissions, instructors can provide feedback through CMS tools within a week to clarify concepts or confirm concepts are represented correctly in submissions.

Explain how the course will incorporate student-to-content interaction.

This course will incorporate student-to-content interactions through exercises, assignments, presentations and discussions to allow students to apply their learning and practice their mastery in a childcare setting. Students will use a range of media in class, CMS tools and use accessible video conferencing software to enhance learning which includes reading text, role play, watching videos and handouts. An example of this would be an article from the CDC or another professional organization that discusses risk factors in children in childcare settings. Students will have access to course content and materials and supplemental resources to encourage students engagement.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Instructors will use and provide metacognitive strategies to students to help them develop an educational and career plan that will serve as a written guide to their choice of career goal and will also serve as a foundation for subsequent educational planning. In order to create this educational and career plan, students will have to use metacognitive strategies to use independent thinking skills to consciously monitor and reflect on what they have learned. This can be also applied in a childcare setting in real time based on materials learned about major milestones for children from birth to adolescence. This would allow students to identify physical, psychological, cognitive and language developments of children in their class and formulate appropriate strategies to interact with them.