



CEP-972: OCCUPATIONAL SKILLS FOR EARLY CHILDHOOD EDUCATORS

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

CEP - Career Enhancement Program

Course Number

972

Course Title

Occupational Skills for Early Childhood Educators

Short Title

Occ Skills for ECE

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 develop occupational skills that are required to obtain employment and success in a childcare setting. This course focuses on the development of better communication skills, work requirements and basic occupational skills that are needed to move into TEDS credit courses to pursue a Child Development Permit to teach children.

Attach Supporting Documents

School-Age-Child_IE_130550_2111.pdf
IED_PR_Child-Development_21-22.pdf

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. Demonstrate occupational competencies related to early care and child development.
2. Develop occupational skills required to obtain employment and success in a childcare setting.
3. Identify places to volunteer in order to fulfill permit requirements.
4. Evaluate personal and professional requirements necessary for teaching and working with typical and atypical young children.
5. Communicate information and ideas effectively by developing communications that are clear, concise and grammatically correct.
6. Relate interest, strengths and values to career and/or college goals through self-reflection and goal setting.
7. Evaluate the role of communication in an early care and child development setting that is bias free and focused on the needs of children and families within the context of a rapidly changing and highly diverse society.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. Student will develop non-credit education and career plans in the field of early care in Child development.
2. Students will develop occupational competencies related to early childhood development careers.
3. Students will exhibit employability skills such as communication, problem solving, leadership, teamwork, and technical skills needed for a diverse workforce.
4. Students will assess personal interests, aptitudes, and abilities needed in the childcare profession.

5. Students will demonstrate effective communication skills for working with children and adults that are from diverse cultures, social, economic backgrounds, languages, and abilities.
6. Students will formulate and support decisions based on ethical judgment in a childcare setting.

Program Learning Outcomes

Learning Outcome

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

Institutional Learning Outcomes

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

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.

Civic

Personal

and Professional Responsibility

Content

Non-Credit Content

1. Pre-Educator Self Reflection
 - a. Culturally Responsive Classroom Management (CRCM)
 - b. Anti-Bias and Anti-Racist Perspectives
 - c. Social and Emotional Learning (SEL)
 - i. SAFE
 - ii. Self-Awareness
 - iii. Emotions
 - iv. Social Awareness
 - v. Relationship Skills
 - vi. Responsible Decision Making
 - vii. Examine Personal Bias
2. Communication
 - a. Barriers in Communication
 - i. Physical
 - ii. Cultural
 1. Shared beliefs/social norms
 - b. Language
 - i. Linguistic Diversity
3. Perceptual Opinion
 - a. Prejudice/Stereotypes
 - b. Assumptions
 - c. Personal Experiences
4. Interpersonal
 - a. Cultural Socialization Influences
 - b. Socioeconomic Status
5. Emotional
 - a. Environmental
 - b. Social Influence
6. Developing Better Listening Skills
 - a. Active Listening
 - b. Team Work

- c. Problem Solving
- d. Leadership
- 7. Building Relationships
 - a. Emotional Intelligence
 - b. Cultural Competence
- 8. Strategies for Improved Communication
 - a. Proofreading Written Communication
 - i. Spelling, grammar, punctuation
- 9. Oral Communication
 - a. Presenting
- 10. Personal Goals and Values
 - a. Overview of TEDS Department
 - b. TEDS Degrees
 - c. TEDS Pathways
 - d. Examine Personal Bias
- 11. Credentialing Process
 - a. Child Development Permit Matrix/CTC
 - i. Educational Requirements
 - ii. Experience Requirements
 - iii. Title 22
 - iv. Alternative Qualifications
 - v. Authorizations
 - vi. Five Year Renewal
- 12. CDA
- 13. Volunteering
 - a. Skills Needed
 - b. Professionalism
 - c. Opportunities for Experience
 - d. Connections within Community
- 14. Interview Preparation and Process
- 15. Work History and Diverse Experiences
- 16. Educator Databases
 - a. Indeed
 - b. EdJoin
- 17. Understanding Work Requirements
 - a. Vaccine
 - b. Fingerprints
 - c. Title 22 / Title 5 Regulations
 - d. Laws and Ethics
- 18. Technology Skills
 - a. Computer Software Skills
 - b. Preparation of Online Learning
 - c. Net Etiquette

Methods of Instruction

Method

Discussion

Integration

Large and small group discussions will be used to identify and review concepts related to occupational competencies related to early childhood development careers.

DE Adaptations for MOI

Students will participate in synchronous class discussions using accessible video conferencing software or through features in the course management system. Students will have access to the chat functions and group features within the CMS to ask questions or provide insight.



Method

Role Playing/Simulation

Integration

Students will role play various situations in order to understand effective communication when working with children and adults from diverse cultures, social, economic backgrounds, languages and abilities.

DE Adaptations for MOI

Role play will be achieved in an online setting via synchronous communication tools within the CMS or accessible video conferencing software.

Method

Lecture

Integration

Lectures will be used to discuss personal and professional requirements necessary for teaching and working with typical and atypical young children.

DE Adaptations for MOI

Lecture will be delivered through synchronous methods such as accessible video conferencing software and/or asynchronous methods using CMS tools.

Methods of Evaluation**Method**

Oral Presentation

Integration

Oral presentation will be used to evaluate the student's ability to develop an education and/or career plan in the field of child development.

DE Adaptations for MOE

Oral presentations will be delivered via accessible video conferencing software. Asynchronous video will be submitted via the CMS. Work will be evaluated using rubrics. Instructor feedback will be provided through the CMS tools within a week of submission.

Method

Class Work

Integration

Class work will be evaluated based on the student's ability to produce and communicate information and ideas that are clear, considering and grammatically correct.

DE Adaptations for MOE

Students will participate in accessible online activities or class discussion boards. Evaluation of student participation in such activities are done by monitoring the participation of the students in the activities uploaded on the CMS or threaded discussions on the CMS. The level of involvement and quality of responses will be used to evaluate class work turned in. Instructor feedback will be provided through the CMS within a week of student submission.

Method

Papers

Integration

Papers will allow students to assess personal interests, aptitudes, and abilities needed in the childcare profession. This also includes self reflections on emotions, social awareness, relationships, personal bias and ethical judgement.

DE Adaptations for MOE

Papers will be evaluated on the student's ability to evaluate their own abilities, strengths and weaknesses when it comes to working in a childcare setting. Instructors will post the assignments via the CMS and students will submit online using various CMS tools. Instructors will provide feedback within a week of student submission.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Reflecting upon personal bias can mean admitting or acknowledging shortcoming and admitting that you need help to address those issues. Working to identify and minimize the effects of bias can help you generate a more accurate picture of the world and people around you. Ultimately this helps improve your communication and decision-making with others. Explore your experiences with and attitudes about difference by asking yourself these questions below. Write a paragraph or two about what you learned about yourself and how you plan on using this information when it comes to improving your communication and decision-making with others.

1. The first time I became aware of differences was when ...
2. As I was growing up, my parent(s) taught me that people who were different from us were...
3. As I was growing up, my parent(s) taught me that people who were like us were ...
4. A time I was mistreated because of my own difference was when ...
5. A time I mistreated someone for being different was when ...
6. I feel most comfortable when I am around people who ...
7. I feel least comfortable when I am around people who ...
8. The memories I have of differences affect me by ...

How assignment will be adapted in online format

The instructor will post the assignment using CMS tools. Students will respond and upload completed assignment through CMS tools. Instructor feedback will be provided through one or more CMS tools within a week of student submission.

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 communication barriers and how to overcome them. Pick three different barriers that you researched and indicate how these barriers may impact your future role as a child care provider. Also, give information on how you plan on preventing these barrier from happening. Information will be presented to the class orally with or without a visual aide such as PowerPoint or Google Slides.



How assignment will be adapted in online format

Information will be presented to the class orally with or without a visual aide such as PowerPoint or Google Slides. Students will respond to assignment posted by the instructor on the CMS by uploading accessible pre-recorded videos or demonstrate the assignment live using accessible video conferencing software tools. The instructor will provide feedback within a week of student submission.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

There is no doubt stereotypes can cause harmful effects to children and adults. As awareness of these preconceptions arises early in life, educators are uniquely placed to support equality and to tackle rigid stereotypes that limit a child's behaviour and the possibilities they see for themselves. Develop an action plan for yourself as a future early childhood educator to address stereotypes. This plan should include: a. Specific steps you will take to increase awareness of stereotypes among your colleagues, parents, and children. b. Strategies for fostering a more inclusive and stereotype-free classroom environment. c. Ideas for incorporating diversity and cultural competence into your future curriculum and teaching practices.

This assignment will be evaluated based on the depth of research, the quality of personal reflection, and the overall quality of writing. It should demonstrate critical thinking, understanding of the topic, and a commitment to promoting a more inclusive early childhood education environment.

How assignment will be adapted in online format

Instructors will upload the writing prompt on the CMS for student access. The student will use the CMS to upload their action plan for submission. The instructor will provide feedback within a reasonable amount of time from the time of submission to the student in the CMS or through individual feedback.

Course Materials

Textbooks

Wood, J. (2024). Communication in Our Lives. Cengage.

Floyd, K. (2021). Communication Matters (4th ed.). McGraw Hill.

Pearson, J.C., Nelson, P.E., Titsworth, S., & Hosek, A.M. (2019). Human Communication. McGraw-Hill Education.

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 will include discussions of diversity and equity in various parts of the class. Students will have the opportunity to examine personal bias, discuss anti-bias and anti-race perspectives as well as identify various barriers in communication. These barriers include topics such as physical, cultural, language, prejudice/stereotypes, assumptions, prior personal experiences, cultural socialization influences, socioeconomic states and emotions. Students are also encouraged to use their work history and diverse experience to find strengths that will lead them through their educational and/or career pathway.

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 and reflect on their own personal experiences and values derived from their cultural background and life experiences. This will allow students to apply occupational and communication skills learned toward an educational and/or career pathway. Instruction will be presented by the instructor to accommodate various learning styles. Course content will be provided to students as well as additional supplemental materials to the lesson plans to encourage student engagement. Interactions will be accessible for all students and instructors will provide appropriate opportunities for students to engage and learn with their peers. Students will be able to share personal stories related to the field of child development in a safe environment.

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

Students will engage in a variety of collaborative activities in person and/or using break out rooms using accessible video conferencing software to engage in student-to-student discussions. Students can express ideas and opinions orally in the classroom environment in a coherent and effective manner on various topic and skills that would be needed for employment in a childcare setting. An example of this would be a peer to peer discussion on barriers in communication and different strategies to overcome them.

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

The instructor will create opportunities for instructor-to-student interactions for in class learning, using CMS tools and accessible video conferencing software to encourage a positive learning environment that focuses on growth of the individual. The instructor will be actively present with students and provide materials and guidance to add to the students understanding of educational and experience requirements of the Child Development Permit Matrix/CTC. Instructors can also provide feedback in the moment on activities and presentations while maintaining consistent communication with the student.

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 of a particular topic. Students will use a range of media in class, through the CMS and using accessible video conferencing software to enhance learning which includes reading text, role play, watching videos and handouts. An example of this would be the review of work requirements in a child development setting and understanding these requirements in order to be eligible to obtain a Permit. Students will have access to course content, materials and supplemental resources to encourage student engagement.

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

Students will be required to reflect on their occupational skills and participate in a pre-educator self reflection where they will evaluate their overall self-awareness, emotions, social awareness, relationship skills, decision making skills and examine personal bias while will lead to the development of an educational and/or career plan.

Key: 3025