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Curriculum for a major in early childhood education at the community college level

Mattie Anderson Boatright

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CURRICULUM FOR A MAJOR IN EARLY CHILDHOOD EDUCATION
AT THE COMMUNITY COLLEGE LEVEL

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education: Vocational Option

By
Mattie Anderson Boatright
December 1995
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Approved by:

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ABSTRACT

As an early childhood educator, the researcher has come to recognize and observe the instructional and curriculum needs of the community college early childhood education students. Well structured curriculum will lead college students to think critically about how to best teach young children. The curriculum as a guide, in conjunction with the physical act of teaching, can have an extraordinary profound influence on the life of a student. This influence can be incredibly meaningful and hold life-long impact or be a completely prosaic and tedious experience depending on the abilities of early childhood educators.

An effective curriculum will determine what students learns, the sequence in which the content is presented and the organization of content (Schwartz & Robison, 1982). Because the curriculum has such a profound influence on students' lives, teachers must endeavor to teach with techniques which are the most effective and efficient for student cognition assimilation.

Almost all educational reform reports during the 1990's include suggested revisions to the California Community College statewide Matrix of Early Childhood Programs. These revisions specified recommendations for improvement, because its a central priority to an effective curriculum. (Department of Education, 1994). Various definitions for an effective curriculum are feasible because educators have differing opinions about how to prioritize
Acquisition of knowledge is given high priority, followed by a positive attitude toward school, subject and learning (Brewer, 1992).

Current research on effective curriculum model do not provide all the answers to questions about college student learning and cognition in the classroom, and more empirical research is always needed. Nevertheless, research does represent an advance in our understanding of college student learning and does have important implications for instruction. As McKeachie (1986) said, "...research may not result in the one best method of instruction, or the magic elixir for fostering college student learning and motivation, but it can help faculty conceptualize teaching and learning. Mckeachie goes on to point out, "... new conceptualization or belief about teaching and learning can them be used by faculty members as the knowledge base to draw upon as they attempt to interact effectively with college students in instructional setting" (p. 83).

The need for planning the curriculum for college students will determine objectives, organize content, choose appropriate learning experiences, and the sequence for learning activities. The objective must specify the scope of what will be learned and sequenced the order in which learning will take place. Katz and Chard (1989), suggest that when designing curriculum, the writer begin by selecting feasible
objectives (p. 162). The objectives reflect the purpose of curriculum goal content, social skills, physical skills, and problem solving.

Once the objectives are selected the writer will make decisions about the organization of content, determine how to assess the experience of college level students. Thereby, the writer will also consider the entry level of college students when selecting curriculum instructions.

The purpose of this project was to determine those pedagogical skills which provide an effective curriculum for early childhood education students. An efficient instructor who with philosophically correct learning beliefs inspires and uplifts students, pushing them as high as their natural achievement thresholds will accept. This project has identified an effective curriculum which increase early childhood students achievement. Additionally, this project has identified known effective and ineffective individual philosophical learning belief which can effect student achievement in a positive and negative manner. The conclusions of this project will attempt to shed light on the impact of these findings.

Therefore, we might draw conclusion that teacher education institutions in which these subjects were originally trained were negligent in teaching both effective pedagogical practices and effective philosophical learning foundations. Consider that in California, the pre-service and student teacher generally will be required to attend
only one teaching methods course for their teaching education career. We need to ask ourselves these questions. Is one eighteen-week methods of teaching course sufficient instruction for beginning teachers to then conduct a twenty-year teaching career? This may be a significant reason why a large percentage of this project cannot recognize effective philosophical learning foundation or pedagogical practices.
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CHAPTER 1

Introduction

Background

As an early childhood educator, the researcher has come to recognize and observe the instructional and curriculum needs of community college early childhood education students. A well structured curriculum will lead college students to think critically about how to best teach young children. The purpose of this project is to develop a curriculum for early childhood education that foster competence in all aspects of education. Curriculum will provide opportunities for college students to prepare lesson plans that will influence total learning of young children. The influence will be incredibly meaningful and hold life-long impact or be completely prosaic and tedious experience for young children depending on the structure of a good curriculum (Connelly & Bruner, 1974). As the awareness for early childhood education expand, the need for better training increased at a steady rate. The early education of children have simultaneously arrived in the age of high technology where directors, supervisors, and teachers are sometimes used to do mundane jobs which were done by unskilled people a few years ago. For example, these jobs included school maintenance and helping with food service preparation. This sudden surge of early childhood education has created a need for students who have received training in early education for young children.
The researcher has taught early childhood education for four years, and experiences and recognized deficiencies in the curriculum. This raises a central question: "Why are there so few community college with a structured curriculum that improve student achievement that meet state certification?"

The task of the researcher is to prepare a curriculum that will include, instructional training necessary to satisfy the required academic components leading to license, as a teacher in a privately operated child care development program under Title 22 (California Department of Education, 1992). It also has potential for use to satisfy the academic requirements leading to either Children's Center Limited Instructional Permit or Emergency Permit under Title V (California State Department of Social Service, 1992).

With the aforementioned concepts in mind, the researcher set out to further investigate, examine, and identify research studies, core classes which are not appropriate for an effective teaching curriculum. The writer expects this project could illuminate aspects of an effective teaching curriculum to identify areas not yet considered for further research.

Nature of the Project

Core classes are not offered in a consistent manner to train those interested in becoming teachers in early childhood program. An effective curriculum will determine what student learns, the sequence in which the content is presented and
the organization of the content (Schwartz & Robison, 1982). Because the curriculum has such a profound influence on students' lives, teachers must endeavor to teach with techniques which are the most effective and efficient for student cognition assimilation.

The task of the researcher is to prepare a curriculum for instructional training necessary to satisfy the required academic components leading to license, as a teacher in child development program (California Department of Social Service, 1992).

Our understanding of how students learn has changed and the nature of the workplace has changed where we utilize our learning. Strengthening the ties between the ways in which students effectively learn and the current emerging workplace will positively affect students as individuals and our institutions (Berryman, 1992).

Various definitions for an effective curriculum are feasible because educators have differing opinions about how to prioritize students outcomes (Brown, 1989). Acquisition of knowledge is given high priority, followed by a positive attitude toward school, subject and learning (Brewer, 1992).

Therefore, early childhood education instructor need a capsulized model for improving the curriculum effectiveness which encompasses the most recent data in the field of early childhood education. The data identified in this study could be utilized by instructors as a tool for improving existing curriculum.
Significance of the Project

This researcher professional opinion is that the present curriculum does not prepare students for entry level positions in early childhood education. The growing need for early childhood education training requires community colleges to set up a meaningful training for entry level teaching positions. Head Start, private and public schools project a need of at least 40 early childhood positions a year in the Southern California High Desert area with annual increase until at least the year 2000.

As a consequence to the need, contact was made with various schools in the High Desert area such as Head Start, Latch Key, Unified School District, and Day Care Centers. Various personnel department people who were contacted indicated that their needs were for entry level people who had some training in general areas of child care. Directors of the early childhood areas in these schools stated that additional training in specific areas would come later, after the school had the opportunity to observe the student and use them in positions where needs arose.

Anticipation of the training needs of these students, High Desert Community College has indicated that they needs to provide specific classes to meet those requirements. These core classes will focus on Introduction to Early Childhood Education, Language Arts, Creative Activities, Principles and Practices Developmental Curriculum for the young child, Child Family, Child Growth and
Development, and Child, Family, and community. We can never exhaust the necessity for continued identification of an effective curriculum.

Statement of the Project

The objective of this project is to develop a course of study for early childhood education training program. Such curriculum could be used to provide community college students with the necessary entry level skills to find employment in the child care and education professional as teachers and directors. The curriculum will be written for five core classes, that will focus on the five selves of the child. The curriculum will be written in accordance with standards procedures used for approval by Curriculum Committee at the community college level (California Department of Education, 1992). A more detailed syllabus is written by the researcher to indicate how the class shall be taught over the length of eighteen weeks. An example of the type of detailed course outline that course instructor is expected to prepare has been included as part of this project.

Purpose of the Project

The purpose of this tutelage is to provide a curriculum for core classes, entitled Early Childhood Education for student at the community college level. It will provide them with the necessary skills for entry level positions in private and public schools, and day care centers.
Limitations

For the purpose of this project no attempt will be made to generalize beyond the population defined by the study. However, there may be specific areas where generalization may be appropriate.

The population for this project was limited to students from High Desert Community Colleges. The geographical area for this study was limited to variance of the individual respondents based on the Southern California High Desert Community in which they resides and work. The final limitations is the lack of availability of a state approved curriculum for use in the instructional process of early childhood education.

Definitions

For the purpose of this study the following definitions will apply.

Curriculum Standards

An orderly arrangement of integrated subjects, activities, and specific educational goals.

Effective Instruction

Teaching which results in improved student achievement.

Desired Student Behavior Outcomes
Improved achievement and those behaviors that consistently lead
to improved achievement.

Cognitive Skills

Knowledge of information, facts and concepts and the ability to
apply, analyze, synthesize, and evaluate (Pendleton, 1992).

Dialog

An computerize research information net.

Attitudes

An experience of an individuals beliefs.

Pedagogical

The science of effective teaching methods.

California Education Code

The body of articles enacted by the California State Legislature,
that set forth the law and regulations governing the Educational
System in California.

Summary

The introduction chapter identifies the problem of the training needed for
early childhood education program, for students and proposes a solution to such
through curriculum instruction. Stated the limitations further help define the
project. This chapter additionally, illustrates how early childhood education curriculum can best serve community college students with the use of structured core classes available for entry level positions.
CHAPTER II
Review Of Related Literature

Introduction

Introduction Review of literature revealed that the curriculum for training of early childhood is very limited since it has been developed on a regional basis and thereby not appropriate for use as a structured instrument for early childhood students at the community college level. The curriculum material is developed as a program concept, where students receive their training in a program, rather than individual class offerings.

The Matrix Task Force, a subgroup of the Chancellor's Child Development Advisory Committee, has completed its work for suggested revisions to the California Community College Statewide Matrix of Early Childhood Programs. These revisions specified recommendations for improvement, because it is a central priority (Department of Education, 1994). However, instructors in the classroom determines the level of students' cognition thinking according to the curriculum (Barnesly, 1992). Almost all of the revisions include suggestions for reviewing early childhood program and improving teaching methods, realizing that a better curriculum is the key to early childhood education improvement for college students (Department of Education, 1991).
Unfortunately, most educational research focuses on the college students as an information processor and is descriptive instead of prescriptive. The current research on college student learning cognition provides with excellent resources for how students process information, solve problem, think and reason, but it does not provide detailed prescription for action in the classroom. As young (1987) pointed out, . . "many college faculty would probably have difficulty translating some of the current research on student learning and cognition into directly applicable information relevant to their classroom practice (p.72)." The researcher will attempt to bridge the identified gap of educational research descriptions to identify current effective curriculum which is directly applicable to college student and responsible for improved achievement.

Effective Curriculum and Student Outcomes

Educational researchers evaluate effective and efficient curriculum by observing early childhood college students in the classroom. Researcher calculate relationship between specific core classes and desired outcomes of college level student (Oliver, 1992).

Curriculum can be organized in several specific categories. Therefore, the curriculum will be the primary focus of this project. An attempt will be made to link descriptive research with prescriptive action which should be undertaken in classroom delivery.
If the goal of this project is to provide a curriculum that addresses the eminent need of students who are entering into the field of early childhood development, with a curriculum that enables them to have entry level skills. The teacher must accomplish two objectives to reach the goal: maximize the time available for providing instruction and maintaining students' involvement in the instruction (Wingo, 1992). Virtually an effective curriculum supports one, the other, or both of these objectives.

An effective early childhood education instructor must be aware of using time efficiently. The instructor seeks ways to minimize time lost to activities other than instruction and to present instruction with as few breaks in cognitive processing as possible (Horan, 1991). The instructor starts and stops on time and minimize interruptions and distractions.

During instruction and interaction, an effective curriculum teaching strategies commands attention of all students. Conscious of the use of time and serious about goals, the early childhood instructor stays on task avoids digressions. Early childhood college level students begin each phase of work quickly because the instructor gives clear, precise instruction and checks for understanding of them. As a result, of this instruction students will always know what to do next (Wiecking, 1987). College level students of an effective
curriculum are on task because they understand the structure of their learning environment (Tabb, 1991).

The Instructional Model

An effective lesson design follows an instructional model which uses whole group instruction most of the time (Young, 1988). The early childhood instructor introduces the lesson, state the objective, and then teaches to the objective (Pendleton, 1991). Activities have a program of action for early childhood students, are clearly bounded by transitions, and have a content focus (Seefeldt, 1990). The teacher illustrates or models the concept or skill to be learned (Berryman, 1992). In order to interact efficiently with college students, the instructor must create a cooperative and task-focused atmosphere.

Feedback and Acquiring Higher Learning Skills

College students need frequent opportunities to respond and receive feedback (Menges, 1991). By asking many brief questions, the instructor checks for student understanding throughout the lesson (Gagne, 1985). When asking questions, an effective instructor uses precise, content related questions that vary in difficulty and complexity. An instructor ask the question before calling on the student. The instructor allows the student to prepare the answer by waiting until the student responds and waits again when the student stops responding to permit the student to augment the answer (Gooding, Swift, & Swift, 1983).
Acknowledge a response as correct helps to sustain involvement in the other students who benefit from this information. If the student is incorrect, the instructor must indicate this as well, then guide the student by probing further or clarifying the question (Berryman, 1992).

Classroom Standards

The effective teacher believes that the subject matter being taught is important and set high standards for academic work from college level students. If the instructor is confident that the students can learn and that he or she as a teacher will make a difference, then the curriculum will be more effective.

Student Interaction

The decisions that the instructor make during instruction, based on the information received from interactions, are critical for early childhood college students' success. The instructor's ability to diagnose student errors and modify instruction so that students will be successful (Berryman, 1992).

An effective instructor monitors early childhood classroom assignment which are aimed for high success levels and provides practical observation techniques for students (Leahey, 1985). A summary of each observation includes the main points and written reports reinforces the observation (Hohmann, 1979). Comprehension and understanding in the context of realistic problem, not memorized learning is emphasized (Berryman, 1991).
Effective teaching techniques are visible throughout the lesson. An active teaching approach includes cooperative learning groups, oral presentation, stimulation, and role play, and structured classroom (Shomberg, 1988). Additionally, active curriculum includes a continuous academic focus (Good, Biddle, & Brophy, 1983) and requires management of time, with a swift momentum throughout the lesson (Bruning, 1984). An effective instructor readies college students for each activity with clear instructions (Menges, 1991). Since questioning assures active student involvement and accountability the instructor applies a variety of questioning techniques (Munroe, 1983). The instructor also provides academic feedback and uses encouragement appropriately (Gagne, 1985). The instructor holds each student accountable for completing their work (Oser, 1992). The instructor assists students in acquiring higher order learning skills by teaching fundamental skills to the point of mastery and stimulating creative thinking (English, 1993). Since several studies report large correlation's between instructors expectations and college student achievement, an effective instructor requires high student achievement (Good, Biddle, & Brophy, 1983).

Summary

Current research on effective curriculum model do not provide all the answers to questions about college student learning and cognition in the classroom, and more empirical research is always needed. Nevertheless, research
does represent an advance in our understanding of college student learning and
does have important implications for instruction. As McKeachie (1985) said,
"...research may not result in the one best method of instruction, or the magic
elixir for fostering college student learning and motivation, but it can help faculty
conceptualize teaching and learning in new ways" (p. 83). McKeachie goes on to
point out, "...new conceptualization or belief about teaching and learning can then
be used by faculty members as the knowledge base to draw upon as they attempt
to interact effectively with college student in instructional settings" (p. 83).
CHAPTER III

Goals And Objectives

Introduction

The researcher contacted private, public schools and child care centers in the high desert to determine the extent of their needs, for qualified early childhood teachers. Once the needs were determined it was then possible to develop goals and objectives that are based on a sound understanding of children's developmental and needs reflecting age appropriate expectations and practices. The researcher will facilitate curriculum that encourage healthy development in social, emotional, cognitive, and motor domains and acquisition of related skills. These goals will also reflect the theoretical rationale on which the program is based (Holhmann, Banet, Weikart, 1979).

However, the need for planning the curriculum for college students will determine objectives, organize content, choose appropriate learning experiences, and the sequence for learning activities. The objective must specify the scope of what will be learned and sequence the order in which learning will take place. Katz and Chard (1989), suggest that when designing curriculum the researcher begin by selecting feasible objectives (p. 162). The objectives reflect the purpose of curriculum goal content, social skills, physical skills, and problem solving.
Once objectives are selected the researcher will make decisions about the organization of content, determine how to assess the experience of college level students. Thereby, the researcher will also consider the entry level of college students when selecting curriculum instructions.

Design of the Product

The product of this project is a series of course outlines and course syllabus in each of the major areas listed (see Appendix A and B.) The format of the course outlines is as follows:

1. A brief description of the class, units and how many hours of lecture and laboratory.
2. A statement of the objectives that the course will meet.
3. A list of text, author, publisher, and any other reference material.
4. A brief outline of the major components of the class and the appropriate number of hours to be spent in each area.
5. The method of instruction shall state the use of lecture demonstration, media presentation, and special projects.
6. The method of evaluation shall list what is to be used to establish a letter grade or credit in the course.
CHAPTER IV

Design Of The Project

Introduction

The review of material and its evaluation was conducted to see if the type of training for early childhood education meets requirements at the community college level and how applicable it would be to satisfy the needs of private and public school day care centers. The verification of needs was accomplished by conducting a survey utilizing two private schools, three public schools, and one day care center in the high desert.

Once the areas of concern in the early childhood educational curriculum were identified it became necessary to develop course outlines for each core class. It was determined that course outlines would state the goal and objectives to be completed by students per semester. The design of this project is as follows:

1. Research of material and evaluation to determine the type of training curriculum for early childhood education required for use at the community college level; and how it is applicable to satisfy the needs of public schools and day care centers.

2. Research of the proposed market was accomplished by conducting a survey of public, private and day care centers to verify their needs.
After their needs were determined, it was then possible to develop a curriculum to meet entry level positions.

3. Once the areas of concern were identified to be early childhood educational curriculum it became necessary to develop course outlines for each of the core classes. The outlines each include a course description and course content, listing hours of lecture, and laboratory hours per semester. In addition, each course outline will state the objectives and critical thinking to be met by students per semester.
CHAPTER V
Conclusions And Recommendations

Conclusion

The purpose of this project was to examine those pedagogical skills which provide an effective curriculum for early childhood education students. An efficient instructor who with philosophically correct learning beliefs inspires and uplift student, pushing them as high as their natural achievement thresholds will accept. This project has identifies an effective curriculum intended to increase early childhood students achievement. Additionally, this project has identifies known effective and ineffective individual philosophical learning beliefs which can effect student achievement in a positive and negative manner. The conclusions of this project will attempt to shed light on the impact of these findings.

It may also be concluded that community colleges in which these subjects were originally taught lacked both effective pedagogical practices and effective philosophical learning foundations. Consider that in California, the pre-service and student teacher generally will be required to attend only one teaching methods course for their teacher education career. The question arises, "Is one eighteen-week methods of teaching course sufficient instruction for the beginning teacher?"
This may be a significant reason why a large percentage of this study cannot recognize effective philosophical learning foundations of pedagogical practices.

Recommendations

The researcher suggests this project reveal sufficient evidence supporting continued inquiry into the relationship between curriculum and philosophical learning foundation for early childhood students. Based on the finding of this project, the following recommendations are offered concerning effective curriculum:

1. Community college should examine their programs and program requirements with regard to future early childhood teaching curriculum. Are the needs of the future teacher and the student being met?

2. Further research should be conducted regarding the correlation or non-correlation of instruction and the attainment of an effective curriculum. That is, when do community college students obtain effective teaching behavior? Do students ever obtain the knowledge of an effective curriculum if the educational institution does not provide adequate instruction?
3. Further research is recommended on the question of the educational institution teaching an adequate amount of core classes for our early education teachers to properly deliver instruction to young children.

These questions cannot be answered at the present time. However, the attainment and practice of expert pedagogical delivery skills which improve student achievement by present and future curriculum is paramount to the
APPENDIX A: Course Outlines
Introduction To Early Childhood Education

COURSE DESCRIPTION

An overview of the field of child Development/Early Childhood Education, including the history, current trends, legal issues and career Options. Emphasis will be placed on methods of observation, recording, and interpreting child behaviors.

COURSE OBJECTIVE

The student will be able to:

1. Describe the social, cognitive, emotional, and physical development of children ages two through eight years.

2. Analyze the interrelatedness of the developmental process.

3. Demonstrate competency in recording and writing objectives observations of children ages two through six.

4. Apply knowledge of developmental characteristics by recording and interpreting observed behaviors of children ages two through six years.

5. Investigate career options, current trends and legal issues in early childhood education.

METHOD OF INSTRUCTION

Lectures
Multi-Media Presentations
Small Group Problem-Solving
Class Discussions
Directed Observation at Laboratory Preschool

METHODS OF EVALUATION

Grades are based on demonstrated proficiency in subject matter.
Quizzes on assigned reading and lectures.
Class participation.  
Observation techniques used in class assignments.  
Group report.  
Written and oral observation projects.  
Class Assignments.  
Exams. 

TEXT


COURSE CONTENT

Lecture and/or laboratories follow the approximate schedule below:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview and History of Early Childhood Education</td>
<td>2</td>
</tr>
<tr>
<td>Current Trends, Career and Educational Opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Legal Issues and Licensing Regulations</td>
<td>2</td>
</tr>
<tr>
<td>Theories of Development</td>
<td>4</td>
</tr>
<tr>
<td>Ethical and moral issues in research</td>
<td>2</td>
</tr>
<tr>
<td>Developmental Characteristics of:</td>
<td></td>
</tr>
<tr>
<td>The two-year old child</td>
<td>3</td>
</tr>
<tr>
<td>The three-year old child</td>
<td>3</td>
</tr>
<tr>
<td>The four-year old child</td>
<td>3</td>
</tr>
<tr>
<td>The five-six year old child</td>
<td>3</td>
</tr>
<tr>
<td>The seven-eight year old child</td>
<td>3</td>
</tr>
<tr>
<td>The developmental approach to education</td>
<td>3</td>
</tr>
<tr>
<td>Methods and techniques of observation</td>
<td>4</td>
</tr>
</tbody>
</table>

TOPIC                        CLASS HOURS
Objectivity and interpretation 4
Physical development          2
Perceptual and sensory development 2
Cognitive development and observable behaviors 2
Language development          2
Characteristics of creativity  2
The divergent thinking process and observable behaviors 2
Social-emotional development and observable behaviors  2
Atypical behavior/development        2

TOTAL HOURS  54

EVALUATION

Midterm and final examination        200 pts
Written & oral reports               100 pts
Class assignment                     50 pts
Attendance                            50 pts
TOTAL POINTS                          400 pts

A =90-100  400-325
B =80-89  324-249
C =70-79  248-175
D =60-69  173-
Creative Activities Through Curriculum

COURSE DESCRIPTION

Introduction to creativity as it relates to young children in education. Integration of creative activity into various aspects of the early childhood curriculum, including art, music, dramatics, language, play food and media.

COURSE OBJECTIVES

Student will be able to:

1. Define creativity and demonstrate its application.

2. Demonstrate and understanding of the developmental appropriateness of activities for young children by evaluating group presentations and by planning and implementing appropriate activities.

3. Demonstrate competence in curriculum planning for all curriculum areas by selecting and/or creating activities in each curriculum area and presenting them in written form.

COURSE CONTENT

Lectures and/or laboratories follow the approximate schedule below:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concept of creativity</td>
<td>3</td>
</tr>
<tr>
<td>The young child as a learner</td>
<td>3</td>
</tr>
<tr>
<td>The role of the teacher</td>
<td>3</td>
</tr>
<tr>
<td>Observation and goal setting</td>
<td>3</td>
</tr>
<tr>
<td>Creativity and the curriculum</td>
<td>3</td>
</tr>
<tr>
<td>The role of play</td>
<td>3</td>
</tr>
<tr>
<td>Language arts</td>
<td>3</td>
</tr>
<tr>
<td>Children's literature and storytelling</td>
<td>3</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Creative Food experiences</td>
<td>3</td>
</tr>
<tr>
<td>Two dimensional art</td>
<td>3</td>
</tr>
<tr>
<td>Three dimensional art</td>
<td>3</td>
</tr>
</tbody>
</table>
Music 3
Motor skills 3
Nutrition, health and safety 3
Planning creative environments, selecting materials 3

TOTAL HOURS 54

In addition to the indicated hours, students are assigned the following reading, writing, and other outside assignments equivalent to two hour per one hour lecture:

METHODS OF INSTRUCTION

Lecture and demonstrations by instructor or guest speaker
Multi-media presentations
Group discussion
Research and reading

METHOD OF EVALUATION

Grades are based on demonstrated proficiency in subject matter.
Frequent quizzes and exams
Written lesson plans
Written resource card files
Skills presented in group presentations
Written individual research projects

TEXT


EVALUATION

Mid-term and final examination 200pts
Written lesson plans 100 pts
Group Presentations 75 pts
Written research project 75 pts
TOTAL POINTS 450 pts.

A=90-100  450-400
B=80-89   399-349
C=70-79   348-298
D=60-69   297-247
F=Below 246
Principles And Practices Of Early Childhood Education

COURSE DESCRIPTION

Curriculum planning and evaluation; discipline and guidance techniques; instructional methods; cooperative relationships with staff, parents and children; and professional ethics and job search skills. Supervised participation in group program for preschool and school-age children.

COURSE OBJECTIVES

1. Having successfully completed the course, the student will be able to:

2. Identify, in writing, the behavior characteristics of children in assigned school.

3. Conceptualize oral guidance techniques when working with children in assigned school.

4. Demonstrate understanding of indirect guidance by arrangement and supervision of the area assigned to them in a given school.

5. Describe, in writing, five types of lesson plans using audiovisual techniques.

6. List and analyze the goals in each lesson that will fill the need for the family.

7. Review the safety features and regulations necessary for using equipment normally found in the assigned school.

8. Plan appropriate activities assigned to teach.

CLASS CONTENT TOPICS, SCOPE, AND SEQUENCE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>The integrative force in learning</td>
<td>3</td>
</tr>
<tr>
<td>Creating supportive curriculum plan and schedules</td>
<td>3</td>
</tr>
<tr>
<td>Designing the supportive environment</td>
<td>3</td>
</tr>
</tbody>
</table>
Using educational objectives in preschool 3
Practical methods of recording and evaluating behaviors 3
Keeping children safe and well fed 3
Developing Physical competence 3
Helping children understand and value life 3
Achieving emotional competence 3
Achieving competence in interpersonal relations 3
Developing social competence and the sense of self 3
Freeing children to be creative 3
Developing verbal competence 3
Structuring the group for success 3
Increasing cognitive competence 3
Developing specific mental abilities 3
Review and Final Examination 3

TOTAL HOURS 54

ASSIGNMENTS

1. Critical thinking assignment include (but are not limited to) the following:

2. Identify and analyze the social organizational factors that influence the teaching and learning of young children and appropriate teaching strategies.

3. Develop and analyze a guide to show the types of basic curriculum for early childhood education.

4. Conceptualize oral guidance when working with children in assigned schools.

METHODS OF MEASUREMENT/EVALUATION

Mid-term will include multiple choice and essay questions.
One research paper
Final exam will include true-false, multiple choice and essay questions.

TEXT

**EVALUATION**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term and final examination</td>
<td>200 pts</td>
</tr>
<tr>
<td>Research paper</td>
<td>75 pts</td>
</tr>
<tr>
<td>Assigned school/observation reports (5)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Attendance</td>
<td>50 pts</td>
</tr>
<tr>
<td>Concept outlines (15)</td>
<td>75 pts</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500 pts</strong></td>
</tr>
</tbody>
</table>

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59

500-425  
424-349  
348-273  
272-197  
196-----
Child Growth And Development

COURSE DESCRIPTION


COURSE OBJECTIVES

Upon completion of this course the student should be provided with a basic foundation of the principles of child growth and development:

A. Generally, the student will develop his/her overall perspective of the study of human development, how and why people change as they grow older, as well as how and why they stay the same. Specifically, the student will be able to understand describe and apply the following:

1. The goals, values, and methods involved in the scientific study of human development and practical applications.

2. Several theoretical perspectives that offer insight into why we develop in the ways that we do and how we learn to act in new ways.

3. The interactions between genetics and environment that affect the developing person.

4. What happens during the first nine months of life, the prenatal period.

5. The impressive physical, cognitive and phychosocial development of infancy through the first two years, the play years (2-6), the school years, and adolescence.

6. Three major areas of controversy in the study of human development.
7. Developmental research including: The steps of the Scientific Method, ethical concerns, two basic research design and ways to test hypotheses.

B. The student will be provided with opportunities to improve general academic skills.

1. Through interaction with the course materials, classroom discussion, and direct observation, critical thinking skills will be sharpened and measured by writing observation logs and a case study of one child.

2. Writing skills will be emphasized.

3. Oral communication will be sharpened through classroom exercises.

COURSE CONTENT

Lecture and/or laboratories follow the appropriate schedule below:

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Study of Human Development</td>
<td>3</td>
</tr>
<tr>
<td>Theories</td>
<td>3</td>
</tr>
<tr>
<td>Conception and Heredity</td>
<td>3</td>
</tr>
<tr>
<td>Prenatal Development</td>
<td>3</td>
</tr>
<tr>
<td>Birth</td>
<td>3</td>
</tr>
<tr>
<td>The First Two Years: Physical Development</td>
<td>3</td>
</tr>
<tr>
<td>The First Two Years: Cognitive Development</td>
<td>3</td>
</tr>
<tr>
<td>The First Two Years: Psychosocial Development</td>
<td>3</td>
</tr>
<tr>
<td>The Play Years: Physical Development</td>
<td>3</td>
</tr>
<tr>
<td>The Play Years: Cognitive Development</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOPICS</th>
<th>CLASS HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Play Years: Psychosocial Development</td>
<td>3</td>
</tr>
<tr>
<td>The School Years: Physical Development</td>
<td>3</td>
</tr>
<tr>
<td>The School Years: Cognitive Development</td>
<td>4</td>
</tr>
<tr>
<td>The School Years: Psychosocial Development</td>
<td>3</td>
</tr>
<tr>
<td>Adolescence: Physical Development</td>
<td>3</td>
</tr>
</tbody>
</table>
ASSIGNMENTS:

Critical thinking/assignments include (but are not limited the following:

1. Observation logs of every school visited.
2. Development of objective perspective of child development by writing psychosocial history.
3. Report on article from scholarly journal.

METHODS OF INSTRUCTION:

Lecture
Group discussion and involvement

METHOD OF EVALUATION:

1. Substantial writing assignments, including:
   Lab reports
   Essay exams
   Term or other papers
   TESTS AND LOGS OF OBSERVATION

2. Midterm and final examination 200 pts
3. Term paper 75 pts
4. Log of Observation 50 pts
5. Class participation 50 pts
6. Attendance 45 pts

   TOTAL POINTS 420 pts

A =90-100 420 - 370
B =80-89 369 - 319
C =70-79 318 - 268
TEXTBOOK

Home, School, And Community Relations

COURSE DESCRIPTION

Overview of patterns of family living in contemporary society tempered by various elements of cultural, social, economic, and racial factors. Emphasis on wise use of community resources such as those available in educational, health, welfare, religious, recreational and counseling organization. A total of 54 hours.

COURSE OBJECTIVES

Student shall identify and describe:

1. How the family's economic, cultural, racial and religious values contribute to the child’s mental, emotional and social development.

2. Community resources available to assist the family's ability to enhance and maximize the child's development. These services will be individually researched and described to the class in an oral presentation' as required by the term project.

3. The major parenting styles which prevail in the United States and the philosophical origins, and emotional, developmental and behavioral impact of each.

4. The major educational philosophies for teaching young children and describe a system within which one would feel most effective based on one's own personality, temperament, and philosophy.

COURSE CONTENT

Lectures and/ or laboratories follow the approximate schedule below:

<table>
<thead>
<tr>
<th>CLASS TOPICS</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children changes and choices</td>
<td>3</td>
</tr>
<tr>
<td>Understanding socialization</td>
<td>3</td>
</tr>
</tbody>
</table>
The nature of the family 3
The Nurture of Family 3
Child Care 3
School 3
Peers 4
Mass Media - Part A 3
Pictorial Medic - Part B 4
Print Media - Part C 3
Cortniunity Ecology 3
Outcome of Socialization - A 3
Outcomes of Socialization -B 3
Special Socialization Needs Part A 4
Special Socialization Needs Part B 3
Special Socialization Needs Part C 3
Final Examination 3

TOTAL HOURS 54

CRITICAL THINKING Assignment include (but are not limited to) the following:

1. Identify and analyze the impact of social issues on the development and education of young children through research, field work and classroom discussion.

2. Analyze and explore the impact of family environmental issues on the child's development and capacity for learning and social adjustment.

3. Students to examine how they experience the process of change and what impact it had on them and their significant others; then re-examine what they might do differently in their approach to this change.

METHODS OF INSTRUCTION

Lecture
Group discussion and involvement
Role • Play
Demonstration and resource visitors
METHODS OF EVALUATION

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term and final examination</td>
<td>200 pts</td>
</tr>
<tr>
<td>Family interview report</td>
<td>100 pts</td>
</tr>
<tr>
<td>Research paper</td>
<td>100 pts</td>
</tr>
<tr>
<td>Class participation</td>
<td>60 pts</td>
</tr>
<tr>
<td>Attendance</td>
<td>40 pts</td>
</tr>
<tr>
<td>TOTAL POINT</td>
<td>500pts</td>
</tr>
</tbody>
</table>

A = 90 - 100  500 - 425  
B = 80 - 89   424 - 349  
C = 70 - 79   348 - 273  
D = 60 - 69   272 - 199  
Below 198     F

TEXTBOOK

APPENDIX B: Course Syllabi
Introduction to Early Childhood Education

Week 1
Chapter 1- Introduction

Week 2
Chapter 2- Overview and History of Early Childhood Education

Week 3
Chapter 3- Current Trends, Career and Educational Opportunities

Week 4
Chapter 4-Legal Issues and Licensing Regulations

Week 5
Chapter 5-Theories of Development

Week 6
Chapter 6-Ethical and Moral Issues in Research

Week 7
Chapter 7-Developmental Characteristic of The two-year old child

Week 8
Chapter 8-The three-four year old child

MID-TERM EXAMINATION

Week 9
Chapter 9-The five-six year old child

Week 10
Chapter 10-The seven-eight, year old child

Week 11
Chapter 11-The Developmental Approach to Education

Week 12
Chapter 12-Methods and Techniques of Observation

Week 13
Chapter 13-Objectivity and Interpretation

Week 14
Chapter 14-Physical development/perception and sensory development

Week 15
Chapter 15-Cognitive development and observable behaviors
   1. Language development

Week 16
Chapter 16-Characteristic of creativity
1. Divergent thinking process/observable behaviors

Week 17

Chapter 17 - Social-emotional development and observable, behaviors
1. Atypical behavior/development

Week 18

Review and Final Examination
Creative Activities Through Curriculum

Week 1
Chapter 1 - Introduction

Week 2
Chapter 2 - The Concept of Creativity

Week 3
Chapter 3 - The young child as a learner
1. The role of the teacher

Week 4
Chapter 4 - Observation and goal setting

Week 5
Chapter 5 - Creativity and the curriculum

Week 6
Chapter 6 - The role of play

Week 7
Chapter 7 - Language arts

Week 8
Chapter 8 - Children's literature and storytelling

Week 9
MID-TERM EXAMINATION
Chapter 9-10-11 - Social Studies with lesson planning
1. Science with lesson planning
2. Mathematics with lesson planning

Week 12
Chapter 12 - Creative food experiences

Week 13
Chapter 13-14 Two dimensional art
1. Three dimensional art

Week 15
Chapter 15-16 Nutrition, health, and safety

Week 16
Chapter 16 - Planning creative environments, selecting materials

Week 17
Review and Group presentations

Week 18
Final Examination
Principles and Practices of Early Childhood Education

Week 1    Chapter 1 - The purpose of the curriculum
Week 2    Chapter 2 - The integrated force in learning
Week 3    Chapter 3 - Creating supportive curriculum plan and schedules
Week 4    Chapter 4 - Designing the supportive environment
Week 5    Chapter 5 - Using educational objectives in the preschool
Week 6    Chapter 6 - Practical methods of recording and evaluating behaviors
Week 7    Chapter 7 - Keeping children safe and well fed
Week 8    Chapter 8 - Developing physical competence
          MID TERM EXAM
Week 9    Chapter 9 - Helping children understand and value life
Week 10   Chapter 10 - Achieving emotional competence
Week 11   Chapter 11 - Achieving competence in interpersonal relations
Week 12   Chapter 12 - Developing social competence and the sense of self
Week 13   Chapter 13 - Freeing children to be creative
Week 14   Chapter 14 - Developing verbal competence
Week 15   Chapter 15 - Structuring the group for success
Week 16   Chapter 16 - Increasing cognitive competence Helping children to think for themselves
Week 17   Chapter 17 - Developing specific mental abilities
Week 18   Review and final examination
# Child Growth and Development

**Week 1**
- Chapter 1 - Introduction

**Week 2**
- Chapter 2 - Theories

**Week 3**
- Chapter 3 - The study of human development

**Week 4**
- Chapter 4 - Prenatal Development

**Week 5**
- Chapter 5 - Birth
  1. Variations, Problems, and Solutions

**Week 6 - 7**
- Chapter 6 - The first two years: Physical Development
  1. Size and Shape
  2. Motor abilities
  3. The Senses and Perceptual skills
  4. Brain Growth and Maturation

**Week 8**
- Chapter 7 - The First Two Years: Cognitive Development
  1. Sensorimotor Intelligence
  2. Language Development

**Week 9**
- Chapter 8 - The First Two Years: Psychosocial Development
  MIDTERM EXAM

**Week 10**
- Chapter 9 - The Play Years: Physical Development
- Chapter 10 - How Preschoolers Think

**Week 11**
- Chapter 11 - The Self and the Social Self

**Week 12**
- Chapter 12 - The School Years: Physical Development

**Week 13**
- Chapter 13 - Concrete Operational Thought

**Week 14**
- Chapter 14 - Theories about Middle Child

**Week 15**
- Chapter 15 - Adolescence: Physical Development
Week 17
Chapter 16 - Adolescence: Cognitive Development

Week 18
Chapter 17 - Adolescence: Psychosocial Development
Review and Final Examination
Home, School, and Community Relations

Week 1  Chapter 1 - Introduction
Week 2  Chapter 2 - Children, Changes and Choices
Week 3  Chapter 3 - Understanding Socialization
Week 4  Chapter 4 - The Nature of the Family
Week 5  Chapter 5 - The Nurture of the Family
Week 6  Chapter 6 - Child Care
Week 7  Chapter 7 - School
Week 8  Chapter 8 - Peers
Week 9' MID-TERM EXAM
Week 10 Chapter 10 - Mass Media
Week 11 Chapter 11 - Community Ecology
Week 12 Chapter 12 - Outcomes of Socialization - Part A
Week 13 Chapter 13 - Outcomes of Socialization - Part B
Week 14 Chapter 14 - Special socialization needs - Part A
Week 15 Chapter 15 - Special Socialization Needs - Part B
Week 16 Chapter 16 - Special Socialization Needs - Part B
Week 18 FAMILY Interview Reports and Review
Week 18 FINAL EXAMINATION
References


California Department of Social Service Child Care Division (1992). Community Licensing Division Title 22 Sacramento, CA.


