

**CUYAMACA COLLEGE**  
**COURSE OUTLINE OF RECORD**

**CHILD DEVELOPMENT 123 – PRINCIPLES AND PRACTICES OF PROGRAMS AND CURRICULUM FOR YOUNG CHILDREN**

3 hours lecture, 3 units

**Catalog Description**

This course examines the theoretical principles of developmentally appropriate practices applied to programs and environments, with an emphasis on the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. Content includes the historical roots of early childhood programs; the evolution of the professional practices promoting advocacy, ethics and professional identity; and the legal requirements for programs in California including Title 22 and Title 5.

**Prerequisite**

None

**Course Content**

- 1) History, philosophy and influences of early childhood programs
- 2) Educational preparation and career paths, including a survey of professional organizations and ongoing professional development
- 3) Ethical and professional behavior and the NAEYC Code of Ethics
- 4) Program types and delivery systems of child development programs
- 5) Laws, licensing requirements, and national standards for quality program
- 6) Review of developmental ages and stages, the whole child, and the importance of play
- 7) Inclusive developmentally, culturally and linguistic appropriate practices, including the application of developmentally appropriate practices to normative and atypical development
- 8) Role of the teacher
- 9) The critical nature of respectful relationships, attachment, interaction, collaboration, and partnerships
- 10) Theories and strategies for encouraging cooperative behavior, problem solving and conflict resolution
- 11) The influence of environment on behavior and learning
- 12) Elements of effective planning processes to co-construct curriculum with children reflecting observation, and assessment
- 13) Evaluation of programs, incorporating the application of quality indicators such as accreditation standards

**Course Objectives**

Students will be able to:

- 1) Analyze the impact of the historical roots and current trends in the field of child development.
- 2) Examine teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards; compare and contrast multiple delivery systems and licensing and regulation structures and policies and procedures in early childhood programs.
- 3) Evaluate and design components of developmentally appropriate, play-based, inclusive environments and curriculum that reflect an awareness of developmental ages and stages; examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

- 4) Apply strategies for appropriate collaborative relationships with children and adults including families, colleagues and community to specific classroom situations.
- 5) Implement effective planning processes to co-construct curriculum with children reflecting observation and assessment; assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- 6) Examine inclusive principles of positive communication and guidance; identify strategies that increase children's social competence and promote a caring classroom community and support positive classroom management and problem solving responsive to children and families with diverse backgrounds and abilities.
- 7) Evaluate career and professional growth opportunities through examination of theoretical frameworks, personal philosophy, and application of professional ethics; formulate a professional philosophy based on various theoretical perspectives.

### **Method of Evaluation**

A grading system will be established by the instructor and implemented uniformly. Grades will be based on demonstrated proficiency in subject matter by multiple measurements, one of which must be essay exams, skills demonstration, or where appropriate, the symbol system.

- 1) Quizzes and exams which measure students' ability to recall and generalize information about:
  - a. The history of child development.
  - b. Types of early childhood programs, requirements, and regulations.
  - c. Observation, assessment and guidance techniques applicable to children and early childhood programs and environments.
  - d. Developmental appropriateness, play, learning environments and curriculum planning.
- 2) Written assignments, including the development of a personal philosophy of early childhood education and professionalism, which measure students' ability to identify and incorporate early childhood education principles and philosophies.
- 3) Observation of early childhood programs and curriculum that require students to describe, compare and contrast early childhood care and education programs and curriculum.

### **Special Materials Required of Student**

None

### **Minimal Instructional Facilities**

Smart classroom

### **Method of Instruction**

- 1) Lecture and discussion
- 2) Panels and guest speakers
- 3) Field observations

### **Out-of-Class Assignments**

- 1) Program visits and observations
- 2) First person interviews
- 3) Reading assignments
- 4) Written assignments

### **Texts and References**

- 1) Required (representative examples):
  - a. Feeney, et al. *Who Am I In The Lives of Children? An Introduction to Early Childhood Education*. 10th edition. Pearson, 2015
  - b. Copple and Bredekamp. *Basics of Developmentally Appropriate Practice: An Introduction for Teachers of Children 3 to 6*. National Association for the Education of Young Children, 3rd ed., 2010.

## 2) Supplemental: None

### **Exit Skills**

Students having successfully completed this course exit with the following skills, competencies and/or knowledge:

- 1) History and philosophy of early childhood education.
- 2) Types of programs serving young children, public and private.
- 3) ADA, IDEA, Title 22 and Title 5 regulations as they apply to teachers in early childhood programs.
- 4) Role of the teacher and aptitudes for a career in early childhood education and care.
- 5) Routines and transitions, classroom management techniques.
- 6) Overview of curriculum methods, materials, and processes.
- 7) Working with families, children with special needs, diverse cultures and languages.

### **Student Learning Outcomes**

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

- 1) Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
- 2) Describe the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and the skills for planning a play-based curriculum.
- 3) Apply a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.