

**SAN DIEGO COMMUNITY COLLEGE DISTRICT
CITY, MESA, AND MIRAMAR COLLEGES
ASSOCIATE DEGREE COURSE OUTLINE**

SECTION I**SUBJECT AREA AND COURSE NUMBER:** Child Development 151**COURSE TITLE:** Program Planning**Units: 3**
Grade Only**CATALOG COURSE DESCRIPTION:**

This course focuses on planning the preschool learning environment to promote optimal development. It emphasizes curriculum planning, guidance, safety, record keeping, observation techniques, resource units, and daily plans. The course partially fulfills State of California Permit requirements.

REQUISITES:**Prerequisite:**

CHIL 101 with a grade of "C" or better, or equivalent
and
CHIL 111 with a grade of "C" or better, or equivalent
or
CHIL 121 with a grade of "C" or better, or equivalent
or
CHIL 131 with a grade of "C" or better, or equivalent

Corequisite:

CHIL 270
or
CHIL 275

Advisory:

ENGL 049 with a grade of "C" or better, or equivalent or Assessment Skill Level W5
and
ENGL 048 with a grade of "C" or better, or equivalent or Assessment Skill Level R5

FIELD TRIP REQUIREMENTS: May be required**TRANSFER APPLICABILITY:** Associate Degree Credit & transfer to CSU and/or private colleges and universities**TOTAL LECTURE HOURS:** 48 - 54**TOTAL LAB HOURS:****STUDENT LEARNING OBJECTIVES:**

Upon successful completion of the course the student will be able to:

1. Compare and contrast the different types of early childhood education programs and philosophies to distinguish between optimal preschool learning environments.

2. Plan, present, and evaluate curriculum for young children utilizing basic child development and program planning principles.
3. Examine the goals and learning objectives in planning a program on a daily/weekly/monthly/yearly basis.
4. Discuss the use of effective and positive techniques in guiding children's behavior.
5. Identify the personal and professional qualities that successful teaching requires.
6. Interpret the state code requirements for licensing child development programs as they relate to job qualifications and performances, record keeping, physical environment and to the health and safety of the children.
7. Analyze the teacher's responsibility in selection and use of classroom materials and equipment for indoor and outdoor environments.

SECTION II

1. COURSE OUTLINE AND SCOPE:

A. Outline Of Topics:

The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

- I. Early childhood education
 - A. History and philosophy
 - B. Types of early childhood education programs
 - C. Optimal types of preschool learning environments
 - D. Basic professional ethics.
- II. Role of the teacher
 - A. Determining the needs of children
 - B. Assessing the children's development
 - C. Using appropriate guidance techniques
 - D. Evaluating the program
 - E. Involving parents in the program
 - F. Developing a personal teaching style.
- III. Planning outdoor and indoor environments
 - A. Selecting equipment and supplies
 - B. Organizing learning centers and outdoor play areas
 - C. Planning bulletin boards and displays for both parents and children.
- IV. Early childhood program curriculum
 - A. Program planning: long and short term, self-selected activities, themes, and integration of curriculum areas
 - B. Encouraging respect and responsibility
 - C. Fostering creativity
 - D. Developing social competence and self-worth
 - E. Providing multicultural and nonsexist curriculum
 - F. Planning routines and transition times
 - G. Planning for group, individual and special needs.
- V. Licensing requirements
 - A. Physical environment
 - B. Professional qualifications
 - C. Health and safety considerations
 - D. Record keeping.
- VI. Professional considerations
 - A. Job interview and resume
 - B. Professional organizations and publications
 - C. Legislation
 - D. Current issues.

B. Reading Assignments:

Reading assignments are required and may include but, are not limited to, the following:

- I. Course textbook(s)
- II. Child development reference texts
- III. Professional journals, such as Journal of the National Association for the Education of Young Children and Journal of the Association for Childhood Educational International
- IV. Title 22 of the Ed Code for the State of California.

C. Appropriate Assignments that Demonstrate Critical Thinking:

Critical thinking assignments are required and may include, but are not limited to, the following:

- I. Evaluating curriculum integration
- II. Analyzing optimal preschool learning environments
- III. Evaluating physical environments
- IV. Assessing children's needs for curriculum planning.

D. Appropriate Outside Assignments:

Outside assignments may include, but are not limited to, the following:

- I. Completing reading and writing assignments, including a five-day unit plan
- II. Conducting library and Internet research for curriculum preparation
- III. Preparing materials.

E. Writing Assignments:

Writing assignments are required and may include, but are not limited to, the following:

- I. Written exams
- II. Responses to chapter questions
- III. Lesson plans
- IV. Five-day unit plan
- V. Floor plans of the environment Parent bulletin boards
- VI. Resume
- VII. Essay responses to child development-related inquiries.

2. METHODS OF EVALUATION:

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

- I. Performance on oral presentations and written assignments.
- II. Objective and essay examinations.
- III. Attendance and participation on group and individual projects.

3. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to, the following:

- * Computer Assisted Instruction
- * Lecture Discussion
- * Audio-Visual
- * Collaborative Learning
- * Lecture
- * Other (Specify)
- * Observations, guest speakers, field trips.

4. REQUIRED TEXTS AND SUPPLIES:

Textbooks may include, but are not limited to:

TEXTBOOKS:

1. Bredekamp, Sue, and Carol Copple, eds. Developmentally Appropriate Practice in Early Childhood Programs (NAEYC Series #234), 2nd ed. NAEYC, 1997, ISBN: 093598979X
2. Hendrick, Joanne. Whole Child: Developmental Education for the Early Years, 7th ed. Prentice Hall, 2000, ISBN: 0130226068
3. Taylor, Barbara J. A Child Goes Forth, 10th ed. Prentice Hall, 2003, ISBN: 0130481165

MANUALS:

PERIODICALS:

SOFTWARE:

SUPPLIES:

1. Materials for bulletin boards and for curriculum development.

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