

Course Outline

COURSE: CD 28A **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2013 **CURRICULUM APPROVAL DATE:** 02/25/2013

SHORT TITLE: CHILD DEV AND GUID FOR FCC

LONG TITLE: Child Development and Guidance for Family Child Care

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
1	18	Lecture:	1	18
		Lab:	0	0
		Other:	0	0
		Total:	1	18

COURSE DESCRIPTION:

An overview of the development of young children from pre-birth through age twelve, primarily designed for the family child care provider or foster parent. Students will be exposed to appropriate expectations and developmentally appropriate learning experiences for each stage of development. Six 3-hour sessions, or may be taught on three Saturdays. This course has the option of a letter grade or pass/no pass.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Describe the relationship between quality child care and emotional well being.

Measure: Written exam, group presentation, small group exercise

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2012/2013

2. Describe what normal growth and development means.

Measure: Written exam, group presentation, small group exercise

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

3. Explain the relationship between parents and caregivers in care giving and attachment.

Measure: Written exam, group presentation, small group exercise

PLO: 4

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2011/2012

4. Explain three major theoretical perspectives on child development.

Measure: Written exam, group presentation, small group exercise

PLO: 4

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

5. Describe three major temperament types and strategies for working with each temperament.

Measure: Written exam, group presentation, small group exercise

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2009/2010

6. List stages of prenatal development and risks to developing child during each stage.

Measure: Written exam, group presentation, small group exercise

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

7. Describe how the curriculum of an infant center is based on care-giving routines. Describe the value of talking to infants and toddlers while caring for them.

Measure: Written exam, group presentation, small group exercise

PLO: 4

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2009/2010

8. Describe the developmental characteristics of the 3-5 year old in motor, perceptual, cognitive, speech and language domains.

Measure: Written exam, group presentation, small group exercise

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

9. 12. Describe the developmental characteristics of the 6-12 year old child. List the differences in appropriate environment, expectations, and guidance techniques for use with younger and older children.

Measure: Written exam, group presentation, small group exercises

PLO: 2

ILO: 1,2,4,6

GE-LO:

Year assessed or anticipated year of assessment: 2013

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 02/25/2013

WEEK 1 3 HOURS

Content: Getting acquainted - overview of class. Discussion: Desirable children's traits and ranking children's traits. Getting along with children; developmentally appropriate practice. Children and families and caregivers: The Positive Role of Child Care. Review developmental chart. Discuss Ideal versus real children. Video: Tools for Teaching Developmentally Appropriate Practice. Small groups for chapter review and questions. Report back to large group. Book: Making a Difference

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video. Students will be able to discuss what is appropriate practice.

HW: Review chapters. Start developing notebook. Complete an observation/assessment on a child you have selected between the ages of 0-12 years and assess them in the various developmental domains.

WEEK 2 3 HOURS

Content: A temperament treasure hunt. Video: Fearful, Flexible, and Feisty. Temperament differences and child rearing practices. Handouts: Complete temperament assessment scale on self and child.

Chart traits. Discussion. Overview of prenatal development. Small groups for chapter review and questions. Report back to large group.

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video. Students will be able to understand various temperaments and how to work with them. HW: Review chapters. Work on notebook. Continue on assessment of child selected.

WEEK 3 3 HOURS

Content: Infants and toddlers. Video: It's Not just Routines. Lecture: daily routines, developmental characteristics and learning activities. Toilet training and feeding issues, naps. Feeding exercise and then discussion. Small groups for chapter review and questions. Report back to large group.

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video.

HW: Review chapters. Work on notebook. Continue to work on assessment of child selected.

WEEK 4 3 HOURS

Content: Preschool children. Developmental characteristics of preoperational and concrete operational children. Highlights of motor, perceptual, cognitive, speech, and language development. Video: Developmental Milestones: Speech and language Development. Chapter 6.

Small groups for chapter review and questions. Report back to large group.

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video.

HW: Review chapters. Work on notebook. Continue to work on child assessment.

WEEK 5 3 HOURS

Content: Understanding and guiding behavior. Video: Appropriate Guidance. Self-Esteem issues. Working with parents. Book: Making a Difference - Positive Guidance and Discipline. Discussion.

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video.

HW: Review chapters. Work on notebook. Prepare for written exam. Continue to work on child assessment. Select and prepare presentation on a school age issue.

WEEK 6 3 HOURS

Content: School aged child care - how is it different? Joke-telling, rule-making, developmental stages of friendship, lying. Preadolescence, and adolescence. Anorexia/bulimia, drugs/alcohol, sexuality/birth control, jobs/money management. Video: Social development in Middle Childhood. Small groups for chapter review and questions. Report back to large group.

Written Exam

Student Performance: Students will work in small groups to review chapters, answer questions and make presentations to the large group. Students will take notes on the video. Class presentation on child assessed.

METHODS OF INSTRUCTION:

Lecture, discussion, videos, small group activities, role-playing, reading, and writing.

METHODS OF EVALUATION:

CATEGORY 1 - The types of writing assignments required:

Percent range of total grade: 0 % to %

Written Homework

Essay Exams

If this is a degree applicable course, but substantial writing assignments are not appropriate, indicate reason:

Course primarily involves skill demonstration or problem solving

CATEGORY 2 -The problem-solving assignments required:

Percent range of total grade: 40 % to 45 %

Homework Problems

Other: Notebook

CATEGORY 3 -The types of skill demonstrations required:

Percent range of total grade: 12 % to 16 %

Class Performance/s

CATEGORY 4 - The types of objective examinations used in the course:

Percent range of total grade: 18 % to 20 %

Completion

CATEGORY 5 - Any other methods of evaluation:

Percent range of total grade: 15 % to 27 %

Video Reviews

REPRESENTATIVE TEXTBOOKS:

Required:

Allen, K. Eileen / Marotz, Lynn R., Developmental Profiles Pre-Birth Through Twelve, 6th edition, Delmar Learning Publications, 2010, or other appropriate college level text.

Reading level of text, Grade: 14.5 Verified by: Microsoft Word/ Susan E. Alonzo

Other textbooks or materials to be purchased by the student: /none

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200530

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: I

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 28A

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000092493

Sports/Physical Education Course: N

Taxonomy of Program: 130500