Course Description
This foundation course explores the field of early childhood education from multicultural, socio-economic, and professional perspectives. Students gain experience in an early childhood program serving two to six year olds through assisting teachers, preparing the environment and acquiring the skills necessary to support and enhance curriculum. Students gain an understanding of how the many roles of the teacher and environment impact the growth and development of the child within an emergent play-based curriculum model.

Required Text:

Optional: Prekindergarten Learning & Development Guidelines

Course Objectives
1) Identify and analyze the philosophy of developmentally appropriate practices in early childhood education.
2) Observe and analyze Developmental Interactivist Approach to Early Childhood Education
3) Observe and analyze young children’s behaviors.
4) Identify issues and problems associated with children in group settings.
5) Observe and analyze teacher’s behaviors in relation to children’s behavior.
6) Demonstrate and understanding of the function and use of curriculum materials and equipment.
7) Prepare and arrange curriculum materials and equipment for learning experiences to expand and be responsive to the child’s developmental needs.
8) Define a professional vocabulary in early childhood education.

Course Schedule
Sept. 2  Introduction
Chapter 1: The Early Childhood Educator
Sept. 9  Chapter 2: The Field of Early Childhood Education and Care
Chapter 3: The Historical Roots of Current Practice
Sept. 16  Chapter 4: Understanding Development
Quiz # 1: Chapters 1 - 3
Sept. 23  Chapter 5: Observation, Assessment and Documentation
Sept. 30  Chapter 6: Children’s Play
Oct. 7  Chapter 7: A Caring Place
Quiz #2: Chapters 4 - 6
Oct. 14  Chapter 8: A Learning Place
Observation #1 due
Oct. 21  Chapter 9: Relationships with Children
Oct. 28  Chapter 10: The Curriculum
Quiz #3: Chapters 7 - 9

Nov. 4  Chapter 11: Planning Curriculum
         Observation #2 due

Nov. 11 No Class

Nov. 18 Chapter 12: Working with Children with Special Needs

Nov. 25 No Class

Dec. 2  Chapter 13: Working with Families

Dec. 9  Pre-K Guidelines
         Portfolio due

Thursday, Dec. 16 Final Class: 6:00 – 8:00 p.m.
         Quiz #4: Chapters 10 - 13

**Portfolio**

Your portfolio is an on-going collection of written work that you will keep in a binder. It will be graded on 1) Content, 2) Organization, and 3) Professionalism. Every week you will be given a written assignment that will become a part of this portfolio which will be turned in at the end of the semester.

**Requirements**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance/Participation</td>
<td>50 points</td>
</tr>
<tr>
<td>4 Quizzes</td>
<td>200 points (50 points each)</td>
</tr>
<tr>
<td>2 Observations</td>
<td>100 points (50 points each)</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100 points</td>
</tr>
</tbody>
</table>

Total points = 450 points

**Attendance**

Each class has a point value, which is included in your total points. If you are going to be absent, let me know by phone or e-mail.

**Late Assignments**

Points will be deducted for assignments turned in after the due date.

**Grading**

- 100% - 90% = A
- 89% - 80% = B
- 79% - 70 % = C
- 69% - 60% = D

**Observations**: The West Valley College Child Development Centers are available for students to complete their observations. Our early childhood program consists of three classrooms: the Acorn Room is designed for children two to three years of age, the Oak Room is designed for children three to four years of age, and the Redwood Room is designed for children four to five years of age. The Acorn and Oak Rooms are located next to the Science & Math buildings and the Redwood Room is located in the Applied Arts & Sciences building, Room 50. The classrooms are open Monday – Friday, 8:00 a.m. – 4:00 p.m.

Appointments must be made at least one week in advance and can be made on the sign-up sheets posted in the lobby of AAS 50. Students are expected to follow the established **Guidelines for Student Observers** as posted in each classroom and as discussed in class.
**Confidentiality Policy:** Children’s records, teacher, parent and staff conversations in conferences and in meetings as well as casual conversations may provide very personal information. As a student participating in WVC Child Studies department courses, you are expected to observe the strictest confidentiality regarding any and all families, students, teachers and staff involved with any program (both on and off campus). A breach of confidentiality can occur in casual conversations which provide very personal information, in discussing center business while in the hallway, play yard, or classroom in front of parents or teachers, in CHS classroom discussions and in the parking lot. Please be aware of what you are saying and to whom when discussing children, families, or center business. If any student abuses this privilege, he/she will be notified in writing. Immediate improvement is expected or dismissal from the class may result.

**Disability Statement**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact DESP in the Learning Services Building (408) 741 – 2010 or (408) 741 – 2658