

SABBATICAL LEAVE REPORT

FOR THE ACADEMIC YEAR 1997-1998

**"PREPARING FOR MULTICULTURAL EDUCATION WITHIN
A DIVERSE LEARNING ENVIRONMENT"**

SUBMITTED BY

LAURIE KOUKOL

**BUSINESS DIVISION
FAMILY AND CONSUMER SCIENCES DEPARTMENT
EARLY CHILDHOOD DEVELOPMENT**

SEPTEMBER 14, 1998

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October 19, 1996

SABBATICAL LEAVE PROPOSAL

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

PURPOSE OF SABBATICAL

The Early Childhood Development Advisory Committee has directed the ECD Faculty to expand programs available to our Early Childhood students. The committee recommended in September, 1996 that an Early Childhood Multicultural Education component be developed.

I am requesting a Sabbatical Leave for the purpose of study with supporting site visitation to prepare for the development of the Early Childhood Multicultural Education Certificate upon my return. The activities described in this proposal support the focus of the study, "PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT". The study will focus on Diversity and Multicultural Education, particularly as it applies to young children and preparing adults to be teachers of young children.

RATIONALE FOR STUDY

In examining a variety of current trends, the need to broaden content as well as delivery systems within the ECD program has become apparent. Multicultural Education needs have been identified as a priority in the preparation of teachers within the field of Early Childhood Development.

According to forecasters, education for the adult learner beyond the year 2000 is expected to become modular in presentation. This format will allow students with more diverse needs to enter college and university programs. Modular format will allow students to begin and complete coursework with perhaps a more intensive, but shorter time commitment. This format is believed to be a tremendous support particularly for students who are employed, raising a family, transitioning to a new field or discipline, learning the English language, returning to college or those entering college for the first time. The shorter format allows the less confident student or students who are not able to make the longer time commitment to experience more successes or completions in a shorter period of time.

I have chosen the more modular form of courses for this Study to expand my own experience with alternate modes of instruction. By enrolling in this type of classroom environment during my Sabbatical Coursework, I will have the opportunity to study within a mode beyond the traditional semester and quarter format. I will have the additional opportunity to increase my awareness as a student learner, while gaining the content I require to meet the goals of my Sabbatical Leave Proposal.

OVERVIEW OF STUDY

The study will begin with a review of literature to provide an overview prior to the beginning of my coursework. Courses will provide information regarding current theories and methods used to facilitate Multicultural Education within a Diverse Learning Environment. Areas of study that support this focus are Diversity and Multicultural Education.

PROPOSED COURSEWORK

Overview of Diversity and Multicultural Education

Multicultural Issues In the Helping Professional Workplace	PsychX413.58	(1.5)
Dimensions of Diversity in the Classroom	Ed X324.11	(2)
Cross Cultural Communication for Educators, Part A	Ed X326.72	(2)
Cross Cultural Communication for Educators, Part B	Ed X326.72B	(2)
Over the Language Barrier: Communicating with Non-Native Speakers of English	Ed X326.9	(1)
Practical Spanish for the Classroom Teacher A,B	Ed X328.87AB	(3,3)
Conversational Spanish, Part C	<u>Span X402.1</u>	(3)
	17.5 qtr un	(11.67 sem un)

Identifying Needs Of Students

Student Assistance Program Training, Part 1	Psych X410	(2.5)
Student Assistance Program Training, Part 2	Psych X410.1	(2.5)
Conflict Resolution, Part I	Ed X308.04	(3)
Conflict Resolution Techniques for the Classroom, Part II	Ed X308.42	(3)
Conflict Resolution: Applications in Educational Environments, Part III	Ed X308.6	(2)
Human Interaction in Education	Ed 312.75	(3)
Independent Study: Study of Community College ECD Multicultural Education Programs (Cal Poly, Pomona)	GED692	(4)
	19 qtr un	(12.67 sem un)

36.5 quarter units = 24.34 semester units

All courses listed above support the identified focus of this Sabbatical Leave Study, Multicultural Education within a Diverse Learning Environment. The competencies I obtain through coursework will enable me to assess learning needs of diverse student population at Mt San Antonio College and to better meet those needs. This will be in preparation for the development of a new ECD Certificate upon my return.

Course of Study will be completed at the University of California, Riverside, with the exception of a 3 unit Independent Study Project through Cal Poly, Pomona. The identified courses provide comprehensive preparation for educators who work with students in diverse learning environments. Topics presented include multicultural issues, student support, group facilitation skills and conflict resolution skills. Examination of alternate delivery methods recognizing needs of non-native speakers, students with learning disabilities, students who are underprepared and reentry students are also integrated into these courses.

BENEFIT TO PROGRAM

Early Childhood programs in the Mt. SAC and surrounding communities are recruiting teachers to staff a variety of programs. These programs provide services to meet the diverse needs of families within their communities. Multicultural and Bilingual Education are integral components of Head Start, State Preschool, Parent Education and Before and After School (BASC) programs. Pomona Unified School District alone has forty Head Start sites, all of which enroll non-native speakers and their parents. Following the direction of the ECD Advisory Committee the program goal I am addressing in this study is to broaden the preparation of our students to meet the increasing need within the community.

BENEFIT TO STAFF

Our Early Childhood Development faculty consists of three full time and twelve adjunct Professors. The staff share the commitment to maintaining a relevant, quality program for our students, and have maintained the consistency of our courses through regular Inservices. This Sabbatical Leave Study, if granted, will provide the foundation needed to assist our Staff in the development of the Multicultural Education Component .

SABBATICAL LEAVE PROPOSAL: ITINERARY

" MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

August, 1997	Review literature to survey topic in preparation for beginning of coursework	
September, 1997	BEGIN ANTICIPATED FALL QUARTER COURSEWORK	
	<u>University of California, Riverside (UCR) [Sept-Dec, 1997]</u>	
	Span X402.1	Conversational Spanish, Part C 3 units
	Ed X328.87A	Practical Spanish for the Classroom Teacher, Part 1 3 units
	Ed X308.04	Conflict Resolution, Part 1 3 units
	Psych X410	Student Assistance Program Training, Part 1 2.5 units
	Psych X410.1	Student Assistance Program Training, Part 2 2.5 units
October, 1997	Coursework Continues (Exact dates not yet available)	
November, 1997	Coursework Continues (Exact dates not yet available)	
December, 1997	<u>Completion of FALL QUARTER Coursework (14 quarter units)</u>	
January, 1998	BEGIN ANTICIPATED WINTER QUARTER COURSEWORK	
	<u>University of California, Riverside [Jan-Mar, 1998]</u>	
	Ed X326.72	Cross Cultural Communication for Educators, Part A 2 units
	Ed X328.87B	Practical Spanish for the Classroom Teacher, Part 2 3 units
	Ed X326.9	Over the Language Barrier: Communicating with Non-Native Speakers of English 1 unit
	Ed X308.42	Conflict Resolution Techniques for the Classroom, Part II 3 units
	Ed X312.75	Human Interaction in Education 3 units
February, 1998	Coursework Continues (Exact dates not yet available)	
March, 1998	<u>Completion of Winter Quarter Coursework (26 quarter units)</u>	
April, 1998	BEGIN ANTICIPATED SPRING QUARTER COURSEWORK	
	<u>UCR (6.5 un) and Cal Poly, Pomona (4 un) [Apr-June, 1998]</u>	
	Ed X326.72B	Cross Cultural Communication for Educators, Part B 1 unit
	Psych X413.58	Multicultural Issues in the Helping Professional Workplace 1.5 units
	Ed X324.11	Dimensions of Diversity in the Classroom 2 units
	Ed X308.6	Conflict Resolution: Applications in Educational Environments, Part III 2 units
Cal Poly, Pomona	GED692	Independent Study: Study of Community College ECD Multicultural Education Programs; Content, including site visits, to be arranged with Cal Poly Project Adviser 4 units
	<u>Sacramento Area</u>	<u>Salinas Area</u>
	Site #1 Napa Valley College	Site #2 Hartnell College
		Site #3 Cabrillo College
	<u>Santa Barbara Area</u>	<u>Southern California Area</u>
	Site #4 Santa Barbara City College Carol Sharpe, Consultant	Site #5 Grossmont College
May, 1998	Independent Study Continues	
June, 1998	<u>Completion of Spring Quarter Coursework</u>	
	<u>36.5 quarter units</u> (24.345 semester units)	

MT. SAN ANTONIO COLLEGE
Sabbatical Leave of Absence

This is an agreement between the Mt. San Antonio Community College District (hereinafter referred to as District) and Laurie Koukol (hereinafter referred to as Employee).

The District and Employee agree as follows:

1. Employee occupies a position requiring certification qualifications.
2. Employee has rendered not less than seven (7) consecutive years of service to the District immediately preceding the granting of the sabbatical leave of absence.
3. Employee has made application for a study (study, project, travel, a combination thereof) sabbatical leave of absence.
4. Such leave to take place from August 18, 19 97 to May 22, 19 98. **SABBATICAL CREDIT WILL NOT BE GIVEN FOR SUMMER ACTIVITIES.**
5. The provisions of Education Code Sections 87767 through 87775 govern the sabbatical leave of absence.
6. The District shall pay Employee \$38,111.50 for the period of the leave of absence to be paid in ten (10) equal monthly payments in the same manner as regular instructors are paid.
7. Employee shall render at least four (4) semesters of service therein, equal to twice the length of the sabbatical leave, following Employee's return from leave.
8. The District waives all requirements of furnishing a bond.
9. Employee shall perform service of a professional nature as delineated in the document which is attached and incorporated by reference as though fully set forth.
10. Employee upon return from the leave shall submit, through the Salary and Leaves Committee, evidence in the form of a written report satisfactory to the Board that such service was performed as agreed.
11. Employee shall make no change in the approved sabbatical plan without advance approval of the Salary and Leaves Committee.
12. Employee agrees failure to return to duty or failure to submit a written report satisfactory to the Board shall require the employee to reimburse the Mt. San Antonio Community College District any and all monies paid while on sabbatical leave.

Laurie Koukol
Employee's Signature

Date 5/27/97

Mt. San Antonio CCD
by: [Signature]

Date 5-29-97

REQUESTS FOR SABBATICAL LEAVE MODIFICATIONS

Courses listed in my original Sabbatical Leave Proposal reflected the scheduling University of California, Riverside anticipated would be offered during my Sabbatical Leave. Each college or university revises course offerings as scheduling policies change or the needs of the students or community vary. My Sabbatical Leave Proposal focused on

- 1) Overview of Diversity and Multicultural Education
- 2) Identifying Needs of Students.

While the University of California, Riverside and Cal Poly, Pomona always offered courses in each of the programs in which I planned to focus, the specific course offerings sometimes changed.

Each Quarter I surveyed courses offered at that time and checked with the UCR Programmer for that area as to anticipated future scheduling. I submitted requests to the Sabbatical Leaves Committee, receiving approval for corresponding course substitution. Letters of approval are included in this report. I modified my master timeline to reflect these approved changes. The revised master timelines are also included in this report.

Also included in this report is a listing of the four courses that were originally approved by the Salary and Leaves Committee, but required substitutions because I was unable to complete them due to scheduling conflicts.

September 22, 1997

To: Sabbatical Leave Committee
From: Laurie Koukol
Subject: Request for revision of Fall Quarter Courses

There have been some changes in the final course schedule for Fall Quarter at the University of California, Riverside. Program Schedulers at UCR have indicated that the courses selected and approved for my Sabbatical Leave will still be offered, though the sequence of offerings has changed from the time of my original proposal.

In order to enroll in a full load for Fall, 1997 I am requesting that I receive approval to include **Ed X351.02 Strategies for Teaching Students from Diverse Backgrounds (2)** in my course of study. This course would replace **ED X326.9 Over the Language Barrier: Communicating with Non-Native Speakers of English (1 unit)**; this course also supports the identified focus of this Sabbatical Leave Study which emphasizes Diversity and Multicultural Education.

UCR has not completed Winter and Spring Quarter schedules at this time; I will notify the Committee if any other changes become necessary. The final number of units will meet the contract obligation as originally signed.

REVISED COURSEWORK - Fall Quarter, 1997

Overview of Diversity and Multicultural Education

Psych X413.58	Multicultural Issues In the Helping Professional Workplace	(1.5)
Ed X326.72	Cross Cultural Communication for Educators, Part A	(2)

Identifying Needs Of Students

Psych X410	Student Assistance Program Training, Part 1	(2.5)
Psych X410.1	Student Assistance Program Training, Part 2	(2.5)
Ed X308.42	Conflict Resolution Techniques for the Classroom, Part II	(3)

Ed X351.02	<i>Strategies for Teaching Students from Diverse Backgrounds</i>	<u>(2)</u>
		13.5 un

Please refer to the attached revised itinerary based on UCR's tentative scheduling. I hope the committee will support this course change.

12/97 REVISED ITINERARY

" MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

August, 1997	Review literature to survey topic in preparation for beginning of coursework		
September, 1997	BEGIN ANTICIPATED FALL QUARTER COURSEWORK		
	<u>University of California, Riverside (UCR)</u>		<u>[Sept-Dec, 1997]</u>
	Psych X410	Student Assistance Program Training, Part 1	2.5 units
	Psych X410.1	Student Assistance Program Training, Part 2	2.5 units
	Ed X308.04	Conflict Resolution, Part 2	3 units
	EdX326.72	<i>Cross Cultural Communica, Part A</i>	2 un
	EdX351.02	<i>Strategies for Teaching Students/Diverse</i>	2 un
	EdX413.58	<i>Multicultural Issues in Helping Prof Wkplce</i>	1.5 un
October, 1997	Coursework Continues (Exact dates not yet available)		
November, 1997	Coursework Continues (Exact dates not yet available)		
December, 1997	Psych X410	Student Assistance Program Training, Part 1	2.5 units
	Psych X410.1	Student Assistance Program Training, Part 2	2.5 units
	<u>Completion of FALL QUARTER Coursework</u>		<u>(13.5 qtr units)</u>
January, 1998	BEGIN ANTICIPATED WINTER QUARTER COURSEWORK		
	<u>University of California, Riverside</u>		<u>[Jan-Mar, 1998]</u>
	Ed X326.72	Cross Cultural Communication for Educators, Part A	2 units
	Ed X328.87B	Practical Spanish for the Classroom Teacher, Part 2	3 units
	Ed X326.9	Over the Language Barrier: Communicating with Non-Native Speakers of English	1 unit
	Ed X308.42	Conflict Resolution Techniques for the Classroom, Part II	3 units
	Ed X312.75	Human Interaction in Education	3 units
February, 1998	Coursework Continues (Exact dates not yet available)		
March, 1998	<u>Completion of Winter Quarter Coursework</u>		<u>(26 quarter units)</u>
April, 1998	BEGIN ANTICIPATED SPRING QUARTER COURSEWORK		
	<u>UCR (6.5 un) and Cal Poly, Pomona (4 un)</u>		<u>[Apr-June, 1998]</u>
	Ed X326.72B	Cross Cultural Communication for Educators, Part B	1 unit
	Psych X413.58	Multicultural Issues in the Helping Professional Workplace	1.5 units
	Ed X324.11	Dimensions of Diversity in the Classroom	2 units
	Ed X308.6	Conflict Resolution: Applications in Educational Environments, Part III	2 units
Cal Poly, Pomona	GED692	Independent Study: Study of Community College ECD Multicultural Education Programs; Content, including site visits, to be arranged with Cal Poly Project Adviser	4 units
<u>Sacramento Area</u>	<u>Salinas Area</u>	<u>Southern California Area</u>	
Site #1 Napa Valley College	Site #2 Hartnell College	Site #5 Grossmont College	
	Site #3 Cabrillo College	<u>Santa Barbara Area</u>	
		Site #4 Santa Barbara City College	
		Carol Sharpe, Consultant	
May, 1998	Independent Study Continues		
June, 1998	<u>Completion of Spring Quarter Coursework</u>		<u>36.5 quarter units</u> <u>(24.345 semester units)</u>

11/15/96

December 1, 1997

To: Sabbatical Leave Committee
From: Laurie Koukol
Subject: Request for revision of Winter Quarter Courses

There have been some changes in the final course schedule for Winter Quarter at the University of California, Riverside and I am requesting a course substitution for this quarter. When I discovered that some courses were not offered as anticipated, I discussed the issue with one of my professors with whom I had completed 5 units during Fall Quarter. We discussed options that would still support the focus of my Sabbatical Leave: MULTICULTURAL EDUCATION within a DIVERSE LEARNING ENVIRONMENT.

Creative Thinking and Learning: Multiple Intelligences as presented by Carol Lawrance, continues what was presented in my Fall coursework. In this course Ms. Lawrance continues and expands research introduced in the Conflict Resolution sequence and in Teaching Students from Diverse Backgrounds courses. Course projects in Creative Thinking and Learning will allow me to examine the seven basic intelligences, discovering that some cultures value some of the intelligences more than others. This knowledge will assist me in planning assignments and developing activities and materials that will meet the learning needs of MtSAC's diverse student population.

The final number of units will meet the contract obligation as originally signed.

1. COURSES TO BE SUBSTITUTED for Winter Quarter, 1998:

- (Anticipated Course Not Scheduled for Winter Quarter)
Ed X328.87A Practical Spanish for the Classroom Teacher, Part 1 (3)
- (Scheduling Conflict with 2 other classes offered this quarter)
Ed X326.72B Cross Cultural Communication, Part B (2)

2. SUBSTITUTED COURSEWORK for Winter Quarter:

- SABBATICAL FOCUS: Overview of Diversity and Multicultural Education
*Only a scheduling change is requested for these 4 courses. They have already been approved as part of original Sabbatical Leave Proposal.

*Span X402.1 Conversational Spanish, Part C 3

- SABBATICAL FOCUS: Identifying Needs Of Students

- *Ed X308.04 Conflict Resolution Techniques for the Classroom, Part I 3
- *Ed X308.6 Conflict Resolution Techniques for the Classroom, Part III 2
- *Ed X312.75 Human Interaction in Education 3

Substituted

Course→ Ed X323.72 *Multiple Intelligences & Personal Learning Styles* 1

Examination of learning styles and their relationship to Multiple Intelligences. Topics include leadership model, brain dominance theory and the Multiple Intelligences theory of Howard Gardner.

Substituted

Course → Ed X324.12 *Creative Thinking & Learning: Applying Synectics Principles & Multiple Intelligences Concepts to Teaching* 2

Learning opportunities provided by linking synectics to teaching approaches based on Multiple Intelligences concepts will be discussed. (Synectics is a way of organizing and developing the thinking process to increase creativity, problem-solving ability and expression.) Cultural connections will be explored.

Revised Units for Winter Quarter 14 un

With Professor Lawrance's assistance my course substitution continues to support the goals identified in my original proposal. These courses begin on January 12, 1998. Please let me know if you require additional information.

**REVISED ITINERARY
"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

<u>August, 1997</u>	Review literature to survey topic in preparation for beginning of coursework		
<u>September, 1997</u>	BEGAN ANTICIPATED FALL QUARTER COURSEWORK		
	University of California, Riverside (UCR)		
	Ed X326.72	Cross Cultural Communication for Educators, Part A	2 units
<u>October, 1997</u>	Ed X308.42	Conflict Resolution Techniques for the Classroom, Part II	3 units
	Ed X351.02	Strategies for Teaching Students from Diverse Backgrounds	2 units
<u>November, 1997</u>	Psych X413.58	Multicultural Issues in the Helping Professional Workplace	1.5 units
<u>December, 1997</u>	Psych X410	Student Assistance Program Training, Part 1	2.5 units
	Psych X410.1	Student Assistance Program Training, Part 2	2.5 units
			(13.5 quarter units) completed

THIS REQUEST:

<u>January, 1998</u>	BEGIN ANTICIPATED WINTER QUARTER COURSEWORK		
	Span X402.1	Conversational Spanish, Part C	3 units
<i>Substituted Course</i> ->	EdX3244/12	<i>Creative Thinking & Learning: Applying Synectics Principles & Multiple Intelligences Concepts to Teaching</i>	2 units
<i>Not Offered W Qtr</i> ->	{Ed X328.87A	Practical Spanish for the Classroom Teacher, Part 1}	(3 units)
<i>Scheduling Conflict</i> ->	{Ed X326.72B	Cross Cultural Communication for Educators, Part B}	(2 units)
<u>February, 1998</u>			
<i>Substituted Course</i> ->	EdX323.72	<i>Multiple Intelligences & Personal Learning Styles</i>	1 unit
<i>Expected Spring Qtr</i> ->	Ed X308.6	Conflict Resolution: Applications in Educational Environments, Part III	2 units
	Ed X312.75	Human Interaction in Education	3 units
<u>March, 1998</u>			
<i>Not offered Fall Qtr</i> ->	EdX308.04	Conflict Resolution, Part I	3 units
			(14 quarter units)

12/31/97

**"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

SABBATICAL LEAVE: REVISED ITINERARY

August, 1997	Review literature to survey topic in preparation for beginning of coursework		
September, 1997	BEGIN ANTICIPATED FALL QUARTER COURSEWORK		
	<u>University of California, Riverside (UCR)</u>		
	Ed X326.72	Cross Cultural Communication for Educators, Part A	2 units
October, 1997	Ed X308.42	Conflict Resolution Techniques for the Classroom, Part II	3 units
	Ed X351.02	Strategies for Teaching Students from Diverse Backgrounds	2 units
November, 1997	Psych X413.58	Multicultural Issues in the Helping Professional Workplace	1.5 units
December, 1997	Psych X410	Student Assistance Program Training, Part 1	2.5 units
	Psych X410.1	Student Assistance Program Training, Part 2	2.5 units
		(13.5 quarter units)	
January, 1998	BEGIN ANTICIPATED WINTER QUARTER COURSEWORK		
	Span X402.1	Conversational Spanish, Part C	3 units
<i>Substituted Course</i> →	EdX3244/12	<i>Creative Thinking & Learning: Synetics/Multiple Intelligences</i>	2 units
<i>Not Offered</i> →	(Ed X328.87A	Practical Spanish for the Classroom Teacher, Part 1	(3 units)
<i>Scheduling Conflict</i> →	(Ed X326.72B	Cross Cultural Communication for Educators, Part B	(2 units)
February, 1998	→ EdX323.72	<i>Multiple Intelligences & Personal Learning Styles</i>	1 unit
	Ed X308.6	Conflict Resolution: Applications in Educational Environments, Part III	2 units
	Ed X312.75	Human Interaction in Education	3 units
March, 1998	EdX308.04	Conflict Resolution, Part I	3 units
		(14 quarter units)	
April, 1998	BEGIN ANTICIPATED SPRING QUARTER COURSEWORK		
	Ed X324.11	Dimensions of Diversity in the Classroom	2 units
	Ed X328.87B	Practical Spanish for the Classroom Teacher, Part 2	3 units
	GED 692	Independent Study: Study of Community College ECD Multicultural Education Programs; Content, including site visits, to be arranged with Cal Poly Project Adviser	4 units
	<u>Sacramento Area</u>		<u>Southern California Area</u>
	Site #1	Napa Valley College	Site #5 Grossmont College
	<u>SalinasArea</u>		<u>Santa Barbara Area</u>
	Site #2	Hartnell College	Site #4 Santa Barbara City College
	Site #3	Cabrillo College	Carol Sharpe, Consultant
May, 1998	Independent Study Continues		
June, 1998	Completion of Spring Quarter Coursework		(9 quarter units)
12/17/97		TOTAL	36.5 quarter units (24 semester units)

March 12, 1998

To: Sabbatical Leave Committee
From: Laurie Koukol
Subject: Request for revision of Spring Quarter Courses

There have been some changes in the course schedule for Spring Quarter at the University of California, Riverside and I am requesting a final course substitution to complete my Sabbatical Coursework.

1. **COURSES PREVIOUSLY APPROVED** and now scheduled for Spring, 1998.
(In conflict with Span X402.1. Dropped Conversational Spanish X402.1 when I discovered that the Practical Spanish for the Classroom Teacher courses more closely supported the intent of my project.)

Ed X328.87AB Practical Spanish for the Classroom Teacher, Part 1 & 2 3,3

2. **SUBSTITUTED COURSEWORK** to complete Sabbatical Coursework
•SABBATICAL FOCUS: Overview of Diversity and Multicultural Education

Ed X326.8 Cultural Diversity 1

Issues and methods as they relate to global and multiethnic interrelationships, including topics such as culture, economics, politics, technology and ecology.

•SABBATICAL FOCUS: Identifying Needs Of Students

Ed X324.32 Multiple Intelligences: Educational Implications & 1
Applications

Introduction to the educational applications of Howard Gardner's paradigm of multiple intelligences. Strategies for recognizing how individuals process information utilizing their strengths.

Ed X323.73 Multiple Intelligences: How the Dyslexic Learner Processes 1
Information: Applying Different Strategies to Enhance Learning

Emphasis on strategies that assist dyslexic and dysgraphic learners who struggle in the classroom. Topics include current brain research and teaching techniques that address different learning modalities.

Note:

With these substitutions the total number of units will complete the Sabbatical Leave contract obligation as originally signed. These courses begin on March 29, 1998. Please let me know if you require additional information.

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

NOTIFICATION OF DISPOSITION OF REQUEST FOR COURSE APPROVAL

Name Laurie Koukol Department Family & Consumer Sci

Date 2/26/98

This is to notify you that the Salary and Leaves Committee has acted upon your request for course approval as noted:

COURSE: Conversational Spanish C - SPAN X402.2 - 3 qtr units - UCR - WIN TER 98
Conflict Resolution I - EDX 308.04 - 3 qtr units - UCR Mar 21, 22,28, 1998
Conflict Resolution III - EDX 308.6 - 2 qtr units - UCR - Feb 21-22, 1998
Human Interaction in ED 0 EDX 312.75 - 3 qtr units - UCR - Feb 23, 28, 1998

SEE BELOW

xxx Approved

 Not Approved

 Pending

 Not an appropriate level course

 Not from recognized accredited institution

 Not in applicant's specific area
of instruction or service

 Does not meet vocational qualification

 Needs written approval from division dean
(in consultation with department chairperson)
and signature of President or Vice President,
Instructional Services

COMMENTS:

How the Dyslexic Learner Processes Information - EDX 323.73 - 1 qtr unit - UCR - 3/29/98
Creative Thinking & Learning: Applying Synectics Principles & Multiple
Intelligences Concepts to Teaching - Ed X324.12 - 2 qtr units - UCR - Jan 24, 31, 98
Multiple Intelligences & Personal Learning Styles - Ed X 323.72 - 1 qtr unit -
UCR - Feb 7, 1998
Peer Leaders & Helpers in Schools & Community - EdX 308.04 - 2 qtr units - UCR -
April 4-5, 1998

myw
10/17/84

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

NOTIFICATION OF DISPOSITION OF REQUEST FOR COURSE APPROVAL

Name Laurie Koukol Department Family & Consumer Sci
Date 2/26/98

This is to notify you that the Salary and Leaves Committee has acted upon your request for course approval as noted:

COURSE: Cross-Cultural Communications, Pt A - EDx 326.72 - 2 qtr units -
UCR - Sept 30 - Dec 2, 1997
Conflict Resolution: Techniques for the Classroom - EDx 308.42 - 3 qtr units -
UCR - Oct 4, 12, 18, 1997

XX Approved SEE BELOW
 Not Approved
 Pending
 Not an appropriate level course
 Not from recognized accredited institution
 Not in applicant's specific area
of instruction or service
 Does not meet vocational qualification
 Needs written approval from division dean
(in consultation with department chairperson)
and signature of President or Vice President,
Instructional Services

COMMENTS:

Multicultural Issues - X413.58 - 1.5 qtr units - UCR - November 15-16, 1997
Students from Diverse Backgrounds - X351.02 - 2 qtr units - UCR - Oct 25-26, 1997

myw
10/17/84

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

NOTIFICATION OF DISPOSITION OF REQUEST FOR COURSE APPROVAL

Name Laurie Koukol Department Family & Consumer Science

Date 4/9/98

This is to notify you that the Salary and Leaves Committee has acted upon your request for course approval as noted:

COURSE: Practical Spanish for classroom Tchr, Part A & B - EdX328.87AB -
3 quarter units each - UCR - March - May 1998
Multiple Intelligences: Educational Implications & Applications - EdX324.32 -
1 quarter unit - UCR - April 1998

SEE BELOW

xx Approved

 Not Approved

 Pending

- Not an appropriate level course
- Not from recognized accredited institution
- Not in applicant's specific area of instruction or service
- Does not meet vocational qualification
- Needs written approval from division dean (in consultation with department chairperson) and signature of President or Vice President, Instructional Services

COMMENTS:

Cultural Diversity - EdX326.8 - 1 quarter unit - UCR - May 1998
Graduate Directed Study - GED691 - 3 quarter units - Cal Poly, Pomona -
Spring Qtr 1998

myw
10/17/84

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

NOTIFICATION OF DISPOSITION OF REQUEST FOR COURSE APPROVAL

Name Laurie Koukol Department Family & Consumer Sci
Date 2/26/98

This is to notify you that the Salary and Leaves Committee has acted upon your request for course approval as noted:

COURSE: Conversational Spanish C - SPAN X402.2 - 3 qtr units - UCR - WIN TER 98
Conflict Resolution I - EDX 308.04 - 3 qtr units - UCR Mar 21, 22,28, 1998
Conflict Resolution III - EDX 308.6 - 2 qtr units - UCR - Feb 21-22, 1998
Human Interaction in ED 0 EDX 312.75 - 3 qtr units - UCR - Feb 23, 28, 1998

xxx Approved SEE BELOW
 Not Approved
 Pending
 Not an appropriate level course
 Not from recognized accredited institution
 Not in applicant's specific area
of instruction or service
 Does not meet vocational qualification
 Needs written approval from division dean
(in consultation with department chairperson)
and signature of President or Vice President,
Instructional Services

COMMENTS:

How the Dyslexic Learner Processes Information - EDX 323.73 - 1 qtr unit - UCR - 3/29/98
Creative Thinking & Learning: Applying Synectics Principles & Multiple
Intelligences Concepts to Teaching - Ed X324.12 - 2 qtr units - UCR - Jan 24, 31, 98
Multiple Intelligences & Personal Learning Styles - Ed X 323.72 - 1 qtr unit -
UCR - Feb 7, 1998
Peer Leaders & Helpers in Schools & Community - EdX 308.04 - 2 qtr units - UCR -
April 4-5, 1998

myw
10/17/84

MT. SAN ANTONIO COLLEGE
Salary and Leaves Committee

NOTIFICATION OF DISPOSITION OF REQUEST FOR COURSE APPROVAL

Name Laurie Koukol Department Family & Consumer Sci
Date 2/26/98

This is to notify you that the Salary and Leaves Committee has acted upon your request for course approval as noted:

COURSE: Cross-Cultural Communications, Pt A - EDx 326.72 - 2 qtr units -
UCR - Sept 30 - Dec 2, 1997
Conflict Resolution: Techniques for the Classroom - EDx 308.42 - 3 qtr units -
UCR - Oct 4, 12, 18, 1997

XX Approved SEE BELOW
 Not Approved
 Pending
 Not an appropriate level course
 Not from recognized accredited institution
 Not in applicant's specific area
of instruction or service
 Does not meet vocational qualification
 Needs written approval from division dean
(in consultation with department chairperson)
and signature of President or Vice President,
Instructional Services

COMMENTS:

Multicultural Issues - X413.58 - 1.5 qtr units - UCR - November 15-16, 1997
Students from Diverse Backgrounds - X351.02 - 2 qtr units - UCR - Oct 25-26, 1997

myw
10/17/84

MT. SAN ANTONIO COLLEGE
Office of Human Resources
MEMORANDUM

TO: Laurie Koukol
FROM: Peter L. Parra, Vice President, Human Resources
DATE: April 9, 1998
SUBJECT: **REQUEST TO MODIFY SABBATICAL LEAVE ACTIVITIES**

Be advised that your request to modify your initial sabbatical leave proposal has been received. After review, it has been determined that these requested changes are within the scope of your initial proposal and are acceptable.

Modified coursework:

Ed X326.8 **Cultural Diversity**
Ed X3244.32 Multiple Intelligences: **Educational Implications &**
Applications
Ed X323.73 Multiple Intelligences: How the **Dyslexic Learner** Processes
Information (please check the course number; on your list of classes you have Ed
~~X314.37~~)
error

March 12, 1998

To: Sabbatical Leave Committee
From: Laurie Koukol
Subject: Request for revision of Spring Quarter Courses

There have been some changes in the course schedule for Spring Quarter at the University of California, Riverside and I am requesting a final course substitution to complete my Sabbatical Coursework.

1. **COURSES PREVIOUSLY APPROVED** and now scheduled for Spring, 1998.
(In conflict with Span X402.1. Dropped Conversational Spanish X402.1 when I discovered that the Practical Spanish for the Classroom Teacher courses more closely supported the intent of my project.)

Ed X328.87AB Practical Spanish for the Classroom Teacher, Part 1 & 2 3,3

2. **SUBSTITUTED COURSEWORK** to complete Sabbatical Coursework
•**SABBATICAL FOCUS: Overview of Diversity and Multicultural Education**

Ed X326.8 Cultural Diversity 1

Issues and methods as they relate to global and multiethnic interrelationships, including topics such as culture, economics, politics, technology and ecology.

- SABBATICAL FOCUS: Identifying Needs Of Students**

Ed X324.32 Multiple Intelligences: Educational Implications & Applications 1

Introduction to the educational applications of Howard Gardner's paradigm of multiple intelligences. Strategies for recognizing how individuals process information utilizing their strengths.

Ed X323.73 ?
Ed X314.37 Multiple Intelligences: How the Dyslexic Learner Processes Information: Applying Different Strategies to Enhance Learning 1

Emphasis on strategies that assist dyslexic and dysgraphic learners who struggle in the classroom. Topics include current brain research and teaching techniques that address different learning modalities.

Note:

With these substitutions the total number of units will complete the Sabbatical Leave contract obligation as originally signed. These courses begin on March 29, 1998. Please let me know if you require additional information.

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

AN INTRODUCTION TO COURSEWORK

My main concerns within this study have been to identify factors that facilitate Diversity and Multicultural Education. I began with classes at UCR that provided an overview of **Multicultural Issues in the Helping Professional Workplace**, theories of **Cross Cultural Communication for Educators**, **Cultural Diversity**, characteristics and strategies helpful in working with **Students from Diverse Backgrounds**, **Conversational Spanish** and **Practical Spanish for the Classroom Teacher**.

The portion of my classes involved with identifying needs of students provided the greatest expansion of insight of all of my coursework. The **Student Assistance Program Training**, **Conflict Resolution Training** and **Human Interaction in Education** provided the tools and assisted in developing skills effective with at-risk and high-risk students. Based on advice I received from professors at UCR, when some courses were not available, I substituted courses from within the area of **Multiple Intelligences**. This added a completely new dimension to my knowledge of identifying and meeting needs of students. **Multiple Intelligences** takes the concept of **Learning Styles** to a much more comprehensive level. A students' strengths or dominant learning styles are clearly identified in the process of assessment, as well as a students' weaknesses or less developed styles. This provides an infinite amount of information that can be used to determine the most effective methods of learning. The significance of this insight is profound when considering students with **Learning Disabilities**. When **Learning Disabilities** are identified in a student, the areas of processing difficulty are listed, but with the use of Gardner's **Multiple Intelligences**, the student **also sees** the areas of

strength. There is so much more hopefulness for the student and assistance to the Instructor in how to present material in a way that students can be successful.

Throughout a six month period I had the opportunity to tutor a 17 year old boy who was functioning at the fifth grade level in Math. He was not succeeding in school, and had failed most of his classes last year. He had some medical problems and the doctors were adjusting medication dosage. I established a regular routine with him twice a week, and had the opportunity to use the knowledge and skills I had been developing during my Sabbatical Leave. I also had the opportunity to attend his IEP meetings with his mother at the High School. As the situation unfolded, the school had never identified his learning disabilities, nor had he been assisted in discovering HOW he could be successful. He and I talked about the Multiple Intelligences and he decided to learn more about himself. His perception of being "stupid" is giving way to looking at his areas of strength, and it is an unbelievable experience for him. I see this as a very strong tool to assist students in being more hopeful that they CAN succeed. The key seems to be in finding their individual strengths as well as their difficulties.

The value of the Independent Study (Graduated Directed Study) at Cal Poly Pomona provided an opportunity to examine how five Community College Early Childhood Development Programs addressed identifying and meeting the needs of their students. As you will read later in this report, each College have developed programs that evolve in different ways to meet those student needs. Since our Early Childhood Development program at Mt. San Antonio College is preparing to update curriculum, the knowledge gained from these visitations and interviews will provide insights needed as we prepare to begin the process.

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

OVERVIEW OF STUDY

The study will begin with a review of literature to provide an overview prior to the beginning of my coursework. Courses will provide information regarding current theories and methods used to facilitate **Multicultural Education within a Diverse Learning Environment**. Areas of study that support this focus are Diversity and Multicultural Education.

COMPLETED COURSEWORK

Overview of Diversity and Multicultural Education

✓Multicultural Issues In the Helping Professional Workplace	PSYX413.58	1.5
✓Cross Cultural Communication for Educators, Part A	Ed X326.72	2
✓Practical Spanish for the Classroom Teacher A	Ed X328.87A	3
✓Practical Spanish for the Classroom Teacher B	Ed X328.87B	3
✓Graduate Directed Study (Cal Poly, Pomona)	GED 691	3
✓Students from Diverse Backgrounds	Ed X351.02	2
✓Cultural Diversity	Ed X326.8	1
		15.5

Identifying Needs Of Students

✓Student Assistance Program Training, Part 1	Psych X410	2.5
✓Student Assistance Program Training, Part 2	Psych X410.1	2.5
✓Conflict Resolution, Part I	Ed X308.04	3
✓Conflict Resolution Techniques for the Classroom, Part II	Ed X308.42	3
✓Conflict Resolution: Applica. in Educa. Environments, Part III	Ed X308.6	2
✓Human Interaction in Education	Ed 312.75	3
✓Creative Thinking & Learning: Synectics	Ed X324.12	2
✓Multiple Intelligences & Personal Learning Styles	Ed X323.72	1
✓Multiple Intelligences: Educational Implications & Application	Ed X324.32	1
✓How the Dyslexic Learner Processes Information:	Ed X323.73	1
Applying Different Strategies to Enhance Learning		21
		(36.5 qtr un)

PREVIOUSLY APPROVED COURSES, but unable to complete due to scheduling conflicts (total number of units completed, including approved substitutions per contract obligation)

Dimensions of Diversity in the Classroom	Ed X324.11	2
Cross Cultural Communication for Educators, Part B	Ed X326.72B	2
Over the Language Barrier: Communicating with Non-Native Speakers of English	Ed X326.9	1
Conversational Spanish, Part C	Span X402.1	3

9/6/98

"MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

COURSE BY COURSE listing of SABBATICAL COURSEWORK

UCR FALL, 1997

ED X308.42	Conflict Resolution, Part II	3
ED X326.72	Cross Cultural Communication, Part A	2
ED X351.02	Strategies - Teaching Students from Diverse Backgrounds	2
PSY X410	Student Assistance Program, Part 1	2.5
PSY X410.1	Student Assistance Program, Part 2	2.5
PST X413.58	Multicultural Issues in Helping Profession Workplace	1.5
		13.5

UCR WINTER, 1998

ED X308.04	Conflict Resolution, Part I	3
ED X308.6	Conflict Resolution, Part III	2
ED X312.75	Human Interaction in Education	3
ED X323.72	Multiple Intelligences & Personal Learning Style	1
ED X323.73	MI: How Dyslexic Learner Processes Information	1
ED X324.12	Creative Thinking & Learning: Applying Synectics Principles and Multiple Intelligences Concepts in Teaching	2
SPAN X402.1	Conversational Spanish, Part C	W
ED X328.87A	Practical Spanish for the Classroom Teacher, Part 1	3
		15 (28.5)

UCR SPRING, 1998

ED X324.31	Theory of Multiple Intelligence: Educational Application	1
ED X326.8	Cultural Diversity	1
ED X328.87B	Practical Spanish for the Classroom Teacher, Part 2	3

CAL POLY, POMONA SPRING, 1998

GED 691	Graduate Directed Study (Independent Study)	3
		8 (36.5 qtr un)

9/13/98

Total units completed 36.5 qtr un.

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

BENEFIT TO COLLEGE

Opportunities to utilize information obtained during this Sabbatical Leave are limitless.

I will begin with benefits already experienced, moving to benefits now identified, knowing that after I complete this section, more links will become apparent as I share information locally, nationally and internationally, both within my discipline and connections with other disciplines.

The Early Childhood Development Program has experienced tremendous growth in the last two years, and more is expected as Cal Works gets underway. The scope of basic skills and needs of entering students is constantly changing. The need for support and facilitating the success of students at Mt. SAC only increases. We have already implemented a beneficial support to students by scheduling an **ECD Question and Answer Session** prior to registration. Attendance has been good to excellent depending on the range of publicity. All four full time ECD faculty, adjunct faculty and Counselor Randy Wilson presented basic information about program options. Each Staff member facilitated a small group discussion based on the specific questions of those attending the session and there was an opportunity for one on one questions, also. We expect the attendance to increase as more students become aware of this regularly scheduled opportunity. (Refer to sample flyer included in this report.) At this point we've offered a **Q & A Session** in June, August and are scheduling another in December.

I will be meeting with the ECD Advisory Committee to present information gathered during my 1997-1998 Sabbatical Leave. More specifics will be presented to Sub

Committees as directed at the 1997 Advisory Committee meeting regarding Curriculum Development: Children and Abuse Sub Committee, Bilingual-Multicultural Education Sub Committee, Brain Research (Multiple Intelligences) Sub Committee and Special Needs Sub Committee.

The information I have obtained during my Sabbatical Leave will benefit all areas of the Family and Consumer Sciences Department. I have had individual discussions with Department members and can see how useful the information will be at our Department Inservice in January. At this time we will address goals for our Department as we transition from current faculty through retirements and look to the future exploring long term goals. Janette Henry, Director of the Child Development Center, will be an important part of the Inservice. We will be exploring the needs of students, children at the Center, students whose children attend at the Center. An important component of this process will be the Staff Development of Center Personnel and ECD Faculty as we develop our own skilled to assist in meeting such diverse needs of all three populations.

I discovered that most of the Multiple Intelligence work has focused on K-12 students; next would be Adult Learners and lastly, young children. The work the ECD Program will be doing with our student population is on the cutting edge of an emerging field. I plan to support Mt.SAC's Premiere institution concept by applying for Dept. of Education grants to continue implementation of these ideas at our College,

I worked as a Title III Trainer for 5 years and will be attending the Langford Training Institute in November. I find that many of the ideas and concepts I have studied during the 1997-1998 school year support my past work and my continued interest in

identifying and meeting the needs of students within a diverse learning environment. I look forward to my continued participation both on Campus and at the State level and beyond. My interest in International Studies Abroad is another possibility that could be further developed on an international level.

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

STATEMENT OF APPRECIATION

I would like to thank the Sabbatical Leave Committee members and the Salary and Leaves Committee for the opportunity to spend 1997-1998 focusing on coursework and site visitation to update my skills and understanding of **education within a diverse learning environment**. My thanks to the Mt. San Antonio family, especially Dr. Fedderson and the Board of Trustees for supporting my need for an opportunity to gain information in an area specifically identified by our Advisory Committee.

I began at Mt. SAC as a full time Instructor in Early Childhood Development, part of the Home Economics Department, in September, 1973. The Department Faculty attended inservices on Campus and even enrolled in an Ethnic Foods class at Cal Poly, Pomona to develop common links and explore a cross discipline topic. It was wonderful to see those cross discipline links. As time passed and children were born, Mt. SAC and children became the predominant focus, with little time to enroll in additional coursework. The opportunity for job shadowing and site visitations allowed for some increased awareness of current topics and trends in the community. The College supported my involvement in representing Mt. SAC and the field of Early Childhood Development/Home Economics as I served as a Delegate to the United Nations 1994 International Year of the Family. My role was to increase the level of awareness regarding the significance of the family and the young child, and to inform assembled Delegates of the work that was occurring at the Community College level. This was strong support for me as an educator, for our

programs and evidence of the commitment Mt. SAC has to faculty, staff and programs. This support provided encouragement to stretch my skills to the international level, and one that has been sincerely appreciated.

I later fell into the single parent dilemma: how to support a family and also have the opportunity to take the time necessary to explore and expand my professional experience. Having discovered that there was no option of taking a one semester Sabbatical Leave at regular salary, I had to postpone the Sabbatical Leave option. As I began to experience some medical problems, I reduced my teaching load for a semester. I reached the point where I had to take a break from teaching and my Division Dean explored some options with me. My appreciation of her support is endless. We discussed options available to me: she realized before I did that I qualified to apply for a Sabbatical Leave and I was within the deadline period. With a lot of support from my family and some creative problem solving, I applied and my proposal was accepted. What a phenomenal opportunity to focus as a **student learner** for a year. I was able to recover from major surgery, complete nineteen classes and five site visits allowing me to complete fourteen interviews. The information I obtained was more than I had imagined. The significance of the information is staggering in its use in our program planning.

Now I am faced with a second dilemma: how to follow up on all of the amazing ideas I have amassed while again teaching full time. In talking with others who have completed Sabbatical Leaves, I have discovered that this dilemma seems to be part of the process.

The motivation may become higher than the number of hours in a day! The regained energy and challenge in preparing for classes is an exhilarating feeling. As my

experiences changed, my perceptions changed. The process of taking these new ideas and perceptions and relating them to our existing program is an emerging process that I look forward to experiencing with staff and our Advisory Committee. Students' interest in my projects and the curriculum expansion in development is very high. Interest in Multiple Intelligences as it applies to young children as well as college students is high. I have had several calls from teachers in the community requesting information about our Bilingual/Multicultural Certificate that is in development. I have received other calls from students who want to know when the first new classes will be offered. This is a time of great excitement and challenge for staff and students alike.

Using information obtained from the Sabbatical Leave activities is the next exciting part of this process. Meetings with Sub Committees of our ECD Advisory Committee will be scheduled and we review the existing programs at five Community Colleges: Cabrillo, Grossmont, Hartnell, Napa Valley and Santa Barbara. We then can complete the expansion of our own programs.

"PREPARING FOR MULTICULTURAL EDUCATION WITHIN A DIVERSE LEARNING ENVIRONMENT"

APPENDICES

- APPENDIX A** **UCR Coursework Projects**
- Diversity and Multicultural Education
 - Identifying Needs of Students
 - Student Assistance Program Training
 - Conflict Resolution
 - Multiple Intelligence
- APPENDIX B** **Cal Poly, Pomona**
- Report Summary of Site Visitations
- Cabrillo College
 - Grossmont College
 - Hartnell College
 - Napa Valley College
 - Santa Barbara City College
- Photographs of Facilities
- APPENDIX C** **Bibliography**
- APPENDIX D** **Transcripts**

**"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

APPENDIX A

Samples of University of California, Riverside Projects

ONE CULTURE OR THREE???

**Final Interview
Cross Cultural Communication, Part A
Elena Romine**

**Laurie Koukol
November 25, 1997**

ONE CULTURE OR THREE ???

Laurie Koukol

11/25/97

	PENNSYLVANIA DUTCH	AMISH	MENNONITE
ORIGINS	Germany	Switzerland; Alsace; Germany. Left Netherlands 1727. Began moving from Pennsylvania in 1808	Germany; Switzerland; Netherlands;
REGION	Pennsylvania, Ohio, Indiana	21 States + Ontario; 25% live in Pennsylvania, Ohio, Indiana. Rural farm areas	Similar to Amish; throughout US, also. Rural and city. In 60 countries.
HISTORY	Came to US for religious freedom as Protestants, rather than Catholic	No longer exist in Europe. Also called "Old Order". Considered a subculture in US. Numbers increasing.	Referred to as "Moderns". "Old Order" Mennonites traditional. Also, Amish who shared value of family, but desired use of more more technology & inventions.
PHILOSOPHY	Family very important. Neighbors support each other when family needs help.	No missionary work. Practice non-resistance. Cooperative with Mennonites. Believe Mennonites became too worldly. Value personal relationships. "One mind one discipline & one body". A few Amish are "non-farmers" that support the Community: repair shops, carriage making, carpenters	Missionary work. Practice non-resistance. Cooperative with Amish. Participate in Community Service Programs. May join with Brethren churches, also.
FAMILY PRACTICES	Father "Head of Household" Father work outside; mother strong figure/competent Farm income not enough; work in textile mills, also Family farms: generations High school education expected English primary language, some Pennsylvania Dutch	Patriarchal No birth control; low infant mortality rate Education stops at 8th grade Farm-related jobs required Pennsylvania Dutch spoken at home, in Amish schools & church. Baptized as adults	Patriarchal Believes in Higher Education Pennsylvania Dutch & English spoken Family highly valued Children may attend public school:
CHILD REARING	Very loving; children come first. 2-4 children Basic values: respect parents/grandparents, courtesy Family meals: breakfast, dinner, supper	Believe in well-kept farms & "tidy" children. Children help operate farm; value children working on family farm & developing responsibility. Parents provide new home for young couple.	May be more modern, but maintain traditional values, chores for children. Children may join community programs: Little League, YMCA, before & after school programs.

PENNSYLVANIA

DUTCH

AMISH

MENNONITE

GENDER ROLES	Men - outdoor jobs. Women - indoor & outdoor jobs.	Women/girls care for inside house. Men/boys care for farm outside. Females sew, quilt. Children can sell produce/baked goods at roadside stands. Women control flow of money. Man is "head of the wife", but both have equal vote in church. Farms owned jointly.	Men & women may work outside the home. Women/girls care for family & inside the house. Boys help fathers: contractors, carpenters, plumbers
YOUNGER GENERATION PRACTICES	Boys & girls do all jobs on the farm. Son or daughter expected to take over the farm.	Some leave to become "English" or Mennonites. "Running with the Young People" Sons given buggy/wagon at 16. Many keep a truck in town, 'secretly' and use until they get married, then give it up and use buggy.	Family oriented. Friends with non-Mennonites, also. Involved in community activities. Follow rules; tend not to rebel.
DRESS	Nothing frivolous. Children wear overalls. Girls rarely wear dresses. Women wear pants or dresses.	Homespun cloth; which dark colors depend on region. Women: cover hair, no buttons. Men: straw hats, grow beards after marriage	Western or "modern" dress, but in some regions women wear small white cap on bun on back of head.
RELATIONSHIP TO INVENTIONS	Use is individual's choice.	Do not use electricity, cars, phones, electricity, cars Use windmills, some small motors on backs of wagons run by air compressor or kerosene to operate some machinery, small calculators, felt pens, ball bearings	Believe in modernizing: use technology & inventions, but believe in maintaining a balance
RELATIONSHIP TO DOMINANT CULTURE	Assimilated Part of <u>rural</u> dominant culture	Refer to non-Amish (Dominant Culture) as the "English". Ethnocentric: no assimilation with the "English".	Partial assimilation Maintain values within family

CLASS PROJECT TEAM MEMBERS

Joe Aragon, Robin Balch,
Laurie Koukol, Diane Mellon

CLASS PROJECT ANGER MANAGEMENT SUPPORT GROUP

CONCEPT STATEMENT To develop an Intervention/Support group that is developmentally appropriate for our student population.

OBJECTIVES

- Student will be able to express feelings verbally.
- Student will use developing Anger Management skills to express feelings before losing control of behavior.
- Student will use alternate ways to express anger.

CONTENT

- Understanding anger as an emotion.
- It's OK to tell you I don't like what you did.

ACTIVITIES

- Opening (5 min) Donna
"What Animal Do You Feel Like Today?" or
(What Animal Describes How You Feel Today?)
- Group (20 min) Joe & Robin
Anger Management: follow up on feelings represented
by animals chosen. Cues are taken from responses of
group participants.
- Closing (5 min) Laurie
Affirmation Line: participants form two lines facing each
other. One at a time, participant walks down center
of two lines. Each participant in lines says something
positive about person walking.

EVALUATION

- Through feedback from group members at conclusion of group.
- Increased participation as group progresses.

HOMEWORK (Instructions are given verbally at end of Group. You may feel it's better to begin with only the first instruction. Increase the process as students are more comfortable with the process.)

Write a journal entry over the next week describing a situation where you felt angry or out of control. List details including how it ended. Now that the situation is over, think about a different way you could have handled it. What else could you have done? (This is your own personal journal. No one else will be reading what you have written.)

COURSE PROJECT

**CONFLICT RESOLUTION II
Lawrance & Sissel**

**Laurie Koukol
October 18, 1997**

DIVERGENT THINKING

GRADE LEVEL College students planning for 3 and 4 year olds. College student would discuss concepts listed below, identifying which would be their primary concept and their secondary concept.

STUDENT POPULATION Early Childhood Development majors enrolled in Curriculum Development course, planning developmentally appropriate curriculum to meet the needs of children enrolled in either a Head Start Class or a Day Care Center.

CONCEPT STATEMENT [Written to meet planning requirements in these programs; different format than K-12.] Concepts chosen would support **FLEXIBILITY** as well as **RESPECT for individual differences**.

Even when beginning with the same materials, results can differ.
Each person's perspective can be different.
Each person's experiences can be different.
Each person's preferences can be different.
Each person has the right to his or her own preference.
Differences can be interesting.
We can learn from each other.
Different people can share commonalities.

OBJECTIVES [Either behavioral objectives or developmental objectives are used when planning Early Childhood Curriculum.]

Student will be able to experience differences and similarities among people.
Student will be able to observe familiar materials used in a different way.
Student will be able to identify differences and similarities between people.
Student will be able to compare characteristics of final products using all senses.

CONTENT [Materials, procedures] College students will begin with discussion of uses of specific ingredients: flour, oil, milk, egg. Children will begin with discussion of foods they eat at home. What is a food that's round and flat? and sometimes other foods are wrapped inside? Additional comments/clues will be presented. Samples of some of the foods will be shown to the children, followed by photos/magazine pictures at a later time. Adults can proceed in the same way as they also experience this process. Adults would experience this sequence in preparation for presentation to children. Most concrete form is essential to both adults and children.

ACTIVITIES

1. **Discussion of foods children eat at home.**
What food is round and flat?
What food sometimes has other foods on it or wrapped in it?
2. **Extend discussion with photos/magazines pictures.** (4 year olds)
Extend discussion with food samples. (3 year olds) (Follow up for 4 yr olds)
3. **Explore ingredients:** flour, oil, milk, egg, salt.
Discussion of what can be made with these ingredients.
When someone cooks at your house, do they ever use any of these things?
What food are they making?
Formulate list of foods.
4. **Chart list of foods. Use flannelboard:** flannelbacked magazine pictures with printed label of food.

biscuit	roti (India)	pizza crust
pancake	pita (Middle Eastern)	noodles
tortilla	bagel	pretzel
5. **Read and discuss Bread, Bread, Bread** (Morris) with children recalling past experiences
6. **Plan regular cooking experiences,** beginning with foods familiar to children in class, ie. **tortilla and roti** on same day for comparison [same process, similar product]. Use of all senses, including taste is necessary for developing visual images to recall at a later time.
7. Supplemental activity is to **examine tools** families use in production of these foods: pizza wheel, tortilla press, rolling pin, biscuit cutter. Children can experiment with dough or basic playdough.

EVALUATION Limited to anecdotal recordings of children's interaction, including language and behavior samples. These would indicate child's understanding or mastery of concept, or need to provide additional experiences. Skill and concept development would be observed in

Socialization	Language Development
Science	Math
Appreciation of People & their Families (Cultural Awareness)	

RESOURCES/REFERENCES

Cheltham Elementary School Kindergartners, We Are All Alike... We Are All Different. Scholastic Inc., New York, 1991.

Morris, Ann. Bread, Bread, Bread. Lothrop, Lee & Shepard Books. New York 1989.

Laurie Koukol
11/16/97

Multicultural Issues in the Helping Professional Workplace

SIGNIFICANT POINTS THAT HAVE INCREASED MY LEVEL OF AWARENESS

1. Attempting to **define and differentiate terms** often used to describe a variety of Multicultural Issues was very helpful. **Affirmative Action, racism, bigot, prejudice and diversity** have at times seemed to overlap and I've heard **racism, bigotry and prejudice** used interchangeably. The process of trying to define these terms from our own knowledge and experience first, having time to consider the past contexts was really supportive of the individual process. The Instructor's comments followed by some facilitated class discussion provided an environment where I felt safe enough to take the risk of verbalizing some of my attempts to relate terms and concepts to my experiences and ideas. Referring to the list of ground rules as we discussed helped to maintain this feeling.

2. The **FAMOUS AMERICANS** exercise is one that I will use in my classes. What a dramatically effective technique for individual awareness. A shock to see where the blanks were. What a surprise to see so graphically the impact media has as a source of information: how many would have been blank if it weren't for the field of sports and entertainment. Horrifying and humbling at the same time. Food for thought: are we aware of our local, state, national community leaders or are we more aware of infamous role models? With our level of awareness as educators and professionals, what about the students/clients whose scope may be different than our own? Do we really look seriously enough at the impact of the sports and entertainment models? Can we assist in advocating for other community successes in our everyday workplace? How could I do that in my classes? Weekly feature at the beginning of a class &/or on a bulletin board in the lobby/waiting area/office:

COMMUNITY SUCCESSES

and feature a community program, event or individual bio for all to see; and expand their experience or awareness of another aspect of the community... Hmmml

3. The Stages of Racial Identity in People of Color and in Anglo/Whites requires a lot more thought. I really need a copy of both **and** a few hours to process the information. The information on the overheads provided an amazing amount of insight (glimmers, really) into components that I really hadn't thought about before. It only makes sense; another developmental process we **go** through, or **fumble** through, or **avoid** for a variety of reasons... Is it safer to intellectualize the process than feel the effects? Do we need to intellectualize it first, then we have a common vocabulary with which to begin? Do we now have words that identify the feelings or process we were exploring? Do we have a forum where we feel **safe enough** to explore these ideas outside of ourselves? I suspect that the people in our workplace/classroom will probably be at different places, so the challenge is how or where to start. I think the answer is to start with ourselves.

ASSIGNMENT: "TEST FOR SYNECTICS OR THE DEVIL MADE ME DO IT!"

1. **A test is like what household item because...**

A test is like a **PANTRY** because a group of ingredients go together in one form, and come out to be used in another form.

FORM: Type I DIRECT ANALOGY. Two familiar items are grouped together in a completely different ("strange") way. This type looks for commonalities in objects that seem to be very different; it makes the familiar strange.

2. **Be a test, explain what you are, how you feel about your purpose, etc. Be the thing!**

I am a test, but I'm an unconventional test because my purpose is to allow a person to discover a variety of possibilities. I love divergent thinking!!! I love to see who might become great inventors. I love to encourage creative thinking by asking **WHY** questions. I'm one of the few places in a person's education where they really **CAN** express their ideas. It's exciting to hear more than one possibility for a particular question. I love it when a writer stretches his or her mind to explore possibilities. My purpose is to value these attempts, and spark more thinking.

FORM: Type II PERSONAL ANALOGY. I DID become the test...and all of the writers described wondrously descriptive comparisons. They painted canvases with colorful words and phrases. I love my job!!!

3. **Pick one of the following and explain how a test fits this description:
unifying difference**

The goals of a test are shared by the test takers: to pass the class, to get the grade, to maintain enough units to avoid getting a job or to exercise his or her mind creating new ideas out of old. There is a payoff for each person. All are unified in that there is a goal of some kind. The difference is in **HOW** each person uses the components to create their own end product. The **UNIFYER** is the material, the **DIFFERENCE** is in the final creation.

FORM: Type III SYMBOLIC ANALOGY. The "compressed conflict" is in the two terms that mean the opposite, but are used to see a connection between items that at first seem to be unrelated or in conflict.

4. **COMMENTS:**

What a wonderful 2 day mind vacation. No responsibilities, just a chance to think and do. What a great combination! Format was great, balance was great, choices sparked my imagination, you valued each gift we developed and presented. Thank you. It's great to spend time with someone who also likes to SPARK students!!!

HELPING WITH HOMEWORK CHILDREN WITH LEARNING DISABILITIES

Learning is a full-time job for a child and it is important that parents and teachers work together so that the child has every opportunity possible to grow in skill, stature and spirit.

Most parents and children agree on the goal, but each has a specific, if not different, opinion on how to accomplish it. Since the child has learning problems, and the parent(s) may have similar problems, the parent/teacher has a very difficult job. The student is already a challenge to teach in school by dedicated, well-trained professionals.

What, then can parents do to help their child at home?

- If a child and parent can't accomplish a homework task, the parent should send a note to the teacher.
- The time right after school is usually not the time for homework. Right after dinner might be a good choice.
- A consistent place to study is very important; for example, the dining room.
- Parents should decide who should help whom and in which subjects.
- Homework time is a good time for adult activity that CAN be interrupted to answer questions.
- If your child has to write an assignment, have him dictate it to you and copy it later.
- Use graph paper for math assignments if a student has trouble keeping columns.
- Purchase only wide-lined paper. The student can write on every other line, leaving room for corrections and suggestions.
- Have your child underline all misspelled words.
- If your child uses a lot of energy erasing work, have him instead draw a neat, single line through any error and continue working.
- If a child asks how a word is spelled, spell it for him. If the parent doesn't know, use the dictionary.
- If there is a reading assignment, see if it is available on tape. Or let the parent read one paragraph, the student read the next and so forth.
- Don't overlook the teaching power of an older or slightly younger student.
- Ask for a duplicate set of school books to keep at home.
- Get a separate notebook for each class. It is the student's responsibility to write down each class assignment. If they "forget", some penalty must be assessed.

- The student should carry his own progress report to the parents. Missing an assignment should result in a temporary grounding until work is caught up.
- Increase verbal and physical rewards for completing jobs and for a job well done.
- Choose one important area of behavior needing improvement. Work on that behavior, and ignore all other areas until improvement is shown.
- A study guide for a test is a great help. If the teacher doesn't provide one, create one at home.
- Two ways to take notes: ask someone who takes good notes for copies or create note sheets like the study sheets mentioned above.
- Start studying for spelling tests early.
- If a child asks a question and you don't know the answer, say, "I don't know".

Tips for Parents by C. Wilson Anderson, Jr.
THE RESOURCE: Creating Avenues of Success for Dyslexics!
Inland Empire Branch: Int'l Dyslexia Association
<http://cpl.net/dyslexia>

Spring, 1998

STUDENT ASSISTANCE PROGRAM TRAINING

FINAL PAPER

**APPLYING SAP PRINCIPLES TO Mt. SAN ANTONIO COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM**

**PSY X410 & X410.1
Dec 2-5 & Dec 9-12, 1997
Karen Fosdick**

**Laurie Koukol
January 5, 1998**

CORE TEAM EARLY INTERVENTION COMPONENT OUTLINE

Mt. San Antonio College Child Development Center

- I. Identification of Need
 - A. College student families experience constant high level of stress.
 - B. Majority of families meet welfare requirements.
 - C. Children are experiencing an increasing amount of stress, violence and abuse, family separation, lack of basic needs being met.
 - D. Children are exhibiting a decrease in self-control and problem solving abilities and an increase in anger and violence.

- II. Target Population
 - A. Children 0-5 who are enrolled in the Campus Child Development Center.
 - B. MtSAC students & staff whose children are enrolled in the Campus Child Development Center.

- III. Program Description
 - A. Regular monthly **CORE TEAM** meetings to identify ways of facilitating development of pro-social skills in children enrolled in the Campus CDC.
 - B. Weekly meetings with classroom team for updating.
 - C. Weekly **FRIENDSHIP GROUP** activities with children referred to **CORE TEAM** (1-2 children from each class will participate once a week in small group activities for appx. 20 min.). Activities will facilitate development of pro-social skills: increasing self-esteem, positive conflict resolution skills, problem solving skills and anger management skills.

- IV. Goals of Program
 - A. To meet needs of children and families enrolled in the MtSAC Child Development Center.
 - B. To ensure requirements for families enrolled in the CAL WORKS program are met.
 - C. To identify needs of children.
 - D. To provide safe environment for children needing additional experience with staff to increase development of pro-social skills.
 - E. To expand classroom teacher's resources in facilitating development of pro-social skills in children who show need.
 - F. To present a consistent team approach by all staff in facilitating development of pro-social skills in children who show need.
 - G. To provide **CORE TEAM** approach to facilitating development of pro-social skills in children enrolled in the MtSAC Child Development Center.
 - H. To expand referral process to other professionals when child &/or family needs further support.
 - I. To coordinate with on-Campus programs providing services to students whose children are enrolled in the CDC.

IV. Program Components

- A. Monthly **CORE TEAM** meetings: each Lead Teacher will present 1 or 2 specific concerns.
- B. Weekly meeting with staff in specific classrooms for updating.
- C. Weekly **FRIENDSHIP GROUP** activities.
- D. Referrals to Campus Professionals
- E. Referrals to Community Professionals

VI. **CORE TEAM** members

- A. Monthly **CORE TEAM**
 - 1. Center Director &/or Regular Designated Representative as Site Coordinator
 - 2. Project Coordinator (LK)
 - 3. Lead Teacher
 - 4. Assistant Teacher (Could this be arranged?)
 - 5. Early Childhood Professor: Behavior Specialist
 - 6. Campus Counselor (MFCC)
 - 7. Community Based Resource Person
- B. Weekly Update (during classroom team meeting?)
 - 1. Project Coordinator
 - 2. Lead Teacher
 - 3. Assistant Teacher
 - 4. Support Staff

VII. Referral Process

- A. Staff Referral to **CORE TEAM**
 - 1. Referral form completed
 - a. Identify behavior of greatest concern
 - b. Identify secondary behaviors
 - 2. Include 4-6 anecdotes supporting behavior
- B. **CORE TEAM** recommendations

VIII. Evaluation Process

- A. Progress evaluated at monthly **CORE TEAM** meetings.
- B. **CORE TEAM** will determine length of child's participation in **FRIENDSHIP GROUP**. (8-16 weeks) Friendship Group would begin Week 3 or 4 of semester, after introducing **FRIENDSHIP GROUP Facilitator** to class and beginning to develop a rapport. (Policy: Adult is introduced as another teacher in the classroom. Children do not go with a "stranger".)
- C. Participation in **FRIENDSHIP GROUP** reassessed during **CORE TEAM** meetings.
- D. Coordinate with Referral Services.
- E. Observe to identify changes in needs. **CORE TEAM** will reassess as needed.

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**"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

APPENDIX B

Cal Poly, Pomona
GED 691 Graduate Directed Study

PROJECT SUMMARY

**MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT**

**A Survey of California Community College ECD Multicultural
Education Programs and Visitation of 5 Programs**

Laurie Koukol

**GED 691
GRADUATE DIRECTED STUDY
FINAL REPORT**

Dr. Jane McGraw

June 1, 1998

PURPOSE OF STUDY

Survey of College programs within California to obtain information about existing courses and/or programs that support my Sabbatical Leave topic **Preparing for Multicultural Education within a Diverse Learning Environment**. The study has focused on the application as pertains to young children and preparing adults to be teachers of young children. In the Fall of 1998, the information gathered will be used in preparation for the development of a Certificate as part of the Mt. San Antonio College Early Childhood Development Program.

As I conclude my Sabbatical Leave for Mt. San Antonio College, I complete **PART 3** of my Study through **GED 691 at Cal Poly, Pomona**. I am grateful to Cal Poly for allowing me to complete this part of my Sabbatical Leave Project through the University.

Through this Directed Study I have had the opportunity to make the five proposed site visits, completing fourteen interviews to obtain the information needed to complete the last part of my **SABBATICAL LEAVE** Project. This in conjunction with the first and second components of my Sabbatical Leave Project will provide the information necessary for the development of the **Multicultural Certificate** (the final name of the certificate will be determined by our Early Childhood Development Advisory Committee next year).

DIRECTED STUDY OBJECTIVES

As I complete this Directed Study, I have

1. obtained and reviewed College Catalogs from each College visited.
2. obtained and reviewed Early Childhood Education program information including brochures, as available.
3. toured Campus Child Development Centers observing integration of Instruction and Services, per Community College Chancellor's Office Guidelines.
4. examined Early Childhood Education program components.
5. compared program components with those identified by our Advisory Committee:
 - 1) diversity and multicultural issues
 - 2) student support: identifying needs of students
 - 3) group facilitation skills
 - 4) conflict resolution skills
6. synthesized program components that seem appropriate for Mt. SAC's ECD Program.

MEETING THE OBJECTIVES

1. As I complete this Directed Study, I have obtained and reviewed the Early Childhood program descriptions listed in the Catalog from each College visited. (Refer to Appendix.)
2. I have obtained and reviewed Early Childhood Education program information including brochures, as available. (Refer to Appendix.)

3. I toured each Campus Child Development Center observing integration of Instruction and Services, per Community College Chancellor's Office Guidelines. The level of integration ranged from none to total integration. of Instruction and Services.
4. I had the opportunity to examine Early Childhood Education program components in five ways: through descriptions in College Catalogs, College Schedules, Program Brochures and flyers, staff interviews and classroom observations.
5. I attempted to compare program components with those identified by our Advisory Committee:
 - 1) diversity and multicultural issues
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 - 3) group facilitation skills
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6. I have synthesized program components that seem appropriate for Mt. SAC's Early Childhood Development Program.

RESULTS

Having been introduced to the Articulation Process of California Community Colleges thirteen years ago, I was not surprised to see so many differences between the Early Childhood programs as I examined College materials. Developing the California Community College original version of the **DS Indicators Matrix** for Department of Social Services, Child Care Licensing in 1985 helped to give direction to the organization of our Early Childhood Courses. The **DS Indicators Matrix** identified the Early Childhood courses in those 107 campuses that met Title 22 requirements for Licensing. Each California Community College listed their courses that met the requirements for principles courses, curriculum courses, basic growth and development and child, family & community. It is expected that the new **Child Development Permit MATRIX** will lead the College Programs to organizing the same type of document for Title 5 programs: State Preschool, General Child Care and Head Start.

Communication and Articulation for students between Colleges will continue to increase as this document will provide a resource for all professionals to use in assessment of students' coursework and/or experience. Each College can continue with the autonomy to develop the program that most effectively meets the needs of the students and community, but a tool will also be developed that will allow others to refer to the guide for each College.

As I reviewed brochures and flyers from each Campus, it was evident that Campuses had implemented a variety of methods to keep their students informed (refer to Appendix). There have been a myriad of changes in the field and in the State that materials are being updated each year.

It was apparent that each College integrated bilingual/cross cultural courses into their programs in one of two ways, by integrating concepts into each course and/or by developing separate courses for Anti-Bias and Diversity study. Examining the Anti-bias and Diversity issues begins with an awareness of the individuals own feelings and beliefs before assisting children in exploring these topics. Examining ways in which children are similar to each others as well as ways in which people are different is another approach. A third approach has been limited to the level of cultural curriculum planning for the

classroom; an activities approach rather than focused on the level of awareness and appreciation of others.

Student support varied from Campus to Campus. The consensus was that the degree of support offered was dependent on the degree of student need. The attitude of staff ranged from assessing students' needs and locating the support necessary to succeed to an attitude of having to "water down" content so students can succeed. A supportive attitude versus a defeated attitude, perhaps. This is a controversial issue that must be addressed.

Group facilitation skills for Staff and students ranged from nonexistent to available in advanced level courses. As funding for the Mentor Teacher Project is available on more Campuses, and as the Supervising Adults Specialization of the Child Development Permit is implemented, skill in facilitating groups will be increased.

Conflict resolution skills again seem to be found in the Anti-Bias and Diversity classes, they can also be found in Guidance and Discipline related courses. I found that the need to integrate conflict resolution skills into the fabric of each course. Again, the Staff must develop their own awareness and the skill before assisting others in developing their own conflict resolution skills. This process must begin before one can assist children in developing these conflict resolution skills.

CONCLUSIONS

Early Childhood faculty knew the **Advancing Careers Project**, coordinated by Carol Sharpe, was leading the field in some innovative and very challenging directions. We received periodic updates throughout the last five years as the Project progressed. We knew modifications to College Early Childhood programs would need to occur as the **Children's Center Permit** ended and the new **Child Development Permit** began. Last year several Early Childhood Programs began anticipating what form the **Child Development Permit** would take. We had learned that the Project Committee was interested in a brainstorming of ideas from the Field as to how the assessment and documentation of a students' education and experience would occur.

At this point it seemed that there were three approaches that Colleges were considering:

- 1) We've heard about it. Let's get started.
- 2) What shall we do and what is "it"?
- 3) We need some guidelines before we begin.

The Advancing Careers Project Committee anticipated that the Early Childhood Program at a specific College would become "certified" so any student completing that Program would be assessed as having met the requirements for a specific level the of **Child Development Permit**. Also, there would be Areas of Specialization, described later in this paper.

Several Colleges made more radical changes in anticipation of what had not as yet been identified. Courses were rewritten, new courses developed and approved through Campus Curriculum Committees. As those of us who were participating at this level began sharing details of plans for modifications, we discovered that the process of aligning existing courses with the rough draft of the **Child Development Permit MATRIX** was going smoothly. However, there seemed to be a gap between the Project Committee intent of the **how the Areas of Specialization** would be structured.

Consequently, Working Sessions are being scheduled in the Fall and Spring so that there will be a statewide exchange of ideas resulting in samples or models for distribution as to how the **Areas of Specialization** and additional courses might be implemented.

There still seems to be the same three attitudes as mentioned above:

- 1) We've heard about it. Let's get started.
- 2) What shall we do and what is "it"?
- 3) We need some guidelines before we begin.

The feeling of urgency some feel is that the Curriculum approval process often takes two years on a College Campus. Early Childhood programs feel the need to be ready when students are ready to go on to the next **Permit** level.

The overwhelming comment that staff expressed at each Campus was the importance of aligning Early Childhood programs as much as possible with the **Child Development Permit MATRIX**. This benefits students, staff, the community and the profession as the 107 Community College system begins to offer direction to facilitate Articulation in a process that involves so many different agencies. Early Childhood programs have been conceptualizing changes that will be required in their own programs to accomplish this task. The Working Sessions to be held in the Fall and Spring will provide the opportunity both regionally and statewide to present working drafts in development. Colleges who choose to participate at this time will share ideas and brainstorm regarding the development and implementation of the next phase of the Project. The intent is for this information to be made available to Colleges who are ready for this stage of development and/or implementation.

As with the **DS Indicator Matrix** developed in 1985, the development of the **Child Development Permit MATRIX** and its implementation identified as an emerging process. It is one that will differ from Campus to Campus, depending on needs of students and the community. Direction often changes as questions and concerns are expressed and challenges are met. This developmental process has been effective in the past as we recognize similarities and differences as each participating agency reviews from their own individual perspectives.

The body of work that emerges is one that is useful at so many levels. Early Childhood programs may have only one full time faculty and is unable to spend the time that is necessary for development could synthesize from examples of what other programs have development. Agencies assessing qualifications of perspective teachers who do not have a clear understanding of individual course content, will again have a comprehensive guide to the Community College Early Childhood system for reference.

RECOMMENDATIONS

In reviewing information obtained through these visitations and interviews, the following program components seem most appropriate for the Early Childhood Development program at Mt. San Antonio College:

1. A bilingual/cross cultural course is an important component of this new certificate.
2. Diversity awareness should be part of the foundation of each course.

3. An anti-bias philosophy appreciating the uniqueness of each individual should also be part of the foundation of each course.
4. In assessing needs of students and children, learning styles should be included in teacher preparation.
5. English language tutorials should be available to support students.
6. Working closely with your Campus ESL program will assist students in developing their own proficiency skills
7. The Child Development Center should consider connecting with ESL for the parents of children enrolled, especially for the parent who is not enrolled in courses on Campus.
8. Develop a Student Advisement process with ECE Faculty to assist students with academic and professional questions. prior to registration.

These recommendations will be presented to the Mt. SAC Early Childhood Development Faculty and Advisory Committee for consideration in the Fall of 1998. A working group was formed at the last Advisory Committee Meeting to continue the development of this new certificate. Utilization of the information collected in this study will begin in September, 1998.

Laurie Koukol
Mt. San Antonio College
2529 King Way
Claremont, CA 91711

(H) 909 624-2676
FAX 909 625-2649

VISITATION & INTERVIEW GRID: Summary of Information Received

COLLEGE	INTERVIEWS	MATERIALS OBTAINED			
		Catalog	Schedule	Brochures Program	Center
<u>NAPA VALLEY COLLEGE</u> 2277 Napa-Vallejo Hwy Napa, CA 94559 (707) 253-3046	•Carol Kent, Dept Chair, Child & Fam Stud Dept. •Bev Aguilar, Director, Child-Family Center	✓	✓	✓	✓
<u>GROSSMONT COLLEGE</u> 8800 Grossmont College Dr. El Cajon, CA 92020-1799 (619) 644-7922	•Sheridan De Wolf, CDC Coordinator •Lorraine Martin, E Ch Program Coordinator •Mary Courtney, E Ch Curriculum Coordinator •Sonia Gaiane, E Ch Faculty: Anti-bias & Bilingual course	✓	✓	✓	✓
<u>HARTNELL COLLEGE</u> 156 Homestead Ave. Salinas, CA 93901 (408) 755-6700	•Jeanne Hora-Garcia, Dept Chair, Early Ch Dvmt •Laurie Shoenberg, Director, Child Dvmt Center •Sarah Sunrise, Practicum Supervisor	✓	✓	✓	✓
<u>CABRILLO COLLEGE</u> 6500 Soquel Dr. Aptos, CA 95003 (408) 479-6100	•Julie Olsen Edwards, Dept Chair, ECD •Nancy k Brown, Director, CDC	✓	✓	✓	✓
<u>SANTA BARBARA CITY COLLEGE</u> Children's Center 365 Loma Alta Dr. Santa Barbara, CA 93109 (805) 965-6883	•Kelly Lake, Dept Chair, Early Childhood Development •Lea Blackburn, Director, Children's Center	✓	✓	✓	✓
<u>Carol Sharpe</u> Santa Barbara	Consultant, Advancing Careers Project Director (Child Development Matrix)	A consultant, not a program			

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It was apparent that each College integrated bilingual/cross cultural courses into their programs in one of two ways, by integrating concepts into each course and/or by developing separate courses for Anti-Bias and Diversity study. Examining the Anti-bias and Diversity issues begins with an awareness of the individuals own feelings and beliefs before assisting children in exploring these topics. Examining ways in which children are similar to each others as well as ways in which people are different is another approach. A third approach has been limited to the level of cultural curriculum planning for the

classroom; an activities approach rather than focused on the level of awareness and appreciation of others.

Student support varied from Campus to Campus. The consensus was that the degree of support offered was dependent on the degree of student need. The attitude of staff ranged from assessing students' needs and locating the support necessary to succeed to an attitude of having to "water down" content so students can succeed. A supportive attitude versus a defeated attitude, perhaps. This is a controversial issue that must be addressed.

Group facilitation skills for Staff and students ranged from nonexistent to available in advanced level courses. As funding for the Mentor Teacher Project is available on more Campuses, and as the Supervising Adults Specialization of the Child Development Permit is implemented, skill in facilitating groups will be increased.

Conflict resolution skills again seem to be found in the Anti-Bias and Diversity classes, they can also be found in Guidance and Discipline related courses. I found that the need to integrate conflict resolution skills into the fabric of each course. Again, the Staff must develop their own awareness and the skill before assisting others in developing their own conflict resolution skills. This process must begin before one can assist children in developing these conflict resolution skills.

CONCLUSIONS

Early Childhood faculty knew the **Advancing Careers Project**, coordinated by Carol Sharpe, was leading the field in some innovative and very challenging directions. We received periodic updates throughout the last five years as the Project progressed. We knew modifications to College Early Childhood programs would need to occur as the **Children's Center Permit** ended and the new **Child Development Permit** began. Last year several Early Childhood Programs began anticipating what form the **Child Development Permit** would take. We had learned that the Project Committee was interested in a brainstorming of ideas from the Field as to how the assessment and documentation of a students' education and experience would occur.

At this point it seemed that there were three approaches that Colleges were considering:

- 1) We've heard about it. Let's get started.
- 2) What shall we do and what is "it"?
- 3) We need some guidelines before we begin.

The Advancing Careers Project Committee anticipated that the Early Childhood Program at a specific College would become "certified" so any student completing that Program would be assessed as having met the requirements for a specific level of **Child Development Permit**. Also, there would be Areas of Specialization, described later in this paper.

Several Colleges made more radical changes in anticipation of what had not as yet been identified. Courses were rewritten, new courses developed and approved through Campus Curriculum Committees. As those of us who were participating at this level began sharing details of plans for modifications, we discovered that the process of aligning existing courses with the rough draft of the **Child Development Permit MATRIX** was going smoothly. However, there seemed to be a gap between the Project Committee intent of the **how the Areas of Specialization** would be structured.

Consequently, Working Sessions are being scheduled in the Fall and Spring so that there will be a statewide exchange of ideas resulting in samples or models for distribution as to how the **Areas of Specialization** and additional courses might be implemented.

There still seems to be the same three attitudes as mentioned above:

- 1) We've heard about it. Let's get started.
- 2) What shall we do and what is "it"?
- 3) We need some guidelines before we begin.

The feeling of urgency some feel is that the Curriculum approval process often takes two years on a College Campus. Early Childhood programs feel the need to be ready when students are ready to go on to the next **Permit** level.

The overwhelming comment that staff expressed at each Campus was the importance of aligning Early Childhood programs as much as possible with the **Child Development Permit MATRIX**. This benefits students, staff, the community and the profession as the 107 Community College system begins to offer direction to facilitate Articulation in a process that involves so many different agencies. Early Childhood programs have been conceptualizing changes that will be required in their own programs to accomplish this task. The Working Sessions to be held in the Fall and Spring will provide the opportunity both regionally and statewide to present working drafts in development. Colleges who choose to participate at this time will share ideas and brainstorm regarding the development and implementation of the next phase of the Project. The intent is for this information to be made available to Colleges who are ready for this stage of development and/or implementation.

As with the **DS Indicator Matrix** developed in 1985, the development of the **Child Development Permit MATRIX** and its implementation identified as an emerging process. It is one that will differ from Campus to Campus, depending on needs of students and the community. Direction often changes as questions and concerns are expressed and challenges are met. This developmental process has been effective in the past as we recognize similarities and differences as each participating agency reviews from their own individual perspectives.

The body of work that emerges is one that is useful at so many levels. Early Childhood programs may have only one full time faculty and is unable to spend the time that is necessary for development could synthesize from examples of what other programs have development. Agencies assessing qualifications of perspective teachers who do not have a clear understanding of individual course content, will again have a comprehensive guide to the Community College Early Childhood system for reference.

RECOMMENDATIONS

In reviewing information obtained through these visitations and interviews, the following program components seem most appropriate for the Early Childhood Development program at Mt. San Antonio College:

1. A bilingual/cross cultural course is an important component of this new certificate.
2. Diversity awareness should be part of the foundation of each course.

3. An anti-bias philosophy appreciating the uniqueness of each individual should also be part of the foundation of each course.
4. In assessing needs of students and children, learning styles should be included in teacher preparation.
5. English language tutorials should be available to support students.
6. Working closely with your Campus ESL program will assist students in developing their own proficiency skills
7. The Child Development Center should consider connecting with ESL for the parents of children enrolled, especially for the parent who is not enrolled in courses on Campus.
8. Develop a Student Advisement process with ECE Faculty to assist students with academic and professional questions. prior to registration.

These recommendations will be presented to the Mt. SAC Early Childhood Development Faculty and Advisory Committee for consideration in the Fall of 1998. A working group was formed at the last Advisory Committee Meeting to continue the development of this new certificate. Utilization of the information collected in this study will begin in September, 1998.

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VISITATION & INTERVIEW GRID: Summary of Information Received

COLLEGE	INTERVIEWS	MATERIALS OBTAINED			
		Catalog	Schedule	Brochures Program	Center
<u>NAPA VALLEY COLLEGE</u> 2277 Napa-Vallejo Hwy Napa, CA 94559 (707) 253-3046	•Carol Kent, Dept Chair, Child & Fam Stud Dept. •Bev Aguilar, Director, Child-Family Center	✓	✓	✓	✓
<u>GROSSMONT COLLEGE</u> 8800 Grossmont College Dr. El Cajon, CA 92020-1799 (619) 644-7922	•Sheridan De Wolf, CDC Coordinator •Lorraine Martin, E Ch Program Coordinator •Mary Courtney, E Ch Curriculum Coordinator •Sonia Gaiane, E Ch Faculty: Anti-bias & Bilingual course	✓	✓	✓	✓
<u>HARTNELL COLLEGE</u> 156 Homestead Ave. Salinas, CA 93901 (408) 755-6700	•Jeanne Hora-Garcia, Dept Chair, Early Ch Dvmt •Laurie Shoenberg, Director, Child Dvmt Center •Sarah Sunrise, Practicum Supervisor	✓	✓	✓	✓
<u>CABRILLO COLLEGE</u> 6500 Soquel Dr. Aptos, CA 95003 (408) 479-6100	•Julie Olsen Edwards, Dept Chair, ECD •Nancy k Brown, Director, CDC	✓	✓	✓	✓
<u>SANTA BARBARA CITY COLLEGE</u> Children's Center 365 Loma Alta Dr. Santa Barbara, CA 93109 (805) 965-6883	•Kelly Lake, Dept Chair, Early Childhood Development •Lea Blackburn, Director, Children's Center	✓	✓	✓	✓
<u>Carol Sharpe</u> Santa Barbara	Consultant, Advancing Careers Project Director (Child Development Matrix)	A consultant, not a program			

Cabrillo College



**CABRILLO COLLEGE
CHILD DEVELOPMENT CENTER**

KOUKOL

Ukrainian College



Catalog 1997-98

EARLY CHILDHOOD EDUCATION

This program provides the student with the course work required by the State of California for Social Services teacher or director licensing, and for the Children's Center Permit which enables the student to be employed as a children's center teacher or administrator. Contact the Early Childhood Education Department for an appointment with a faculty program advisor.

Core Courses	Units
ECE 31/131 Child Growth & Development	4
ECE 32 OR Child, Family, & Community	3
ECE 142 Niño, familia y comunidad	3
ECE 51ABCL Principles of Working with Young Children	2 or 3
ECE 53 Introduction to Curriculum for the Young Child	3
ECE 150 Early Childhood Education: Professional Overview	2
ECE 152 Anti-Bias Curriculum for Young Children	3
ECE 158 Working With Parents	3
ECE 159 Health and Safety Issues in the Child Care Setting	3
ECE 54A and Early Childhood Practicum Lecture	2
ECE 54AL Practicum Lab	5
OR	
ECE 54A and Early Childhood Practicum Lecture	2
ECE 168 Child Care Practicum	2-5
OR	
ECE 54A and Early Childhood Practicum Lecture	2
ECE 199 Work Experience	2-5
ECE 156D OR Large Motor & Movement Curriculum	1
ECE 162TM Teaching Creative Movement	1
ECE 163 OR Advanced Curriculum for the Young Child	3
ECE 135 Infant/Toddler Program Development	3

Certificate of Proficiency

Early Childhood Education Core Courses	34
ENGL 100 or 1A	3
Total for Certificate of Proficiency	37

Associate in Science Degree

Early Childhood Education Core Courses	34
General Education	21
Electives	5
Total for A.S. Degree	60

FOSTER PARENT

Cabrillo College's Foster Parent program is designed to equip students with the knowledge and skills necessary to provide professional-level foster care.

Core Courses	Units
*ECE 31/131 Child Growth & Development	4
*ECE 32 Child, Family and Community	3
*ECE 161A-Z Child Development and Interaction Skills	4
*ECE 199 Work Experience	4
*FP 130ABC Family & Foster Care	3
*FP 131 Living with Adolescents	3
*FP 139A Special Topics	1
*FP 139B Special Topics	1
*PE 12A First Aid: Responding to Emergencies	2
**ENGL 100 or 1A	3

Approved Electives

	Units
ALA 20 Nutrition	3
ALA 30ABC Relationships: Marriage and Family	1-3
ALA 37ABC Values & Priorities	1-3
PSYCH 45 Childhood to Adulthood: Psychological Development	3

*Required courses for Certificate of Proficiency.

**May be applied to General Education requirements for A.S. degree.

Certificate of Proficiency

FP Core Courses plus Approved Electives	30
Total for Certificate of Proficiency	30

Associate in Science Degree

General Education	21
FP Core Courses	28
Approved Electives	11
Total for A.S. Degree	60

HAZARDOUS MATERIALS TECHNOLOGY

The Hazardous Materials Technology program provides educational opportunities to persons seeking employment or advancement in public agencies and private industry involved with the production, transportation, storage and environmental protection of hazardous materials.

Core Courses

	Units
HMT 170 Introduction to Hazardous Materials	3
HMT 171 Hazardous Materials Regulations	3
HMT 172 Health Effects of Environmental Hazardous Materials	3
HMT 173 Environmental Impact from Hazardous Materials Waste	2
HMT 174 Chemistry of Hazardous Materials	4
**CHEM 10 Concepts of Chemistry	4
**ENGL 100 or 1A	3

Approved Electives

HMT 176 Hazardous Materials Storage, Treatment & Disposal	3
HMT 178 Safety and Emergency Contingency Planning	2
HMT 179 Essentials of Personal Protection & Safety	3
HMT 181 Hazardous Materials Mitigation and Management Techniques	2
HMT 182 Hazardous Materials Control in Fixed Facilities	3
CHEM 2 Introductory Inorganic	4
CAOS 181AB Operating Systems: Beginning and Intermediate DOS	3
CAOS 117 Preparation for Desktop Publishing and Multimedia	3
CAOS 182 Fundamentals of Macintosh Operating System	3
HMT 199 Work Experience	1-4
HMT 80 Special Studies	3

**May be applied to General Education requirements for A.S. degree.

DRAFT 81**Architectural Design I**

3 units; 2½ hours lecture, 1½ hours laboratory

Recommended Preparation: Eligibility for English 100

An introductory course covering the fundamentals of architectural design and the development of a program with an emphasis on residential buildings. *Transfer Credit: CSU.*

DRAFT 110**Civil and Survey Drafting**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: DRAFT 24 or equivalent skills

Recommended Preparation: Eligibility for English 100

Computer aided drafting for civil engineering projects, including interpretation of survey data, topographic maps, profiles and cross sections, land subdivision, grading, roadways, utilities and underground piping.

DRAFT 121**Computer Animation**

3 units; 2 hours lecture, 4 hours laboratory

Recommended Preparation: CAOS 116 and eligibility for Engl 100

The use of computer animation software for presentation of mechanical and architectural designs, including cel animation, tweening, color cycling, and optical animation. Other topics include video capture, screen painting, and palette control.

DRAFT 122**3-D Computer Animation**

3 units; 2 hours lecture, 4 hours laboratory

Recommended Preparation: CAOS 116 and eligibility for Engl 100

The use of computer animation software to create animation using 3-dimensional computer models. Includes 3-D model construction, rendering, and animation using camera, target and object motion.

DRAFT 125**3-D Wireframe and Surface Modeling**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: DRAFT 24 or equivalent skills

Recommended Preparation: Eligibility for English 100

Use of computer aided design software for 3-dimensional wireframe and surface modeling of mechanical and architectural designs.

DRAFT 126**3-D Solid Modeling and Rendering**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: DRAFT 24 or equivalent skills

Recommended Preparation: Eligibility for English 100, DRAFT 125

Use of computer aided design software for 3-dimensional solid modeling and rendering of mechanical and architectural designs, including shaded and photorealistic rendering.

DRAFT 128**Virtual Reality**

3 units; 2 hours lecture, 4 hours laboratory

Recommended Preparation: CAOS 116 and eligibility for Engl 100

Introduction to the use of computer graphics to simulate virtual 3-D environments. World creation, including basic 3-D modeling, realtime rendering, and defining object behavior.

DRAFT 132**Printed Circuit Design**

3 units; 2 hours lecture, 4 hours laboratory

Recommended Preparation: CAOS 116 and eligibility for Engl 100

Use of computer aided design software for design of electronic printed circuit boards. Footprint symbol creation and symbol library maintenance. Analog and digital printed circuit design. Surface mount technology.

DRAFT 145**ANSI Standards in Mechanical Drafting**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: DRAFT 24 and DRAFT 41 or 51 or equivalent skills.

Recommended Preparation: Eligibility for English 100

An advanced mechanical drafting course covering the relevant American National Standards Institute standards. Topics include geometric dimensioning and tolerancing, finish symbols, weld symbols, and other relevant symbols and conventions. Many companies require knowledge of ANSI standards for entry-level drafters. All work will be completed using CAD software.

DRAFT 175**3-D Modeling and Animation for Architecture**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: DRAFT 61 or equivalent skills.

Recommended Preparation: CAOS 116, eligibility for English 100

The use of computer aided design software for architectural design and presentation using 3-dimensional modeling, rendering and computer animation.

DRAMA—

See Theatre Arts

EARLY CHILDHOOD EDUCATION**ECE 31/131****Child Growth and Development**

4 units; 4 hours lecture

Recommended Preparation: Eligibility for English 100

An examination of social, emotional, physical and intellectual development from conception until adolescence. Children are studied in context of their families and culture. Emphasis is on the development of observation skills and the examination of the impact of personal values on the understanding of development. Critical, analytical written work is the primary means of evaluating student performance in this course.

Writing assignments for ECE 31 differ from those for ECE 131 in scope and complexity. Early in the semester, instructors make clear the requirements for ECE 31 credit and ECE 131 credit. A student who is unable to complete the requirements for ECE 31 will receive credit for ECE 131 if all requirements for that option are met. Meets a core course requirement for Social Services Licensing and Child Development Permit Matrix requirements. *Transfer Credit (ECE 31 only): CSU; UC with limits. When combined with ECE 32 only one course will transfer to UC. ECE 31 is CAN H EC 14.*

ECE 32**Child, Family, and Community**

3 units

Class hours: 3 hours lecture

Prerequisite: ECE 31/131 (with grade "B" or better recommended) or equivalent experience

Recommended Preparation: Eligibility for English 100

A study of the social dimensions of the child in those groups with which he/she is most intimately connected: cultural, economic, social, ethnic, and geographic influences. This class requires a minimum of 4,000 words of critical, analytical written work per semester (essay examinations and/or written papers). Meets a core course licensing requirement for Social Services Licensing and Child Development Permit Matrix requirements. *Transfer Credit: CSU; UC with limits. When combined with ECE 31 only one course will transfer to UC.*

ECE 51ABC**Principles of Working with Young Children**

1-1-1 units; 1 hour lecture per unit

Prerequisite: ECE 31/131 (with grade of "B" or better recommended)

Recommended Preparation: Eligibility for English 100

A study of methods by which adults can support the healthy development of preschool children both as individuals and as members of groups. Topics include building confidence, self-esteem, self-discipline and positive social relationships. Creating environments to support creative and intellectual mastery will be examined. Appropriate for parents and child care professionals. ECE 51A, B, or C may be offered individually or in combination. ECE 54A may substitute for 51C. Meets a core course licensing requirement for Social Services Licensing and Child Development Permit Matrix requirements. *Transfer credit: CSU.*

ECE 53**Introduction to Curriculum for the Young Child**

3 units; 3 hours lecture

Corequisite: Concurrent enrollment in ECE 53L

Recommended Preparation: Eligibility for English 100

Theoretical and practical consideration of curriculum development and environment preparation for young children. Focus on art and representation, language arts, manipulatives, math and fine motor development, sensory motor learning, and cognitive awareness. Meets a core course licensing requirement for Social Services Licensing and Child Development Permit Matrix requirements. *Transfer credit: CSU.*

ECE 53L**Curriculum Materials Lab**

½ unit; 1 hour laboratory per ½ unit

Recommended Preparation: Eligibility for English 100

Workshop laboratory in which students will develop and prepare learning materials for use with children. Designed for students in ECE 53. *Transfer credit: CSU.*

ECE 54A**Early Childhood Education Practicum Lecture**

2 units; 2 hours lecture

Prerequisite: ECE 31/131

Concurrent or Prerequisite: ECE 51AB and either ECE 54AL or ECE 199 or ECE 168

Recommended Preparation: ECE 53; eligibility for English 100

Repeatability: May be taken a total of two times

Theory of appropriate methodology for working with two through five year old children in group programs. *Transfer credit: CSU.*

ECE 54AL**Practicum Lab**

½-5 units

Class hours: 1 hour lecture or 3 hours laboratory per unit

Prerequisite: ECE 31/131 (with grade of "B" or better recommended).

Concurrent or prerequisite ECE 54A

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of two times

Application of principles of classroom organization and human relations with young children. *Transfer credit: CSU.*

ECE 64**Children's Art**

3 units; 3 hours lecture

Recommended Preparation: Eligibility for English 100

The developmental sequence of children's art and teaching implications for children two to thirteen. Exploration of media of schools: clay, watercolor, tempera, drawing materials, block printing. Class designed for preschool teachers, elementary teachers and parents. *Transfer Credit: CSU.*

ECE 132**Ages and Stages: An Overview of Child Development**

1 unit; 1 hour lecture

Recommended Preparation: Eligibility for English 100

An overview of the development of children from birth through age twelve.

ECE 133**Understanding Infant Development**

1 unit; 1 hour lecture per unit or 3 hours lab per unit.

Recommended Preparation: Eligibility for English 100 (May take lecture without lab.)

Repeatability: May be taken a total of four times

A study of theoretical and practical considerations in infant development. Physical, cognitive and psychosocial development are examined in relationship to the infant's specific family and culture. Functions of play and play materials are reviewed. Relevant for parents and other infant caregivers.

ECE 133L**Infant Development and Observation Lab**

1 unit; 1 hour lecture per unit or 3 hours lab per unit.

Recommended Preparation: Eligibility for English 100 (May take lecture without lab.)

Repeatability: May be taken a total of four times

Observation lab is designed for parents and infants to participate together three hours a week. While infants explore in an environment that is challenging and supportive, the adults, through observation, discussion and reading, will focus on infant development issues such as establishing trust, exploring physical and cognitive development, and developing social awareness. Discussion will also include issues specific to the adult's life as a parent. Course offered for credit/no credit only.

ECE 134**Topics In Toddler Development**

1 unit; 1 hour lecture per unit or 3 hours lab per unit

Recommended Preparation: Eligibility for English 100 (May take lecture without lab.)

Repeatability: May be taken a total of four times

A study of theoretical and practical considerations in toddler growth and development. Physical, cognitive, and psychosocial development are examined in relationship to the toddler's specific family and culture. Functions of play and play materials are reviewed. Relevant for parents and other toddler caregivers.

ECE 134L**Toddler Development and Observation Lab**

1 unit; 1 hour lecture per unit or 3 hours lab per unit

Recommended Preparation: Eligibility for English 100 (May take lecture without lab.)

Repeatability: May be taken a total of four times

Observation lab is designed for parents and toddlers to participate together three hours a week. While toddlers explore in an environment that is challenging and supportive, the adults, through observation, discussion and reading, will focus on toddler development issues such as separation, autonomy, social learning, language and cognitive development. Discussion will also include issues specific to the adult's life as a parent. Course offered for credit/no credit only.

ECE 135**Infant and Toddler Program Development**

3 units; 3 hours lecture

Recommended Preparation: Eligibility for English 100

Study of the nature and growth of infant and toddler competence and programming issues for group care, including family day care. Analysis of techniques and curriculum nurturing optimal growth. Meets a specialization requirement for Social Services Licensing and Child Development Permit Matrix.

ECE 136**Planning Programs for School Age Children**

3 units; 3 hours lecture

Recommended Preparation: Eligibility for English 100

Planning for school age children in after school care. Identifying the developmental needs of the school age child, and planning age-appropriate curriculum in a variety of settings including parks, day care homes, schools and other places.

ECE 137A**Understanding the Child in the Child Center—1-3 Year Olds**

1 unit; 1 hour lecture

Repeatability: This class may be taken a total of four times or for four units of credit.

Class on child development for parents of children enrolled in Cabrillo College Children's Center. Focus will be on parent's understanding the specific developmental stage of their children from ages 1 to 3 years old. This class is open entry/open exit; enrollment will be permitted through the twelfth week of instruction.

ECE 137B**Understanding the Child In the Child Center—3-5 Year Olds**

1 unit; 1 hour lecture

Repeatability: This class may be taken a total of four times or for four units of credit.

Class on child development for parents of children enrolled in Cabrillo College Children's Center. Focus will be on parent's understanding the specific developmental stage of their children from ages 3 to 5 years old. This class is open entry/open exit; enrollment will be permitted through the twelfth week of instruction.

ECE 138A**Communication and Positive Discipline With 2-5 Year Olds**

1-3 units; 1 hour lecture

Repeatability: Class may be taken a total of three times

Approaches to effective problem solving with two to five year olds which build self esteem and protect the dignity of both children and adults. Reinforce positive behavior, encourage cooperation, learn to establish age appropriate and consistent limits. Appropriate for parents, foster parents, and family child care home providers.

ECE 138B**Communication and Positive Discipline With School Age Children**

1-3 units; 1 hour lecture per unit

Approaches to effective problem solving with six to twelve year olds which build competence and self esteem and protect the rights and dignity of both children and adults. Reinforce positive behavior, encourage cooperation, learn to establish age appropriate and consistent limits. Appropriate for after school caregivers, parents, foster parents, and family child care home provider.

ECE 142**Niño, Familia Y Comunidad**

3 units; 3 hours lecture

A study of the social dimensions of the child in those groups with which he/she is most intimately connected: cultural, economic, social, ethnic, and geographic.

ECE 146**Child with Special Needs in the Child Care Program**

2 units; 2 hours lecture

Recommended Preparation: Eligibility for English 100

Mainstreaming approaches to support all children, teachers, and parents in the child care program. Strategies for rethinking curriculum, environment, and interactions. Coordination with local agencies and resources. Overview of disabilities including: Attention Deficit Disorder (A.D.D.), Downs Syndrome, Cerebral Palsy, visual and hearing impairments. Consideration of the implications on the child care program of the Americans with Disabilities Act.

ECE 150**Early Childhood Education: Professional Overview**

2 units; 2 hours lecture

Prerequisite: ECE 31/131 (may be taken concurrently, grade "B" or better recommended)

Recommended Preparation: Eligibility for English 100

Discussion and analysis of historical and contemporary systems of early childhood group-care systems. Survey of practices, opportunities, concerns, legal aspects, credentials, and personal qualifications. Observation in a variety of programs and an initial look at curriculum that enhances development of infants, toddlers, preschoolers and school age children will be included. Attention will be paid to the inter-relationship between programs and the communities and cultures they serve.

ECE 152**Anti-Bias Curriculum for Young Children**

3 units; 3 hours lecture

Prerequisite: ECE 31/131 (with grade "B" or better recommended); current experience with children or equivalent experience

Recommended Preparation: Eligibility for English 100

Developing curriculum to help young children embrace human diversity, recognize social bias, and take action in their own and others' behalf.

ECE 154B**Early Childhood Education Practicum Field**

2 units; 2 hours lecture

Prerequisite: ECE 51, and either ECE 53 or ECE 163, or 3 units of ECE 156.

Corequisite: Availability for placement or concurrent work in a community children's program or family day care home at least 1½ days per week.

Recommended Preparation: Eligibility for English 100

Advanced examination of issues of human relations and problem solving in the child care setting. Work experience credit available with this class if program placement meets requirements.

ECE 155**Advanced Placement in Program Planning and Supervision**

1-4 units; ½ hour lecture and 1½ hours laboratory per unit

Prerequisite: ECE 53, ECE 54A or equivalent experience

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of four times to a maximum of 16 units.

Advanced placement in Cabrillo Children's Center programs. Emphasis will be on program development, staff relations, and work with parents.

ECE 156ABCDE**Curriculum for the Young Child**

1-3 units; 1 hour lecture per unit

Recommended Preparation: Eligibility for English 100

Theoretical and practical consideration of science curriculum for children under six. Units may be taken in any order.

A. Life Science — Planning a curriculum for young children around the plant and animal life in our environment. The class is based on ecological and scientific principles.

B. Physical Science — Helping young children explore the physical world: water, electricity, magnetism and elements of basic physics.

C. Social Science — Exploring social knowledge as it manifests itself in young children's natural interest in their social environment such as "food and cooking," community workers, "families."

D. Large Motor and Movement Curriculum — Focus on movement and large motor activities appropriate in the development of a child's body coordination and sense of rhythm. Use of the outdoors as an environment for large muscle development will be examined.

E. Exploring Music with the Young Child — Learn to sing and chant and make music with young children. Finding and recognizing developmentally appropriate songs and chants. Developing a teacher's music reference file. Appropriate for caregivers and for parents.

ECE 157A**Administration and Supervision of Children's Programs**

3 units; 3 hours lecture

Prerequisite: Completion of the Social Services 12 unit teacher licensing requirement and either one year teaching experience or completion of ECE 154B

Recommended Preparation: Eligibility for English 100

Emphasis will be on program design, personnel, and policy, and will include consideration of such issues as finance, space and equipment, enrollment, staff management, and relationships with parents. Meets a Program Director requirement for Social Services Licensing and the Child Development Matrix.

ECE 157B**Administration and Supervision of Children's Programs**

3 units; 3 hours lecture

Prerequisite: Completion of the Social Services 12 unit teacher licensing requirement and either one year teaching experience or completion of ECE 154B

Recommended Preparation: Eligibility for English 100

Emphasis will be on the development of program and personnel evaluation procedures that accurately reflect the goals of the program. Such issues as goal-setting, assessment systems, record keeping, and cost-benefit analyses will be considered. Meets a Program Director requirement for Social Services Licensing and the Child Development Matrix.

ECE 157C**Supervising Adults in the Child Care Setting**

2 units; 2 hours lecture

Prerequisite: ECE 31/131, ECE 32, ECE 53 OR 163, ECE 51, plus one year experience as a head teacher

Recommended Preparation: Eligibility for English 100

Methods and principals of supervising adults in early childhood settings. Emphasis on the role of experienced teachers acting as mentors to new teachers while addressing other classroom needs. Required for entry into the Mentor Teacher program. Meets adult supervision requirement for Social Services Licensing and the Child Development Permit Matrix.

ECE 158**Working With Parents**

3 units; 3 hours lecture

Prerequisite or concurrent: ECE 32 and concurrent experience with children or equivalent experience

Recommended Preparation: Eligibility for English 100

An examination of the potential strength available in parent/provider cooperation as crucial allies and advocates for children. Specific competencies of parent/provider communications, parent meetings, parent/teacher conferences, work days and co-ops will be studied. Also appropriate for family day care providers.

ECE 159**Health, and Safety Issues in the Child Care Setting**

3 units; 3 hours lecture

Recommended Preparation: Eligibility for English 100

A course for childcare providers, parents, foster parents, and others which provides current concepts in the field of health and safety, specifically concerning young children. Meets Health and Safety requirements for Social Services Licensing.

ECE 160**Bilingual/Cross-Cultural Program**

2 units; 2 hour lecture

Recommended Preparation: Eligibility for English 100

Emphasis will lie in three areas: (1) familiarity with the Mexican American culture, family customs, roles, expectations, social customs, and with common school experiences of Mexican-American children in this country; (2) consideration of the value of early childhood education and child development and how these relate to the Mexican or Chicano culture expectations; and (3) practical suggestions for classroom and curriculum development with emphasis on language and concept development in the school processes.

ECE 161A-Z**Child Development and Interaction Skills in Early Childhood Education** $\frac{1}{2}$ -4 units; $\frac{1}{2}$ hours lecture per $\frac{1}{2}$ unit

Prerequisite: Current experience as a caregiver for children

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of four times to a maximum of 4 units.

Selected areas of child development and management skills for those who care for children. Each course will involve 16 hours of work which will focus on such topics as infant development, preschool development, communication skills, and family dynamics. During any school session, one or more such courses may be offered, each one having its own title and being designated by its own permanent letter.

ECE 162A-Z**Curriculum Development in Programs for Young Children** $\frac{1}{2}$ -4 unit; $\frac{1}{2}$ hour lecture per $\frac{1}{2}$ unit

Prerequisite: Current experience as a caregiver for children or demonstrated skill as demonstrated by instructor

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of four times to a maximum of <Body Text>4 units.

A series of courses to be offered for personnel of ongoing preschool and child care programs. Each course will focus on information and developmental skills in areas such as music, math language, prereading, science, art and health. During any school session, one or more such courses may be offered, each one having its own title and being designated by its own permanent letter

ECE 163**Advanced Curriculum for the Young Child**

3 units; 3 hours lecture

Prerequisite: ECE 53

Recommended Preparation: Eligibility for English 100.

How to think about, plan, and implement daily curriculum for children three to eight years of age. Utilizing the child's natural curiosity about how the world works, learn to build curriculum which integrates themes of social and physical sciences into the classroom.

ECE 163L**Curriculum Materials Laboratory** $\frac{1}{2}$ -2 units; 1 hour laboratory per $\frac{1}{2}$ unit of credit

Prerequisite: ECE 31

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of four times to a maximum of 8 units.

Laboratory in which students will develop and prepare materials for use with children. For each 17 $\frac{1}{2}$ hours of participation the student will receive $\frac{1}{2}$ unit of credit up to a maximum of two units

ECE 166**The Learning Process**

3 units; 3 hours lecture

Prerequisite: ECE 31 and one year's ECE teaching experience or equivalent experience

Recommended Preparation: Eligibility for English 100

A study of the various theories of learning and their application in the preschool program.

ECE 168**Child Care Practicum** $\frac{1}{2}$ -10 units; 1 $\frac{1}{2}$ hours laboratory per $\frac{1}{2}$ unit credit

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken for a maximum of 10 units.

Laboratory experience under the supervision of a Cabrillo College Children's Center teacher at designated programs.

ECE 170**Competencies of the Child Care Professional**

2 units; 2 hours lecture

Prerequisite: ECE 31/131 or 161FO; current experience as a caregiver to children

Recommended Preparation: Eligibility for English 100

Repeatability: May be taken a total of four times.

An opportunity for experienced child care professionals to work with a trainer on self assessment and development of a portfolio documenting competency.

ECE 171A-Z**Issues for Family Day Care Providers**

½-2 units; ½ hour lecture per ½ unit

Recommended Preparation: Eligibility for English 100

A series of courses, each one having its own title and permanent letter. Designed to teach ways providers can expand their understanding of child development in order to plan and revitalize their family day care programs.

ECE 173**Operating a Successful Family Child Care Home**

2 units; 2 hours lecture

Overview of the basics of operating a Family Child Care Home—legal requirements, contracts, setting fees, creating your environment, planning your activities program and working with children and families other than your own.

ECONOMICS**ECON 1A****Introduction to Macroeconomics**

3 units; 2 hours lecture, 1 hour discussion

Prerequisite: Math 152 with a grade of "C" or better, or equivalent

Recommended Preparation: Eligibility for English 100

Macroeconomics: introduction to markets; demand, supply and gross national product, unemployment and inflation, fiscal policy, banking and money supply, monetary policy, international trade, productivity. *Transfer Credit: CSU; UC. CAN ECON 2.*

ECON 1B**Introduction to Microeconomics**

3 units; 2 hours lecture, 1 hour discussion

Prerequisite: Math 152 with a grade of "C" or better, or equivalent

Recommended Preparation: Eligibility for English 100

Microeconomics: introduction to markets, demand and consumer behavior, supply and firm behavior, competition and market power, efficiency and market failure, wages and labor markets, poverty and income distribution, government regulation of markets. *Transfer Credit: CSU; UC. CAN ECON 4.*

ENGINEERING**ENGR 1A****Surveying**

3 units; 2 hours lecture, 4 hours laboratory

Prerequisite: Trigonometry

Recommended Preparation: ENGR 25 (may be taken concurrently); eligibility for English 100

Theory and practice of plane surveying, including measurement of distances and angles, differential leveling, stadia, the plane table, EDM devices, and optical instruments. Horizontal and vertical control, topographic mapping, land description techniques, error analysis, field problems and office computations and computer applications. Fall semester only. *Transfer Credit: CSU; UC. CAN ENGR 10.*

ENGR 5**Engineering as a Profession**

2 units; 2 hours lecture, 1 hour laboratory

Recommended Preparation: Eligibility for English 100

Exploring careers in engineering, science and technology. The role and the function of engineering in modern society, problems and responsibilities of the engineering profession. An introduction to the methods of engineering analysis, design and problem solution emphasizing the interface of the engineer with society, engineering ethics. An introduction to basic engineering skills Spring semester only. *Transfer Credit: CSU; UC.*

ENGR 15**Circuits**

4 units; 3 hours lecture, 4 hours laboratory

Prerequisite: Physics 4B

Recommended Preparation: Completion of English 100

The course analyzes the behavior of currents and voltages in electrical circuits containing resistive, capacitive, inductive passive elements, along with op-amps interconnected to voltage and current sources. Basic circuit laws, network theorems and computer analysis are used to solve DC steady state circuits, RC, RL, and RLC DC circuit transients and sinusoidal AC steady state circuits. Power and energy analysis is performed throughout the course. *Transfer Credit: CSU; UC. CAN ENGR 12.*

ENGR 25**Graphics and Design**

4 units; 3 hours lecture, 4 hours laboratory

Recommended Preparation: MATH 153 (or high school Geometry). Completion of English 100

The principles of orthographic drawing, pictorial drawing, and descriptive geometry and their application to the visualization, representation, analysis, solution, and documentation of engineering problems, using freehand sketching, instrument drawing, and computer aided drafting. Additional special topics include detail and assembly drawings; dimensioning standards and techniques; graphical mathematics; vector analysis; charts, graphs, and diagrams. *Transfer Credit: CSU; UC. CAN ENGR 2.*

DO YOU HAVE QUESTIONS??

Which ECE classes should I take?

How can I become a teacher?

How can I get my Children's Center Permit?

Will any 12 units count for licensing?

What classes do I take for an AS degree in ECE

How can I get a Cabrillo ECE Certificate?

What is the Child Development Permit Matrix?

**COME TO ONE OF THESE EARLY CHILDHOOD EDUCATION
ACADEMIC ADVISING SESSIONS
TO GET YOUR QUESTIONS ANSWERED.**

**Tuesday, February 24, 1:00 -- 2:30
Room 1502
(with Janis Keyser)**

**Monday, March 9, 5:30 -- 6:30
Room 1502
(with Janis Keyser)**

**Thursday, April 16, 5:30 -- 6:30
Room 1502
(with Julie Olsen Edwards)**

**Thursday, May 7, 1:00 -- 2:30
Room 1502
(with Nancy k Brown)**

**Wednesday, May 13, 5:30 -- 6:30
Room 1502
(with Julie Olsen Edwards)**

(En Español)

**Miercoles, 13 de Mayo, 6:30 - 7:30
En la secundaria de Watsonville, #409
(con Maria Cárdenas)**

(schedules for summer 98 should be on campus 4/13/98

and

schedules for fall 98 should be on campus 5/5/98)

Cabrillo College Early Childhood Education Department
Program Information

Level One	*Child Growth and Development	ECE 31 / 131*	4 units
	Introduction to Curriculum for the Young Child	ECE 53	3 units
	Professional Overview	ECE 150	2 units
	Health & Safety Issues in the Child Care Setting	ECE 159	3 units
	Large Motor and Movement Curriculum	ECE 156D	1 unit
	OR	OR	OR
	Teaching Creative Movement	ECE 156F	1 unit
Level Two	*Child, Family, and Community	ECE 32*	3 units
	OR	OR	OR
	Niño, familia, y comunidad	ECE 142	3 units
	Principles of Working with Young Children	ECE 51	3 units
	Supervised Student Teaching		
	Early Childhood Practicum Lecture AND	ECE 54A	2 units
	Early Childhood Practicum Lab	ECE 54AL	5 units
	OR	OR	OR
Early Childhood Practicum Lecture AND	ECE 54A	2 units	
Work Experience	ECE 199	2 to 5 units	
Level Three	Infant and Toddler Program Development	ECE 135	4 units
	OR	OR	OR
	Advanced Curriculum for the Young Child	ECE 163	3 units
	Anti-Bias Approaches	ECE 152	3 units
	Working with Parents	ECE 158	3 units
Level Four	Administrative & Supervision of Children's Programs	ECE 157A	3 units
	Administrative & Supervision of Children's Programs	ECE 157B	3 units
	Supervising Adults in the Child Care Setting	ECE 157C	2 units

***CORE COURSES:**

ECE 31/131	Child Growth and Development	4 units
ECE 32	Child, Family, and Community	3 units
ECE 51	Principles of Working with Young Children	3 units
ECE 53	Introduction to Curriculum for the Young Child	3 units

CORE COURSES ARE OFFERED IN BOTH ENGLISH AND SPANISH

Six-unit Advanced Specializations are available in Infant/Toddler Programs, Anti-Bias/Culturally Competent Curriculum, Working with Parents, Curriculum Development, and Children's Language and Literature.

Cabrillo College Associate of Science Degree in Early Childhood Education

All Courses required for the ECE Certificate plus required General Education courses.

Recommended courses for General Education requirements:

- Area A: English 1A or 1AMC* and Speech 2 or 10
- Area B: Anthropology 1 or Biology 11A or 11C
- Area C: English 20B or 47, or Languages, Spanish recommended
- Area D: History 14 or 18A* or 18B* or 21B* or 29B* and Anthropology 2* or Women's Studies 5* or 10.
- Area E: ALA 20 or 30ABC or 35ABC or 37ABC or Health Science 10 or 12 or 14 or 20

**Meets Multicultural requirement for Graduation from Cabrillo.

There are no Early Childhood requirements for operating a Family Child Care Home, although the facility itself must be licensed. Cabrillo does, however, offer specialized courses for Family Child Care Home providers, and most of our courses are designed to be applicable to a Family Child Care environment. For information regarding Family Child Care licensing, call the Human Resources Agency at 454-4024.

Please note: California State requirements change frequently. Students are encouraged to seek counseling from the Early Childhood Education Department at 479-6354, or may call the Department of Social Services Community Care Licensing Division at 277-1286 or the County Office of Education Licensing Department at 476-7140.

The ECE Department also provides courses for parents and foster parents. For more information, call 479-6354.

CHILD DEVELOPMENT PERSONNEL MATRIX - effective 2/1/97

TITLE	EDUCATION EXPERIENCE	EXPERIENCE REQUIREMENT	FIVE YEAR RENEWAL	ALTERNATIVE QUALIFICATIONS	AUTHORIZATION
<i>Assistant (optional)</i>	6 units of Early Childhood Education (ECE) or Child Development (CD).	None	105 hours of professional growth	Accredited HERO program (incl. ROP); or CTC approved training.	Assist in the instruction of children under supervision of Assoc. Teacher or above.
<i>Associate Teacher</i>	12 units ECE/CD including core courses.	50 days of 3+ hours per day within 2 years	Must meet teacher requirements within 10 years	Child Dev. Associate (CDA) Credential; or CTC approved training.	May provide instruction and supervise Assistant.
<i>Teacher</i>	24 units ECE/CD including core courses + 16 GE units.	175 days of 3+ hours per day within 4 years	105 hours of professional growth	AA or higher in ECE or related field w/3 sem. unit supervised field exp. in ECE setting; or CTC approved training.	May provide instruction and supervise all above (including Aide).
<i>Master Teacher</i>	24 units ECE/CD including core courses + 16 GE units; +6 specialization units; +2 adult supervision units.	350 days of 3+ hours per day within 4 years	105 hours of professional growth	BA or higher w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May provide instruction and supervise all above (incl. Aide). May also serve as coordinator of curriculum and staff development.
<i>Site Supervisor</i>	AA (or 60 units) with 24 ECE/CD units (incl. core); +6 units administration; +2 units adult supervision.	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults.	105 hours of professional growth	BA or higher w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting, Teaching or Admin. credential w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development.
<i>Program Director</i>	BA with 24 ECE/CD units (incl. core); +6 units administration; +2 units adult supervision.	Site supervisor status and one program year of site supervisor experience.	105 hours of professional growth	Teaching or Admin. credential w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May supervise multiple site program; provide instruction; and serve as coord. of curriculum and staff development.

Cabrillo College Children's Center

Campus Child Care Program

6500 Soquel Drive, Aptos, CA 95003

479-6352

License # 440702549 & 444400156

Serving Children 12 months to 5 years of age

The nationally accredited Cabrillo College Children's Center is an integral part of the Early Childhood Education Department. We offer child care and programs for students, faculty, staff and the entire community as space allows. "The Center" is a place to be shared with others, a place to grow, learn, play, explore and gain support in facing the realities of childrearing in a complex world.

The Children's Center offers part and full day child care programs in four classrooms. Program schedules match the college academic calendar. Child care may be available through the summer for 2-5 year olds. A State funded preschool program is available to eligible families. The early morning program (7:45-8:30 am) requires additional registration and includes a nutritious breakfast. A mid-morning and an afternoon snack and nutritious lunch are provided by the Center.

Program Options

Full Day 8:45am to 5:30 pm	Half Day 8:45-11:45 pm
Partial Day 8:45-3:30 pm	8:45-12:15 am
Afternoon 11:45-5:30 pm	11:45-3:30 pm
12:15-5:30 pm	12:15-3:30 pm
State Preschool 8:45-11:45	

Other Options

Early Care 7:45-8:45 am (with permission only)

The Toddler Program (12-24 mos.) **Two year olds (24 months to 36 mos.)**
Full, Half, Partial, (M-F, TTH, MWF)

Preschool Lab (3-5 yrs.) **Baskin Preschool (3-5 yrs.)**
Full, Half, Partial, (M-F, TTH, MWF) State Preschool (MUST be 5 days enrolled)

Our children's programs represent a range of family, cultural, ethnic and economic diversity. Master teachers, advanced student teachers, and Early Childhood Education faculty work together to plan a thoughtful and responsive program for children and families. In response to the developmental needs of young children, our programs support children's learning and explorations by providing opportunities for them to make choices and experiment as they work toward understanding the world around them. A variety of learning opportunities facilitate self-discovery and competency. Children learn to think about and appreciate individual differences and become cooperative members of the group through social interaction in a climate of caring and support.

You may apply for enrollment when your child is born. Applications are valid for one year. Enrollments are confirmed each May, August and January, as space is available. The program is supported by the college, student fees, parent fees and State Grants. Monthly parent fees represent the local market rate. Fee Assistance is available. Subsidies are welcomed. (CalWorks, Voucher, Federal Block Grant, JTPA, GAIN, CARE, METPP, etc) Applications are available in the Children's Center Office located in the 1500 Building on the ocean side of campus. Call 479-6352 for more information.

EARLY CHILDHOOD DEVELOPMENT STUDENTS

ECD Q & A

Question & Answer Session

- Need help with TITLE 22 requirements?
- Don't understand TITLE 5 requirements?
- What's the MATRIX ?
- What about PREREQUISITES ?
- Where do I start?
- What are the laws?
- What if I want to open my own school?
- Does this class count?

Meet with Early Childhood Development Faculty
Bring questions, transcripts and course descriptions

Thursday, June 25, 1998
4:00PM - 6:00PM
Bldg 20 Rm. 7

Grossmont College

General Information

Student Services

To enhance the quality of instructional programs, and to better assist students in achieving their academic goals, Student Services, in addition to its Admissions, Financial Aid, and Counseling departments, provides the following services: Assessment, Bookstore, Career Planning and Placement, Disabled Students Services, EOPS, Health Services, Re-Entry Center, Tutoring and Student Affairs (Associated Students of Grossmont College).

Admissions

Persons 18 years of age or older may be admitted to Grossmont College whether or not they possess a high school diploma. Persons not yet 18 years of age must pass a high school diploma or its equivalent. High school juniors and seniors may attend with the permission of their high school principal. Transfer students are also welcome. All necessary forms for admissions are available through the Admissions and Records Office.

Financial Aid

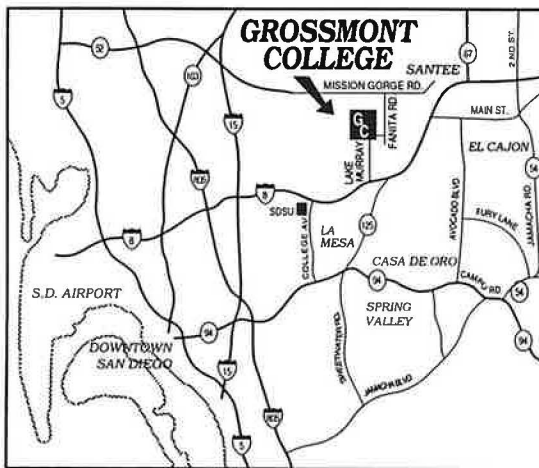
The Financial Aid Office at Grossmont College administers financial assistance programs in accordance with state and federal regulations to all qualified students. Applications for financial aid are available in the Financial Aid Office in January of each year for the following academic year.

Counseling

The Grossmont College Counseling Center is staffed with professional counselors trained to assist students with their educational and career planning, and to help them analyze and solve any personal problems involved in the process. Caring counselors create a climate in which students have a maximum opportunity for self-fulfillment. This may include interest or personality tests which will assist students in making important decisions regarding goals, career aspirations and lifestyles. All new students are expected to attend one of the new-student advising sessions.

Accreditation

Grossmont College is accredited by the Western Association of Schools and Colleges, and is a member of the California Community College Association. Accreditation reports are available and may be reviewed at the Office of the President. Appropriate courses are fully accepted on transfer by the University of California, the California State University and by private four-year colleges and universities.



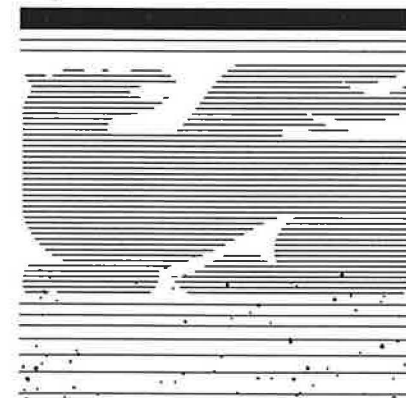
GROSSMONT COLLEGE
8800 Grossmont College Drive
El Cajon, CA 92020-1799
(619) 644-7000

GOVERNING BOARD MEMBERS
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The Grossmont-Cuyamaca Community College District does not discriminate on the basis of race, religion, creed, color, nationality, gender, age, or handicap in admission or access to, treatment of, or employment in its programs and activities.

Child Development

GROSSMONT COLLEGE



8800 Grossmont College Drive
El Cajon, CA 92020-1799

The Child Development Program at Grossmont College

The Grossmont College Child Development Program is designed to provide courses which lead toward an Associate Degree and/or Certificate in Child Development. The program offers the opportunity to learn about developmentally appropriate education and services for young children. It emphasizes curriculum planning for children from infancy through school age, guidance techniques, special needs of children and families, creative learning, health and safety education, administration of child development programs and current issues in the field. The department philosophy is based upon these beliefs for children:

- Children learn best through play.
- Children learn best in an atmosphere designed to foster self-esteem.
- Children thrive in an environment which integrates the physical, cognitive, social, emotional and creative aspects of development and values diversity.
- Children's development is enhanced by partnership with school, home and community.

The courses are appropriate for early childhood teachers, aides, administrators, childcare professionals of all kinds, parents, nurses, or any person interacting with young children.

Grossmont College Child Development Center

The Grossmont College Child Development Center is located on the Grossmont College campus and is an integral component of the Child Development instructional program. In this model center offering developmentally appropriate care and education, students have the opportunity to observe and interact with young children. The center director is a member of the instructional staff, and program philosophy is implemented at the center.

Faculty

The Grossmont Child Development faculty is a diverse group of instructors who bring a wide variety of previous and current experiences with young children to the college classroom. This experience, including preschool teaching, administration, elementary school age childcare, counseling and children's social work, provides richness to the practical application of class material.

Associate in Science Certificate Requirements for Child Development Teacher

Subject & Number	Title	Units
Child Development 123	Introduction to Programs and Curriculum for Young Children	3
Child Development 125	Child Growth and Development	3
Child Development 126	Art for Child Development	3
Child Development 127	Science and Mathematics for Child Development	3
Child Development 128	Music and Movement for Child Development	3
Child Development 129	Language and Literature for Child Development	3
Child Development 130	Curriculum: Developmentally Appropriate Practices	3
Child Development 131	Child, Family and Community Observation and Guidance for Child Development	3
Child Development 132	Child Development	2
Child Development 133	Field Experience for Child Development	2
Child Development 134	Health and Safety for Teachers of Young Children	3
Child Development 141	Working With Children With Special Needs	3
Total Required		34
Plus General Education and Elective Requirements		

The above courses will qualify a student for a Certificate in Child Development. To earn the Associate in Science degree, General Education and/or electives must be completed. The above requirements are from the 1997-98 college catalog. Consult your current catalog for any changes and further information.

Also see your catalog for the requirements for the Associate in Science degree for the Master Teacher, Site Supervisor and School Age Child Care.

Employment Opportunities in Child Development

The job opportunities and careers in Child Development are abundant. The Child Development curriculum is designed to prepare students for employment as teachers, directors, and aides in infant/toddler, preschool, and school age childcare and education. Additional opportunities in Child Development currently exist in a variety of specialty programs which serve young children such as the Education Department of the San Diego Zoo and child abuse shelter care such as the Polinsky Children's Center. Further study in Child Development is available at local universities.

California's Requirements for Preschool and Childcare Programs

Title 22 Programs

These are the minimum educational requirements for most California preschool and childcare programs.

Preschool Teacher: 12 units of Child Development to include: Child Growth and Development (CD 125), Child Family and Community (CD 131) and Program-Curriculum (CD 123, 126, 127, 128, 129, 130, 132-133.)

Infant/Toddler Teacher: To work with children under two years of age, the teacher must have the units described above including 3 units of infant/toddler curriculum or development. (CD 124, CD 143.)

School-Age Childcare: The same 12 units are required but students may substitute coursework in Education, Human Services or Social Welfare, Recreation or Physical Education that apply to elementary school age children.

Directors: 12 units as described above and 3 units of Administration (CD 137 or 138)

Child Development Permit

This teaching credential is required for state funded program. The Teacher level requires: 24 units of Child Development including courses in Child Growth and Development, Child, Family and Community and Program/Curriculum/Guidance and 16 units of general education with at least one class from English, Social Science, Math or Science and Humanities.

Head Start Programs

Teachers must have one of the following: The CDA credential OR a state issued credential (See Child Development Permit above) OR an Associates, Bachelors or Advanced degree in Child Development.

Family Home Child Care

There are currently no mandated educational requirements for Family Home Child Care Providers except for Pediatric CPR training. Homes must be licensed through the Department of Social Services. CD 160 and 162 are recommended courses.

For Further Information, Contact:

Grossmont College
 Child Development Program Coordinator
 (619) 644-7000
 e-mail: sdewolf@mail.gcccd.cc.ca.us

Cardiovascular Technology 210	Medical Instrumentation IV	3
Cardiovascular Technology 213	Diagnostic Procedures II, Vascular Technology	4
Cardiovascular Technology 215	Clinical Practicum III	5
	<hr/> Total	24
	Total Required	53
	Plus General Education and Elective Requirements	

CERTIFICATE OF ACHIEVEMENT

Any student who chooses to complete only the Cardiovascular Technology prerequisites and core curriculum plus one of the areas of emphasis and the general education courses listed below qualifies for a certificate in Cardiovascular Technology.

An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Subject & Number	Title	Units
English 110 or English 120	College Composition	3
Speech 120 or Speech 122	College Composition and Reading Elements of Human Communication	(3) 3
	Oral Communication: Principles of Oral Composition and Delivery	(3)
	<hr/> Total	6
	Plus Core Curriculum	29
	Plus One Area of Emphasis	24
	<hr/> Total Required	59

Chemistry

The chemistry major prepares students to transfer to four-year institutions for continued study in the field of chemistry. The program outlined below fulfills the lower division requirements recommended by the American Chemical Society and is typical of requirements at four-year transfer institutions. Students should consult the catalog of the transfer institution for specific requirements. Assistance in planning a course of study is available at the Counseling Center or from the Department of Chemistry faculty. The department recommends that students take one year of Russian or German (or high school equivalency) for credit under Humanities Area C, Section 2 of the associate degree general education requirements.

CAREER OPPORTUNITIES

Analytical Chemist*	Laboratory Technician
Biochemist*	Pharmacist*
Biotechnologist*	Physician*
Chemistry Teacher*	Research Chemist*
Dentist*	Safety Manager
Environmental Technician	Sanitarian
Forensic Specialist*	Veterinarian*
Industrial Health Engineer*	Water-quality Analyst

*Bachelor Degree or higher required.

ASSOCIATE DEGREE MAJOR REQUIREMENTS

(Major Code: 50026)

Subject & Number	Title	Units
Chemistry 141	General Chemistry I	5
Chemistry 142	General Chemistry II	5
Chemistry 220	Quantitative Analysis	5
Chemistry 222	Organic Chemistry	5
	<hr/> Total	20

Plus 16 units selected from the following:

Subject & Number	Title	Units
Mathematics 180	Analytic Geometry & Calculus	5
Mathematics 280	Analytic Geometry & Calculus	4
Mathematics 281	Intermediate Calculus	4
Mathematics 285	Linear Algebra and Differential Equations	3
Physics 140	Mechanics of Solids	4
Physics 240	Electricity, Magnetism & Heat	4
Physics 241	Light, Wave Motion and Modern Physics	4
	<hr/> Total	16
	Total Required	36
	Plus General Education and Elective Requirements	

CERTIFICATE OF ACHIEVEMENT

Any student who wishes to complete only the requirements listed above qualifies for a Certificate of Achievement in Chemistry. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

Child Development

The Child Development curriculum is designed to prepare students for employment as teachers, directors and aides in preschools and child care centers, including infant/toddler and extended day facilities. Coursework in this program meets the educational components of the Department of Social Services license regulations for child care programs. The associate degrees in Child Development meet the educational requirements of Teacher, Master Teacher and Site Supervisor Child Development Permits.

These courses are also appropriate for parents, administrators, health care professionals, and others working with children. Courses are designed to partially meet lower division course preparation for students planning a bachelor's degree in Child Development.

CAREER OPPORTUNITIES

Adoption Counselor*	Parent Educator*
Child Psychologist*	Planned Parenthood Worker
Childcare Specialist	Preschool Teacher/Director
Day Camp Counselor*	Recreation Specialist*
Development Specialist*	Social Service Specialist*
Infant/Toddler Teacher	

*Bachelor Degree or higher required.

CERTIFICATE OF ACHIEVEMENT

Any student who completes the Child Development major requirements for Teacher, Master Teacher, Site Supervisor or School Age Child Care qualifies for a Certificate of Achievement in Child Development. All classes in the major must be completed with a "C" grade or better to receive a certificate. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

ASSOCIATE DEGREE MAJOR REQUIREMENTS

Any student who completes the requirements for a Certificate of Achievement and General Education requirements as outlined in this catalog qualifies for an Associate in Science Degree in Child Development. All classes in the major must be completed with a "C" grade or better to receive a degree. An official request must be filed with the Admissions and Records Office prior to the deadline as stated in the Academic Calendar.

CHILD DEVELOPMENT TEACHER

(Major Code: 55010)

Subject & Number	Title	Units
Child Development 123	Introduction to Programs and Curriculum for Young Children	3
Child Development 125	Child Growth and Development	3
Child Development 126	Art for Child Development	3
Child Development 127	Science and Mathematics for Child Development	3
Child Development 128	Music and Movement for Child Development	3
Child Development 129	Language and Literature for Child Development	3
Child Development 130	Curriculum: Developmentally Appropriate Practices	3
Child Development 131	Child, Family and Community	3
Child Development 132	Observation and Guidance for Child Development	2
Child Development 133	Field Experience for Child Development	2
Child Development 134	Health and Safety for Teachers of Young Children	3
Child Development 141	Working With Children With Special Needs	3
Total Required		34
Plus General Education and Elective Requirements		

CHILD DEVELOPMENT MASTER TEACHER

(Major Code: 55011)

Requires all of Child Development Teacher courses above (34 units) plus:

Subject & Number	Title	Units
Child Development 136	Adult Supervision: The Master Teacher's Role	3

Child Development 124	Infant and Toddler Development	3
Child Development 143	Infant/Toddler Curriculum	3
Total		9
Total Required		43
Plus General Education and Elective Requirements		

CHILD DEVELOPMENT SITE SUPERVISOR

(Major Code: 55012)

Requires all of Child Development Teacher and Master Teacher courses (43 units) plus:

Subject & Number	Title	Units
Child Development 137	Administration of Child Development Programs	3
Child Development 138	Administration of Child Development Programs II	3
Child Development 180	Field Experience for Child Development Administration	2
Total		8
Total Required		51
Plus General Education and Elective Requirements		

SCHOOL AGE CHILD CARE

ASSOCIATE DEGREE MAJOR REQUIREMENTS

(Major Code: 55014)

This major is designed to prepare students for employment in child care programs for elementary school aged children. The certificate requirements meet the Title 22 licensing standards for teachers in school age child care programs. Some classes listed below also meet prerequisites for students wishing to transfer to elementary education programs.

Subject & Number	Title	Units
Child Development 125	Child Growth and Development	3
Child Development 131	Child, Family and Community	3
Child Development 132	Observation and Guidance for Child Development	2
Child Development 134	Health and Safety for Teachers of Young Children	3
Child Development 148	Curriculum for School Age Child Care	3
Child Development 149	School Age Child Care Program Planning	3
Child Development 150	Field Experience for School Age Child Care	2
* Electives in the Major		3-4
Total		22-23
Plus General Education and Elective Requirements		

*Electives for School Age Child Care:

Subject & Number	Title	Units
Child Development 137	Administration of Child Development Programs	3
Child Development 141	Working With Children With Special Needs	3

Child Development 145	Child Abuse: Detection, Intervention and Prevention	3
Child Development 160	Family Home Day Care	3
Education 110	Introduction to American Education	3
Mathematics 125	Structure and Concepts of Elementary Mathematics I	3
Mathematics 126	Structure and Concepts of Elementary Mathematics II	3
Music 118	Introduction to Music	4
Physical Education 253	Physical Education in the Elementary School	3

Computer Science Information Systems

The Computer Science Information Systems curricula provides a foundation in computing and information systems serving the diverse goals of the Grossmont community: employment in various phases of the computing industry, transfer to a baccalaureate institution for continued study in the computer and information sciences, training in selected topics for application in other professions or for personal enrichment, and advanced study for returning computing professionals. Throughout, emphasis is placed on blending fundamental theory and technique with practical applications in business, scientific and academic computing. A guiding principle is the use of intense hands-on instruction with state-of-the-art computer technology.

Four related but distinct areas of emphasis designed to provide corresponding job entry points are available as two-year curricula: Computer Science, Computer Programming, Small Computer Specialist, and Local-Area Network (LAN) Support Specialist. Completion of the Computer Science Information Systems core courses or their equivalent plus any one area of emphasis satisfies the major requirements for the Associate Degree.

Computer Science Information Systems further provides two unique facilities and programs for students with physical or vocational disabilities. The Center for the Vocationally Challenged (CVC) offers training at the Computer Training Center (CTC) in the Local-Area Network (LAN) Support Specialist and Small Computer (Business PC) Specialist curricula. Study in these programs is fully supported by an intensive ten month condensed format, designed for the trainee to rapidly re-enter employment. The second facility is the Adapted Computer Laboratory (ACL), which offers students with a variety of physical and learning disabilities an alternative to the standard computer laboratories. In particular, the ACL provides expanded access to computing through individualized training and courses of study, using a selection of adapted computers and devices. The ACL programs are designed to improve the student's ability to succeed in regular college-level courses.

CAREER OPPORTUNITIES

Applied Scientist*
Communications Technician
Computer Maintenance Technician
Documentation Specialist*

Information Specialist*
LAN (Local Area Network) Administrator
PC Specialist
Programmer
Software Technician
Systems Analyst*
Systems Test Engineer*
Technical Support Representative
*Bachelor Degree or higher required.

ASSOCIATE DEGREE MAJOR REQUIREMENTS

CORE CURRICULUM

Subject & Number	Title	Units
Computer Science Info. Systems 100*	Basic Keyboarding	1
Computer Science Info. Systems 110	Introduction to Computers	4
	<u>Total</u>	<u>5</u>

*One year of typewriting at the junior high or high school level or the ability to type 30 wpm fulfills this requirement.

Note: Students must choose at least one area of emphasis.

AREA OF EMPHASIS COMPUTER SCIENCE

(Major Code: 51038)

An area of emphasis intended to provide a solid academic foundation in the theory and practice of computing, for students who anticipate pursuing baccalaureate education in Computer Science. This program also serves as preparation for entry-level positions in software development. Topics include: fundamentals of computing theory, digital hardware organization, algorithms and data structures, programming languages, and software development. The Computer Science Information Systems Department strongly recommends that students consult the catalog of the potential transfer institution, and also the Grossmont College Counseling Center, for information on additional requirements and further assistance.

Subject & Number	Title	Units
Mathematics 180	Analytic Geometry and Calculus	5
Computer Science Info. Systems 119	Program Design and Development	3
Computer Science Info. Systems 290	PASCAL	4
Computer Science Info. Systems 120	Computer Mathematics	3
Computer Science Info. Systems 164	Principles of Hardware Organization	3
or		
Computer Science Info. Systems 165	Microcomputer Assembly Language Programming	(4)
Computer Science Info. Systems 225	Computer Mathematics II*	3
Computer Science Info. Systems 296	Programming with C	4
Computer Science Info. Systems 297	Intermediate C Programming	4

**CHEMISTRY 120T †
TUTORIAL LABORATORY-
CHEMISTRY 120**

1 unit, 3 hours laboratory

This course consists of computer-aided tutorials, drills, and problem sets designed to help the student master the basic concepts and calculations of Chemistry 120. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

**CHEMISTRY 141 †
GENERAL CHEMISTRY I**

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: Chemistry 120 with a grade of "C" or better or pass Chemistry 141 entrance test and Mathematics 110 or equivalent.

Basic principles and calculation of chemistry with emphasis in stoichiometry, gas laws, kinetic-molecular theory, equilibrium including gas phase, acids, bases, and salt hydrolysis, pH atomic and molecular structures, chemical bonding, and applications of the First Law of Thermodynamics. The laboratory is an introduction to classical and instrumental analysis, the principles of equilibrium, and atomic and molecular structures. The course is equivalent to Chemistry 200 at San Diego State University.

Satisfies General Education for: Grossmont College, CSU
Transfers to: CSU, UC
(CAN CHEM 2)

**CHEMISTRY 141T †
TUTORIAL LABORATORY-
CHEMISTRY 141**

1 unit, 3 hours laboratory

This course consists of computer aided tutorials and drills for the purpose of helping the student to master the concepts of the first semester of general chemistry. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

**CHEMISTRY 142 †
GENERAL CHEMISTRY II**

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: Chemistry 141. Grade of "C" or better recommended.

Basic principles and calculations of chemistry with emphasis in the areas of thermodynamics, kinetics, redox, coordination compounds, radiochemistry and an introduction to organic and

biochemistry. The laboratory will continue on the same basis as Chemistry 141, but will also include some qualitative analysis. This course is equivalent to Chemistry 201 at San Diego State University.

Satisfies General Education for: Grossmont College, CSU
Transfers to: CSU, UC
(CAN CHEM 4)

**CHEMISTRY 142T †
TUTORIAL LABORATORY-
CHEMISTRY 142**

1 unit, 3 hours laboratory

This course consists of computer aided tutorials, drills and problem sets designed to help the student master the concepts and calculations of second semester general chemistry (Chemistry 142). This course is offered on a Credit/No Credit basis only.

Transfers to CSU

**CHEMISTRY 199
SPECIAL STUDIES OR
PROJECTS IN CHEMISTRY**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of chemistry under instructor guidance. Written reports and periodic conferences required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

Transfers to CSU

**CHEMISTRY 220 †
QUANTITATIVE ANALYSIS**

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: Chemistry 142.

Theory and practice of volumetric and gravimetric analysis with introduction to instrumental techniques of analysis.

Satisfies General Education for: Grossmont College, CSU
Transfers to: CSU, UC
(CAN CHEM 12)

**CHEMISTRY 222 †
ORGANIC CHEMISTRY**

5 units, 3 hours lecture, 6 hours laboratory

Prerequisite: Chemistry 142.

A deductive approach to the study of the structure and reactivity of aliphatic and aromatic carbon compounds. This course is intended for students majoring in chemistry and for pre-medical and

biology majors whose transfer institutions require more than one semester of organic chemistry.

Satisfies General Education for: Grossmont College, CSU
Transfers to: CSU, UC

**CHEMISTRY 222T †
TUTORIAL LABORATORY-
CHEMISTRY 222**

1 unit, 3 hours laboratory

Prerequisite: Chemistry 142.

This course consists of computer aided tutorials, drills and problem sets for the purpose of helping the student to master basic concepts of organic chemistry. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

**CHEMISTRY 299
SELECTED TOPICS IN
CHEMISTRY**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in chemistry not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Mathematics, Natural Sciences and Physical Education in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or lecture/laboratory class.

**CHILD
DEVELOPMENT**

**CHILD DEVELOPMENT 100 †
COLLEGE SUCCESS FOR CHILD
DEVELOPMENT MAJORS**

1 unit, 1 hour lecture

This course, designed for new and re-entry students interested in the field of Child Development, will introduce skills and techniques necessary for survival in Child Development classes. The class will emphasize child observation techniques, special vocabulary used in the field, time management and study skills and use of campus resources. Special emphasis will be placed on the conflicting demands of the student in multiple roles. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

† The course meets all Title 5 standards for Associate Degree Credit.

**CHILD DEVELOPMENT 101-102-103-104 †
PARENT EDUCATION**

1 unit, 1 hour lecture

Designed for parents of children enrolled in the Grossmont College Child Development Center. An overview of child development principles and their applications for effective parenting.
Transfers to CSU

**CHILD DEVELOPMENT
106-107-108-109 †
PRESCHOOL EXPERIENCE**

1 unit, 3 hours laboratory

Corequisite: Successful completion of or concurrent enrollment in CD 123.

A laboratory experience working with preschool children at the Grossmont College Child Development Center. This course is designed to reinforce and augment understanding of principles and techniques for working with young children through direct experience.
Transfers to CSU

**CHILD DEVELOPMENT
110-111-112-113 †
PARENT PARTICIPATION**

1 unit, 3 hours laboratory

A laboratory of planned experiences and activities for parents of children enrolled in the Grossmont College Child Development Center. The course is designed to reinforce and augment understanding of principles of parent-child interaction covered in 101-102-103-104. This course is offered on a Credit/No Credit basis only.
Transfers to CSU

**CHILD DEVELOPMENT 123 †
INTRODUCTION TO PROGRAMS
AND CURRICULUM FOR
YOUNG CHILDREN**

3 units, 3 hours lecture

Corequisite: Concurrent enrollment in CD 106, 107, 108, or 109 or concurrent employment in a licensed child care program.

An overview of the field of child development. This course will cover Developmentally Appropriate Curriculum practices, regulations, classroom environment and management techniques for a variety of early childhood programs. Students will also explore career options

† The course meets all Title 5 standards for Associate Degree Credit.

and their aptitude for this profession. Students are required to observe and report on different types of programs in the community.
Transfers to CSU

**CHILD DEVELOPMENT 124 †
INFANT AND TODDLER
DEVELOPMENT**

3 units, 3 hours lecture

A study of the process of human development from conception through age two as determined by heredity, society and human interaction with implications for child guidance. Prenatal development and the birth process are emphasized. Observations of a neonate, infant and toddler are required.
Transfers to CSU

**CHILD DEVELOPMENT 125 †
CHILD GROWTH
AND DEVELOPMENT**

3 units, 3 hours lecture

A study of the process of human development from conception through adolescence as determined by heredity, society and personal human interaction with implications for child guidance. Observation of children of various ages is an integral part of this course.
Satisfies General Education for: Grossmont College, CSU
Transfers to: CSU, UC

**CHILD DEVELOPMENT 126 †
ART FOR CHILD
DEVELOPMENT**

3 units, 3 hours lecture

Exploration of the importance and value of creative art activities for young children. Experiences with a variety of art media; evaluation and selection of materials appropriate for toddlers, preschool children and children with special needs.
Transfers to CSU

**CHILD DEVELOPMENT 127 †
SCIENCE AND MATHEMATICS
FOR CHILD DEVELOPMENT**

3 units, 3 hours lecture

Recommended Preparation: CD 125.

Exploration of the importance and value of science and mathematics in programs

for young children. Understanding and devising ways of teaching basic concepts; evaluating activities and constructing appropriate materials for young children. Use of computers with children is included.
Transfers to CSU

**CHILD DEVELOPMENT 128 †
MUSIC AND MOVEMENT
FOR CHILD DEVELOPMENT**

3 units, 3 hours lecture

Exploration of the importance and meaning of music and movement for toddlers, preschool children and children with special needs. Areas emphasized will be listening skills, singing, movement education, creating instruments and playing the autoharp.
Transfers to CSU

**CHILD DEVELOPMENT 129 †
LANGUAGE AND LITERATURE
FOR CHILD DEVELOPMENT**

3 units, 3 hours lecture

Recommended Preparation: CD 125.

Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child; and introducing pre-reading experiences. Includes the study of children's literature, standards for evaluating books and computer software, techniques of storytelling and puppetry.
Transfers to CSU

**CHILD DEVELOPMENT 130 †
CURRICULUM:
DEVELOPMENTALLY
APPROPRIATE PRACTICES**

3 units, 3 hours lecture

Recommended Preparation: CD 123, 125, 126, 127, 128, 129 and 131.

An advanced course in Developmentally Appropriate Curriculum practices for early childhood programs. This course looks at contemporary philosophies and current best practices in curriculum activities, methods and materials appropriate for planning a program for young children.
Transfers to CSU

**CHILD DEVELOPMENT 131 †
CHILD, FAMILY
AND COMMUNITY**

3 units, 3 hours lecture

Recommended Preparation: CD 123 and 125.

A study of the influence of contemporary family and cultural patterns on young children. Emphasis will be placed on establishing effective relationships with parents through conferences and parent meetings. Community resources and agencies that strengthen families will be examined. This course is required by the California State Department of Social Services for teachers and directors.

Transfers to CSU

**CHILD DEVELOPMENT 132 †
OBSERVATION
AND GUIDANCE FOR
CHILD DEVELOPMENT**

2 units, 2 hours lecture

Prerequisite: Completion of the following courses with a grade of "C" or better: CD 123, 125, 126, 127, 128, 129, 131 and 130 or 143.

Corequisite: Concurrent enrollment in CD 133 or 150 or 170 or 180.

Student formulation and application of child guidance techniques based upon observation and experiences at the school in which the student is doing his/her field work experience.

Transfers to CSU

**CHILD DEVELOPMENT 133 †
FIELD EXPERIENCE FOR CHILD
DEVELOPMENT**

2 units, 10 hours work experience plus concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of the following courses with a grade of "C" or better: CD 123, 125, 126, 127, 128, 129, 130 and 131.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision at approved field placement sites, the student will participate in all classroom activities. The student will develop and supervise learning experiences, conduct group-times, handle routines, and respond to individual-group needs of young children. For work experience requirements, see page 24.

Transfers to CSU

**CHILD DEVELOPMENT 134 †
HEALTH AND SAFETY
FOR TEACHERS OF
YOUNG CHILDREN**

3 units, 3 hours lecture

A course for teachers, directors and aides working in an educational or child care setting as well as parents or others who desire current information and concepts of health and safety as it applies to children from infancy through school age. This course will cover laws, practices and curriculum regarding first aid, accident prevention and childhood illness and will help adults to assist young children to develop good habits, attitudes and responses that lead to healthy lifestyles.

Transfers to CSU

**CHILD DEVELOPMENT 135 †
PARENT-CHILD INTERACTION**

3 units, 3 hours lecture

This course offers parents, teachers, and parent educators skills and resources that promote more effective parent-child interaction. Emphasis is on guidance techniques that facilitate positive attitudes toward life and learning in the child. Issues of sex education, divorce, single parenting and grieving education are included.

Transfers to CSU

**CHILD DEVELOPMENT 136 †
ADULT SUPERVISION:
THE MASTER TEACHER'S ROLE**

3 units, 3 hours lecture

Recommended Preparation: 12 units of Child Development as defined by Title 22 licensing regulations: 3 units, Child Growth Development: CD 125; 3 units Child, Family and Community: CD 131; 6 units Program Curriculum: CD 123 or 126 or 127 or 128 or 129 or 130 and currently teaching in a preschool or child care setting in the role of the lead teacher or head teacher or other supervisory capacity.

Principles and practical techniques for working with and fostering the professional development of co-teachers, aides, parents, student teachers and volunteers in preschool and child care programs. Emphasis is on the role of the classroom teacher or director who functions as master teacher, lead teacher and/or mentor to adults while simultaneously addressing the needs of children, families and the program. Students will have opportunities to develop skills in delegation as well as

adult problem solving and communication.
Transfers to CSU

**CHILD DEVELOPMENT 137 †
ADMINISTRATION OF CHILD
DEVELOPMENT PROGRAMS**

3 units, 3 hours lecture

Recommended Preparation: 12 units in Child Development as required by Title 22 licensing regulations: 3 units of Child Development: CD 125; 3 units of Child, Family and Community: CD 131; and 6 units of Program Curriculum: CD 123 and 126 or 127 or 128 or 129 or 130.

Administrative skills, knowledge and techniques needed to organize and operate a child development facility. Emphasis will be on budget, management, regulatory laws, development of school policies and procedures. This course is required by the California State Department of Social Services for directors and head teachers.

Transfers to CSU

**CHILD DEVELOPMENT 138 †
ADMINISTRATION OF CHILD
DEVELOPMENT PROGRAMS II**

3 units, 3 hours lecture

Recommended Preparation: CD 137.

This course will provide an advanced level of administrative and managerial knowledge needed to operate a child care center as a successful business. Emphasis will be upon analysis and application of business theory and principles in the area of budget, personnel, environmental design, program, and business communication.

Transfers to CSU

**CHILD DEVELOPMENT 141 †
WORKING WITH CHILDREN
WITH SPECIAL NEEDS**

3 units, 3 hours lecture

Recommended Preparation: CD 124 or 125.

This course focuses on strategies for working with children with special needs including physical challenges, learning difficulties, prenatal exposure to drugs, limited English, giftedness and behavior disorders. With an emphasis on inclusion in the regular classroom and childcare setting, this class will include compliance with legislation, referral processes, working with families and modification of environment and curriculum.

Transfers to CSU

† The course meets all Title 5 standards for Associate Degree Credit.

CHILD DEVELOPMENT 143 † INFANT/TODDLER CURRICULUM

3 units, 3 hours lecture

Recommended Preparation: CD 124 or 125.

A course which will prepare students to develop an infant and/or toddler curriculum including design of a developmentally appropriate learning environment. Examination of the philosophies and methods currently in practice. Teacher competencies necessary for work with children in these stages will be emphasized.
Transfers to CSU

CHILD DEVELOPMENT 145 † CHILD ABUSE: DETECTION, INTERVENTION AND PREVENTION

3 units, 3 hours lecture

Physical abuse and neglect, emotional abuse and neglect, and sexual abuse of children will be examined with an emphasis on how the classroom teacher, foster parents, and members of the general public can prevent, detect, and intervene in cases of child abuse.
Transfers to CSU

CHILD DEVELOPMENT 148 † CURRICULUM FOR SCHOOL AGE CHILD CARE

3 units, 3 hours lecture

Recommended Preparation: CD 125.

This class will cover the developmental needs, appropriate curriculum and guidance techniques for children from 6 to 12 in a child care setting. This course meets Title 22 curriculum requirements for teachers and directors in extended day care programs. It is also useful for recreation and youth group activities.
Transfers to CSU

CHILD DEVELOPMENT 149 † SCHOOL AGE CHILD CARE PROGRAM PLANNING

3 units, 3 hours lecture

Recommended Preparation: CD 148.

A continuation and expansion of principles introduced in Child Development 148, Curriculum for School Age Child Care, with a focus on overall program design for school age child care. Special emphasis will be placed on

working with children labeled "at risk" and parent communication.

Transfers to CSU

CHILD DEVELOPMENT 150 † FIELD EXPERIENCE FOR SCHOOL AGE CHILD CARE

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: CD 125, 131, 134, 148, 149.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision, at an approved field placement site in a school age child care program, the student will participate in all activities. The student will develop and supervise learning experiences, conduct activities, handle daily routines and respond to individual and group needs. For work experience requirements, see page 24.

Transfers to CSU

CHILD DEVELOPMENT 160 † FAMILY HOME DAYCARE

3 units, 3 hours lecture

Instruction in home-based childcare; including tax laws, bookkeeping, licensing requirements, management skills, scheduling, and policies. Operating your home-based childcare as a successful business.

Transfers to CSU

CHILD DEVELOPMENT 162 † CHILD DEVELOPMENT AND CURRICULUM FOR THE FAMILY DAY CARE PROVIDER

3 units, 3 hours lecture

This course is designed to enhance the student's proficiency as a family childcare professional by exploring, in depth, child development as it relates to appropriate curriculum in the daycare setting. It will further explore ways of achieving positive interpersonal relationships between the daycare provider and the parent by role playing and other methods of experimentation.

Transfers to CSU

CHILD DEVELOPMENT 170 † FIELD EXPERIENCE WITH INFANTS AND TODDLERS

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of CD 123, 124, 125, 126, 127, 128, 129, 131 and 143.

Corequisite: Successful completion of or concurrent enrollment in CD 132.

Under supervision, at approved field placement sites, the student will participate in all classroom activities. The student will design and modify environment, develop and supervise learning experience, handle routines and respond to individual and group needs of children under 2 years of age. For work experience requirements, see page 24.

Transfers to CSU

CHILD DEVELOPMENT 180 † FIELD EXPERIENCE FOR CHILD DEVELOPMENT ADMINISTRATION

2 units, 10 hours work experience and concurrent enrollment in 5 units at Grossmont College

Prerequisite: Completion of CD 123, 125, 126, 127, 128, 129, 130, 131, 137, and 138. Requires concurrent or previous enrollment in CD 132.

Under supervision, at approved field placement sites, the student will develop and practice skills for the management of child development programs including pre-schools and child care programs. For work experience requirements, see page 24.

Transfers to CSU

CHILD DEVELOPMENT 195 † GROUP HOME TRAINING

1½ units, 1½ hours lecture

This course is designed to meet the 20 hour training requirement for childcare providers in residential group homes for children 0-18 years of age. It will cover the areas of child abuse identification, reporting and prevention; discipline and crisis management; communication and supervision; and independent living skills. This course is 24 hours long and usually offered on-site at local group homes and the hours are individually arranged. This course is offered on a Credit/No Credit basis only.

Transfers to CSU

CHILD DEVELOPMENT 199 SPECIAL STUDIES OR PROJECTS IN CHILD DEVELOPMENT

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of Child Development under instructor guidance. Written reports and

† The course meets all Title 5 standards for Associate Degree Credit.

periodic conferences are required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

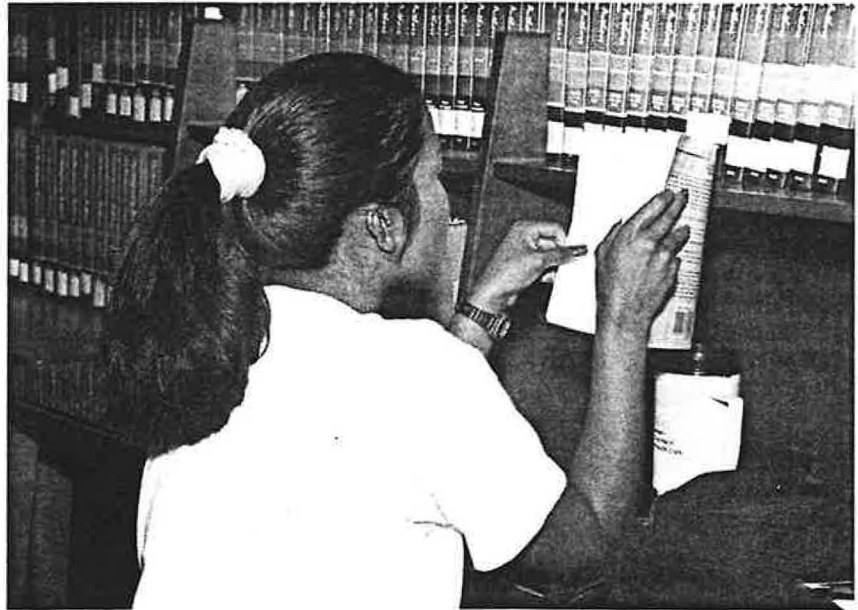
Transfers to CSU

**CHILD DEVELOPMENT 299
SELECTED TOPICS IN CHILD
DEVELOPMENT**

1/2-3 units, 1-9 hours

Prerequisite: Varies with topic.

Selected topics in Child Development not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Business and Professional Studies in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or lecture/laboratory class.



CHINESE

**CHINESE 120 †
CHINESE I**

5 units, 5 hours lecture

Introduction to contemporary Mandarin Chinese in spoken and written form. Essentials of grammar and pronunciation are taught. Introduction to Chinese culture and civilization through selected readings and discussions.

Satisfies General Education for: Grossmont College, CSU

Transfers to: CSU, UC

**CHINESE 121 †
CHINESE II**

5 units, 5 hours lecture

Prerequisite: Chinese 120 or two years of high school Chinese.

Continuation of Chinese 120 with emphasis on spoken Chinese (Mandarin).

Satisfies General Education for: Grossmont College, CSU

Transfers to: CSU, UC

**CHINESE 199
SPECIAL STUDIES OR
PROJECTS IN CHINESE**

1-3 units, 3-9 hours

Prerequisite: Consent of instructor.

Individual study, research or projects in the field of Chinese under instructor guidance. Written reports and periodic conferences are required. Content and unit credit to be determined by student/instructor conferences and/or division. May be repeated for a maximum of nine units.

Transfers to CSU

**CHINESE 299
SELECTED TOPICS IN CHINESE**

1-3 units, 3-9 hours

Prerequisite: Varies with topic.

Selected topics in Chinese not covered by regular catalog offerings. Course content and unit credit to be determined by the Division of Humanities, Social and Behavioral Sciences and International Programs in relation to community/student need(s) and/or available staff. May be offered as a seminar, lecture or lecture/laboratory class.

**COMPUTER
SCIENCE
INFORMATION
SYSTEMS**

Computer Science Information Systems 090 A-B-C-D, 091 A-B-C-D, 092 A-B-C-D, 093 A-B-C-D have been designed to meet the needs of students participating in the Disabled Students Program. For specific information, see course description below. In addition to the Assistive Technology Center all Computer Science Information System labs on campus are accessible to students with physical disabilities.

For other course offerings related to the Disabled Students Program see Personal Development-Special Services, Physical Education and Speech Development.

**COMPUTER SCIENCE INFORMATION
SYSTEMS 090 A-B-C-D, 091 A-B-C-D,
092 A-B-C-D, 093 A-B-C-D ††
ADAPTED COMPUTER STUDIES
I, II, III, IV**

2 units, 2 hours lecture

An individualized course of study for students with verifiable disabilities. The course is designed to acquaint the student with assistive technology and techniques that may improve the student's ability to succeed in mainstream college-level courses and vocational programs. This course is offered on a Credit/No Credit basis only. (Nondegree credit course)

**COMPUTER SCIENCE INFORMATION
SYSTEMS 100 †
(BUSINESS 100)
BASIC KEYBOARDING**

1 unit, 3 hours laboratory

A course in beginning keyboarding techniques for those students who wish to use keyboarding skills for inputting information to computers and word/information processors, as well as typewriters. Emphasis will be placed on the development of speed and accuracy by use of touch keyboarding methods, development of touch skills on the 10-key pad, input of computer programs, understanding of basic vocabulary and concepts used in keyboarding

† The course meets all Title 5 standards for Associate Degree Credit.

†† The course meets all Title 5 standards for Nondegree Credit.

CHILD DEVELOPMENT PERMIT MATRIX

TITLE	EDUCATION REQUIREMENT	EXPERIENCE REQUIREMENT	FIVE YEAR RENEWAL	ALTERNATIVE QUALIFICATIONS	AUTHORIZATION
Assistant	6 units of Early Childhood Education (ECE) or Child Development (CD)	None	105 hours of professional growth	Accredited HERO program (incl. ROP); or CTC approved training.	Assist in the instruction of children under supervision of Assoc. Teacher or above.
Associate Teacher	12 units ECE/CD including core courses	50 days of 3+ hours per day within 2 years	Must meet teacher requirements within 10 years.	Child Dev. Associate (CDA) Credential; or CTC approved training.	May provide instruction and supervise Assistant.
Teacher	24 units ECE/CD including core courses + 16 GE units.	175 days of 3+ hours per day within 4 years	105 hours of professional growth	AA or higher in ECE or related field w/ 3 sem. unit supervised field exp. in ECE setting; or CTC approved training.	May provide instruction and supervise all above (including Aide)
Master Teacher	24 units ECE/CD including core courses + 16 GE units; + 6 specialization units; + 2 adult supervision units.	350 days of 3+ hours per day within 4 years	105 hours of professional growth	BA or higher w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May provide instruction and supervise all above (incl. Aide) May also serve as coordinator of curriculum and staff development.
Site Supervisor	AA (or 60 units) with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	350 days of 3+ hours per day within 4 years, including at least 100 days of supervising adults	105 hours of professional growth	BA or higher w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting, Teaching or Admin. credential w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May supervise single site program, provide instruction; and serve as coordinator of curriculum and staff development.
Program Director	BA with 24 ECE/CD units (incl. core); + 6 units administration; + 2 units adult supervision.	Site supervisor status and one program year of site supervisor experience.	105 hours of professional growth	Teaching or Admin. credential w/12 units of ECE (Core courses), +3 units supervised field exp. in ECE setting; or CTC approved training.	May supervise multiple site program; provide instruction; and serve as coord. of curriculum and staff development

LEGAL REQUIREMENTS FOR TEACHERS AND DIRECTORS IN CHILD DEVELOPMENT PROGRAMS

FAMILY HOME CHILD CARE	PRESCHOOL or GROUP CHILDCARE Title 22	STATE PRESCHOOL OR GENERAL CHILD CARE Title 5 Program	HEAD START
<i>Child care in a private home licensed by Department of Social Services (DSS) Community Care Licensing (CCL)</i>	<i>Group childcare, infant or preschool program. Not publicly funded, licensed by DSS/CCL</i>	<i>Group childcare, infant or preschool program, funded by California Department of Education / Child Development Division (CDD/CDE)</i>	<i>Federally funded program, provides enrichment preschool, parenting and social services to low income families.</i>
<p>Child Care Provider 15 hours Health/CPR/First Aid Training, DSS orientation.</p> <p><i>We recommend CD 160 and/or CD 162 plus other CD courses.</i></p>	<p>Teacher 12 units ECE/CD including <u>Core Classes</u>*</p> <p>*Core Classes: Child Growth and Development, Child Family Community, Program/ Curriculum</p>	<p>Teacher Child Development Permit. 24 units ECE/CD including <u>Core Classes</u>* and 16 units GE **</p>	<p>Teacher CDA or State Credential (Child Development Permit) or AA degree or higher in CD</p>
		<p>Master Teacher Teacher + 2 Unit Adult supervision course + 6 units specialization</p>	<p>Head Teacher (Site Supervisor) Desired: BS in Early Childhood, CDA, Supervised Field Experience, 5 yrs. Teaching, 4-5 yrs. supervisory experience</p>
		<p>Site Supervisor AA degree including 24 units CD/ECE + 6 units Administration + 2 unit Adult Supervision</p>	
	<p>Director Teacher (above) and 3 units Administration</p>	<p>Program Director BS Degree including 24 units CD, 2 units adult supervision, 6 units administration</p>	<p>Agency Director "must know Head Start inside and out"</p>

Developed by Sheridan DeWolf, Grossmont College

*Recommended Child Development Core Classes at Grossmont College

Child Growth and Development	CD 125
Child, Family and Community	CD 131
Program Curriculum	CD 123, 126 and/or 128

**GE units for the Child Development Permit: "sixteen diversified units in general education (i.e. at least one course in each of the following areas: Humanities and/or Fine Arts, Social Sciences, Math and/or Science, and English/Language Arts)."

GROSSMONT COLLEGE CHILD DEVELOPMENT

Requirements for Teachers and Directors

The California State Department of Social Services Title 22 regulations for Child Care Programs require the following coursework from an accredited college.

PRESCHOOL TEACHER

12 units in Child Development or Early Childhood Education (ECE)

These units must include:

3 units of Child Growth and Development (DS 1)

3 units of Child Family and Community (DS 2)

3 units of Program and or Curriculum (DS 3)

3 units of electives in Child Development or ECE

INFANT TODDLER TEACHER

If your program serves children under 2 years of age, the teacher must meet the same requirements as above except 3 of the 12 units must be in Infant Care and Development (DS 4).

SCHOOL AGE TEACHER

Teachers in extended day programs (before and after school programs for children enrolled in elementary school) must meet the same requirements as for a preschool teacher, but may substitute on a unit for unit basis coursework in elementary education, recreation, physical education, or Human Services & Social Welfare that applies to elementary school aged children.

PRESCHOOL DIRECTOR

Director's of preschool programs must complete the 12 units as described for the preschool teacher plus one 3 unit class in Administration of Programs (DS 6).

INFANT/TODDLER DIRECTOR

If the program care for children under the age of 2 years, the director must meet the requirements of a Preschool Director, as stated above, but 3 units must be in Infant Care and Development (DS 4).

SCHOOL AGE PROGRAM DIRECTOR

The director must complete the same requirements as for a preschool director, but may substitute up to 6 units on a unit for unit basis from coursework in elementary education, recreation, physical education or Human Services and Social Welfare for elementary school aged children.

As part of an effort to classify all community college coursework, Grossmont College has categorized its Child Development classes according to the DS numbering system. The attached matrix will help you to choose appropriate coursework to meet these requirements or contact:

DSS (Department of Social Services) Classification Matrix

Department of Social Services Classification Codes	Grossmont College Child Development Classes	Units
DS 1: Child Growth and Development	CD 125: Child Growth and Development	3 units
DS 2: Child Family and Community	CD 131: Child Family and Community	3 units
DS 3: Program/Curriculum	CD 123: Introduction to the Programs and Curriculum for Young Children CD 126: Art for CD CD 127: Science & Math CD 128: Music and Movement CD 129: Language and Lit. CD 130: Curriculum Developmentally Appropriate Practices CD 132: Observation and Guidance CD 133: Field Experience CD 141: Working with Children with Special Needs	3 units 3 units 3 units 3 units 3 units 2 units 2 units 3 units
DS 4: Infant Care and Development	CD 124: Infant/Toddler Development CD 143: Infant/Toddler Curriculum	3 units 3 units
DS 5: School Age Care Program	CD 148: Curriculum for School Age Child Care CD 149: School Age Child Care Program Planning	3 units
DS 6: Administration/Supervision of CD Programs	CD 137: Administration of CD Programs I CD 138: Administration of CD Programs II	3 units 3 units
DS 7: Child Health and Safety	CD 134: Health and Safety for Teachers of Young Children	3 units

Hartnell College



**HARTNELL COLLEGE
CHILD DEVELOPMENT CENTER**

EARLY CHILDHOOD EDUCATION

AREA: Mathematics and Science
 DEAN: Dr. Victor Krimsley
 FACULTY: Jeanne Hori-Garcia
 SECRETARY: Karen Denning
 OFFICE: CAB Bldg., Room 258
 COUNSELOR: Alison Paul
 Office C-159

The ECE discipline offers students a comprehensive program on the development of the young child as well as opportunities to learn techniques to enhance the emotional, physical, social, and cognitive needs of the child. The program prepares students for career and job opportunities in day care centers, nurseries and preschools, children's centers, public and private programs for young children and a wide variety of other program types. It also seeks to support and enrich students in their role as parents.

The Hartnell College curriculum provides coursework leading to an Associate Degree in ECE, a certificate in ECE, pre-professional training for those interested in a university transfer program, a state issued children's center permit, a Child Development Association Credential (CDA), competencies in handling young children, the development of specialized skills and/or fulfilling state and local requirements for private preschool teachers, directors and aides. The ECE program is open to anyone interested in children and their families. In addition, many courses are designed as inservice training for experienced care-givers and teachers. As proper organizational planning is vital, students registering for field work or lab courses should consult with the ECE discipline.



EARLY CHILDHOOD EDUCATION

ASSOCIATE OF ARTS DEGREE

Completion of the Certificate Program plus graduation requirements for the Associate Degree.

CERTIFICATE PROGRAM

REQUIRED COURSES

COURSE #	COURSE TITLE	UNITS
ECE 101	Orientation to ECE	1.0
ECE 1	Principles of ECE3.0	
ECE 2	Home, School and Community	3.0
ECE 3	Creative Activities and Materials	3.0
ECE 10	Child Study3.0	
ECE 11	Cognitive Activities & Materials	3.0
ECE 12A	Preschool Theory & Practicum	6.0
ECE 12B	Preschool Theory & Practicum	6.0

ELECTIVES

Any combination of ECE electives numbered 13 to 61		
		3.0
FCS 14	Child Development	3.0
MAT 201*	Pre-Algebra	(3.0)
ENG 101**	English Grammar & Composition	(3.0)
		34-40.0

ELECTIVES

ECE 13	Preschool Curriculum: Literature	2.0
ECE 14	Preschool Curriculum: Physical Environment 1.0	
ECE 15	Preschool Curriculum: Blocks	1.0
ECE 16	Preschool Curriculum: Music	1.0
ECE 17	Preschool Curriculum: Movement	1.0
ECE 18	Communication Skills in ECE	2.0
ECE 19	Safety/Health in the Classroom	2.0
ECE 20	Infant/Toddler Development	3.0
ECE 25	Preschool Learning Problems	1.0
ECE 26	Introduction to Special Education	3.0
ECE 50	Language Arts Experience for Young Bilingual Children	1.0
ECE 51	Spanish Language Experiences for Young Children	1.0
ECE 52/INS 52	Introduction to Bilingual Programs	3.0
ECE 60	Survey of CDA	1.0
ECE 61	CDA Portfolio Writing	1.0

ADDITIONAL RECOMMENDED COURSES

ECE 62	Instructional Experience	2.0
ECE 70A	Supervision and Admin. in ECE	3.0
ECE 80	ECE Practicum for the Employed	3.0
ECE 81	ECE Practicum in Cognitive Development for the Employed	3.0
ECE 82	ECE Practicum in Physical Development for the Employed	3.0
ECE 83	ECE Theory Practicum in Social Development of Children	3.0
ECE 101	Orientation to ECE	1.0
ECE 102	Introduction to ECE Practicum	1.0
ECE 103	Understanding Children	3.0

ADDITIONAL INFORMATION

* Math 201 or a passing score on a qualifying exam.

**Or be eligible for English 1A

It is recommended that students without First Aid/CPR certification enroll in HES55 Adv. First Aid

A grade of "C" or better must be maintained in each course of the Certificate Program.

COURSES

ECE1. Principles of Early Childhood Education (3)

Lec 3 Hrs

Offered: Variable

The philosophy and principles of early childhood education and nurture. Origin and types of early childhood programs, licensing standards, teaching responsibility and public relations. Meets CDA functional areas: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

ECE2 Home, School & Community Relations (3)

Lec 3 Hrs

Offered: Variable

Patterns of living in a democratic society and their implications for people entrusted with the care and education of young children. A consideration of the relationships developed between home and school and the wise utilization of community resources. Meets CDA functional areas: 8, 9, 11, 13.

ECE3. Creative Activities & Materials (3)

Lec 3 Hrs

Offered: Variable

Understanding and developing skills to provide creative experiences for young children in art, music and dramatic activity. Meets CDA functional areas: 3, 7, 8, 12, 13.

ECE10. Child Study (3)

Lec 2 Hrs; Lab 3 Hrs

Offered: Variable

Directed observation of patterns of behavior in young children who are enrolled in an educational program; writing anecdotal records of children's behavior; discussion and evaluation of records; lectures, and techniques of studying children. Meets CDA functional areas: 5, 6, 7, 8, 9, 13.

ECE11. Cognitive Activities and Materials (3)

Lec 3 Hrs

Offered: Variable

Developing knowledge and skill in providing experiences which foster intellectual development in young children. Meets CDA functional areas: 3, 5, 8, 12, 13.

ECE12A. Preschool Theory & Practicum (6)

Prerequisite: Must have TB clearance & pass a physical exam.

Lec 2 Hrs; Lab 12 Hrs

Offered: Variable

Supervised, learning experience in a college demonstration childhood education center. Emphasis on program planning, teaching strategies, identification of needs of children, the humanistic learning environment and effective interpersonal relationships. Completion of ECE 3 or ECE 11 or concurrent enrollment is recommended.

COURSES

ECE12B. Preschool Theory and Practicum (6)

Prerequisite: Must have TB clearance and pass a physical examination. ECE 12A with a grade of C or better.

Lec 2 Hrs; Lab 12 Hrs

Offered: Variable

Supervised learning experience in a college demonstration early childhood center. Emphasis on more extensive program planning, teaching strategies, problem-solving the needs of children, and increased responsibilities assumed by student teachers. Lecture reflects classroom and student needs. Completion of ECE 12A and completion or concurrent enrollment in ECE 3 or ECE 11 is recommended.

ECE13. Preschool Curriculum: Literature (2)

Lec 2 Hrs

Offered: Variable

Developing an understanding of the role of the teacher as educational planner of preschool curriculum using children's literature as a primary source. Emphasis on using selected books and poetry to aid the preschool child in his/her need for security, belonging, achievement and coping with difficulties. Meets CDA functional areas: 5, 6, 7, 8, 12, 13.

ECE14. Preschool Curriculum: Physical Environment (1)

Lec 1 Hr

Offered: Variable

Developing knowledge and skills in providing activities for preschool children which foster an understanding of the physical environment. Meets CDA functional areas: 3, 5, 7, 12, 13.

ECE15. Preschool Curriculum: Blocks (1)

Lec 1 Hr

Offered: Variable

Techniques and strategies for using block building to help preschool children understand and integrate knowledge about art, mathematics, and the physical world. Emphasis on awareness and responsibilities of the role and instruction of the teacher. Meets CDA functional areas: 3, 5, 10, 12, 13.

ECE16. Preschool Curriculum: Music (1)

Lec 1 Hr

Offered: Variable

Emphasis on different types of music experiences in English and Spanish for language acquisition, cognitive development and ethnic culture appreciation.

ECE17. Preschool Curriculum: Movement (1)

Lec 1 Hr

Offered: Variable

Emphasis on movement education in the preschool and primary curriculum using different forms of physical activity. Basic movement skills and concepts in relation to movement exploration, apparatus, literature, poetry, music and rhythms. Meets CDA functional areas: 3, 4, 8, 12, 13.

ECE18. Communication Skills in E.C.E. (2)

Lec 2 Hrs

Offered: Variable

Course designed to give students increased knowledge and skills in basic communication with adults and children. Students will learn to identify and practice specific skills which promote an effective communication process. Meets CDA functional areas: 6, 10, 11, 12, 13.

ECE19. Safety/Health in the Classroom(2)

Lec 2 Hrs

Offered: Variable

Course is designed to provide students with the knowledge and skill to set up and maintain a safe, healthy, learning environment for young children in a preschool setting. Meets CDA functional areas: 1, 2, 11, 12, 13.

ECE20. Infant and Toddler Development (3)

Lec 3 Hrs

Offered: Variable

This course is designed to help students understand the developmental stages of growth of infants and toddlers and to learn positive techniques of nurturing the growth of whole, healthy children. The use of daily routines as an opportunity for learning will be emphasized. Meets CDA functional areas: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

ECE25. Preschool Learning Problems (1)

Lec 1 Hr

Offered: Variable

Developing an understanding of the role of the teacher as a knowledgeable observer, skillful interpreter, and educational planner of the preschool curriculum for children with potential learning problems. Emphasis on informal assessment and evaluation based on the competency and integrity of the teacher. Meets CDA functional areas: 3, 4, 5, 6, 8, 9, 10, 12, 13.

ECE26. Intro. to Special Education (3)

Lec 3 Hrs

Offered: Variable

A survey of the field of special education emphasizing the role of the special education assistant in the training of the exceptional child. This course will include an introduction to the types of handicapped children, the function of assistant as a teacher assistant, and the vocational opportunities available. Field trips to educational facilities will be an important part of the instructional program.

ECE45. Special Projects (1-3)

Offered: Variable

Individualized research and laboratory work in a specialized area of Early Childhood Education. Completion of FCS 14 and ECE 1 with a grade of C or better are recommended.

ECE50. Language Arts Experiences for Young Bilingual Children (1)

Lec 1 Hr

Offered: Variable

Developing knowledge and skill in providing bilingual experiences which foster intellectual, social and language development in children who are at different levels of bilingualism. Meets CDA functional areas: 5, 6, 8, 13

ECE51. Spanish Language Experiences for Young Children (1)

Lec 1 Hr

Offered: Variable

Developing knowledge and skill in providing experiences which foster Spanish language development in Spanish speaking children in the preschool and primary grades. This course is designed for parents and instructional aides of Spanish speaking children. Meets CDA functional areas: 5, 6, 8, 13.

ECE52. Introduction to Bilingual Programs (3)

Lec 3 Hrs

Offered: Variable

Historical process of bilingual education in the United States of America. Bilingual programs at the local and federal level. Analysis of current issues in bilingual bicultural education. Meets CDA functional areas: 3, 5, 6, 8, 9, 11, 12, and 13. Not open to students who have completed INS 52 with a grade of C or better.

COURSES

ECE60. Survey of CDA (1)

Lec 1 Hrs

Offered: Variable

The philosophy and procedure of the Child Development Associate national credential in preschool education. Emphasis on the basic procedures and strategies which assess and evaluate knowledge and skills in preschool education. Course is designed for those interested in knowing more about securing this national preschool credential. Meets CDA functional areas: 8, 9, 11, 13.

ECE61. CDA Portfolio Writing (1)

Lec 1 Hr

Offered: Variable

Course designed for students interested in earning a CDA credential a national preschool credential. Emphasis on the requirements, procedures, and understanding the different functional areas.

ECE62. Instructional Experience (2)

Lec 1 Hr; Lab 3 Hrs

Offered: Variable

This course is designed for students who have completed 12 units of ECE from the basic core courses and are interested in increasing skills and knowledge of ECE in the preschool setting. Course focuses on the individual needs of the student in the different functional areas which must be demonstrated with children.

ECE70A. Supervision and Admin. in Early Childhood Education (3)

Prerequisite: Completion of ECE 1, ECE 2, ECE 3, ECE 101, and FCS 14.

Lec 3 Hrs

Offered: Variable

The philosophy and principles of program planning, budgeting, and personnel administration used in the supervision and management of preschool and day care programs. Meets CDA functional areas: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

ECE70B. Advanced Administration and Supervision of Child Development Programs (3)

Prerequisite: ECE 70A

Lec 3 Hrs

Offered: Variable

Advanced students of Early Childhood Education, supervisors and administrators of Child Development Programs will extend their skills and resources for development in leadership positions. Staff development, networking, program evaluation and improvement, staff and family counseling, advocacy and professionalism in the Child Development field are among topics which are addressed in this course. CDA Functional areas 1-13.

ECE 71. Supervision of Adults in An ECE Setting (2)

Lec 2 Hrs

Offered: Variable

Course designed for teachers and administrators interested in coordinating and implementing a strong parent, volunteer, and staff component in a licensed program or agency. Meets the new licensing requirements for teachers and directors.

ECE80. E.C.E. Practicum for the Employed (3)

Lec 2 Hrs; Lab 3 Hrs

Offered: Variable

Course designed to give working students practical experience in teaching strategies within various curricular areas. Focus on creative aspects of program planning and implementation. Meets CDA functional areas: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

ECE81. E.C.E. Practicum in Cognitive Develop. for the Employed (3)

Lec 2 Hrs; Lab 3 Hrs

Offered: Variable

Course designed to give working students practical experiences in teaching strategies within various curricular areas. Focus on cognitive aspects of program planning and implementation. Meets CDA functional areas: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

ECE82. E.C.E. Practicum in Physical Develop. for the Employed (3)

Lec 2 Hrs; Lab 3 Hrs

Offered: Variable

Course designed to give working students practical experiences in teaching strategies within various curricular areas. Focus on physical competence among preschool children and on program planning and implementation which encourages physical growth.

ECE83. E.C.E. Theory and Practicum in Social Develop. of Children (3)

Lec 2 Hrs; Lab 3 Hrs

Offered: Variable

Course designed to give working students practical experience in teaching strategies within various curricular areas. Focus on social competence among preschool children and on program planning and implementation which encourages social growth.

ECE101. Orientation: Early Childhood Education (1)

Lec 1 Hr

Offered: Variable

An exploration of student needs, interests and capabilities in relation to job expectations, job opportunities and levels of education needed to qualify for various career levels in the field of early childhood education. Meets CDA functional areas: 12, 13.

ECE102. Introduction to E.C.E. Practicum (1)

Lab 3 Hrs

Offered: Variable

An exposure to a college demonstration childhood education center. Limited laboratory experience to become familiar with program planning, selected teaching strategies and the identification of overt needs of children. Focus on effective interpersonal relationships.

ECE103. Understanding Children (3)

Lec 3 Hrs

Offered: Variable

Understanding strategies of facilitating healthy, intellectual, social, and personality development of children. Recommended for parents of children from birth through age 12. Meets CDA functional areas: 2, 4, 5, 6, 8, 9, 10, 11.

ECE104. Understanding Teenagers (3)

Lec 3 Hrs

Offered: Variable

Emphasis on understanding intellectual, psychosocial and personality development associated with teenagers from thirteen to nineteen years. Focus on effective interpersonal relationships between parents and teenagers. A major theme of the course is the parental perspective.

ECE105. Family Day Care (2)

Lec 2 Hrs

Offered: Variable

The philosophy, principles, and practices of Early Childhood Education and nurture within the context of the family day care home.

ECE199. Selected Topics in E.C.E. (.3-3)

Credit/No Credit Only

Offered: Variable

Seminars of special topics of contemporary interest centered on current ECE teaching strategies, methodology, activities, and important issues affecting the ECE educators and parents. Seminars will vary from 0.3-3 units and will be offered as requests are made by the ECE professionals in the community. Students may repeat course for up to six units provided the topic is different.

COURSES

ECE100. Parent Enrichment (.3-1)

Credit/No Credit Only

Prerequisite: Parent must have child enrolled in the Hartnell College Child Development Center.

Offered: Variable

This course serves to introduce parents to the Child Development Center as a facilitator of healthy intellectual and psychosocial development of children. Each student will become familiar with the developmental growth of the child during the early years with methods to enhance this growth. May be repeated for a total of 4 units.

ECE201A. Parent Co-op (2)

Credit/No Credit Only

Prerequisite: Parent must have child enrolled in the Hartnell College Child Development Center.

Lec 1 Hr; Lab 3 Hrs

Offered: Variable

This course is intended for parents of children enrolled in the Parent Co-op Preschool Program. The focus will be on increasing knowledge of parenting skills through participation and lecture at the Child Development Center, and on understanding the role of parents in the guiding and supporting children's learning. May be taken up to 4 times for a total of 8 units.

ECE201B. Advanced Parent Co-op (2)

Credit/No Credit Only

Prerequisite: Parent must have child enrolled in the Hartnell College Child Development Center.

Lec 1 Hr; Lab 3 Hrs

Offered: Variable

This course is intended for parents of children enrolled in the Parent Co-op Preschool Program. The focus is on understanding individual differences among children of similar ages and on a deepening understanding of the role of parents in guiding and supporting children's learning. May be taken up to 4 times for a total of 8 units.

ECE202. Child Development Associate Seminars (.3-4)

Credit/No Credit Option

Offered: Variable

Seminars of special topics addressing the functional areas determined by CDA, Child Development Associate for home and center-based settings. Areas to be stressed are: safety, health, learning, environment, physical, self, creativity, social, cognitive, discipline and guidance communication, program management, families, and professionalism in Early Childhood Education. Seminars will vary from .3 units to 4 units and will be offered upon community request. Students may repeat course up to 16 units provided the topic is different.

ECE205. Childbirth Education (1)

Credit/No Credit Only

Lec 1 Hr

Offered: Variable

Enables the pregnant woman and her coach to understand mechanics and process of labor, birth, and early postpartum, and to develop knowledge of coping skills, techniques, and alternate birth methods. Recommended for women in their third trimester of pregnancy. Enrollment of labor coach is also recommended.

ECE298. Selected Topics in Foster Parenting Beg. Level (.3-3)

Credit/No Credit Only

Offered: Variable

Seminars of special topics on current issues in foster parenting designed for the beginning foster parent. Seminars will include overview of basic knowledge, skills and sensitivity needed in foster parenting. Seminars will vary from 0.3 to 3 units. Students may repeat the course for up to six units provided the topic is different.

ECE299. Selected Topics in Foster Parenting Adv. Level (.3-3)

Credit/No Credit Only

Offered: Variable

Seminars of special topics of contemporary interest centered on current issues in foster parenting for the experienced foster parent. Seminars will include information, techniques, and critical issues affecting foster parents, foster children, and the professionals who work with them. Seminars will vary from 0.3 to 3 units. Students may repeat the course for up to six units provided the topic is different.

TO: Lucy Berger
FROM: Jeanne Garcia
RE: Course Matrix
DATE: 5/1/98

Specialization

Bilingual Education

1.	ECE 52	INTRODUCTION TO BILINGUAL EDUCATION	3 units
	ECE 51	Language Arts for Bilingual Children	1 unit
	ECE 52	Spanish Language Arts for Young Children	1 unit
	ECE 39	Anti-Bias Curriculum in ECE	1 unit

Infant/Toddler

2.	ECE 20	Infant/Toddler Development	3 units
	ECE 39.017		
	ECE 39		
	ECE 39		

ECE CURRICULUM

3.	ECE 13	Preschool Curriculum: Literature	2 units
	ECE 14	Preschool Curriculum: Phy environment	1 unit
	ECE 15	Preschool Curriculum: Blocks	1 unit
	ECE 16	Preschool Curriculum: Music	1 unit
	ECE 17	Preschool Curriculum: Movement	1 unit

Administrative

4.	ECE 70A	Supervision and Administration of ECE Programs	3 units
	ECE 70B	Advanced Supervision and Administration of ECE Programs	3 units

ECE CORE COURSES	CHILD DEVELOPMENT	PROGRAMS AND CURRICULUM	CHILD, FAMILY, AND COMMUNITY
	FCS 14 Child Development ECE 103 Understanding Children	ECE 3 Creative Activities and Materials ECE 11 Cognitive Activities and Materials ECE 139.019 El Desarrollo de Creatividad ECE 139 La Creatividad de Arte	ECE 2 Home, School, and Community ECE 122 El Niño en la Familia y Comunidad

INFANT/TODDLER EDUCATION

ECE 20 Infant/Toddler Education

ECE 39.07

ECE 39

ECE 39

Napa Valley College

About The Program

The Napa Valley College Child and Family Studies Program prepares students to teach young children in public and private day-care centers, preschools, Head Start Programs and family day care. The program may also serve as a foundation for students planning to attend a four-year college to qualify for the Ryan Act Teaching Credential specializing in Early Childhood.

Because the Child and Family Studies program may lead to the A.S. Degree, as well as to a certificate, enrolled students must take general education courses. Upon receipt of the A.S. Degree in Child and Family Studies from Napa Valley College, students are eligible for the California Regular Children's Center Instructional Permit issued through the California Commission on Teacher Licensing.

The Child and Family Studies program in combination with the general education courses contribute to the student's personal enrichment, intellectual maturity, civic and social competence.

Working with parents of preschool children, in practice sessions and with colleagues, students will develop improved social competence. The program also fosters civic competence and high ethical standards as students gain an objective viewpoint and a sense of responsibility for others.

The Cost

A scholarship to help buy books and supplies may be available through the Northern California Association for the Education of Young Children.

Development Children's Center Permits

After completing the Child and Family Studies Program and 18 semester units of General Education, students may apply for a Children's Center Permit. While students apply directly to the state for this permit, the Child and Family Studies Coordinator can provide assistance. Students planning to work with children under two years of age must take CFS 150, Infant/Toddler Development and Education.

Child/Family Studies Sequence of Courses

First Semester

→ CFS 120	Child Growth & Development	3
— CFS 122	Intro to ECH	3
CFS 123	Obs & Rec Child Behavior	3
	English Composition	3
	Humanities	3
	**P.E.	1
	TOTAL	16

Second Semester

✓ CFS 140	Child/Family/Community	3
HELH 100	First Aid	2
	Math	3
	*CFS Elective	3
	**P.E.	1
	TOTAL	15

Third Semester

→ CFS 130	Creative Process in Young Children	3
CFS 220	Early Childhood Theory 1	3
CFS 222	Early Childhood Practicum 1	4.5
CFS 227	Campus Practicum Seminar	1
OR		
CFS 228	Community Practicum Seminar	1
	TOTAL	12

Fourth Semester

→ CFS 135	Cognitive Development of Young Children	3
CFS 221	Early Childhood Theory 2	3
CFS 223	Early Childhood Practicum 2	4.5
CFS 227	Campus Practicum Seminar 1	
OR		
CFS 228	Community Practicum Seminar	1
	TOTAL	11.5

CFS 150
CFS 250 The Mentor Teacher
CFS 161 Working with Families

* CFS Electives:

→ CFS 145	Children's Literature
CFS 150	Infant/Toddler Development and Education
CFS 155	Sensitive Issues in CFS
CFS 160	Parenting
CFS 162	Overview of Special Education
→ CFS 165	Child Care Curriculum and Environments
CFS 175	Meeting the Developmental Needs of the School Aged Child
CFS 180	Childhood: A Cross-Cultural Perspective
CFS 184	Teaching to Diversity
CFS 270	Supervision & Administration of Early Childhood Programs 1
CFS 271	Supervision & Administration of Early Childhood Programs 2

** If over 21, 2 units required in these courses; if under 21, 4 units required.

Courses required to complete the certificate and Major are: CFS 120, 122, 123, 130, 135, 140, 220, 221, 222, 223, 227 or 228 and HELH 100. We currently offer a certificate/degree in Child and Family Studies (with a specialization in Child Care as a Small Business). This program includes CFS 271 and CFS 165. Taking these two courses constitutes the specialization in Child Care As a Small Business.

FDC Specialization includes 3 units of Family Day Care courses.

Options

1. **Certificate Program:** See major on other side.
2. **AS Degree:** All courses in sequence of courses (60 units-GPA 2.0)-Consultation with the program coordinator is required.
3. **Transfer to a 4-year college:** Consult the catalog of your choice and a NVC counselor for specific requirements.
4. A Child & Family Studies major with emphasis on full-day child care is available if CFS 271 and CFS 165 are taken.
5. A Child & Family Studies major with emphasis on Family Day Care is available if 3 units of FDC is taken.

IONAL EDUCATION

First Semester	Units
Humanities	3
Natural Science	3
ELEC 98 Electronics Math 1	3
ELEC 120 Basic Electronics 1	4
Physical Education	2
	<hr/> 15

Second Semester	Units
HEOC 100 Basic Anatomy/Physiology	3
MACH 100 Machine Shop Practice	3
ENGL 120 Reading and Composition 1	3
ELEC 109 Electronics Math 2	3
ELEC 121 Basic Electronics 2	4
	<hr/> 16

Third Semester	Units
Social Science	3
Physical Education	1
BIOM 100 Biophysics Measurement 1	1
ELEC 220 Devices and Circuits 1	4
ELEC 224 Microprocessor 1	4
ELEC 243 Communications/Cable TV 1	4
	<hr/> 17

Fourth Semester	Units
BIOM 101 Biophysics Measurement 2	1
ELEC 221 Devices and Circuits 2	4
ELEC 225 Microprocessor 2	4
ELEC 227 Troubleshooting	3
ELEC 244 Communications/Cable TV 2	4
	<hr/> 16

OPTIONS

- Certificate Program:** All Electronics courses listed plus ELEC 98*, 109*; HEOC 100; BIOM 100, 101; ENGL 120, MACH 100. All courses must be completed with a grade of "C" or better.
- A.S. Degree:** All courses as listed (60 units, GPA 2.0). Consultation with the Program Coordinator is required. All courses required to complete the major must be completed with a grade of "C" or better.
- Transfer to a four-year college:** Consult the catalog of the college or university of your choice and a Napa Valley College counselor for specific requirements.

* If needed, based on preparation.

CHILD AND FAMILY STUDIES

The Napa Valley College Child and Family Studies Department prepares students to work as teachers with young children in public and private day care. The HeadStart programs and nursery schools may also serve as a beginning for students planning to attend a four year college to obtain a Ryan Act Teaching Credential specializing in Early Childhood Education. Upon completion of the A.S. degree in Child and Family Studies at Napa Valley College, the student is eligible for the California Child Development Teacher Permit available through the Commission on Teacher Licensing.

The courses required to complete the major are: CFS 120, 122, 123, 130, 135, 140, 220, 221, 222, 223, 227 or 228, and an CFS elective.

First Semester	Units
* CFS 120 (*PSYC 185) Child Growth and Development	3
** CFS 122 Int. E CH Theory and Practice	3
CFS 123 Observing and Recording Child Behavior	3
English Composition	3
Humanities	3
Physical Education	1
	<hr/> 16

Second Semester	Units
CFS 140 Child/Family/Community	3
***CFS Elective	3
HELH 100 First Aid (May be taken at Red Cross for no credit)	2
Mathematics	3
Elective	3
Physical Education	1
	<hr/> 15

Third Semester	Units
CFS 130 Creative Process in Young Children	3
CFS 220 Early Childhood Theory 1	3
CFS 222 Child and Family Practicum 1	5
CFS 227 Campus Practicum Seminar	
CFS 228 Community Practicum Seminar	1
Natural Science	3
Elective	2
	<hr/> 17

BIOMEDICAL
ELECTRONICS
TECHNOLOGY

CHILD AND
FAMILY STUDIES

OCCUPATIONAL EDUCATION

Fourth Semester	Units
CFS 135 Cognitive Development in Young Children	3
CFS 221 Early Childhood Theory 2	3
CFS 223 Child and Family Practicum 2	5
CFS 227 Campus Practicum Seminar or CFS 228 Community Practicum Seminar	1
Elective	3
Physical Education	1
	16

- * Meets General Education requirement.
- ** Students must complete CFS 122 before registering for any 200 sequence course.
- *** CFS electives: CFS 145, 150, 155, 160, 162, 165, 175, 180, 270, 271.

OPTIONS

1. **Certificate Program:** See major above. All courses listed with minimum grade "C."
2. **A.S. Degree Program:** All courses as listed (60 units, GPA 2.0). Consultation with the Program Coordinator is required.
3. **Transfer to a four-year college:** Consult the catalog of the college or university of your choice and a Napa Valley College counselor for specific requirements.

COMMUNICATIONS/CATV TECHNOLOGY

The demand for communications technicians and engineers has expanded greatly. Technicians may work in a broad range of fields, from telephone to satellite television relay, and voice and data transmission of all types. Community Antenna Television (CATV) is a field that requires the knowledge of television transmission and antennas, microwave relay, modulation and demodulation techniques as well as the design of complex distributions systems that cover many hundreds of miles with cable and equipment.

The courses required to complete the major are: all Electronics courses listed plus ELEC 98*, 109*; DRAF 110; ENGL 120; PHYS 105.

- * If needed, based on preparation.

First Semester	Units
Humanities	3
DRAF 110 Drafting Fundamentals	3
ELEC 120 Basic Electronics 1	4
ELEC 98 Electronics Math 1	3
Physical Education	2
	15

Second Semester	Units
PHYS 105 General Applied Physics	3
MACH 100 Machine Shop Practice	3
ENGL 120 Reading and Composition 1	3
ELEC 109 Electronics Math 2	3
ELEC 121 Basic Electronics 2	4
	16

Third Semester	Units
Social Science	3
Physical Education	1
ELEC 220 Devices and Circuits 1	4
ELEC 224 Microprocessor 1	4
ELEC 243 Communications/Cable TV 1	4
	16

Fourth Semester	Units
ELEC 221 Devices and Circuits 2	4
ELEC 225 Microprocessor 2	4
ELEC 227 Troubleshooting	3
ELEC 244 Community/Cable TV 2	4
	15

OPTIONS

1. **Certificate Program:** All Electronics courses listed plus ELEC 98*, 109*; DRAF 110; ENGL 120; PHYS 105; MACH 100. All courses must be completed with a grade of "C" or better.
2. **A.S. Degree:** All courses as listed (60 units, GPA 2.0). Consultation with the Program Coordinator is required. All courses required to complete the major must be completed with a grade of C or better.
3. **Transfer to a four-year college:** Consult the catalog of the college or university of your choice and a Napa Valley College counselor for specific requirements.

- * If needed, based on preparation.

COMMUNICATIONS/
CATV
TECHNOLOGY

CHEM 242

Quantitative Analysis

4 units; 2 hours lecture, 6 hours lab
(CAN CHEM 12)

A laboratory intensive course with topics in acid-base, redox, complexation, and precipitation equilibria. Laboratory work includes volumetric, gravimetric and selected instrumental analysis.

Prerequisites: CHEM 120 and 121

CSU, UC

CHEM 298

Selected Topics in Chemistry

1-3 units; 1-9 hours lecture/lab

Topics in chemistry not covered by regular catalog offerings. Course content and unit credit to be determined in relation to community/student needs and/or available staff. May be offered as a seminar, lecture, or lecture/laboratory class.

CSU, UC

Child and Family Studies

CFS 120

Introduction to Child Growth and Development (cross-listed as PSYC 185)

3 units; 3 hours lecture

Physical, cognitive and social-emotional development of children from conception through adolescence. Typical and atypical development are considered and the roles of family and society are explored.

CSU, UC

CFS 122

Introduction to Early Childhood Theory and Practice

3 units; 2 hours lecture, 3 hours lab

Introductory course which leads to more advanced study in CFS 220 and 221. Lecture and supervised field practice in the college's Child Family Center. Philosophy, principles and practices of early childhood programs. Emphasis on working with young children in a group setting. Practical application of effective techniques for guiding behavior and facilitating learning through a planned curriculum.

CSU

CFS 123

Observing & Recording in Early Childhood

3 units; 3 hours lecture

The use of multiple techniques in recording the observation of young children, leading toward developing an understanding of their behavior. Explores impact, development, and assessment of environment.

CFS 130

The Creative Process in the Young Child

3 units; 3 hours lecture

Discovery and stimulation of the young child's creative abilities in art, music, literature, drama, puppetry, cooking and nutrition. Emphasizes a developmental, creative approach.

CSU

CFS 135

The Cognitive Development of Young Children

3 units; 3 hours lecture

Introduction to Piaget's theories on cognitive development and their implications for teachers of young children. How young children think and develop concepts. Materials and theory of Maria Montessori. Communication skills, science and nature, as appropriate for young children.

Prerequisite: Completion or concurrent enrollment in CFS 120.

CSU

CFS 140

The Child, Family and Community

(cross-listed as PSYC 186)

3 units; 3 hours lecture

Patterns of family living in contemporary society as tempered by cultural, social, economic, racial and geographic factors. The importance of good parenting and the wise use of community resources available in education, health, recreational and counseling organizations.

CSU, UC

CFS 145

Children's Literature Programs

3 units; 3 hours lecture

Outstanding titles, authors and illustrators of children's books. Development of a philosophy of book selection for children, including plans and administration of reading programs and story hours.

CSU

CFS 150

Infant/Toddler Development & Education

3 units; 3 hours lecture

Introductory course in the development and behavior of infants and toddlers (birth to 3 years of age). Education in a home or center setting. For students interested in day care or other programs for infants and/or their parents.

CSU

CFS 155

Sensitive Issues in Early Childhood

3 units; 3 hours lecture

Introductory course on delicate and difficult issues in human life: marriage, separation and divorce; handicaps; death; sex and sexuality; self-acceptance; cultural and racial identity; hospitalization; and child abuse. Designed for parents, individuals in the helping professions,

CHEMISTRY
CHILD/FAMILY
STUDIES

I'm considering the field of radiology technology. I think I'd like to work in the medical environment, and the pay is good.

Steve Campbell
Chemistry

COURSE ANNOUNCEMENTS

early childhood students and other interested persons.
CSU

CFS 160
Parenting
(cross-listed as PSYC 187)

3 units; 3 hours lecture

A wide range of parenting theories and techniques. Theoretical foundation with a practical approach. Particular emphasis on building self-esteem, verbal and non-verbal communication, power, control.

CSU

CFS 161 - Working w/ Families
CFS 162
Overview of Special Education

3 units; 3 hours lecture

History, recent laws, current local practice, and occupations in special education. For parents of handicapped children; employees in regular education programs; and those interested in a career in education.

CSU

CFS 165
Child Care Curriculum and Environments

3 units; 3 hours lecture

A theoretical course on the needs of children and staff in child care settings. Emphasis on effective communication with staff and parents, and on planning and structuring the curriculum and environment to be responsive to psychosocial and physical needs of children in full day care.

Prerequisite: CFS 120.

CSU

CFS 168
Early Childhood Workshop

.5 unit; 9 hours lecture

A short course offered periodically on specialized topics in the early childhood field. For current early childhood students, professionals, parents and other interested persons. Credit/No Credit grading. Repeatable for credit as topics change.

CSU

CFS 170 Studying Reggio
CFS 175

Meeting the Developmental Needs of the School-Aged Child

3 units; 3 hours lecture

The philosophy, principles and practices of school-aged child care. Emphasis on preparing students to work with children in a group setting. Techniques for guiding behavior, structuring program flow, and preparing environment to meet the needs of the school-aged child.

Prerequisite: CFS 120 recommended.

CSU

CFS 180
Childhood: A Cross-Cultural Perspective
(cross-listed as ANTH 180)

3 units; 3 hours lecture

A comparative study of childhood as it is experienced in a variety of cultures. Patterns of childrearing, cross-cultural variations of child development, information about history, customs, philosophy, beliefs and methods of multicultural education as it applies to children.

CSU, UC

CFS 184
Teaching to Diversity
(cross-listed as PSYC 184)

3 units; 3 hours lecture

This course is designed to help students understand theory as well as have personal experience in dealing with the issues of diversity in the classroom.

CSU

CFS 196
Music in Early Childhood
(cross-listed as MUSI 196)

2 units; 2 hours lecture

For those planning to work in the pre-school or early grades and for practicing early childhood educators. Musical growth and development, listening and rhythmic movement, singing, creating music, and program building. Workshops in making low cost instruments. Covers the California state requirements for music education, basal music series, and behavioral objectives.

CSU

CFS 220
Early Childhood Theory 1

3 units; 3 hours lecture

The philosophy and principles of early childhood education and nurture. Lecture and supervised field trips to facilities demonstrating the wide range of services available for children (infancy to 8 years of age) and their families, and the employment opportunities open to those completing the certificate program. Includes strategies to develop sensitivity to human diversity and methods of countering bias.

Prerequisite: CFS 122

CSU

CFS 221
Early Childhood Theory 2

3 units; 3 hours lecture

The philosophy and principles of early childhood education and nurture (a continuation of CFS 220). Lecture and supervised field trips to facilities demonstrating the wide range of services available for children (infancy to 8 years of age) and their families, and the employment opportunities open to those completing the certificate program. Included: strategies to develop sensitivity to human diversity and methods of

CHILD/FAMILY
STUDIES

I've always wanted to teach children. I've helped out in my son's kindergarten class, and that may be the grade I decide to choose.

Carissa Crain
Human Development

COURSE ANNOUNCEMENTS

CHILD/FAMILY
STUDIES
COMPUTER STUDIES

countering bias. (These two courses may be taken in any sequence, but it is recommended that CFS 220 be taken first.)

Prerequisite: CFS 122.
CSU

CFS 222

Child and Family Practicum 1

5 units; 15 hours lab

A supervised practicum in a licensed child care facility or nursery school.

Prerequisite: CFS 122; CFS 227 or CFS 228 concurrently according to type of facility placement.
CSU

CFS 223

Child and Family Practicum 2

5 units; 15 hours lab

A supervised practicum in a licensed child care facility or nursery school (the continuation of CFS 222).

Prerequisite: CFS 122; CFS 227 or CFS 228 concurrently according to type of facility placement.
CSU

CFS 227

Campus Practicum Seminar

1 unit; 1 hour lecture

A discussion-seminar on practical applications of early childhood theory in the campus lab school. Repeatable for credit three times.

Prerequisite: CFS 222 or CFS 223 concurrently.
CSU

CFS 228

Community Practicum Seminar

1 unit; 1 hour lecture

Discussion-seminar on practical applications of early childhood theory in a community child care facility. Repeatable for credit three times.

Prerequisite: CFS 222 or CFS 223 concurrently.
CSU

CFS 250. The Mentor Teacher

CFS 270

Supervision and Administration of Early

Childhood Programs 1

3 units; 3 hours lecture

Introduction to principles and practices of supervision and administration of pre-schools and child care centers. Meets the lower division requirement of the Children's Center Supervisory Permit.

Prerequisite: Teaching experience in an early childhood program, or a field work course in early childhood, and completion of 12 units in CFS courses.
CSU

CFS 271

Supervision and Administration of Early Childhood Programs 2

3 units; 3 hours lecture

Advanced course in administration and supervision of child care programs. Course meets the Title XXII requirements for supervision and ad-

ministration and the advanced requirement the Children's Center Supervisory Permit.

Prerequisite: 12 units in CFS including CFS and CFS 140 and one year teaching in child or preschool.

CSU

CFS 298

Selected Topics in Early Childhood

1-3 units; 1-9 hours lecture/lab

Topics in child/family education not covered regular catalog offerings. Course content unit credit to be determined in relation to community/student needs and/or available space. May be offered as a seminar, lecture, or lecture/lab class.

CSU

Computer Studies

COMS 100

Introduction to Computer Studies

2 units; 2 hours lecture

An overview of computer information systems. Introduction to computer hardware, software procedures, and systems and their integration and application. Computer language concepts are introduced. Designed for computer student business administration, and accounting majors.

CSU, UC

COMS 110

Introduction to Microcomputers

3 units; 3 hours lecture, 1 hour lab

An introduction to microcomputers and their uses in our society. The lecture part of the course introduces students to general computer topics: history of computers, hardware and software, microcomputer systems, and the use of computers in society. The laboratory section of the course introduces students to computer applications (word processing, management, spreadsheets, and graphics) through hands-on instruction on a microcomputer.

CSU, UC

COMS 120

BASIC Programming

3 units; 3 hours lecture, 1 hour lab

Introduction to structured computer programming using the BASIC language. Numeric character string manipulation using single and one and two-dimensional array structures. Introduces functions and subroutines. Students write and run programs on either microcomputers or time-share terminals.

CSU, UC

College is a great opportunity for single mothers like me. I thought it wasn't possible, but it is. My children see me doing what I enjoy most.

Ruth Soto
Respiratory Therapy

ADMISSION AGREEMENT

Napa Valley College Child-Family Center
2277 Napa Vallejo Highway
Napa, CA 94559
(707) 253-3046
License Nos. 280111338/280111339

Staff:

- Beverly Aguilar, Director, hours 9:00-5:00
- Marguerite Cole, Infant Head Teacher, hours 8:15-4:15
- Socorro Ruiz, Preschool Teacher, hours 8:15-4:15
- Juanita Silva, Preschool Teacher, hours 8:30-1:30
- Maria Allis, Preschool Teacher, hours 7:45-3:45
- Dannielle Maramag, Preschool Teacher, hours 8:30-1:30
- Kathy Cizek, Toddler Teacher, hours 8:15-4:15
- Debbie Custis, Toddler Teacher, hours 7:45-3:45
- Carolyn Ernst, Infant Teacher, hours 9:00-2:00
- Laura Rodriguez, Secretary, hours 8:00-4:00

Facility Description: Infant, toddler, and preschool child care and development for children of the students attending Napa Valley College. Program is funded by the State Department of Education (SDE) and adheres to all SDE policies and guidelines. A limited number of Napa Valley College Staff families are served at full fee.

Age Group Served: Three months to five years seven months (not yet enrolled in Kindergarten).

Hours and Days of Operation: Monday through Friday, 7:45-4:00. Summer Hours vary according to students needs and available staffing.

Capacity: 100 (50 preschool, 25 toddler, 25 infants)

Meals: The center participates in the Child Care Food Program and provides breakfast, lunch and snack for each child.

PROGRAM PHILOSOPHY AND OVERVIEW

The Napa Valley College Child Family Center offers a program of support designed specifically to meet the needs of the student/staff community. This program is offered to the entire student/staff community, giving equal treatment and access to our services without regard to race, color, religion, national origin, or ancestry. Additionally, it is our policy to serve special needs children and their families as our program and staffing allows.

The child development needs of the families served are met through a program that addresses the whole child in a warm, supportive, and nurturing environment. This is done through a combination of group experiences and individualized programs which offer developmentally appropriate experiences that involve all the senses of the child and help the child develop a positive self-image. This is achieved by facilitating the emotional, social, physical, cognitive, and creative development of each child at his or her own level. It should be emphasized that our program believes strongly in following a "play-based," emergent curriculum approach.

Santa Barbara City College



CATALOG
1997 • 1998

Santa Barbara City College

EARLY CHILDHOOD EDUCATION 141

returned to the ECE department. Applications are taken on a year-round basis.

Faculty & Offices

Kelly O. Lake, *Acting Chair* (Children's Center, Rm. 104, 365 Loma Alta Dr., 965-0581, Ext. 2290)

Cecelia Alvarado (Children's Center, Rm. 103, 365 Loma Alta Dr., 965-0581, Ext. 2554)

Degrees & Certificates Awarded

Associate in Science Degree, Early Childhood Education

Certificate of Completion, Early Childhood Education

Certificate of Completion, Bilingual/Bicultural ECE

Certificate of Completion, Infant/Toddler Development

A.S. Degree Requirements

<i>Required Major Courses (35 Units)</i>	<i>Units</i>
E.C.E. 102 — Child, Family & Community	3
E.C.E. 103 — Principles & Practices I	5
E.C.E. 104 — Principles & Practices II	5
E.C.E. 105 — Exceptional Child	5
E.C.E. 106 — Language & Cognitive Processes	5
E.C.E. 107 — Administration	3
E.C.E. 108 — Creative Learning	3
E.C.E. 109 — Parent-Teacher-Child Relationships	3

3 Units of Electives from the Following:

E.C.E. 150 to 157 — Topics in Early Child Ed. (three 1-unit classes) OR Black Studies 103, OR Chicano Studies 103, OR	
E.C.E. 115 — Children's Literature OR	
E.C.E. 131 — Develop/Psych of the Biling Chd OR	
E.C.E. 141 — Develop & Care Infants, Toddlers OR	
E.C.E. 130 — Bilingl/Bicult Teach. Seminar	3

Support Courses

<i>Required Courses (14 Units)</i>	<i>Units</i>
English 110 — Composition and Reading OR	
Eng 110HR — Reading and Composition	3
Health Education 103 OR	
First Aid and CPR Certificates	2
Psych 100 — General Psychology OR	3
Psych 100HR — General Psychology, Honors	4
Psychology 140 — Child Development	3
Comm 121 — Interpersonal Comm OR	
Comm 131 — Fund of Public Speaking OR	
Comm 131HR — Fund of Public Speak, HR	3

Total Units 49-50

Early Childhood Education

The Early Childhood Education Degree Program at Santa Barbara City College centers around the continuing experience of supervised teaching, combined with intensive classroom instruction. Basic principles of early childhood education and child development, including curriculum for preschools and care-giving for infant centers, are introduced the first year. In-depth study of language and cognitive processes of young children and an introduction to exceptionality is the focus of the second year's study. Throughout, there is considerable emphasis placed on developing personal interaction styles consistent with fostering positive staff relations, communication and cooperation with parents, knowledge of community resources, and multicultural awareness of the diverse populations with whom the student will work.

During the first year, student teaching is carried out in our model Children's Center, located near the college's main campus at 365 Loma Alta Drive and at our two off-campus laboratories at the Santa Barbara Family Care Center (bilingual programs) and at the First Presbyterian Infant Day Care Center. The second year offers opportunities for student teaching in a variety of community settings. Upon completion of the program and depending on demonstrated ability, the student is qualified to work as an associate, teacher, or director in almost any child development program in California. The first-year program is coordinated with the child development major offered by several state universities which dovetails, in turn, with graduate work leading to a credential with a specialization in early childhood education.

Many individuals find that teaching at this level is a deeply satisfying occupation, which, when done well, contributes substantially to the healthy growth of young children and their families. The field continues to be an expanding one, and many jobs for qualified people exist in Santa Barbara and throughout the nation. Exceptionally good opportunities exist for African-American, Mexican-American, bilingual and male graduates.

Applications for ECE program entrance are available in the Early Childhood Education Department located at the Children's Center and in the Counseling Office. Completed applications need to be

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Conditions of Enrollment

If at any time, the department chair, in consultation with program faculty and staff, determines the student's conduct or physical or emotional health is a potential threat to the well-being of children and/or their families, appropriate intervention (which may include dismissal from the program) shall take place.

Progression through and completion of this program requires the attainment of a minimum grade of "C" in each required course in the ECE major.

College Requirements

For complete information, see "Graduation Requirements" in the *Catalog Index*.

Recommended Electives

Recommended electives for the major include ...

Psychology 160 (American Women & the Social Revolution)

Sociology 103 (Modern Marriage),

Physical Education 152 (Modern Dance)

Bio-Med. 128 (Human Nutrition)

Spanish

Certificate Requirements

Certificate of Completion, Early Childhood Education

Students will qualify for an Early Childhood Education Program Certificate when they have successfully completed the following courses ...

ECE 102 — Child, Family and Community	3
ECE 103 — Principles and Practices I	5
ECE 104 — Principles and Practices II	5
ECE 105 — Exceptional Child	5
ECE 106 — Language and Cognitive Proc.	5
ECE 107 — Admin of Child Dev Prog.	3
ECE 108 — Creative Learning	3
ECE 109 — Parent-Teacher-Child Relationship	3
Psych 140 — Child Development	3
HE 103 — Responding to Emergencies OR Current Standard First Aid & CPR Certificates	2

PLUS three (3) units of electives from the following:

Bl.St. 103 — Afro-American Culture	3
Ch.St. 103 — Mexican-Amer. Chicano Cul.	3
ECE 115 — Children's Literature	3
ECE 130 — Biling./Bicultural Seminar	3
ECE 131 — Develop & Psych of the Biling Child	3

ECE 141 — Develop & Care of Infant/Todd	3
ECE 150-157 — Topics in ECE (3 one-unit courses)	3

Total Units 38-40

Certificate of Completion, Bilingual/Bicultural, ECE

Exceptional career opportunities for teachers and assistant teachers in bilingual/bicultural early childhood settings are increasing with the state's growing diversity. This certificate can be earned concurrently with the Early Childhood Education certificate. See department chair for details. Students will qualify for the Bilingual/Bicultural ECE Certificate of Completion when they have successfully completed the following courses ...

ECE 102 — Child, Family and Community	3
ECE 103 — Principles and Practices I	5
ECE 104 — Principles and Practices II	5
ECE 105 — Exceptional Child	5
ECE 106 — Language and Cognitive Proc.	5
ECE 107 — Admin of Child Dev Prog.	3
ECE 108 — Creative Learning	3
ECE 109 — Parent-Teacher-Child Relationship	3
ECE 130 — Bilin./Bicult. Sem (four 1-unit courses)	4
ECE 131 — Develop & Psych of Biling Child	3

Required Support Courses

Psych 140 — Child Development	3
HE 103 — Responding to Emergencies OR Current Standard First Aid & CPR Certificates	2

Total Units 42-44

NOTE: Fifty half days of student teaching at the SBCC bilingual/bicultural teaching laboratory or placement with a Santa Barbara City College Mentor Teacher in an approved bilingual/bicultural site is required.

Certificate of Completion, Infant/Toddler Development

Outstanding career opportunities for caregivers in infant/toddler programs are increasing as the need for child care is becoming more of a necessity. This certificate can be earned concurrently with the Early Childhood Education Certificate. See Department Chair for details. Students will qualify for the Infant/Toddler Certificate of Completion when they have successfully completed the following courses:

ECE 102 — Child, Family and Community	3
ECE 103 — Principles and Practices I	5
ECE 104 — Principles and Practices II	5
ECE 105 — Exceptional Child	5
ECE 106 — Language and Cognitive Proc.	5
ECE 107 — Admin of Child Dev Prog.	3
ECE 108 — Creative Learning	3

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ECE 109 — Parent-Teacher-Child Relationship . . .	3
ECE 140A — Seminar in Infant/Toddler Social-Emotional Growth & Socialization	1
ECE 140B — Seminar in I/T Group Care	1
ECE 140C — Seminar in I/T Learn. & Dev.	1
ECE 140D — Seminar in Culture, Family & Infants Caregivers	1
ECE 141 — Development and Caregiving of Infants/Toddlers	3

Required Support Courses:

HE 103 — Responding to Emergencies OR Current Standard First Aid & CPR Certificates . 2	
Psych 140 — Child Development	3

Total Units 42-44

NOTE: Fifty half days of student teaching at the First Presbyterian Infant Day Care Center OR placement with a Santa Barbara City College Mentor Teacher in an approved infant/toddler site is required.

Professional Development Program

The growing needs and interests of community child care workers and parents of young children provide the basis for the development of course offerings specifically geared to these populations.

Part-time enrollment for professional development and enrichment purposes is encouraged and courses are applicable to the degree, as well. We encourage community people to enroll in our topics courses (E.C.E. 150 to 157), particularly, because they are designed to be of use to the part-time student already involved in work or relationships with young children.

Other major courses may be taken, as well, on a part-time schedule, as long as *prerequisites* are met. Call the department office for current course offerings and information.

Planning a Program of Study

Understanding normal stages of childhood growth and development is essential for further study in the area of early childhood education. Therefore, it is required that all first-year students in our program complete or are concurrently enrolled in Psychology 140 (Child Development) during the first semester's work.

The course of study is sequential. Therefore, *prerequisite* course listings must be followed. All Early Childhood Education courses are offered no more than once a year. This necessitates planning the

full year's schedule in the fall, if possible, to prevent missing a course offering or finding yourself with an overload during a particular semester.

New and continuing students should make an appointment for program planning with the ECE faculty adviser before registering.

For the student who is intending to transfer, it is important to be fully aware of the four-year institution's requirements and transferable courses. The SBCC Counseling Center can be of particular help in this area.

Child Development Associate

Training Option

CDA, the Child Development Associate National Credentialing Program, is coordinating training efforts with the SBCC Early Childhood Education Department for those caregivers working toward competencies for CDA performance-based certification.

Present E.C.E. course offerings will help candidates fulfill competencies in the 13 functional areas. The specific competency areas addressed are listed following each course description in this

General Catalog.

Honors & Awards

Children's Center Internships

Each spring, first-year majors in the department with a "B" average in their student teaching lab experience may apply for paid internship positions at the Children's Center for the following year. Presently, six interns are selected by the Children's Center staff.

TAEYC State Conference Scholarships

Each year, the Tri-Counties Association for the Education of Young Children offers one or more scholarships to full-time Early Childhood Education majors who are current members of TAEYC and who can demonstrate financial need. The scholarship is given to defer the cost of registration for the annual State Conference which provides workshops, nationally known speakers in the field, tours of various programs for young children, and opportunities for interaction between early childhood educators throughout the state.

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Special Department Resources

On-Campus/Off-Campus Practicum Experiences

The program is fortunate to have a close working relationship with the state-funded SBCC Children's Center. The paid staff of ten supervise and train first-year students in the program while modeling teaching behaviors and principles of education for young children presented in a theoretical format in Early Childhood Education courses.

The facility was designed with student training in mind, as well as the architectural tailoring for young children, ages two to five years.

Additionally, first-year students obtain lab experience in off-campus infant-toddler or bilingual-bicultural labs.

Second-year students are employed or are placed with mentors in the community, for their field work experience.

A variety of settings and types of child development programs such as church-related or employer-sponsored children's centers, bilingual programs, parent-child workshops, Montessori schools and campus child care centers, are available for placement.

Child Development Training Consortium

With a grant from the California Department of Education, the ECE Department provides special courses and reimbursements for SBCC fees to those students who are currently employed in child development programs and are working to complete the next level of licensing and certification requirements.

Advising

Prospective students need to be advised of the application procedures, entrance requirements and program development before entering in the fall. This consultation and advising during the school year is done by the department chairperson. For information not covered in this *General Catalog*, or for an appointment, please call 965-0581, ext. 2290.

Course Descriptions

Course Repetition

Three (3) Repetitions: ECE 118, 130; unlimited with new topics: ECE 150, 151, 152, 153, 154, 155, 156, 157, 160.

30ABC—Introduction to Early Childhood Education (1-1-1) F, S

Skills Advisories: Eligibility for English 100, 103.

One hour lecture weekly.

Basic introduction to teaching young children for the non-major. Course provides fundamental organizing concepts to help adults develop the awareness and acquire the information and skills needed to nurture young children and enhance their learning. Areas of child development, curriculum planning, health and safety and beginning teaching strategies are covered.

102—Child, Family & Community (3) F—CSU, UC

Skills Advisories: Eligibility for English 100, 103.

Course Advisories: ECE 103, Psych 140.

Three hours lecture weekly.

Examines ways in which the structure, values and resources of family and community affect children. Explores socialization, cultural differences, inter-generational issues, causes of family disruption, child abuse, and behavior problems in children. Includes community resources information, speakers, and student projects. Freshman level.

103—Principles & Practices I (5) F—CSU

Skills Advisories: Eligibility for English 100, 103.

Course Advisories: ECE 102, Psych 140.

Limitation on Enrollment: Fingerprint/Child Abuse Index clearance and medical clearance.

Two hours lecture, nine hours lab weekly.

The beginning course in the Early Childhood Education program. Emphasis is placed upon identification, development and application of appropriate ECE materials, procedures and teaching practices, and on gaining skill in interpersonal relations with children, staff, parents and other student teachers. Weekly participation in class is combined with fifty half days of student teaching at the SBCC Children's Center (*CDA Training Option—Competency Areas 1, 2, 4, 6-10 and 13*).

104—Principles & Practices II (5) S—CSU

Prerequisite: ECE 103

Skills Advisories: Eligibility for English 100, 103.

Course Advisories: ECE 102, Psych 140.

Two hours lecture, nine hours lab weekly.

Work on overall curriculum planning and scheduling is stressed. Maintenance of written observations and anecdotal records are an integral part of the experience. Weekly participation in class is combined

EARLY CHILDHOOD EDUCATION 145

with fifty half-days of student teaching at the SBCC Children's Center. (CDA Training Option—Competency Areas 3-10, 12 and 13)

105 — Teaching the Exceptional Child in Early Childhood (5) S — CSU

Prerequisite: ECE 103 and 104.

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture, nine hours lab weekly.

Development of skills and attitudes for working with young children with special needs who are being mainstreamed into typical child development programs. Addresses emotional disturbance, physical disability, mental retardation and mental giftedness. Includes fifty half days of supervised practice teaching in child development settings with children who have special needs. Sophomore level.

106 — Development of Language & Cognitive Processes in Young Children (5) F — CSU

Prerequisite: ECE 103 and 104.

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture, nine hours lab weekly.

An advanced course in early childhood curriculum. Fifty half-days of supervised practice teaching in a variety of early childhood settings are required during the semester. Emphasis on developing teaching skills which foster cognitive and language development. The nature of intelligence as conceived by Piaget and Guilford is discussed. The relationship of intelligence to language and the concepts of pseudo-retardation and giftedness as well as the effects of poverty upon the development of the intellect are considered. Working with diverse populations and methods of building language and mental ability skills are emphasized. (CDA Training Option—Competency Areas 5 and 6)

107 — Administration of Child Development Programs (3) F — CSU

Prerequisite: ECE 103 and 104.

Skills Advisories: Eligibility for English 100, 103.

Three hours weekly.

Study of the administrator's responsibilities and opportunities in various kinds of child development programs, including: developing educational philosophy; selecting and supervising personnel; planning curriculum; programming for staff and parents; complying with regulatory authorities; conducting business procedures; planning for the facility, equipment and food; evaluating programs;

and effecting change through the legislative process. Sophomore level. (CDA Training Option—Competency Areas 12 and 13)

108 — Creative Learning Experiences in Preschool (3) F — CSU

Prerequisite: ECE 103 and 104.

Skills Advisories: Eligibility for English 100, 103.

Three hours lecture weekly.

This course explores such questions as: What is creative teaching and creative learning? Is it necessary for a teacher to be a creative person in order to engender creativity in children? Is it possible to become a more creative adult? What are the deterrents to creativity and are there disadvantages to being a creative person? Why, then do we include creative activities in a curriculum for young children and what is the role of creative experience in education and in personality development? (CDA Training Option—Competency Areas 5 and 7)

109 — Parent-Teacher-Child Relationships (3) S — CSU

Prerequisite: ECE 103 and 104

Skills Advisories: Eligibility for English 100, 103.

Three hours weekly.

Establishing and sustaining effective relationships between teacher, parents and child. Common problems handled between parents and teachers; ways of distinguishing special problems requiring other professional attention; and supportive ways of helping parents enjoy and appreciate their children. Includes interviewing, home visiting, parent education techniques and parent participation. (CDA Training Option—Competency Areas 11, 12 and 13)

110 — Science for the Preschool Child (3) — CSU

Prerequisite: ECE 103 or 104.

Skills Advisories: Eligibility for English 100, 103.

Three hours weekly.

Prepares teachers to provide first-hand experiences for young children in natural and physical sciences. Illustrations of how to stimulate children's curiosity and imagination by studying natural phenomena including the human body, weather, ecology, elementary physical science, etc. Helps the teacher bring own understanding of science within the measure of the child's mind. (CDA Training Option—Competency Area 5)

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111 — Supervision of Child Development Programs (3) S — CSU

Skills Advisories: Eligibility for English 100, 103.
Limitation on Enrollment: 12 ECE units according to categories required by the Dept. of Social Services.

Three hours lecture weekly.

Supervisors, teachers and administrators of child development programs will extend their skills and resources for leadership positions. Building a "quality" program within a philosophical framework, staff development, counseling staff and parents, and grantsmanship are topics to be discussed.

114 — Teaching Methods Seminar & Practicum (2) Summer — CSU

Skills Advisories: Eligibility for English 100, 103.
Three hours lecture and nine hours lab weekly for six weeks.

For those students considering teaching as a career. The seminar will offer an introduction to teaching methods, curriculum and learning materials development, classroom management and establishing a relationship with students. A practicum experience in a local school is required.

115 — Children's Literature (3) — CSU

Skills Advisories: Eligibility for English 100, 103.
Three hours lecture per week.

Develop awareness of value and variety of children's literature by surveying traditional and contemporary selections, including poetry, fiction, non-fiction and folk literature from many cultures. Proposes criteria for literary/artistic evaluation, use and age appropriateness in selection. Demonstrates presentation techniques, including storytelling.

116 — Careers in Education (2) — CSU

Skills Advisories: Eligibility for English 100, 103.
Two hours lecture weekly.

For those students considering teaching as a career, this course provides an overview of the field from preschool through college teaching levels, its opportunities, variety of classroom assignments and specialties, educational requirements for teachers in California, rewards and compensation, psychology of learning, survey of educational history and learning theory and summary of teaching methods.

117 — The Mentor Teacher (2) F — CSU

Skills Advisories: Eligibility for English 100, 103.
Limitation on Enrollment: Completion of ECE college credit program including ECE student teaching practicum.

Two hours lecture weekly.

Roles, methods and principals of supervising student teachers in early childhood classrooms for mentor teachers. Orientation, observation, feedback, evaluation and support of new mentees will be covered.

118 — Mentor Teacher Seminar (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Limitation on Enrollment: Selection as a Mentor in the SBCC Mentor Teacher Program.

Four hours weekly, for five months.

Clarification of assignments, expectations for students in specific courses, concerns about supervision techniques, professional issues and worksite stresses addressed in this forum. Open only to those selected as mentor teachers in the SBCC Early Childhood Mentor Teacher Program.

130 — Bilingual/Bicultural Teaching Seminar (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Corequisite: ECE 103, 104, 105, or 106.

One hour lecture per week. Concurrent enrollment in nine hours of ECE lab coursework required.

Comparison of the teaching experiences in child development programs serving primarily English speaking, majority culture clients with the teaching strategies and experiences in language/cultural minority settings. Bilingual/Bicultural ECE Certificate students must take this course concurrently with each of the four lab courses required for the major.

131 — Development & Psychology of the Bilingual Child (3), S — CSU

Skills Advisories: Eligibility for English 100, 103.
Three hours lecture per week.

Introduction to the range of development of the language of the minority child, with particular emphasis on language, cognition and effective domains will be presented. The psychological effects of different methods of language acquisition, modes of instruction and environmental factors will be evaluated.

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140A — Seminar in Infant/Toddler Social-Emotional Growth & Socialization (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Corequisite: ECE 103, 104, 105 or 106.

One hour lecture weekly for 18 weeks.

Develop trusting relationships between caregivers and infants/toddlers who are experiencing social and emotional competence. Caregivers need to be aware of their own feelings, expectations and attitudes they bring with them from their own childhood experiences.

140B — Seminar in Infant/Toddler Group Care (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Corequisite: ECE 103, 104, 105 or 106.

One hour lecture weekly for 18 weeks.

Developing intimate relationships between infants/toddlers and primary caregivers by implementing the group care model which focuses on assigning a primary caregiver, using small groups and having the same caregiver for the child from infancy through toddlerhood.

140C — Seminar in Infant/Toddler Learning & Development (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Corequisite: ECE 103, 104, 105 or 106.

One hour lecture weekly for 18 weeks.

Examines how infants learn by exploring the types of intellectual activity in which young children engage. Course explores the use of the senses and how infants/toddlers build a sense of order, a system of relationships and a sense for how they work.

140D — Seminar in Culture, Family and Infants for Caregivers (1) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.
Corequisite: ECE 103, 104, 105 or 106.

One hour lecture weekly for 18 weeks.

Provides an overview on creating positive caregiver-parent partnerships when families and caregivers come from different cultural backgrounds. Strategies are offered in establishing guidelines that support the healthy development of children by providing as much consistency with the home culture.

141 — Development & Caregiving of Infants & Toddlers (3) F, S — CSU

Skills Advisories: Eligibility for English 100, 103.

Three hours lecture per week.

Developmental stages of infants and toddlers and accompanying behavior, guidelines for health and safety, observation and caregiving are covered. Development of optimal environment for child, parent and staff growth also addressed.

150 — Topics in Family Day Care (1) — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to family day care which reflect student interest, community need and current trends in early childhood education.

- A. Creative Environments for Family Day Care Children
- B. Worthwhile Activities for Family Day Care Children
- C. Getting Along with Children in Family Day Care
- D. Family Day Care Homes: Arrangement and Equipment
- E. Business Management and Parent Relations for Family Day Care Providers
- F. Creating Learning Materials for Young Children
- G. Fostering Children's Physical Development in Family Day Care Environment
- H. Health and Safety in Family Day Care

151 — Topics in Administration, Supervision & Leadership (1) — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to administration, supervision and leadership which reflect student interest, community need and current trends in early childhood education.

- B. Leadership in Early Childhood Education
- C. Parent Support Groups
- D. International Child Care Policy

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152 — *Topics in Child Behavior & Development (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to child development (birth through age eight) which reflect student interest, community need and current trends in early childhood education.

- A. Nutrition for Preschoolers
- B. Guidance: Effective and Caring Approaches
- C. Activities Which Foster Self-Esteem
- D. Working with Aggression in Children
- E. Children's Sexuality
- F. Kindergarten Expectations
- G. Punishment, Child Development and Learning
- H. Language Acquisition in Young Children
- I. Theories, Techniques and Strategies for Teaching Language Minority Students

153 — *Topics in Curriculum Development (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to develop mentally appropriate curriculum for children birth to age eight, which reflect student interest, community need and current trends in early childhood education.

- A. Use of the Community as Curriculum
- B. Language Arts and Effective Communication
- C. Exploring Movement and Music
- D. Designing a Multicultural Curriculum
- F. Science as Discovery
- G. Quality Grouptimes
- H. Holiday Celebrations for Young Children
- I. Math Experiences for Young Children
- J. Anti-Bias Curriculum
- K. Block Play: Key to the Intellect

154 — *Topics in Infant/Toddler Development & Programming (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to the particular needs of those working with infants and toddlers which reflect student interest, community need and current trends in early childhood education.

- A. Introduction to Infant/Toddler Development
- B. Infant/Toddler Learning Environments

- C. Challenges of Toddlerhood
- E. Attachment and Separation
- H. Growth and Motor Development in Infants and Toddlers
- I. Infant/Toddler Social-Emotional Growth and Socialization
- K. Developmental Assessment of Infants and Toddlers

155 — *Topics in School-Age Child Care (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to the particular needs of those working with school-age child care programs which reflect student interest, community need and current trends in early childhood education.

- A. Developing School-Age Child Care Programs
- B. Cooperative Games and Group Projects for School-Age Children.

156 — *Topics in Parenting (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to the particular needs of parents and those working with parents which reflect student interest, community need and current trends in early childhood education.

- B. Issues in Parenting

157 — *Special Topics in Early Childhood Education (1)* — CSU

Skills Advisories: Eligibility for English 100, 103.

Two hours lecture for nine weeks.

Designed to allow the ECE Dept. the opportunity to offer a variety of courses not of a special or unique nature which reflect student interest, community need and current trends in early childhood education.

- A. The Church-Related Nursery School
- B. Stress Management in Child Care
- C. Child and Family Abuse: The Teacher's Role
- D. Partners in Prevention
- E. Working with Dysfunctional Families
- F. Gender Issues and Gender Bias in the Classroom

(CDA Training Option: Most topic courses cover one or more competency areas. See instructor or Department Chairperson for guidance.)

160 — Topics for Early Childhood Education Program Staff (.5) — CSU

Skills Advisories: Eligibility for English 100, 103.

4.5 hours lecture for two weeks.

Designed to allow the Early Childhood Education Department the opportunity to offer a variety of courses related to the particular needs of those currently working in early childhood education programs. These employees' specific needs and interests, combined with current trends in early childhood education, form the basis of course content.

A. Appraisal and Improvement of Grouptimes

Earth & Planetary Sciences

The new view of the earth is of continents drifting majestically from place to place, of mountains forming like wrinkles in a sheet of paper, of huge sections of the earth's crust interacting with one another to cause earthquakes and volcanoes. This theory, termed plate tectonics, marks the most profound revolution in scientific thought to occur during this century. The theory has led to a new understanding of the earth and the forces that shape it. This new understanding of the earth answers questions that have been posed for centuries — questions concerning phenomena that surround, and sometimes control, our daily lives. Today's student in the earth sciences is at the very threshold of this revolution in scientific thought.

As the name implies, earth science is the science of the earth, an organized body of knowledge about the globe on which we live — about the mountains, the plains, the oceans, the atmosphere, the history of the earth and the life it supports. Planetary science concerns itself with the origin of the universe, of galaxies, of solar systems, including our own, and the earth — along with the laws which order these systems and bodies.

Today's student in the earth sciences will play a major role in the supply of the earth's energy resources to an ever-expanding population. Industries and federal, state and local governments are all actively searching for qualified geologists and other earth scientists to help with energy, mineral resource and environmental problems. Career positions are open to earth science graduates in urban planning, federal and state geological surveys, private consulting firms, environmental companies, educational institutions and petroleum and natural gas.

Additionally, the student will be concerned with ways to conserve and protect the world's fragile geologic environment. He/she will attempt to mitigate the effects that geologic hazards, such as earthquakes, landslides, floods and volcanic eruptions, have on the world's population.

At Santa Barbara City College, Earth and Planetary Sciences students can choose from a wide variety of courses, including geology, geography, oceanography, meteorology, astronomy and other earth science courses designed to prepare the student

**LICENSING REQUIREMENTS
CALIFORNIA STATE DEPARTMENT OF SOCIAL SERVICE
REGULATIONS (TITLE 22) GOVERNING:
PRIVATE PRESCHOOLS**

JOB: Teacher, Child Care Center / Preschool

Education:

High School Diploma (or courses leading to)

Plus 12 units in Child Development that **must** include:

- Child Growth and Development (Psych 140)
- Child, Family and Community (ECE 102)
- Program (Principles and Practices) (ECE 103 and 104)

(Before you are hired, you must complete 6 units, then 2 units per semester until completed.)

Experience:

50 days in a 6-month period of 3 hours or more per day

JOB: Director, Child Care Center / Preschool

Education:

12 units in Child Development (see above), **plus** 3 units in Administration/ Staff Relations (ECE 107). **NOTE:** To be admitted to ECE 107 requires completion of ECE 103 and 104.

Experience:

1 year and BA Degree or 2 years and AA Degree or 4 years and above units. (**NOTE:** 1 year and 100 days of 3 hours per day.)

**ADDITIONAL REQUIREMENT FOR BOTH TEACHER AND DIRECTOR
GOVERNED BY TITLE 22 REGULATIONS:**

Child Care Health and Safety Training

15 Hours of training **must** include the following:

- Pediatric (infant and child) CPR
- Pediatric First Aid
- Recognition, management and prevention of infectious diseases including immunizations
- Prevention of childhood injuries

Optional Areas:

The training may also include any of the following:

- Child nutrition and sanitary food handling
- Emergency preparedness and evacuation
- Caring for children with special needs
- Identification and reporting of signs and symptoms of child abuse

Hours of training in optional areas **cannot** be substituted for hours of training in required areas.

NOTE: A CERTIFICATE OF COMPLETION IN EARLY CHILDHOOD EDUCATION, BILINGUAL/ BICULTURAL ECE OR INFANT/TODDLER DEVELOPMENT fully qualifies you to meet Title 22 regulations and teach in private preschools in California. (It does not fulfill all necessary requirements to become licensed to teach or direct public preschools.)

**LICENSING REQUIREMENTS
CALIFORNIA DEPARTMENT OF EDUCATION
REGULATIONS AND CREDENTIALS (TITLE 5) GOVERNING:
PUBLIC PRESCHOOLS**

JOB: **Teacher, Public Preschool**
 Head Start Migrant Programs
 State Preschool Children's Programs

Required Education and Experience for Permit:

ASSISTANT

Education: 6 units of Early Childhood Education (ECE) or Child Development (CD)

Experience: None

ASSOCIATE TEACHER

Education: 12 units ECE/CD including core courses

Experience: 50 days of 3+ hours per day within 2 years

TEACHER

Education: 24 units ECE/CD including core courses + 16 GE units

Experience: 175 days of 3+ hours per day within 4 years

MASTER TEACHER

Education: 24 units ECE/CD including core courses + 16 GE units; + 6 specialization units; + 2 adult supervision units

Experience: 350 days of 3+ hours per day within 4 years

SITE SUPERVISOR

Education: AA with 24 ECE/CD units (including core courses); + 6 units administration; + 2 units adult supervision

Experience: 350 days of 3+ hours per day within 4 years

PROGRAM DIRECTOR

Education: BA with 24 ECE/CD units (including core courses); + 6 units administration; + 2 units of adult supervision

Experience: Site supervisor status and one program year of site supervisor experience

NOTE: AN ASSOCIATE IN SCIENCE DEGREE IN EARLY CHILDHOOD EDUCATION fully qualifies you under Title 5 regulations to teach in public preschools and teach or direct in private preschools in California (meets Title 22 regulations).

Permits may be applied for by contacting the Santa Barbara County Office of Education, 964-4771, Ext. 266.



Santa Barbara City College
Major Requirements for
Bilingual/Bicultural
Early Childhood Education
(1997-98)

**Certificate in Bilingual/Bicultural
Early Childhood Education**

This certificate program is designed for students who wish to work with bilingual/bicultural children and families in public and private child development programs. The course work offers both theoretical background and practical experience in bilingual education and the development and psychology of the bilingual child.

This program centers around the continuing experience of supervised teaching combined with intensive classroom instruction. Basic principles of early childhood education and child development, including curriculum for preschools and caregiving for infant centers are introduced the first year. In depth study of language and cognitive processes of young children and an introduction to exceptionality is the focus of the second year. Throughout, there is considerable emphasis placed on developing personal interaction styles consistent with fostering good staff relations, knowledge of community resources, and awareness of and sensitivity to the diverse populations with whom the student will work.

Careers in Early Childhood Education

This certificate is primarily designed for those who wish to teach or direct in bilingual/bicultural early childhood programs. However, an ECE certificate can also lead to career options such as elementary teacher, employer sponsored child care consultant, resource and referral specialist, child psychologist, children's writer and other family/child related positions.

NOTE: A department application is required before enrollment. Applications available mid-January.

***SBCC: Your Open Door to
Educational Excellence***

Bilingual/Bicultural ECE Certificate of Completion 1997-98

Required Major Courses:

ECE 102	Child, Family and Community	3.0
ECE 103	Principles and Practices 1	5.0
ECE 104	Principles and Practices II	5.0
ECE 105	Teaching the Exceptional Child	5.0
ECE 106	Language and Cognition	5.0
ECE 107	Administration of CD Programs	3.0
ECE 108	Creative Learning	3.0
ECE 109	Parent-Teacher-Child Relations	3.0
ECE 130	Biling./Bicult. Tch. Sem. (4 -1 units)	4.0
ECE 131	Dev. & Psych. of Bilingual Child	<u>3.0</u>
	Total	39

Required Support Courses:

Health Education 103	First Aid and Personal Safety	*2.0 OR
	Red Cross First Aid and CPR Certificate	
Psychology 140	Child Development	<u>3.0</u>
	Total	3-5

MINIMUM TOTAL UNITS REQUIRED 42

* One semester of student teaching at the Santa Barbara Family Care Center bilingual programs is required.

Department Requirements
(Total Department Units: 42-44)

97-98 Course No.	Previous Course No.	Title	Units	Other Colleges	Need	In Progress	Completed
• ECE 102	(2)	Child, Family and Community	3.0	_____	_____	_____	_____
• ECE 103	(3)	Principles and Practices 1	5.0	_____	_____	_____	_____
• ECE 104	(4)	Principles and Practices 2	5.0	_____	_____	_____	_____
• ECE 105	(5)	Exceptional Child	5.0	_____	_____	_____	_____
• ECE 106	(6)	Language and Cognitive Processes	5.0	_____	_____	_____	_____
• ECE 107	(7)	Admin. of Child Dev. Programs	3.0	_____	_____	_____	_____
• ECE 108	(8)	Creative Learning	3.0	_____	_____	_____	_____
• ECE 109	(9)	Parent-Teacher-Child Relationships	3.0	_____	_____	_____	_____
• ECE 130	(113)	Bil./Bic. Sem. (four 1 unit courses)	4.0	_____	_____	_____	_____
• ECE 131	(none)	Dev. & Psych. of the Bil. Child	3.0	_____	_____	_____	_____
• PSYCH 140	(4)	Child Development	3.0	_____	_____	_____	_____
• HE 103	(3)	Responding to Emergencies <i>or</i>	2.0	_____	_____	_____	_____
		Current Standard First Aid and CPR Certificates					

Certificate Requirements: A student must complete 42-44 semester units with a grade of "C" in all major courses as well as 50 days of student teaching at the SBCC Bilingual/Bicultural Teaching Laboratory.

Additional Program Information

For further information, contact the Counseling Center, 965-0581; Ext. 2285, or Cecelia Alvarado, Department Chair, 965-0581, Ext. 2554.



**SANTA BARBARA CITY COLLEGE
EARLY CHILDHOOD EDUCATION PROGRAM**

APPLICATION FORM FOR 1998 FALL SEM. OR SPRING SEM.?

Date _____

Name of Applicant: _____
(Please Print) First Last Other last names on transcripts

Social Security # _____

Address: _____
 Street City Zip Code

Phone Home: () _____ Work: () _____
or Message: () _____

Check the S.B.C.C. program(s)
for which you are applying:

- _____ Early Childhood Education Associate in Science Degree
- _____ Early Childhood Education Certificate of Completion
- _____ Bilingual/Bicultural E.C.E. Certificate of Completion
- _____ Infant/Toddler Development Certificate of Completion
- _____ CDA Option

Name of High School Attended: _____
(It is not necessary to be a graduate in order to attend the College or be accepted into the E.C.E. Program, providing you are over age 18.)

Are you currently enrolled and taking classes at S.B.C.C.? _____

If not currently enrolled, were you enrolled in the past? _____

If so, what was the last year you attended? _____

Please send completed application to:
SBCC Early Childhood Education Program
721 Cliff Drive., Santa Barbara, CA 93109

(OVER)

Any additional education following high school (Please specify):

Have you any children of your own? If so, please tell us a little about them.

Have you had any experience working with or teaching children, such as camp, Sunday School teaching, or other?

Do you speak a second language fluently? Please describe. (There is considerable demand for bilingual teachers.)

What do you predict would be your greatest strengths as a teacher?

What are your plans, as far as you can tell at this point, following completion of this training?

Please explain, using no more than one page, why you wish to become a teacher of young children.

**INFORMATION SHEET-SIXTEEN (16) GENERAL EDUCATION
UNITS TO SATISFY THE TEACHER AND MASTER TEACHER
LEVELS OF THE CHILD DEVELOPMENT PERMIT MATRIX**

AREA 1

ENGLISH (assessment test is required)

English 110 **3.0 Units**

AREA 2

SOCIAL SCIENCE 3.0 UNITS

Admin of Justice 101; Anthropology 102, 103, 109, 113; Asian-American Studies 101, 102; Black Studies 101, 102, 103; Business Admin. 101; Chicano Studies 101, 102, 103, 121; Communication 101, 151, 171, 289; Economics 101, 102, 106, 108; Environmental Studies 112; Ethnic Studies 101, 101HR, 107; Geography 102, 105; History 100, 101, 102, 103, 104, 105HR, 109, 110, 111, 112, 113HR, 114, 114HR, 120, 121, 122, 127, 130, 131, 132, 133, 134, 135, 138, 140, 150, 151, 152; Native American Studies 101, 102, 103, 104; Political Science 101, 104, 106HR, 107, 110, 121, 122, 130, 131, 134HR, 151; Psychology 100, 100HR, 120, 130, 160, 170, 200; Sociology 101, 103, 104, 109, 113; Spanish 135.

AREA 3

HUMANITIES 3.0 UNITS

Art 101, 103, 104, 104HR, 105, 106, 107, 108, 109, 110, 111, 112, 114; Black Studies 111, 113; Chicano Studies 113, 115, 119; Chinese 101, 102; English 111, 111HR, 221, 222, 223, 225, 226, 226HR, 231, 232, 233, 235, 236, 237, 240, 241, 242, 250, 251, 252, 261, 262; Ethnic Studies 117; Film Studies 101, 104, 110, 111, 117; French 101, 102, 103, 104; German 101, 102, 103; Italian 101, 102, 103; Japanese 101, 102, 103; Music 110, 110HR, 112, 114A, 114B, 118; Native American Studies 112, 113; Philosophy 100, 101, 102, 102HR, 200, 201, 203, 204; Physics 104; Russian 101, 102; Spanish 101, 102, 103, 104, 150, 160; Theatre Arts 103, 107, 108, 120.

AREA 4

SCIENCE 4.0 UNITS

Biology 100, 101, 102, 103, 104 and 105, 106, 110HR, 120, 124, 125, 126; Bio-Medical Science 100, 107, 108, 109; Botany 100, 121; Chemistry 101, 104, 107, 155; Earth Science 101 and 102, 101HR and 102, 111 and 111L, 112 and 112L, 141 and 141L, 151 and 151L; Environmental Studies 110 and 111; Geography 101 and 101L; Physical Science 103; Physics 101 and 101L, 101HR, 102, 105, 110, 111, 117, 121; Zoology 122, 124.

OR

MATH (assessment test is required)

Math 100 **4.0 UNITS**

CNEE 153 **3.0 UNITS**

(OVER)

In applying for the Child Development Permit for the **TEACHER** and **MASTER TEACHER** levels, you need to satisfy the requirement of sixteen (16) General Education units in four (4) categories: **ENGLISH, SOCIAL SCIENCE, HUMANITIES, SCIENCE OR MATH.** When you enroll in an English class or a Math class, you need to have taken the assessment test before you enroll in the course. Contact the Assessment Center for these dates. If you have any questions, you may contact Kelly O. Lake in the Early Childhood Education Department (965-0581, Ext. 2290) or Margo Handelsman in the Counseling Department (965-0581, Ext. 2206).

**"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

APPENDIX C

Sample Bibliographies

CURRICULUM BIBLIOGRAPHY

Anziano, Michael C., Jane Billman, Marjorie J. Kostelnik, Cathleen S. Soundy. (1995) Approaches to School Curriculum. Glencoe, McGraw-Hill, New York.

Charlesworth, Rosalind. (1996) Experiences in Math for Young Children. Delmar Publishers, An International Thomson Publishing Company.

Chenfeld, Mimi Brodsky. (1995) Creative Experiences for Young Children. Harcourt Brace College Publishers, Fort Worth.

Edwards, Linda Carol. (1990) Affective Development and the Creative Arts: A Process Approach to Early Childhood Education. Merrill, Macmillan Publishing Company, New York.

Essa, Eva L. and Penelope Royce Rogers. (1992) An Early Childhood Curriculum: From Developmental Model to Application. Delmar Publishers, An International Thomson Publishing Company, Albany.

Jackman, Hilda L. (1997) Early Education Curriculum: A Child's Connection to the World. Delmar Publishers, An International Thomson Publishing Company, Albany.

Krogh, Suzanne. (1990) The Integrated Early Childhood Curriculum. McGraw-Hill Publishing Company, New York.

Peterson, Evelyn A. (1996) A Practical Guide to Early Childhood Planning, Methods and Materials: The What, Why and How of Lesson Plans. Allyn and Bacon, Boston.

Taylor, Barbara J. (1995) A Child Goes Forth. Merrill, Macmillan College Publishing Company, New York.

Wolfinger, Donna M. (1994) Science and Mathematics In Early Childhood Education. Harper Collins College Publishers.

Wortham, Sue C. (1994) Early Childhood Curriculum: Developmental Bases for Learning and Teaching. Merrill, Macmillan College Publishing Company, New York.

CROSS CULTURAL COMMUNICATION BIBLIOGRAPHY

Good, Merle and Phyllis Good (1995) 20 Most Asked Questions about the Amish and Mennonites. Good Books. Intercourse, Pennsylvania.

-----(1997) 303 Great Ideas for Families (most cost less than \$.99!). Good Books. Intercourse, Pennsylvania.

Hostetler, John A. (1983) Amish Life. Herald Press. Scottsdale, Pennsylvania.

Knisely, Kim Gehman (1993) A is for Amish. Knisely Stoltzfus Books. Lititz, Pennsylvania.

Katrina, Pennsylvania Dutch. Schuylkill County, Pennsylvania. Currently living in Claremont, California.

Mary, former member "Old Order" Amish. Lancaster County, Pennsylvania. Current Brethren in Christ member, Pomona, California.

Nolt, Steven M. (1992) The History of the Amish. Good Books. Intercourse, Pennsylvania.

Rebecca, Pennsylvania Dutch. Lancaster County, Pennsylvania.

**"MULTICULTURAL EDUCATION WITHIN A DIVERSE
LEARNING ENVIRONMENT"**

APPENDIX D

Transcripts

College of The Extended University
California State Polytechnic University, Pomona



OPEN UNIVERSITY - GRADE ROSTER

Course Number: GED691 01
Title: Directed Study

Instructor: J. McGraw
Beg. Date: March 30, 1998

NOTE: The following Extension student(s) enrolled through the Office of Continuing Education in the course shown above. Please submit grade(s) on this form to the Office of Continuing Education, Kellogg West, Building 76, no later than JUN 16 1998

(This date is especially important for graduating seniors)

NAME	UNITS	GRADE
Laurie Koukol	3.0	A

Jane S. McGraw
Instructor Signature

6-11-98
Date

I especially enjoyed reading the interviews. Sure is good to know that there are still some strong focused programs to emulate.

T R A N S C R I P T O F R E C O R D
University of California Extension, Riverside

Addressee KOUKOL, LAURIE BARTON 2529 KING WAY CLAREMONT CA 91711 -1720	Student 555723136 KOUKOL, LAURIE BARTON 2529 KING WAY CLAREMONT CA 91711 -1720 Issue Date: Jun.25.98
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Course Number	Course Title	Date Began	Date Ended	Class Hours	Quarter Units	Grade
PSYC X 812.	ATT.HEALING W/CHILD.WHO FACE ILLNESSES	10/03/81	10/03/81		.50	P
PSY X 413.1	Children of Alcoholic Families	11/18/88	11/19/88	9.0	1.00	A **
** class listed above Apr 9 contact hours of Reg Nursing credit by Prov. #00033						
PSY X 413.7	Survivors of Dysfunctional Families	01/21/89	01/21/89	10.0	1.00	A **
** class listed above Apr 9 contact hours of Reg Nursing credit by Prov. #00033						
PSY X 422.42	Stress Mgmt. & Burnout Prevention	06/10/89	06/10/89	9.0	1.00	A **
** class listed above Apr 9 contact hours of Reg Nursing credit by Prov. #00033						
PSY X 407.01	Techniques for Counseling Children	11/07/92	11/08/92	10.0	1.00	A
EDU X 312.74	Learning and Cultural Differences	09/16/95	10/07/95	30.0	3.00	A
SPN X 402.	Conversational Spanish, Part A	09/28/95	12/07/95	30.0	3.00	A
SPN X 402.1	Conversational Spanish, Part B	01/11/96	03/14/96	30.0	3.00	A-
EDU X 308.42	Conflict Resolution, Part II	10/04/97	10/19/97	30.0	3.00	A
EDU X 351.02	Teaching Students/Diverse Backgrounds	10/25/97	10/26/97	20.0	2.00	A
PSY X 413.58	Multicultural Issues in the Workplace	11/15/97	11/16/97	15.0	1.50	A **
** class listed above Approved by the Reg Board of Nursing for 15 contact hours Prov#11713						
EDU X 326.72	Cross-Cultural Communication, A	09/30/97	12/02/97	20.0	2.00	A
PSY X 410.	Student Assistance Program, I	12/02/97	12/05/97	28.0	2.50	A
PSY X 410.1	Student Assistance Program, II	12/09/97	12/12/97	27.0	2.50	A
CSC 820.18	Internet I: Navigating the Info Hiway	01/30/98	01/30/98	4.0		NC
CSC 820.21	Internet II: Beyond the Basics	01/30/98	01/30/98	4.0		NC
EDU X 324.12	Synectics and the Multiple Intelligences	01/24/98	01/31/98	20.0	2.00	A
EDU X 323.72	MI and Personal Learning Styles	02/07/98	02/07/98	10.0	1.00	A
EDU X 308.6	Conflict Resolution Part III	02/21/98	02/22/98	20.0	2.00	A
EDU X 312.75	Human Interaction in Education	02/23/98	03/14/98	30.0	3.00	A
EDU X 328.87A	Prac. Spanish for the Class. Teach., Pt. I	02/17/98	03/26/98	30.0	3.00	A
EDU X 308.04	Conflict Resolution, Part I	03/21/98	03/28/98	30.0	3.00	A
EDU X 323.73	How Dyslexic Learners Process	03/29/98	03/29/98	10.0	1.00	A
EDU X 308.48	Peer Lead. & Helpers in Schools & Comm.	04/04/98	04/05/98	20.0	2.00	A
EDU X 324.32	RP Ins./MI-Educ. Implications/Applicatns	04/08/98	04/15/98	9.0	1.00	B+
EDU X 344.3	Thematic Approach to Classroom Org.	04/26/98	04/26/98	10.0	1.00	A

Grading System	
A - Excellent	P - Passed
B - Good	NP - Not Passed
C - Adequate	S - Satisfactory
D - Poor	U - Unsatisfactory
F - Not Passing	NR - Not Reported
I - Incomplete	W - Withdrew
NC - No Credit	* - Work in Progress
CE - Continuing Education (one unit equals ten contact hours of participation)	

Official Seal

Recorder, University of California Extension
 Riverside, California

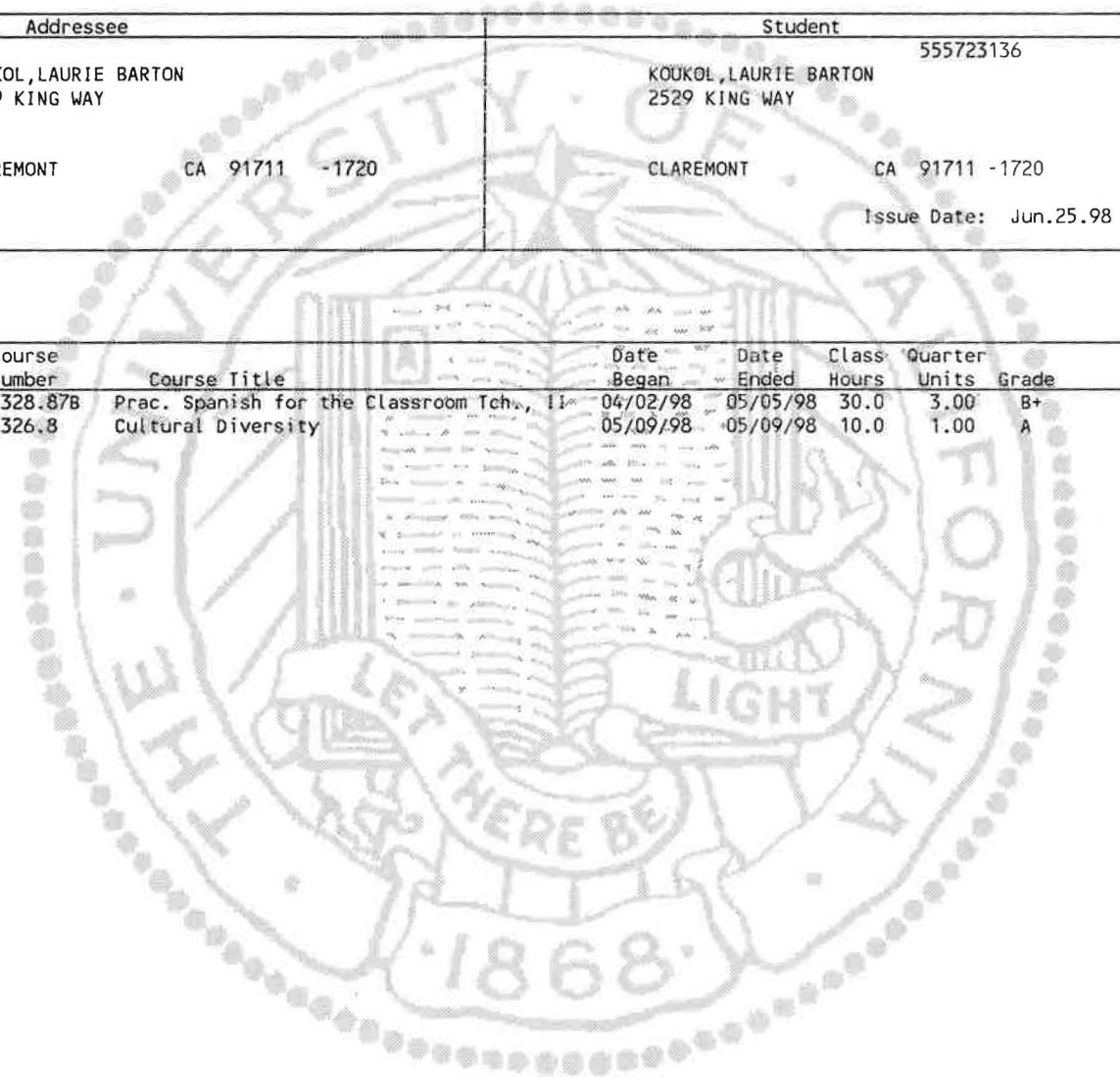
Sarah Sharp-Allen

(special credits not recorded prior to Summer 1988)

T R A N S C R I P T O F R E C O R D
University of California Extension, Riverside

Addressee KOUKOL, LAURIE BARTON 2529 KING WAY CLAREMONT CA 91711 -1720	Student 555723136 KOUKOL, LAURIE BARTON 2529 KING WAY CLAREMONT CA 91711 -1720 Issue Date: Jun.25.98
---------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------

	Course Number	Course Title	Date		Class Hours	Quarter Units	Grade
			Began	Ended			
EDU	X 328.87B	Prac. Spanish for the Classroom Tch., I	04/02/98	05/05/98	30.0	3.00	B+
EDU	X 326.8	Cultural Diversity	05/09/98	05/09/98	10.0	1.00	A



Grading System	
A - Excellent B - Good C - Adequate D - Poor F - Not Passing I - Incomplete NC - No Credit CE - Continuing Education (one unit equals ten contact hours of participation)	P - Passed NP - Not Passed S - Satisfactory U - Unsatisfactory NR - Not Reported W - Withdrew * - Work in Progress

Official Seal

Recorder, University of California Extension
 Riverside, California

Sarah Sharp-Allen

(special credits not recorded prior to Summer 1988)