

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

HMDV 583

COURSE TITLE

THREE TO FIVE YR-OLD DEV&CARE

ALTERNATE TITLE

EARLY LEARNER: 3-5-YEAR-OLD
3-5 YEARS-PRESCHOOL EXPERIENCE
3-5 EARLY LEARNING EXPERIENCE
KINDERGARTEN READINESS
PRESCHOOL EXPERIENCE
3-5 YEAR-OLD DEV AND CARE
PRESCHOOLER DEV & CARE

TYPE COURSE

NON-FEE

VOCATIONAL

CATALOG COURSE DESCRIPTION

Course focus is on the physical, cognitive, and socio-emotional development and education of the three to five-year-old child. Emphasis is on learning how to create a nurturing and safe environment which fosters emerging skills and school preparedness. Students develop communication and problem solving skills while planning and implementing developmentally appropriate activities with children in a classroom setting. (FT)

LECTURE/LABORATORY HOURS

162

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

NONE

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. Effective Communication
SDCE students demonstrate effective communication skills.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand the normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage of children from 3 to 5 years old.
2. Develop research-based knowledge of theoretical and appropriate practical elements of caregiving to facilitate decisions for providing a healthy environment for children from 3 to 5 years of age.
3. Understand the impact of culture on physical, social, emotional and intellectual development of preschool children.
4. Become aware of the roles of adults and caregivers in preschool professional areas of service.

COURSE OBJECTIVES

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical theories at each developmental stage in children from 3 to 5 years of age.
2. Assess research of theoretical and appropriate practical elements of caregiving to facilitate discussions regarding developing a healthy environment for children during their preschool years of life.
3. Evaluate the effects of society and culture upon preschoolers' microsystems, family types and the subsequent macrosystems with which they co-exist.
4. Examine the roles of adults and caregivers in preschool professional areas of service.

SECTION II

COURSE CONTENT AND SCOPE

1. Introduction
 - 1.1. Student responsibilities
 - 1.2. Program philosophy
 - 1.3. Age guidelines for children in the laboratory classroom
2. Theories of Human Development
 - 2.1. Piaget
 - 2.2. Erikson
 - 2.3. Vygotsky
3. Domains of Development

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.1. Physical
- 3.2. Cognitive
- 3.3. Social/emotional
- 3.4. Language
4. Stages of Growth and Development
 - 4.1. Individual variations in growth and development
 - 4.1.1. Typical
 - 4.1.2. Atypical
 - 4.2. Theories of multiple intelligence
 - 4.3. Learning styles
 - 4.4. Temperament
 - 4.5. Play and learning
 - 4.6. Gender
5. Children's Activities
 - 5.1. Music and movement
 - 5.2. Art
 - 5.3. Dramatic play
 - 5.4. Science and nature
 - 5.5. Language arts/emerging literacy
 - 5.6. Math and spatial skills
 - 5.7. Gross-motor activities
 - 5.8. Fine-motor development and manipulatives
 - 5.9. Outdoor play
6. Caregiver Skills
 - 6.1. Parenting styles
 - 6.1.1. Authoritarian
 - 6.1.2. Authoritative
 - 6.1.3. Uninvolved/neglectful
 - 6.1.4. Permissive
 - 6.2. Effective communication skills
 - 6.3. Conflict resolution
 - 6.4. Stress and anger management
 - 6.5. Positive discipline and guidance
 - 6.5.1. Punishment versus discipline
 - 6.5.2. Effects of spanking on children
 - 6.5.3. Definitions of child abuse
 - 6.5.4. Positive reinforcement
 - 6.5.5. Consequences
 - 6.5.6. Family and classroom rules
 - 6.5.7. Classroom and behavior management skills
 - 6.6. The role of self-esteem in discipline
 - 6.6.1. Parent and caregiver self-esteem
 - 6.7. Typical behavior of children ages three to five
 - 6.7.1. Understanding ages and stages of development
 - 6.7.2. Recognizing atypical behavior
 - 6.7.3. When to seek evaluation or intervention

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.7.4. Community resources
- 7. Developing and Maintaining a Healthy Lifestyle
 - 7.1. Nutrition
 - 7.1.1. Academy of Nutrition and Dietetics (AND) nutritional recommendations
 - 7.1.2. Positive meal-time experience
 - 7.1.3. Diet-related behavior problems
 - 7.1.4. Childhood obesity prevention
 - 7.2. Exercise and Activity
 - 6.2.1 Gross motor skill development
 - 6.3.1. Individual and group activities
 - 7.3. Creating a safe environment
 - 7.3.1. Home and yard
 - 7.3.2. Classroom and playground
 - 7.3.3. Fire prevention
 - 7.3.4. Earthquake and disaster preparedness
 - 7.3.5. Accident prevention
 - 7.3.5.1. Water
 - 7.3.5.2. Firearms
 - 7.3.5.3. Automobile
 - 7.3.5.4. Poisoning
 - 7.3.6. Safety in the community
 - 7.4. Health and Wellness
 - 7.4.1. Immunizations
 - 7.4.2. Sanitation and hygiene
 - 7.4.3. Common childhood illnesses; treatment and prevention
 - 7.4.4. Dental health
 - 7.4.5. Allergies
 - 7.4.6. Mental health
- 8. Diversity
 - 8.1. Family structures
 - 8.2. Race, culture, and gender
 - 8.3. The influence of culture and tradition on children and families
 - 8.4. The Americans with Disabilities Act Amended
 - 8.4.1. Implications for families and caregivers
- 9. Childcare, Preschools, and Elementary Schools
 - 9.1. Early childhood education
 - 9.1.1. Variations
 - 9.1.2. Approaches
 - 9.1.3. Controversies
 - 9.2. Resources in the community
 - 9.3. Selection
 - 9.3.1. Considerations for school choice
 - 9.3.2. National Association for the Education of Young Children (NAEYC) standards
- 10. The Influence of Media
 - 10.1. American Academy of Pediatrics recommendations

COURSE CONTENT AND SCOPE (CONTINUED)

- 10.2. Violence and sexual innuendo in the media
- 10.3. Limiting television and screen time
- 10.4. Benefits of media to enhance and encourage learning and development
- 11. Career and Vocational Opportunities
 - 11.1. Preschool assistant
 - 11.2. Transition to credit

APPROPRIATE READING

Appropriate readings may include, but are not limited to, periodical, magazines, instructor written materials, instructor selected URL's and other publications related to the current subject matter.

WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, students compile and complete various written works throughout the course of the semester to record new knowledge and insights they have gained and to document their progress.

OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited, using knowledge gained in class; students will develop hands-on lessons and materials for children in art, music and movement, early literacy or math, science, fine or gross motor activities.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments which demonstrate critical thinking may include, but are not limited to, students implement the lesson(s) or materials they have developed (see above) during class time with preschool children. Following the activity, students will review with the instructor and complete a written evaluation of the project.

EVALUATION

Multiple measures will be used to evaluate the student's achievement of the course objectives including, but not limited to:

1. Student course evaluation.
2. Performance on a variety of activities and assignments.
3. Student-set goals and evaluation of those goals upon completion of the class.
4. Student attendance and participation.
5. Instructor's observation of student's interactions with children in classroom setting.
6. Identification of the domains of development in early childhood with examples of how the physical, cognitive and social-emotional domains interact to influence behavior.
7. Oral or written description of positive guidance techniques for children age three to five in addition to a clear definition of discipline.
8. Oral or written description of Piaget's stage of pre-operational thought as it relates to the child from the age of three to five.
9. Oral or written explanation of Erikson's stages of development in early childhood, including how caregivers can promote the development of trust, autonomy and initiative.
40. Analyzation of current research in brain development in the first five years of life, including how caregivers can create an environment that nourishes and stimulates brain and language development.
44. Oral and written description of contributing factors to developing positive cognitive, physical, social, and emotional skill in early childhood as well as factors that may delay it.
12. Oral or written examination of available community resources for families and caregivers.
13. Demonstration of effective techniques for resolving conflicts between children.
14. Participation in a role-play of effective communication skills.
15. Oral or written description of how screen time can be used to enhance and encourage development as well as limit or impede development for preschoolers.
16. Oral or written description of the importance of parental self-esteem in the development of children's self-esteem.
17. Oral or written description of the components of a healthy lifestyle for children, families, and caregivers, which include proper nutrition and exercise to positively influence their physical and mental well-being.
18. Oral or written description of the 4 types of child abuse, mandated reporting and ways to prevent abuse in the home and community.
19. Oral and written analysis of the effects of violence in the home and community on children.
20. Oral or written description of stress and anger management techniques for caregivers.
21. Design and implement age-appropriate activities that facilitate play and learning in at least three of the following areas: art, music, math, language, science, gross-motor, fine-motor, or dramatic play.
22. Oral or written description of cognitive, physical, and social-emotional skills that are important to preschool development, and facilitate school readiness.
23. Oral or written description of strategies to nurture a sense of culture and tradition, while highlighting the benefits of exposing children to other cultures and traditions.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program, a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Method of instruction may include, but are not limited to, lectures, discussion, hands-on demonstrations, computer-assisted instruction, laboratory assignments, guest speakers and participation with children, ages 3 to 5 years, in a laboratory setting, and field trips.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Textbooks include, but may not be limited to:

Becoming the Parent You Want to Be, Laura Davis and Jani Keyser, Broadway Press, New York, current edition

Instructor prepared materials

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Mary Meske, Marina Monta

REVISED BY _____ DATE _____

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog