

# 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, school age programs and care-giving for infant centers, are introduced. In-depth study of language and cognitive processes of young children and an introduction to exceptionality are also introduced.

Throughout, there is considerable emphasis placed on developing professional interaction styles consistent with fostering positive staff relationships, communication and collaboration with parents, knowledge of community resources, and multicultural awareness of the diverse populations with whom the student will work.

Student teaching is carried out in two laboratory programs. Both laboratory programs, one for preschool children and one for infants and toddlers, are located at Kinko's Early Learning Center, 365 Loma Alta, near the college's main campus. Other opportunities for student teaching in a variety of community settings are available. Upon completion of the program and depending on demonstrated ability, the student is qualified to work as an associate teacher, teacher, or director in almost any child development program in California.

The ECE Program is coordinated with the child development major offered by several state universities which dovetails, in turn, with undergraduate and graduate work leading to advanced degrees in Early Childhood Education.

Many students 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, California, and throughout the nation.

Information packets for the ECE Program are available in the Early Childhood Education Department located in ECOC-1, offices 2 and 4, at the Kinko's Early Learning Center, and in the Counseling Center. Information packets are available on a year-round basis.

## Faculty & Offices

Julie Smith, *Chair* (ECOC-1/2, 965-0581, ext. 2859)

Dr. Kelly O. Lake (ECOC-1/4, 965-0581, ext. 2290)

## Degrees & Certificates Awarded

Associate in Science Degree, Early Childhood Education

Certificate of Achievement, Early Childhood Education

Certificate of Achievement, Diversity Issues in ECE

Certificate of Achievement, Infant/Toddler Development

Certificate of Achievement, School-Age Care

Certificate of Achievement, Associate Child Care Teacher (*Pending Chancellor's Office approval*)

## A.S. Degree in Early Childhood Education

### Department Requirements (28 units)

ECE 102 — Child, Family & Community .....	3
ECE 103 — Foundations of ECE I .....	5
ECE 104 — Foundations of ECE II .....	5
ECE 108 — Creative Learning & Curriculum .....	3
ECE 120 — Child Growth & Development For Educators or PSY 140 — Child Development .....	3
ECE 121 — Health, Safety & Nutrition Young Child .....	3
ECE 128 — Observation & Assessment .....	3
ECE 132 — Teaching a Diverse Society .....	3

### Recommended Support Courses

BIOL 100 — Concepts of Biology .....	4
COMP 101 — Microsoft Office .....	4
HIST 101 — History of the U.S. to 1865 .....	3
HIST 107 — World Civilizations, Beginnings – 1550 .....	3
PHSC 103 — The Physical Universe .....	4
POLS 101 — American Government & Politics .....	3
Foreign Language (One Semester)	

*Note: Students must complete all department requirements with a "C" or better in each course.*

**Conditions of Enrollment**

If at any time, the ECE Department Chair, in consultation with ECE 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 and elective course in the ECE major.

**Certificate of Achievement: Early Childhood Education****Department Requirements (28 units)**

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

ECE 102 — Child, Family & Community .....	3
ECE 103 — Foundations of ECE I .....	5
ECE 104 — Foundations of ECE II .....	5
ECE 108 — Creative Language & Curriculum .....	3
ECE 120 — Child Growth & Development for Early Childhood Educators <i>or</i> PSY 140 — Child Development .....	3
ECE 121 — Health, Safety & Nutrition for Young Children...	3
ECE 128 — Observation & Curriculum Planning .....	3
ECE 132 — Teaching in a Diverse Society .....	3

**Recommended Support Courses**

BIOL 100 — Concepts of Biology .....	4
COMP 101 — Microsoft Office .....	4
HIST 101 — History of the U.S. to 1865.....	3
HIST 107 — World Civilization, Beginning - 1550 .....	3
PHSC 103 — The Physical Universe .....	4
POLS 101 — American Government & Politics .....	3
Foreign Language (One Semester)	

*Note: Students must complete each required course with a grade of "C" or better.*

**Certificate of Achievement:  
Diversity Issues in ECE**

Exceptional career opportunities for teachers and associate 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.

**Department Requirements (31 units)**

Students will qualify for the Diversity Issues in ECE Certificate of Achievement when they have successfully completed the following courses:

ECE 102 — Child, Family & Community .....	3
ECE 103 — Foundations of ECE I .....	5
ECE 104 — Foundations of ECE II .....	5
ECE 108 — Creative Learning & Curriculum .....	3
ECE 120 — Child Growth & Development for Early Childhood Educators <i>or</i> PSY 140 — Child Development .....	3
ECE 121 — Health, Safety, Nutrition for Young Child .....	3
ECE 128 — Observation & Assessment .....	3
ECE 131 — The Developing Bilingual Child.....	3
ECE 132 — Teaching in a Diverse Society .....	3

*NOTE: Forty-five half-days of student teaching in an ECE Department-approved site is required. Students must complete each required course with a grade of "C" or better.*

**Certificate of Achievement:  
Infant/Toddler Development**

Outstanding career opportunities for caregivers in infant/toddler programs are increasing as the need for child care is becoming greater. This certificate can be earned concurrently with the Early Childhood Education Certificate. See Department Chair for details.

**Department Requirements (34 units)**

Students will qualify for the Infant/Toddler Development Certificate of Achievement when they have successfully completed the following courses:

ECE 102 — Child, Family & Community .....	3
ECE 103 — Foundations of ECE I .....	5
ECE 104 — Foundations of ECE II .....	5
ECE 108 — Creative Learning & Curriculum .....	3
ECE 120 — Child Growth & Development for Early Childhood Educators <b>or</b> PSY 140 — Child Development .....	3
ECE 121 — Health, Safety & Nutrition for Young Children...	3
ECE 128 — Observation & Assessment .....	3
ECE 132 — Teaching in a Diverse Society .....	3
ECE 141 — Development & Caregiving of Infants & Toddlers.....	3
ECE 142 — Infant/Toddler Socialization.....	3

*NOTE: Forty-five half-days of student teaching in an ECE Department –approved infant/toddler site is required. Students must complete each required course with a grade of “C” or better.*

**Certificate of Achievement:  
School-Age Care**

**Department Requirements (18 units)**

ECE 102 — Child, Family & Community .....	3
ECE 107 — Administration of Child Development Programs.....	3
ECE 109 — Parent-Teacher-Child Relationships .....	3
ECE 120 — Child Growth & Development for Early Childhood Educators <b>or</b> PSY 140 — Child Development .....	3
ECE 124 — Working With School-Age Children .....	3
PE 217 — Movement Education in the Elementary School .....	3

*NOTE: Forty-five half-days of student teaching in an ECE Department-approved school-age site is required. Pediatric first aid/CPR certification also required. Students must complete each required course with a grade of “C” or better.*

**Certificate of Achievement:  
Associate Child Care Teacher**

**Department Requirements (15 - 17 units)**

ECE 102 — Child, Family & Community .....	3
ECE 120 — Child Growth & Development for Early Childhood Educators <b>or</b> PSY 140 — Child Development .....	3
*ECE 290 — Work Experience <b>or</b> .....	3
ECE 103 — Foundations in ECE I.....	5

*Plus select two of the following courses:*

ECE 108 — Creative Learning & Curriculum .....	3
ECE 110 — Science & Math in ECE .....	3
ECE 115 — Children’s Literature.....	3
ECE 121 — Health, Safety & Nutrition for Young Children...	3
ECE 122 — Early Childhood Around the World .....	3
ECE 123 — Children with Special Needs.....	3
ECE 124 — Working with School Age Children .....	3

ECE 128 — Observation & Assessment .....	3
ECE 129 — ECE Special Education .....	3
ECE 132 — Teaching in a Diverse Society .....	3

*Note: Students must complete each required course with a grade of “C” or better or credit in all courses.*

### **College Requirements**

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

### **Professional Development Program**

The growing needs and interests of community child development teachers 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. Community individuals are encouraged to enroll in topics courses (ECE 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. Contact the ECE Department for current course offerings and information.

### **Planning a Program of Study**

Understanding typical stages of childhood growth and development is essential for further study in the area of Early Childhood Education. Therefore, it is advised that all new students in the ECE Program complete or be concurrently enrolled in PSY 140 or ECE 120 (Child Development) during their first year’s work.

The course of study is sequential. Therefore, prerequisite course listings must be followed. This necessitates planning the full year’s schedule in the Fall, if possible, to prevent missing a course offering or creating 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.

## **Honors & Awards**

### **Early Childhood Education Internships**

Each spring, ECE majors in the department may apply for paid internship positions at Kinko’s Early Learning Center and Starr-King Parent-Child Workshop.

### **State Conference Scholarships**

Each year, the Santa Barbara Association for the Education of Young Children offers one or more scholarships to full-time Early Childhood Education majors who are current members of SBAEYC 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.

## **Special Department Resources**

### **On-Campus/Off-Campus Practicum Experiences**

The ECE Program is fortunate to have a close working relationship with the state-funded SBCC Kinko’s Early Learning Center. The staff supervise and train ECE 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 student teaching laboratory facility was designed with student teaching in mind, as well as the developmental needs of young children.

Additionally, ECE students may obtain lab experience in off-campus infant-toddler or bilingual-bicultural programs through the Early Childhood Education Mentor Teacher Program.

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 partial reimbursement 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 course options, prerequisites, etc. before entering in the fall or spring. This consultation and advising during the school year is done by the ECE Department Faculty. For information not covered in this *Catalog*, or for an appointment, please call 965-0581, ext. 2290 or 2859.

## Course Descriptions

### ECE 027A — ILP: Self-Identity

(2) F

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Experiences to assist students in developing a positive self-identity. Students learn about improving their communication skills and develop skills in anger management, coping with peer pressure and building positive relationships as they increase self-awareness.

### ECE 027B — ILP: Employment

(2) S

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Information about the connection between education and earned income. With emphasis on awareness of likes and dislikes, the student makes positive choices in moving forward with a career choice. A variety of employment and career resources are available to any student looking for a new job or career, or someone interested in changing a job or a career.

### ECE 027C — ILP: Health/Wellness

(2) F

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Principles and strategies to promote choices that make for healthy living. Topics include insurance; understanding prescriptions and medications; medical record-keeping; and nutrition. Community resources discussed and used in this class. The benefits of hygiene and exercise are emphasized.

### ECE 027D — ILP: Daily Living

(2) S

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Topics that help make daily living more successful. Focus on banking, budgeting and taxes. Understanding credit cards and the obligations of signing a legal contract. Information on finding housing and home maintenance. Many community resources explored for these topics.

### ECE 100 — Introduction to Early Childhood Education

(3) F — CSU

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

For those students considering teaching as a career, course provides an overview of early childhood education, its opportunities, educational requirements, rewards and compensation for teachers in California, survey of educational history, curriculum planning and teaching methods.

### ECE 102 — Child, Family and Community

(3) F, S — CSU, UC

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Examines the developing child in a societal context, focusing on the interrelationship of family, school and community, with emphasis on historical and cultural factors that influence the process of socialization and the importance of respectful, reciprocal relationships that support and empower families. (CAN FCS 24)

### ECE 103 — Foundations of ECE I

(5) F — CSU

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Course Advisories: ECE 102 and ECE 120 or PSY 140*

Foundational course in Early Childhood Education. Emphasis on developing skills and knowledge needed to work effectively with children, birth to age 8. Introduction to building relationships, developing guidance and supervision skills, observation techniques, curriculum planning, professionalism and reflective practice. Coursework is combined with a minimum of 45 days of student teaching, with each shift lasting 3 hours in an ECE lab setting.

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**ECE 104 — Foundations of ECE II**

**(5) S — CSU**

*Prerequisites: ECE 103*

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Course Advisories: ECE 102 and ECE 120 or PSY 140*

Design, implementation and evaluation of developmentally appropriate curriculum for young children, birth to age 8. Research on brain development, language development and cognition is integral. Professional skills of resume writing, accessing community resources for families, and providing group times/experiences are developed. Coursework is combined with a minimum of 45 days of student teaching, with each shift lasting 3 hours in an ECE lab setting.

**ECE 107 — Administration of Child Development Programs**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: 12 ECE core units according to Community Care Licensing.*

Study of administrator's responsibilities and opportunities in various types of child development programs, including developing educational philosophy; selecting and supervising personnel; planning curriculum; programming for staff and families; complying with regulatory authorities; conducting business procedures; planning for facility, equipment and food; evaluating programs; and effecting change through the legislative process.

**ECE 108 — Creative Learning & Curriculum**

**(3) F, S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Explores such questions as: What is creative teaching and creative learning? Is it necessary for a teacher to be a creative person to engender creativity in children? What are the deterrents to creativity and are there disadvantages to being a creative person? Why are creative activities included in a curriculum for young children, and what is the role of creative experience in education and children's development?

**ECE 109 — Parent-Teacher-Child Relationships**

**(3) F — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: 12 ECE core units according to Community Care Licensing.*

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.

**ECE 110 — Science and Math in ECE**

**(3) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Prepares teachers to provide developmentally appropriate experiences for young children in science and math. Examines how to encourage children's curiosity, observation skills, problem-solving and reflection by studying scientific and mathematical concepts, such as the human body, environment, shapes, classifying and number values.

**ECE 111 — Supervision of Child Development Programs**

**(3) F — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: Student must have completed 12 ECE core units as defined by Community Care Licensing*

Supervisors, teachers and administrators of child development programs extend their skills and resources for development in leadership positions. Emphasis is on leadership styles and skills, emerging issues in early childhood education, ethics, grant writing, advocacy and staff professional development.

**ECE 114 — Teaching Methods Seminar and Practicum**

**(4) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

For those students considering teaching as a career. The seminar provides 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.

**ECE 115 — Children’s Literature**

**(3) S — CSU, UC**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Develops 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.

**ECE 117 — The Mentor Teacher**

**(2) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: Completion of ECE college credit program, including ECE student teaching practicum.*

Roles, methods and principles of supervising student teachers in early childhood classrooms for mentor teachers. Orientation, observation, feedback, evaluation and support of new mentees are covered.

**ECE 118 — Mentor Teacher Seminar**

**(1) F, S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: Selection as a mentor in the SBCC Mentor Teacher Program.*

Clarification of assignments, expectations for students in specific courses, concerns about supervision techniques, professional issues and worksite stresses addressed in this forum.

**ECE 120 — Child Growth and Development for Educators**

**(3) F, S — CSU, UC**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

History and current issues of early childhood growth and development from birth through the teenage years. Special emphasis given to the child from birth to age five in relation to cultural, gender, class and racial influences. Focus on the practical application of theoretical ideas and implications for early childhood educators.

**ECE 121 — Health, Safety and Nutrition for Young Children**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Introduction to the legalities, standards, policies and procedures, prevention techniques, and early childhood curriculum related to health, safety and nutrition. Key components that ensure physical health, mental health and safety for children identified along with the importance of the collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development.

**ECE 122 — Early Childhood Around the World**

**(3) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Exploration of child care policies and practices (birth to age eight) focused on another country. Cultural influences are emphasized. The development of national child care policies and practices of the U.S. also discussed.

**ECE 123 — Children with Special Needs**

**(3) F — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Overview of information and strategies for early childhood educators in working with children with special needs. Topics include identification, assessment, early intervention services and curriculum adaptations, plus family resources and partnerships. Atypical development includes delays, disabilities and giftedness.

**ECE 124 — Working with School-Age Children**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Introduction to the increasing role communities play in providing out-of-school services to school-age children. Features include planning and implementing curriculum, designing a safe environment, exploring developmental issues, administrative policies and procedures, identifying community resources, and establishing partnerships to ensure high quality school-age programs.

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**ECE 125A — Early Steps to Literacy — Developmental Continuum**

**(1.2) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Early Childhood Education students learn that reading and writing are essential to success in school and in later life. Demonstrates that literacy is a gradual process that begins in the earliest weeks and months of a baby's life. Emphasizes that responsibility to nurture the early steps of the literacy process so that each child enters school eager to learn and is prepared to succeed.

**ECE 125B — Early Steps to Literacy — Instructional Methods**

**(1.2) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Early Childhood Education students learn various instructional methods and techniques to support literacy development. Explores the curriculum, assessment processes, classroom management and skill development necessary to nurture the early steps of the literacy process.

**ECE 125C — Early Steps to Literacy — Building Background Knowledge**

**(1.2) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Early Childhood Education students learn how to build a child's background knowledge to create meaning in the reading process part of supporting literacy development in children, birth through age five. Explores systematic assessment, second language issues, the role of play, selection of curriculum materials, integrating literacy across the curriculum and sustaining motivation.

**ECE 126 — Pre-K Development Guidelines**

**(0.5) F, S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Students learn what constitutes high-quality programming across a broad spectrum of curriculum and practice for preschools. Presented in the context of California's move toward higher expectations for all students at the elementary and secondary school levels. Clear guidelines present a broad picture of programming that can be adjusted to meet the needs of California's diverse preschool settings and communities.

**ECE 128 — Observation and Assessment**

**(3) F, S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Provides theoretical framework for understanding the connection between effective observations, assessments and curriculum planning in early childhood settings. Anecdotal records, rating systems and multiple assessment strategies are explored. Focuses on the appropriate use of observation and assessment to document growth, play and learning to join with families in promoting children's success.

**ECE 129 — ECE Special Education**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Examines the field of ECE special education. A variety of educational models explored, as well as specific disabilities. Current research and professional experience evaluated in terms of prenatal substance exposure, health and safety issues, and dealing with stress, grief and trauma.

**ECE 131 — The Developing Bilingual Child**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Introduction to the range of development of the language of the developing bilingual child, with emphasis on language and affective domains. The influences of different methods of language acquisition, modes of instruction, environmental factors and strategies for second language acquisition are evaluated.

**ECE 132 — Teaching in a Diverse Society**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Examines the major social, economic and psychological processes involved in human relations, as related to differences, and how these processes impact teaching, learning and other human interactions with young children and their families. Self-examination, reflection and integration of practices to promote equity and understanding of how to best support children as they gain a sense of identity and become confident members of a diverse society.

**ECE 141 — Development and Caregiving of Infants and Toddlers**

**(3) F — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Developmental stages of infants and toddlers and accompanying behavior, guidelines for health and safety, observation and caregiving strategies including primary caregiving, small groups, and continuity of care will be covered. Development of optimal environment for child, parent and staff growth will be addressed.

**ECE 142 — Infant/Toddler Socialization**

**(3) S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Focus on developing trusting relationships between caregivers and infants/toddlers who are developing social/emotional competence and intellectual growth. Caregivers need to be aware of their feelings, expectations, cultural values and attitudes from their own childhood experiences.

**ECE 150 — Topics in Family Day Care**

**(1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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

**ECE 151 — Topics in Administration, Supervision and Leadership**

**(1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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

**ECE 152 — Topics in Child Behavior and Development**

**(1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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

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**ECE 153 — Topics in Curriculum Development**

**(1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Designed to allow the ECE Dept. the opportunity to offer a variety of courses related to developing 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

**ECE 154 — Topics in Infant/Toddler Development and Programming**

**(1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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

**ECE 155 — Topics in School-Age Child Care (1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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.

**ECE 156 — Topics in Parenting (1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

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

**ECE 157 — Special Topics in Early Childhood Education (1) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Designed to allow the ECE Dept. the opportunity to offer a variety of courses 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

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**ECE 160 — Topics for Early Childhood Education Program Staff**

**(0.5) — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

Designed to allow the ECE Dept. 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

**ECE 290 — Work Experience in Early Childhood Education**

**(1-4) F, S — CSU**

*Skills Advisories: Eligibility for ENG 100 and ENG 103*

*Limitation on Enrollment: 6 ECE units, according to Community Care Licensing.*

May be taken for 1, 2, 3 or 4 units of credit. Maximum of four (4) units per semester for a maximum of sixteen (16) units.

Consists of supervised employment for Early Childhood Education students whose career objectives, course of study and employment complement each other. Students must accomplish specific course objectives.