

## Curriculum Alignment Project (CAP)

The California Community Colleges Curriculum Alignment Project (CAP) engaged faculty from across the state to develop a 24 *unit* lower-division program of study supporting early care and education teacher preparation. Eight courses represent evidence-based courses that are intended to become a foundational core for all early care and education professionals. The eight courses include the following:

1. Child Growth & Development
2. Child, Family & Community
3. Introduction to Curriculum
4. Principles & Practices of Teaching Young Children
5. Observation & Assessment
6. Health, Safety & Nutrition
7. Teaching in a Diverse Society
8. Practicum

In 2012, additional funding was provided by the Race To The Top/Early Learning Challenge Grant (RTT/ELCG) to expand the project to include seven additional courses in the three specialization areas of Infant/Toddler, Administration, and Children with Special Needs. The seven courses include the following:

1. Infant/Toddler Development
2. Infant/Toddler Care and Education
3. Introduction to Young Children with Special Needs
4. Curriculum and Strategies for Children with Special Needs
5. Administration I: Programs in ECE
6. Administration II: Leadership and Supervision
7. Adult Supervision and Mentoring

The CAP courses have been accepted as the required core for the Associate in Science for Transfer in Early Childhood Education. For information on the courses and the degree, go to <http://www.c-id.net>.

### CAP History and Project Overview

With efforts supported by California Community College Early Childhood Educators (CCCECE), alignment project members and colleagues began discussions in early 2005. Motivated by impending legislation that would provide preschool for all of California's four-year olds, faculty took the initiative to work on a shared core of courses for entry level professionals. These discussions led to a formal recommendation supported by over two hundred faculty to develop coursework that maintained the unique qualities of the early care and education profession while improving the teaching and care practices for young children in California. Project funding was provided by WestEd's E3 Institute in Santa Clara County in 2006; and subsequent years funding provided primarily by the David and Lucile Packard Foundation, First 5 California and with additional financial support secured by CCCECE from multiple sources.

EC/CD Faculty from Community Colleges and California State Universities joined course work groups to develop the competency-based courses. A group of 32 representatives met monthly for the first year involving over 200 additional faculty members in these discussions. A Steering Committee and an Advisory Council of statewide teacher preparation partners offered outside perspective to plan the content of eight, 3-unit courses. By the end of the 2007 academic year, the CAP 2007-2008 Recommendation for "The EC/CD Lower Division 8" as a shared and essential portion of a lower division program of study was disseminated. Another key effort of the Curriculum alignment Project is to facilitate the transfer of these eight courses as an integrated course of study to the California State Universities, promoting access to ongoing education and degree attainment. CAP continues to collaborate with California State Universities and work toward the integration of the Lower Division 8 into baccalaureate programs.

In 2007-2008, in collaboration with CCCECE and the Child Development Training Consortium, the 2007-2008 Recommendation was sent to 103 Community Colleges, an Alignment Process was developed with Technical Assistance Leads in each region and in 2008 the alignment Verification Process was complete. To date 81 colleges have submitted their Statement of Intent to align with the CAP Recommendation.

Retrieved from: <https://www.childdevelopment.org> on August 6, 2015

The Child Development Training Consortium is funded by California Department of Education, Early Education and Support Division.

**A review of the relationships between the National Teaching Board ECE Generalist Standards,  
NAEYC Teacher Preparation Standards, the California Child Development Permit Matrix  
Teaching Competencies and the CAP Courses**

NBPTS	NAEYC	CD Permit Competencies	Program SLOs/ CAP Courses
<p><b>(I) Understanding Young Children:</b> Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.</p> <p><b>(IV) Promoting Child Development and Learning:</b> Accomplished early childhood teachers promote children’s cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.</p>	<p><b>Standard 1. Promoting Child Development and Learning:</b> Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.</p> <p>1.a. Knowing and understanding young children’s characteristics and needs.</p> <p>1.b. Knowing and understanding the multiple influences on development and learning.</p> <p>1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.</p> <p><b>Skills in making connections between prior knowledge/experience and new learning.</b></p>	<p><b>II. Classroom Environment</b> II. B. Supervises and directly interacts with children in a warm and positive manner. II. C. Develops and provides developmentally and culturally appropriate activities.</p> <p><b>III. Health, Safety and Nutrition</b> III. F. Maintains a safe and healthy indoor and outdoor environment</p>	<p><b>1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.</b></p> <hr/> <ul style="list-style-type: none"> <li>* Child Growth and Development</li> <li>* Intro to Curriculum</li> <li>* Practicum</li> <li>* Health Safety and Nutrition</li> </ul>
<p><b>(II) Equity Fairness, and Diversity:</b> Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children others with, and to expect from others, equity, fairness, and dignity.</p>			<p><b>2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.</b></p> <hr/> <ul style="list-style-type: none"> <li>* Teaching in a Diverse Society</li> <li>* Curriculum</li> <li>* Principles and Practices</li> <li>* Practicum</li> </ul>

NBPTS	NAEYC	CD Permit Competencies	Program SLOs/ CAP Courses
<p><b>III. Assessment:</b> Accomplished early childhood teachers recognize the strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children’s activities and behavior, analyzing, communicating, and using eh information they glean to improve their work with children, parents, and others.</p>	<p><b>Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families:</b> Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children’s developmental and learning.</p> <p>3.a. Understanding the goals, benefits, and uses of assessment. 3.b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches. 3.c. Understanding and practicing responsible assessment. 3.d. Knowing about assessment partnerships with families and other professionals.</p>	<p><b>IV. Working with Families and Communities</b> IV. C. Identifies special needs of children and/or families.</p>	<p><b>2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.</b></p> <hr/> <ul style="list-style-type: none"> <li>* <b>Observation and Assessment</b></li> <li>* <b>Principles and Practices</b></li> <li>* <b>Child Family and Community</b></li> <li>* <b>Curriculum</b></li> </ul>
<p><b>V. Knowledge of Integrated Curriculum:</b> On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.</p> <p><b>VI. Multiple Teaching Strategies for Meaningful Learning:</b> Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning and social cooperation.</p>	<p><b>Standard 4. Teaching and Learning:</b> Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all children.</p> <p>4.b. Knowing, understanding, and using effective approaches, strategies, and tools for early education. 4.c. Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines. 4.d. Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.</p>	<p><b>II. Classroom Environment</b> II.A. Maintains an appropriate indoor and outdoor environment. II.D. Implements conflict management and problem solving strategies with children.</p>	<p><b>3. Apply effective guidance and interaction strategies that support all children’s social learning, identity and self-confidence.</b></p> <hr/> <ul style="list-style-type: none"> <li>* <b>Intro to Curriculum</b></li> <li>* <b>Principles and Practices</b></li> <li>* <b>Observation and Assessment</b></li> <li>* <b>Child Family and Community</b></li> </ul>
<p><b>VII. Family and Community Partnerships:</b> Accomplished early childhood teachers work with and through families and communities to</p>	<p><b>Standard 2. Building Family and Community Relationships:</b> Students prepared in associate degree programs know about, understand, and value the importance and complex characteristics of children’s</p>	<p><b>III. Health, Safety and Nutrition</b> III.E. Provides information to staff and parents on health, safety and transportation policies.</p>	<p><b>4. Develop strategies that promote partnerships between programs, teachers, families and their communities.</b></p>

NBPTS	NAEYC	CD Permit Competencies	Program SLOs/ CAP Courses
<p>support children’s learning and development.</p>	<p>families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning.</p> <p>2.a. Knowing about and understanding family and community characteristics.</p> <p>2.b. Supporting and empowering families and communities through respectful, reciprocal relationships.</p> <p>2.c. Involving families and communities in their children’s development and learning.</p> <p>4.a. Knowing, understanding, and using positive relationships and supportive interactions.</p>	<p><b>IV. Working with families and Communities</b></p> <p>IV.B. Communicates positively and actively develops reciprocal relationships with parents.</p> <p>IV.D. Assists in involving parents in classroom and center activities.</p> <p>IV.E. Develops and assists in facilitating parent programs and events.</p> <p>IV.F. Provides information about community resources to parents and staff.</p> <p>IV.G. Participate in home visits and/or conferences with families.</p>	<p>* <b>Child Family and Community</b></p> <p>* <b>Health Safety and Nutrition</b></p> <p>* <b>Principles and Practices</b></p>
	<p><b>Standard 5. Becoming a Professional:</b> Candidates identify and conduct themselves as members of the early childhood profession. They know and used ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge for a variety of sources. They are informed advocates for sound educational practices and policies.</p> <p>5.a. Identifying and involving oneself with the early childhood field.</p> <p>5.c. Engaging in continuous, collaborative learning to inform practice.</p> <p>5.e. Engaging in informed advocacy for children and the profession.</p>	<p><b>I. Personal and Professional Behavior</b></p> <p>I.D. Is involved in activities of a professional organization.</p> <p>I.E. Promotes advocacy for children and families.</p> <p><b>IV. Working with Families and Communities</b></p> <p>IV.A. Presents a positive view of center/agency to community.</p>	<p><b>5. Apply ethical standards and professional behaviors that demonstrate understanding and knowledge, deepening the commitment to the EC/CD profession.</b></p> <p>* <b>Principles and Practices</b></p> <p>* <b>Practicum</b></p>
<p><b>IX. Reflective Practice:</b> Accomplished early childhood teachers regularly analyze, evaluate, and synthesize to strengthen the quality and effectiveness of their work.</p>	<p>5.d. Integrating knowledgeable, reflective, and critical perspectives on early education.</p> <p><b>Skills in Self-Assessment and Self-Advocacy</b></p>		<p>* <b>Practicum</b></p> <p>* <b>Health Safety and Nutrition</b></p>
	<p>5.b. Knowing about and upholding ethical standards and other</p>	<p><b>I. Personal and Professional Behavior</b></p>	<p><b>And after the 8 courses, continuing coursework and</b></p>

NBPTS	NAEYC	CD Permit Competencies	Program SLOs/ CAP Courses
	professional guidelines. <b>Written and Verbal Communication Skills</b> <b>Skills in Mastering and Applying Foundational Concepts from General Education</b>	I.C. Understands professional issues and the need to incorporate the professional code of ethics. <b>V. Administration and Management</b> 5.B. Maintains appropriate records.	<b>experience and further study...</b>
		<b>I. Personal and Professional Behavior</b> I.A. Follows center/agency personnel policies. I.B. Participates in professional growth activities. <b>III. Health, Safety and Nutrition</b> III.A. Implements program of food service according to established nutritional and food handling guidelines. III.B. Follows Universal Health precautions. III.C. Follows center/agency policies and procedures for health and safety. III.D. Implements emergency procedures as required. <b>V. Administration and Management</b> V.A. Facilitates program administration. V.C. Participates in evaluation and supervision activities.	

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Introduction to Curriculum (REVISED February 2012)

<b>Course Description:</b>
This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for infants and young children. Students will examine the teacher's role in supporting development by using observation and assessment strategies and emphasizing the essential role of play. An overview of content areas will include but not be limited to: Language and literacy, social and emotional learning, sensory learning, art and creativity, math and science.
<b>Student Learning Outcomes (SLOs):</b>
1. Recognize developmentally appropriate teaching strategies and apply them in supervised settings with young children.
2. Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs.
3. Identify play-based curriculum models and approaches, standards for early learning, and indicators of quality
4. Use the ongoing cycle of curriculum development to plan, implement, and evaluate early childhood activities and environments.
<b>CAP Objectives:</b>
1. Identify and evaluate teaching behaviors for research-based best practices.
2. Identify the influence of daily schedules and routines on curriculum and activities.
3. Observe and document children at play and propose appropriate activities and possibilities for expanding children's learning in a variety of curriculum areas.
4. Demonstrate ability to select safe and appropriate materials and equipment.
5. Demonstrate ability to document curriculum planning process with written curriculum plans.
6. Identify ways in which the environment functions as an essential component of curriculum.
7. Demonstrate how curriculum and environment can be designed and adapted for children's unique and individual ages, stages, and needs
8. Identify ways in which development in all domains and learning in all content areas can be integrated across the curriculum
<b>CAP Course Content and Topics:</b>
1. Developmental theory as it applies to curriculum development.
2. Observation and assessment strategies as they apply to curriculum planning and evaluation.
3. Consideration of cultural, linguistic, ethnic, economic, ability and gender diversity including the acquisition of English as a second language in planning for young children
4. Standards from legislation and accrediting groups
5. Planning for diverse learning styles, motivations, interests, and abilities
6. Innovative and best practices in teaching
7. Use of current research
8. Program models and approaches (Reggio, Montessori, High Scope, Creative Curriculum, Waldorf, Bank Street, etc.)
9. Strategies for family involvement
10. Effective use of learning centers and integrated curriculum
11. Components of effective learning environments
12. The effect of environment on behavior
13. Planning for children with special needs

**CAP Introduction to Curriculum (cont'd)**

14. Infant and toddler use of materials and environments
15. The continuing cycle of observation, assessment, curriculum planning, documentation.
16. Content areas (math, science, literacy, social studies, creative arts)
17. The development of the whole child (Physical, cognitive, and social/emotional development , including socialization, self-regulation, self-help skills for all children)
18. The Role of the ECE teacher

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Child Growth and Development (Revised February 2012)

<b>Course Description:</b>
This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.
<b>Student Learning Outcomes (SLOs):</b>
1. Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.
2. Identify cultural, economic, political, historical contexts that affect children's development.
3. Identify and compare major theoretical frameworks related to the study of human development.
4. Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.
5. Differentiate characteristics of typical and atypical development.
<b>CAP Objectives:</b>
1. Examine and discuss major theories of child development.
2. Demonstrate knowledge of the physical, social/emotional, cognitive and language development of children, both typical and atypical, in major developmental stages.
3. Demonstrate knowledge of current research as it applies to child development.
4. Demonstrate objective techniques and skills when observing, interviewing, describing and evaluating behavior in children of all ages
5. Examine and evaluate the importance of the early years.
6. Examine and evaluate the role of family in facilitating children's development.
7. Identify and describe biological and environmental factors that influence children's development from conception to adolescence across domains
<b>CAP Course Content and Topics:</b>
1) Introduction to the developmental process
2) Major current and historical theoretical frameworks of child development
3) Investigative research methods: <ul style="list-style-type: none"><li>• interviews</li><li>• surveys</li><li>• observation</li><li>• documentation</li><li>• analysis</li><li>• presentation of findings</li><li>• ethics, bias, and validity of research</li></ul>
4) Heredity and genetics
5) Conception and prenatal development

## **CAP Child Growth and Development (cont'd)**

6) Birth
<ul style="list-style-type: none"><li>• Physiology</li><li>• Psychology</li><li>• Social and cultural influences</li></ul>
7) Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level).
<ul style="list-style-type: none"><li>• Infant and toddler development.</li><li>• Play-years development.</li><li>• Middle childhood development.</li><li>• Adolescent development</li></ul>
8) Bilingual development and theories of language learning and bilingualism
9) Gender roles; childhood and adolescent sexuality
10) Contemporary social issues that impact children's development
11) The role and influence of family and caregivers
12) The role and influence cultural and societal impacts

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Child Family and Community (Revised Feb 2012)

<b>Course Description:</b>
An examination of the developing child in a societal context focusing on the interrelationship of family, school and community and emphasizes historical and socio-cultural factors. The processes of socialization and identity development will be highlighted, showing the importance of respectful, reciprocal relationships that support and empower families.
<b>Student Learning Outcomes (SLOs):</b>
1. Analyze theories of socialization that address the interrelationship of child, family and community.
2. Assess the impact of educational, political, and socioeconomic factors on children and families.
3. Describe social issues, changes, and transitions that affect children, families, schools, and communities.
4. Describe effective strategies that empower families and encourage family involvement in children's development
5. Identify and evaluate community support services and agencies available to families and children.
6. Analyze one's own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
<b>CAP Objectives:</b>
1. Identify how the child as develops within a system and is influenced by numerous factors of socialization including the role of the family, childcare, schooling and the community
2. Compare and contrast diverse family structures, parenting styles, culture, tradition and values and their impact upon children and youth.
3. Describe contemporary social issues and their effects on families and children.
4. Develop appropriate strategies to assist families experiencing stress.
5. Explain the effects of age, gender, diverse abilities, language and culture, racial identity and ethnicity, socio-economic status and institutions on children and families.
6. Analyze diverse practices, patterns and styles of communication, and demonstrate positive communication strategies that support all families.
7. Identify appropriate community resources that support children and families including at risk populations.
8. Demonstrate knowledge of legal requirements and ethical responsibilities of professionals working with all children and families.
9. Examine advocacy strategies to influence public policy on behalf of children and families.
10. Explore one's own family history and examine how it affects one's relationships with children and families.
<b>CAP Course Content and Topics:</b>
1. Major current and historical theoretical frameworks of socialization
2. Interrelatedness of family, school and community as agents of socialization
3. Role of family in children's developmental outcomes.
4. Diverse family structures, parenting styles and values.
5. Teachers' and caregivers' influences on children and families
6. Impact of age, gender, diverse abilities, language and culture, poverty, racial identity and ethnicity, child care and schooling, socio-economic status and institutions on children and families.
7. Community agencies, referral systems, procedures and availability of specialized services and support for families and children including at-risk populations
8. The influence of teachers' and caregivers' personal experience and family history on relationships with children and families.

**CAP Child Family and Community (cont'd)**

9. The role of group childcare and early schooling on socialization
10. Challenges and benefits of early childhood practices that support children and families.
11. Contemporary social issues and their effect on children and families
12. Stereotypes and assumptions and their effect upon the family, the culture and the professional community
13. Appropriate and effective communication strategies
14. Advocacy strategies to influence public policy on behalf of children and families.
15. Legal requirements and ethical responsibilities of professionals working with children and families

# California Community Colleges ECE Curriculum Alignment Project (CAP)

## Official Course Alignment Document:

### Principles and Practices of Teaching Young Children (*Revised February 2012*)

<b>Course Description:</b>
An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for <i>all</i> children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.
<b>Student Learning Outcomes (SLOs):</b>
1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.
2. Develop one's teaching philosophy and professional goals.
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
5. Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
<b>CAP Objectives:</b>
1. Identify components of a play based curriculum which is developmentally, culturally and linguistically appropriate and supports the development of all young children.
2. Identify the historical roots, learning theories and professional pathways in early childhood education including ethical and professional standards.
3. Differentiate between program types (age, funding stream, purpose, policies, environments etc), delivery systems, quality standards, licensing and regulation structures in early childhood settings.
4. Investigate various foundations and theories in the field of early childhood education as a basis for forming a personal philosophy of teaching and developing professional goals.
5. Identify children's developmental processes and describe adaptations to curriculum and environments needed to support all children.
6. Compare and contrast principles of positive guidance and interactions.
7. Describe the characteristics of effective relationships and interactions between early childhood professionals, children, families, and colleagues including the importance of collaboration.
8. Demonstrate basic observational skills
9. Describe the relationship of observation, planning, implementation, and assessment in effective programming.
<b>CAP Course Content and Topics:</b>
1. Current and historic models, influences, and approaches in the field of early childhood
2. Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)

### **CAP Principles and Practices of Teaching Young Children (cont'd)**

3. Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)
4. Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements
5. Attention to developmental needs of children of different ages (infant/toddler, preschool, school-age)
6. Addressing the needs of the "whole child" (physical, cognitive, social-emotional)
7. The importance of developmentally, culturally, linguistically appropriate practice.
8. Applying developmentally-appropriate practices to normative and atypical development
9. Play as a vehicle for development and learning
10. Characteristics and roles of an effective teacher in an early childhood setting
11. Importance of positive teacher-child relationships and interactions
12. Collaboration and partnerships with families, colleagues, and health care professionals
13. Positive guidance strategies
14. Essentials of program planning and The interrelationship of planning, observation, and assessment
15. The influence of environment on behavior and learning (environment as third teacher)
16. Quality indicators of programs (e.g., accreditation, assessment tools)
17. Career options/paths
18. Professional organizations, NAEYC Code of Ethical Conduct, professionalism and ongoing professional development
19. Developing philosophy of Early Childhood

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Health Safety and Nutrition (Revised February 2012)

<b>Course Description:</b>
Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. Focus on integrating the concepts into everyday planning and program development for all children.
<b>Student Learning Outcomes (SLOs):</b>
1. Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.
2. Identify health, safety, and environmental risks in children's programs.
3. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition.
4. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families.
5. Discuss the value of collaboration with families and the community
<b>CAP Objectives:</b>
1. Demonstrate effective strategies for evaluating health and safety policies and procedures including various health assessment tools and policies.
2. Compare and contrast various methods of collaboration with teachers and families to promote health and safety in settings for all children.
3. Identify environmental health and safety issues and risks for all children.
4. Identify symptoms of common communicable diseases and other health conditions that affect all children.
5. Identify laws and regulations supporting health, safety, and nutrition in children's programs including mandated reporting and characteristics of abuse and neglect.
6. Differentiate the nutritional needs of various ages of children and plan economical and nutritional meals and snacks based on the individual needs of children.
7. Plan early childhood curriculum on the topics of health, safety, and nutrition in accordance with culturally, linguistic and developmentally sound practice.
8. Describe a caregiver's role and responsibility in modeling good health, safety and nutrition habits.
9. Research current health issues related to children and families.
<b>CAP Course Content and Topics:</b>
1. Promoting good health including responsibilities of teacher as role model of best health, safety and nutrition practices
2. Respecting the cultural, linguistic, and developmental differences of families, teachers and children
3. Health appraisals and health assessment tools
4. Communicable and acute illnesses: Identification, the infectious process, and effective control
5. Creating safe environments, safety management and injury prevention and care
6. Policies and prevention strategies related to child abuse and neglect

**CAP Health, Safety and Nutrition (cont'd)**

7. Common health issues (i.e. obesity, asthma, autism, allergies)
8. Planning for children's health, safety, and nutrition education
9. Nutrition guidelines, diet analysis and mealtime policies, food safety and menu planning considering culture, traditions and family choices
10. Physical fitness
11. Special considerations for infants and toddlers, children with special needs, medical needs and interventions
12. Collaboration with families and health care professionals
13. Laws, codes and regulations that guide health, safety and nutrition policies in group settings

# California Community Colleges ECE Curriculum Alignment Project (CAP)

## Official Course Alignment Document:

### Teaching in a Diverse Society (Revised February 2012)

<b>Course Description:</b>
Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. Course includes self-examination and reflection on issues related to social identity, stereotypes and bias, social and educational access, media and schooling.
<b>Student Learning Outcomes (SLOs):</b>
1. Critique the multiple societal impacts on young children's social identity.
2. Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences.
3. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development.
4. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
<b>CAP Objectives:</b>
1. Compare the historical and current perspectives involving diversity and inclusion and their impacts on children's identity development and learning.
2. Explain the nature and processes of systemic and internalized privilege and oppression.
3. Differentiate between various sources of diversity.
4. Identify and explore the overlapping influences of cultural identity and various "isms" as they relate to children, families, and early childhood settings.
5. Examine and propose strategies to challenge prevailing misconceptions.
6. Evaluate inclusive classroom environments, materials and approaches for developmental, cultural, and linguistic appropriateness.
7. Demonstrate strategies for helping children negotiate and resolve conflicts with a focus on using anti-bias approaches in the classroom.
8. Investigate and develop strategies to create partnerships with families on issues of bias and injustice through building mutual, collaborative relationships.
<b>CAP Course Content and Topics:</b>
1. The highly diverse world in which children now live
2. Issues of inequity and access as they relate to young children in a world of diversity
3. How children think: pre-prejudice, impacts of silence, overt and covert social messages
4. Stereotypes, "isms", bias, prejudice, fear, hatred
5. Impact of privilege and oppression
6. Differences between individual prejudice and the systems within a society that maintain unequal access based on race, gender, economic class, ability, sexual orientation, religious beliefs, family groupings, culture, language and all "isms"

**CAP Teaching in a Diverse Society (cont'd)**

7. Clarification of terms: Sex, gender, gender role, sexual orientation; racial, ethnic, cultural, national identity; nuclear family, blended family, single-parent family; trans-racial family, gay-lesbian family, extended family, adoptive family, foster family; etc.
8. Identification of stereotypes and biased messages in the media and in the classroom and exploration of educational approaches that teach children how to challenge such messages and develop alternative behaviors
9. Culturally and developmentally appropriate classrooms: curriculum, environment; human relationships
10. Anti-bias approaches to all curriculum arenas, materials, activities, goals, assessment
11. Environments and curriculums that respectively reflect children's cultures and experiences and that expose children to the larger communities in which they live
12. Environments and curriculum that challenge children's biases and support the acquisition of authentic information about human differences
13. Effects of dominant culture holiday curriculums; Examination of culturally and class embedded traditions of diverse groups
14. Children's books and media to support identity development and anti-bias thinking and represent home language, culture and traditions, stories and songs
15. Personal histories and experiences; internalized privilege and oppression; impacts on our identities, our choices and our teaching with children and families
16. The teacher as model: self knowledge; recognition and respect for differences; responsive behaviors; acknowledgement and struggle with bias; change agent for and with children and families
17. Teachers and families: teacher responsibility to assess power dynamics; and commitment to co-creation of anti-bias approaches

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Practicum-Field Experience (Revised February 2012)

<b>Course Description:</b>
A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and assessment; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children.
<b>Student Learning Outcomes (SLOs):</b>
1. Integrate understanding of children's development and needs to create and maintain healthy, safe, respectful, supportive and challenging learning environments for all children.
2. Evaluate the effectiveness of early childhood curriculum, classrooms, teaching strategies and how teachers involve families in their children's development and learning to improve teaching practices for all children.
3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children.
4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults.
5. Critically assess one's own teaching experiences to guide and inform practice.
<b>CAP Objectives:</b>
1. Assume teaching and non-teaching responsibilities and demonstrate developmentally appropriate practices in an early childhood classroom.
2. Incorporate current research and understanding of developmental theories into the selection of learning materials and experiences for young children.
3. Present and evaluate a variety of developmentally, culturally and linguistically appropriate play-based learning experiences.
4. Analyze classroom space and daily routines in terms of their effect on the behavior and interactions of children and teachers.
5. Integrate content areas and opportunities for development across the curriculum
6. Model and facilitate appropriate problem solving, conflict resolution strategies, and social behavior.
7. Analyze student teaching experiences to inform and guide future teaching and collaborative practices.
8. Utilize an appropriate recordkeeping system to document, assess and track children's progress.
9. Demonstrate professional and ethical behavior.
10. Use professional written and verbal communication skills.
<b>CAP Course Content and Topics:</b>
1. Application of developmentally, culturally, and linguistically appropriate practices
2. Organization of physical environment, routine/schedule, and materials
3. Positive interactions with children and adults
4. Authentic assessment and documentation
5. Adaptations for children with diverse abilities, learning styles, and temperaments
6. Self reflection and self-assessment through team collaboration and portfolio documentation
7. Professional and ethical conduct

**CAP Practicum-Field Experience (cont'd)**

8. Typical teaching and non-teaching activities in early childhood settings
9. Written curriculum planning
10. Ongoing Curriculum Development Cycle <ol style="list-style-type: none"><li>Observation</li><li>Planning</li><li>Implementation</li><li>Evaluation</li><li>Documentation</li></ol>
11. Professional development skills
12. Advocacy
13. Content Areas <ol style="list-style-type: none"><li>Language</li><li>Literacy</li><li>Math</li><li>Science</li><li>Social Studies</li><li>Visual and performing arts</li></ol>
14. Integration of content areas across Curriculum
15. Environment as a teaching and learning tool
16. State qualifications
17. Career Ladder
18. California State Learning Standards and tools
19. Family involvement in early childhood programs

## California Community Colleges ECE Curriculum Alignment Project (CAP)

### Official Course Alignment Document: Observation and Assessment (Revised February 2012)

<b>Course Description:</b>
This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.
<b>Student Learning Outcomes (SLOs):</b>
1. Compare the purpose, value and use of formal and informal observation and assessment strategies.
2. Evaluate the characteristics, strengths and limitations of common assessment tools.
3. Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions, and curriculum on children's development and behavior.
4. Identify the role of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching practices.
<b>CAP Objectives:</b>
1. Demonstrate knowledge of the legal and ethical responsibilities.
2. Identify and evaluate logistical challenges, biases and preconceptions about assessing children.
3. Describe the effect of social context, child's state of health and well-being, primary language, ability, and environment on assessment processes.
4. Identify and apply basic quantitative and qualitative observation and recording techniques.
5. Compare and analyze historic and currently recognized assessment tools
6. Use observation tools to identify quality in play-based environment, curriculum, and care routines, and to detect trends and anomalies in individuals and groups
7. Demonstrate and apply knowledge of developmental domains to interpret observations.
8. Demonstrate knowledge of the role of observation and assessment in intervention.
<b>CAP Course Content and Topics:</b>
1. Differentiation between subjective and objective data collection and recording
2. National and State standards for learning and assessment (e.g., NAEYC's position statement on assessment)
3. Historic and current tools of observation and assessment
4. Legal and ethical responsibilities including confidentiality
5. Impact of situational factors on assessment data
6. Appropriate methods of child observation, documentation, portfolio collection, and record keeping
7. Utilization of observation and assessment data to create appropriate curricula and environments
8. Linkage between child development theory and research to observation and assessment
9. Observation and assessment strategies for dual-language learners, children at risk for failure, and children with special needs
10. The value of collaboration with families and professionals
11. Identification of personal biases and expectations
12. Role of assessment in intervention
13. Observation as part of the on-going process of curriculum and planning that support all children.