

Course Outline

COURSE: CD 1 **DIVISION:** 50 **ALSO LISTED AS:**

TERM EFFECTIVE: Spring 2018 **CURRICULUM APPROVAL DATE:** 04/24/2017

SHORT TITLE: PRIN/PAC EC EDUC

LONG TITLE: Principles and Practices of Early Childhood Education

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

An overview of the developing child, current theories and research within the context of family, school, and community, and a historical perspective on the development of early childhood programs which are developmentally appropriate. The processes of socialization and identity development will be highlighted. This class is appropriate for students wanting to work with young children in a variety of programs, including infant-toddler, preschool, transitional kindergarten, and kindergarten. Observations in schools are to be arranged. (C-ID: ECE 120) ADVISORY: Eligible for English 250 and English 260.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

1. Compare and contrast current and historical early childhood educational practices; including delivery systems, program types and philosophies, and theoretical frameworks.

Measure of assessment: Written assignment, exam
Year assessed, or planned year of assessment: 2016
Semester: Fall

2. Describe the role of the early childhood educator, including assessing one's own philosophy, skills and goals related to a career in early childhood education.

Measure of assessment: Written assignment, exam
Year assessed, or planned year of assessment: 2016
Semester: Fall

3. Link early childhood setting, curriculum, and teaching strategies with philosophy to recognize indicators of quality that meet the diversity and developmental needs of all children and their families.

Measure of assessment: Written assignments, small group project
Year assessed, or planned year of assessment: 2016
Semester: Fall

4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and their providers.

Measure of assessment: Written report and observation
Year assessed, or planned year of assessment: 2016
Semester: Fall

5. Describe a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

Measure of assessment: Written assignment and oral report
Year assessed, or planned year of assessment: 2016
Semester: Fall

6. Analyze the relationship between observation, planning, implementation and assessment in developing curriculum, effective teaching strategies and a positive learning environment.

Measure of assessment: Written assignment, demonstrations
Year assessed, or planned year of assessment: 2016
Semester: Fall

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 04/24/2017

9 Hours:

Learning Activities: Lecture and discussion on the history of ECE. Professional organizations NAEYC Code of Ethical Conduct, professional development, career pathways, and collaboration will be covered. As well as ones values, beliefs, and attitudes.

In-class assignment: ECE Timeline. Partner activity to graphically illustrate the major changes in ECE, including the development of Special Education programs. Post and discuss as a class.

Lecture and discussion on types of ECE programs, school systems, licensing and regulations, including inclusion, special education, and early Head Start.

Student Performance Objectives: Review best and promising practices within teaching and care through history, current trends, program types, philosophies, and ethical standards. Discuss one's personal philosophies of teaching. List the various career pathways available.

6 Hours:

Learning Activities: Lecture and discussion on developmental milestones and learning theories. In-class assignment: Reflect on learning theories and theorist in developing professional philosophy. Complete a worksheet outlining each theory's theorist, basic tenets and theorist beliefs about how learning occurs, as presented in the textbook.

Student Performance Objectives: Identify the underlying theoretical perspective in forming a professional philosophy.

12 Hours:

Learning Activities: Lecture and discussion on creating quality ECE learning environments. Discussion on person-first language and providing adaptive materials using resources from the Inclusion Collaborative.

Lecture and discussion on characteristics and roles of an effective teacher in an early childhood setting, including classroom management.

Lecture and discussion on evaluating programs for effectiveness and NAEYC's 10 indicators of quality care.

Introduce Curriculum Project: Curriculum Map of one thematic unit and several activities on that theme.

Include activities for each development domain. Projects will be presented orally to the class at the end of the semester.

Lecture and discussion on curriculum planning for physical development (Infant/toddler, preschool, school age). Presentation on the differences between preschool, TK, and Kindergarten program practice continuum.

Lecture and discussion on curriculum planning for cognitive and language development. (Infant/toddler, preschool, school age).

In-class activity: Bring in several toddler and preschooler books that have won either Caldecott or other awards. Students select and read through a toddler and a preschooler book to find evidence of cognitive and language development, noting similarities and differences. Discuss as a whole class. Demonstration of adaptive books for young children, using Inclusion Collaborative resources.

Lecture and discussion on curriculum planning for emotional, social and creative development. (Infant/toddler, preschool, school age).

In-class activity: Demonstrate the role of dramatic play, art, puppetry and flannel board activities for emotional, social and creative development by doing one activity in each area on a related theme (such as "the farm" or "community helpers") in small groups. Discuss what a child would learn from each activity. Activity materials include stuffed animals, painting supplies, puppets and flannel board characters within the theme, including some materials adapted for children with special needs.

Student Performance Objectives: Link and describe early childhood setting, curriculum, and teaching strategies with philosophies to recognize indicators of quality that meet the diversity and developmental needs of all children and their families. Describe DAP as it relates to early childhood education and care environments. Compare and contrast learning standards and foundations. Distinguish the difference between preschool, TK, and Kindergarten program practice continuum.

9 Hours:

Learning Activities: Lecture and discussion on how and why all children learn through play. Show and discuss a video on play. Discuss limitations that various disabilities have on children's play. Identify various supports to the environment and to the learning materials and equipment for children with special needs so that they can fully engage in play.

Student Performance Objectives: Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and their providers.

8 Hours:

Learning Activities: Lecture and practice on how to observe children using authentic observation (a running record) techniques and a provided check list. Use a 10-minute video segment of a children's inclusive classroom to chart fine and gross motor skills observed. Write a running record of one child's activity for 3 minutes in a different segment of the same video.

Lecture and discussion on understanding and guiding behavior, positive communication strategies and the importance of parents and teachers working together to understand the child's needs for positive guidance.

In-class activity: Poster describing 5 ways teachers can involve parents in any ECE program that teach and engage parents in positive behavior supports, especially for the development of social and emotional skills. Small group discussion on various behavior management strategies such as token economies, redirection, distraction, and time-outs.

Student Performance Objectives: Describe a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.

8 Hours:

Learning Activities: Lecture and discussion on how to use various observation techniques to complete standardized tools such as the DRDP.

In-class assignment: Practice using the DRDP for physical development of 3 year olds and discuss similarities and differences in observation results. Practice making suggestions for changes to the environment and activities to better support physical development of the child observed.

Student Performance Objectives: Recognize the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.

2 Hours:

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 18

Assignment Description: Homework: Observe an ECE program. Write a summary to describe the type of program it is, including adaptations that accommodate children with special needs. Assignment: Written report and small group presentation. Sample Homework Written Assignment: Write a 1-2 page paper on your Philosophy of Early Childhood Education, including your role as an educator and your historical and current influences.

Required Outside Hours: 12

Assignment Description: Homework: Complete a chart of theories, theorists, basic tenets, and perspectives on how children learn.

Required Outside Hours: 24

Assignment Description: Homework: Visit one ECE classroom and draw a map of it. Describe the program, materials, and indoor and outdoor elements that make it a quality environment. Select a classroom from a list of local programs provided by the instructor. Homework: Observe an ECE program and find examples of the 10 quality indicators. Provide suggestions for improvement. Sample Homework Problem Solving Assignment: Respond to an ethical dilemma scenario which involves moral or ethical conflict. Homework: Response paper describing the strategies presented to accommodate children with special needs and posing questions about working with special needs children and adaptive PE techniques. Homework: Summarize the similarities and differences found in the books and describe how these can be used as curriculum to meet differing developmental needs at both the toddler and preschooler stages. Homework: Complete Curriculum Map project.

Required Outside Hours: 18

Assignment Description: Homework: Observe children at play at a playground or child development center for 30 minutes. Describe the setting, the child being observed and at least 5 things the child could be learning through their play. Identify the developmental domain for each item learned.

Required Outside Hours: 16

Assignment Description: Homework: Observation an ECE program using a provided checklist to chart fine and gross motor skills and a running record to describe a child's activity for 5 minutes. Summary to describe the child's experiences that lead to effective and ineffective behaviors. Homework: Written reflection on how student behavior was guided when they were a child. Identify whether those strategies are now considered positive behavior supports. Sample Homework Skills Demonstration Assignment: Early Childhood Environment Photo Essay – Develop a photo “essay” based on the student’s philosophy of early childhood education and their belief on what is a “quality” program.

Required Outside Hours: 16

Assignment Description: Homework: Study for final exam. Complete projects.

METHODS OF INSTRUCTION:

Lecture, discussion, weekly observations of early childhood education programs, multi-media presentations.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 60.00 %

Percent range of total grade: 60 % to 70 % Written Homework, Term or Other Papers, Other: Activity Plans

Skill demonstrations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Class Performance/s

Objective examinations

Percent of total grade: 20.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Sue Bredekamp. Effective Practices in Early Childhood Education. San Francisco: Pearson,2014.

ISBN: 13-978-0-13-338878-7

Reading Level of Text, Grade: 14th Verified by: Pat Henrickson

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 200630

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: CD

CSU Crosswalk Course Number: 1

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: C

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000285824

Sports/Physical Education Course: N

Taxonomy of Program: 130500