

### Course Outline

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

**TERM EFFECTIVE:** Spring 2023                      **CURRICULUM APPROVAL DATE:** 04/11/2023

**SHORT TITLE:** PRIN/PRAC 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
		<b>Total:</b>	<b>3</b>	<b>54</b>
		<b>Total Learning Hrs:</b>	<b>162</b>	

**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 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 by students. (C-ID: ECE 120)

**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
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## **STUDENT LEARNING OUTCOMES:**

By the end of this course, a student should:

1. Compare and contrast current and historical early childhood educational practices; including delivery systems, program types and philosophies, and theoretical frameworks.
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.
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.
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children and their providers.
5. Describe 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 curriculum, effective teaching strategies and a positive learning environment.

## **COURSE OBJECTIVES:**

By the end of this course, a student should:

1. Discuss one's teaching philosophy and identify underlying theoretical perspectives.
2. Describe Developmentally Appropriate Practices relating to early childhood education and care environments.
3. Describe curriculum planning for emotional, social, and creative development (Infant/toddler, preschool, school age).
4. Explain how and why all children learn through play.
5. Practice making suggestions for changes to the environment and activities to better support the physical development of all children.
6. Analyze the value of understanding and guiding behavior, positive communication strategies, and the importance of the relationship between parents and teachers to understand the child's needs for positive guidance.
7. Describe ways teachers can involve parents in early childhood programs.

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

Curriculum Approval Date: 04/11/2023

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 one's 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.

6 Hours:

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

16 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.

Including 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: Share 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 will 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.

11 Hours:

Learning Activities: Lecture and discussion on how and why all children learn through play. Show and discuss a video on play. Discuss the 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.

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 teaches and engages parents in positive behavior support, 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.

10 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 the physical development of the child observed.

2 Hours:

Final Exam

### **METHODS OF INSTRUCTION:**

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

## **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 18

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 18

Assignment Description

Homework: Study for final exam. Complete projects.

**METHODS OF EVALUATION:**

Writing assignments

Evaluation Percent 60

Evaluation Description

Percent range of total grade: 60 % to 70 %

Written Homework,

Term or Other Papers,

Other: Activity Plans

Skill demonstrations

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 20 % to 25 %

Class Performance/s

Objective examinations

Evaluation Percent 20

Evaluation Description

Percent range of total grade: 10 % to 20 %

Multiple Choice,

True/False,

Matching Items,

Completion,

Other: Short Answer

**REPRESENTATIVE TEXTBOOKS:**

Sue Bredekamp. Effective Practices in Early Childhood Education. San Francisco: Pearson, 2019, or comparable textbook/material.

ISBN: 13-978-0-13-517737-2

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: ECE

CSU Crosswalk Course Number: 120

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