

CHLD 51 Course Outline as of Fall 2023

CATALOG INFORMATION

Dept and Nbr: CHLD 51

Title: ECE PRINCIPLES-PRACTICES

Full Title: Principles and Practices of Early Childhood Education

Last Reviewed: 1/23/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly: CHILD 51

Catalog Description:

In this survey course of the early childhood education field, students will receive an introduction to the field of early childhood education, including overview of historical and contemporary models. Topics include an examination of developmentally and culturally appropriate principles as they apply to children's development, program components, teacher/child/family relationships, professional ethics, and career development. Students are required to observe and participate for 18 hours in a licensed early childhood program. The course is appropriate for students wishing to work with children from birth through age eight in a variety of childcare and educational programs.

Prerequisites/Corequisites:

Recommended Preparation:

Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Schedule of Classes Information:

Description: In this survey course of the early childhood education field, students will receive an

introduction to the field of early childhood education, including overview of historical and contemporary models. Topics include an examination of developmentally and culturally appropriate principles as they apply to children's development, program components, teacher/child/family relationships, professional ethics, and career development. Students are required to observe and participate for 18 hours in a licensed early childhood program. The course is appropriate for students wishing to work with children from birth through age eight in a variety of childcare and educational programs. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 1A or equivalent

Limits on Enrollment:

Transfer Credit: CSU;

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:

IGETC:	Transfer Area	Effective:	Inactive:
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CSU Transfer:	Transferable	Effective:	Fall 1981	Inactive:
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UC Transfer:	Effective:	Inactive:
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CID:

CID Descriptor:	ECE 120	Principles & Practices of Teaching Young Children
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SRJC Equivalent Course(s):	CHLD51
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Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Identify developmentally appropriate practices in early childhood programs related to the environment, curriculum, and teaching strategies.
2. Describe the role of the early childhood educator in a developmental and culturally sensitive context, including ethical conduct and professional pathways.

Objectives:

At the conclusion of this course, the student should be able to:

1. Compare and contrast a variety of early childhood educational theories, philosophies, program models.
2. Connect historical models and theories to common early childhood practices.
3. Identify some basic California childcare licensing and regulatory structures for childcare providers.
4. Describe principles that define developmentally appropriate, early childhood education programs as they relate to children of all abilities, their families, teachers, program, and curriculum development.
5. Describe how observation and assessment are used to develop curriculum and individualize

teaching strategies.

6. Analyze early childhood education and care practices in a social and cultural context.

7. Define ethics in Early Childhood Education.

8. Identify effective teaching practices that promote the success of specific groups of children, including English Language Learners, and children with special needs.

9. Identify a variety of positive guidance and interaction strategies that encourage children's social competence and promote a caring classroom community.

10. Construct a professional philosophy of Early Childhood Education, incorporating current information on career pathways.

Topics and Scope:

Topics will include but not be limited to:

I. The Field of Early Childhood Education

A. Historical perspectives in early childhood education and care

B. Introduction to and comparison of major program models, theories, and philosophies

II. Principles for Instructional Strategies and Program Components

A. The role of observation and assessment for planning and curriculum development

1. Developmental needs of children

2. Assessing the routine and environment

B. Learning activities/curriculum in the domains of development

1. Physical

2. Cognitive

3. Language

4. Social-emotional

5. Multicultural and Anti-Bias curriculum

6. Comparisons between developmental and academic approaches

C. Developmentally appropriate practice

1. The role of play in curriculum

2. Constructivist learning

3. Culturally appropriate teaching and learning strategies

4. Individualizing learning

D. Inclusion of children with special needs

1. Inclusive environments

2. Resources in the community

E. Indoor and outdoor environments

1. Physical

2. Temporal (schedules and routines)

3. Interpersonal

4. Safety

III. The Role of the Teacher

A. Relationships with children

1. Positive guidance strategies

2. Facilitating play and learning

3. Supporting children who are English Language Learners

B. Relationships with families

1. Cultural and social influences

2. Teacher, parent, and family interactions

3. Supporting and communicating with families honoring their home language

C. Relationships with staff and other professionals

D. Professional ethics relating to early childhood practices

E. Professional development

1. Career pathways and options
2. Explanation of credentials, certificates, and permits
3. Professional philosophy

Assignment:

Reading Assignments

1. Complete weekly reading assignments from the text or handouts (approximately 10- 20 pages)

Writing Assignments

1. Compose a series of reflective essays (a journal) that evaluate the application of the principles of practice observed at the student's participation site (approximately 7 essays of 750-1500 words each)
2. One of the writing assignments below:
 - A. Interview and/or observe an early childhood teacher to investigate the professional development and job responsibilities of the occupation (written report, approximately 300 words)
 - B. Evaluate a professional publication or article in order to become acquainted with professional resources in the early childhood field (one publication with a written response of approximately 3000 words)
 - C. Reports or written reflections on weekly reading assignments

Skill Demonstrations

1. Utilize observation tools and checklists that reflect developmentally appropriate principles to study and evaluate the role of the child, teacher, and environment in program and curriculum development
2. Develop a portfolio that reflects a pathway for professional growth and an understanding of occupational requirements

Exams

1. Essay and short answer exam(s) (0-3)
2. Quiz(zes) (0-5)

Participation

1. All students must complete 18 hours of participation in a licensed early childhood program to develop a basic understanding of program components and curriculum development

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective essays; reading reports, interview report, and/or professional publication analysis.

Writing
30 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving
0 - 0%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Utilize observation tools and checklists; portfolio

Skill Demonstrations
10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Essay and short answer exams; quizzes

Exams
0 - 10%

Other: Includes any assessment tools that do not logically fit into the above categories.

Class participation and attendance; 18 participation hours at early childhood program

Other Category
20 - 40%

Representative Textbooks and Materials:

Representative Textbooks:

Beginnings and Beyond: Foundations in Early Childhood Education. 11th ed. Gordon, Anne Miles and Browne, Kathryn Williams. Wadsworth Publishing. 2016 (classic).
Foundations: Early Childhood Education in a Diverse Society. 7th ed. Gonzalez-Mena, Janet. McGraw-Hill. 2013 (classic).

Open Educational Resource (OER) Materials:

Principles and Practices of Teaching Young Children. Cindy Stephens et al. <https://drive.google.com/drive/folders/1nLBrXB4H6oIVbnPm4oP27GXhVTtoGIIdC> .
Creative Commons Attribution 4.0 International License.

Spanish Textbook:

La Infancia y su Desarrollo. Gordon, Anne Miles and Browne, Kathryn Williams. Wadsworth Publishing. 2001 (classic).