

CHLD 51 Course Outline as of Fall 2009

CATALOG INFORMATION

Dept and Nbr: CHLD 51 Title: INTRO EARLY CHLD ED
Full Title: Introduction to 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	8	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 Only
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: CHILD 51

Catalog Description:
This is a survey course of the field of early childhood education. It provides an analysis of historical and contemporary models of early childhood education. Included is an examination of developmentally appropriate principles as they apply to children's development, program components, teacher/child/family relationships, professional ethics and professional and career development. The student is required to observe and participate for 15 hours in a licensed early childhood program. The course is appropriate for students wishing to work with children aged 0-8 years in a variety of childcare and educational programs. It is a CSU transferable 3 unit course. Eligibility for English 302 or equivalency is recommended.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for English 100 or ESL 100.

Limits on Enrollment:
Students will be required to make arrangements to participate for 15 hours in a licensed early childhood program.

Schedule of Classes Information:

Description: An analysis of historical and contemporary models of early childhood education, including program components, teacher/child/family relationships and professional development. Student is required to participate for 15 hours in a licensed E.C.E. program. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for English 100 or ESL 100.

Limits on Enrollment: Students will be required to make arrangements to participate for 15 hours in a licensed early childhood program.

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
SRJC Equivalent Course(s):		CHLD51

Certificate/Major Applicable:

Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:

Upon completion of the course students will be able to:

1. Compare and contrast a variety of early childhood educational philosophies and program models.
2. Evaluate introductory principles that define high quality early childhood educational and care programs as they relate to children of all abilities, their families, teachers, program and curriculum development.
3. Analyze early childhood educational and care practices in a social and cultural context.
4. Examine professional development and ethics in early childhood education.
5. Construct a professional plan utilizing current information on career pathways and opportunities.

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 and

philosophies

II. Introductory Principles for Instructional Strategies and Program Components

A. The role of observation and assessment

1. Evaluating children for planning and curriculum development using checklists and child portfolios
2. Evaluating program components for planning and curriculum development

B. Learning in the domains of development

C. Developmentally appropriate practices

1. The role of play in curriculum
2. Constructivist learning

D. The anti-bias curriculum; culturally consistent education and care

E. Inclusion of children with special needs

1. Least restrictive inclusive environments
2. Resources in the community

F. Indoor and outdoor environments

G. Schedules and routines

H. Safety

III. The Role of the Teacher

A. Relationships with children

1. Understanding and guiding behavior
2. Facilitating play and learning

B. Relationships with families

1. Cultural and social influences
2. Teacher-parent interactions

C. Professional ethics relating to early childhood practices

D. Professional development

1. Career options and requirements
2. Explanation of credentials, certificates and permits

Assignment:

Assignments may include:

1. Examine a variety of early childhood program models to compare and contrast educational philosophies reflected in each model.
2. Complete 15 hours of participation in a licensed early childhood program to develop an introductory understanding of program components and curriculum development.
3. Compose a series of reflective essays (a journal) that evaluate the application of introductory principles of practices observed at the students' participation site.
4. 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.
5. Investigate the professional development and job responsibilities of the occupation by interviewing an early childhood teacher.
6. Develop a portfolio and career plan that reflect professional growth and understanding of occupational requirements.
7. Evaluate a variety of professional publications in order to become acquainted with professional resources in the early childhood field.
8. Complete up to four assignments (readings, observations, reflective

- questions) chosen from a menu of options that require the student to apply concepts from the course and reading.
9. Complete weekly reading assignments from the text or handouts (approximately 20-30 pages) and in-class or homework activities that require the student to apply the course and reading content.

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.

Written homework, Reading reports, Essay exams, Reflective essays, interview, portfolio

Writing
50 - 70%

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.

None

Skill Demonstrations
0 - 0%

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

Essay and short answer exams

Exams
20 - 30%

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

Participation and attendance

Other Category
10 - 20%

Representative Textbooks and Materials:

Representative textbooks:

Beginnings and Beyond: Foundations in Early Childhood Education. Gordon, Anne Miles and Browne, Kathryn Williams. Thomson-Delmar Learning: 2004, 6th Edition.

La Infancia y su Desarrollo, Gordon, Anne Miles and Browne, Kathryn Williams. Thomson-Delmar Learning: 2001, New York.

Foundations: Early Childhood Education in a Diverse Society. Gonzalez-Mena, Janet. Mayfield Publishing Company: 2004, 3rd Edition.