

**CHLD 51 Course Outline as of Fall 2017****CATALOG INFORMATION**

Dept and Nbr: CHLD 51 Title: ECE PRINCIPLES-PRACTICES

Full Title: Principles and Practices of Early Childhood Education

Last Reviewed: 2/27/2017

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:**

This survey course of the early childhood education field provides an analysis 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. The student is 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: This survey course of the early childhood education field provides an analysis 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. The student is 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:**

<b>AS Degree:</b>	<b>Area</b>	Effective:	Inactive:
<b>CSU GE:</b>	<b>Transfer Area</b>	Effective:	Inactive:

<b>IGETC:</b>	<b>Transfer Area</b>	Effective:	Inactive:
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<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
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<b>UC Transfer:</b>		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:**

Upon completion of the course, students will be able to:

1. Compare and contrast historical and early education perspectives, theories, and program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
3. Identify indicators of quality in early childhood programs related to the environment, curriculum, and teaching strategies.

### **Objectives:**

Upon completion of the course students will be able to:

1. Compare and contrast a variety of early childhood educational theories, philosophies, program models, and licensing and regulatory structures.
2. Describe 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. Describe how observation and assessment are used to develop curriculum, effective teaching strategies, and positive learning environments.
4. Analyze early childhood educational and care practices in a social and cultural context.
5. Define professional development and ethics in Early Childhood Education.
6. Develop strategies to maintain communication and access with English language learners.

7. Identify a variety of positive guidance and interaction strategies that encourage children's social competence and promote a caring classroom community.
8. Construct a professional philosophy of Early Childhood Education, incorporating current information on career pathways and opportunities.
9. Develop a plan for career pathways in the field of Early Childhood Education.

### **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. Program components
  - B. Learning activities/curriculum in the domains of development
    1. Physical
    2. Cognitive/language
    3. Social-emotional
  - C. Developmentally appropriate practice
    1. The role of play in curriculum
    2. Constructivist learning
  - D. The anti-bias curriculum; culturally inclusive 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
    1. Physical
    2. Temporal (schedules and routines)
    3. Interpersonal
  - G. Safety
- III. The Role of the Teacher
  - A. Relationships with children
    1. Positive guidance strategies
    2. Facilitating play and learning
  - B. Relationships with families
    1. Cultural and social influences
    2. Teacher, parent, and family interactions
    3. Supporting families with children who are English language learners
  - C. Relationships with staff and other professionals
  - D. Professional ethics relating to early childhood practices
  - E. Professional development
    1. Career requirements and options
    2. Explanation of credentials, certificates and permits
    3. Professional philosophy

### **Assignment:**

Assignments may include:

1. Examine a variety of early childhood program models to compare and contrast educational philosophies reflected in each model. Class presentation ( 5-15 minutes) and written analysis

2. Complete 18 hours of participation in a licensed early childhood program to develop a basic understanding of program components and curriculum development
3. 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 2-4 pages each)
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. Interview an early childhood teacher to investigate the professional development and job responsibilities of the occupation (written report, approximately 3-5 pages)
6. Develop a portfolio that reflects a pathway for professional growth and an understanding of occupational requirements
7. Evaluate a professional publication in order to become acquainted with professional resources in the early childhood field (1 publication with a written response of 2-4 pages)
8. Complete weekly reading assignments from the text or handouts (approximately 20-30 pages)
9. Essay and short answer exams

### 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, reflective essays, interview report, portfolio

Writing  
30 - 50%

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

Utilize observation tools and checklists

Problem solving  
0 - 10%

**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  
10 - 20%

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

Class participation and attendance; class presentation; required hours at early childhood program

Other Category  
20 - 40%

### Representative Textbooks and Materials:

Beginnings and Beyond: Foundations in Early Childhood Education. 10th ed. Gordon, Anne

Miles and Browne, Kathryn Williams. Wadsworth Publishing. 2016  
Effective Practices in Early Childhood Education. 3rd ed. Bredekamp, Sue. Pearson. 2016  
Foundations: Early Childhood Education in a Diverse Society. 6th ed. Gonzalez-Mena, Janet.  
McGraw-Hill. 2013

SpanishTextbook:

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