

Lassen Community College Course Outline

CD-20 Principles and Practices of Teaching Young Children

3.0 Units

I. Catalog Description

An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

Transfers to CSU only *C-ID*

ECE 120

51 Hours Lecture

Scheduled: Fall (even)

II. Coding Information

Repeatability: Not Repeatable, Take 1 Time

Grading Option: Graded or Pass/No Pass

Credit Type: Credit - Degree Applicable

TOP Code: 130500

III. Course Objectives

A. Course Student Learning Outcomes

Upon completion of this course the student will be able to:

Identify the underlying theoretical perspective in forming a professional philosophy.

B. Course Objectives

Upon completion of this course the student will be able to:

1. Interpret best and promising practices as defined within the field of early care and education's history, range of delivery systems, program types, philosophies and ethical standards
2. Develop one's teaching philosophy and professional goals
3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children, including those with diverse characteristics and their families
4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among children
5. Examine a variety of guidance and interaction strategies to increase children's social competence and promote caring classroom communities

6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies
7. Describe the ingredients of effective relationships
8. Describe and apply the characteristics of effective relationships, interactions and collaboration between all entities involved in the child care setting.
9. Apply developmentally appropriate practices to normative and atypical development
10. Recognize possible career paths in the field of Child Development

IV. Course Content

- A. Current and historical models, influences and approaches in the field of early childhood
- B. Delivery systems (non-profit, profit, publicly funded, alternative payment voucher)
- C. Program types (family child care, centers, after school programs, license exempt, infant/toddler, preschool, school age)
- D. Licensing and regulations (e.g. Title 22, Title 5, Fire Code, and personnel requirements)
- E. NAEYC Code of Ethics
- F. Attention to unique needs of children ages 0-3, preschool, age and in after school programs
- G. Addressing the needs of the Whole Child
- H. The meaning and application of DCLAP(developmental, cultural, and linguistic appropriate practices)
- I. Play as a vehicle for development and learning
- J. Unique roles of a teacher in an early childhood setting
- K. Importance of positive teacher/child relationships and interactions
- L. Characteristics of an effective teacher in the early childhood setting
- M. Effective relationships and collaboration
- N. Direct and Indirect Guidance
- O. Career Paths

V. Assignments

A. Reading Assignments

Students will be expected to read college level material which includes the textbook, handouts, and library references.

B. Writing Assignments

Written assignments will include written observations, activity cards, and two essays exams.

C. Expected Outside Assignments

Weekly assignments, observations, demonstrations, reading the text, Title 22 and Title 5 regulations, outside readings

D. Specific Assignments that Demonstrate Critical Thinking

Critical thinking skills will be demonstrated through written observations. In the observations, students will be analyzing and applying principles learned in class to the developmental levels of the children.

VI. Methods of Evaluation

Traditional Classroom Evaluation

Exams (objective and essay) that demonstrate the student's ability to define socialization theories and processes. Research papers, essays and group projects that demonstrate the student's ability to use media to identify a special issue, evaluate available resources that currently help resolve the problem, and develop possible advocacy strategies to illuminate the problem in the future. Instructor assessment of participation in classroom discussions, presentations

Online Evaluation

Research papers, asynchronous and synchronous discussions (chat/forum), online quizzes, and exams, postings to online website, and email communications.

Correspondence Evaluation

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Evaluation

A combination of traditional classroom and online instruction will be utilized, such as 1) Traditional classroom: Exams (objective and essay) that demonstrate student's ability to define, analyze, and apply basic principles of health, safety, and nutrition in the classroom and at home. Peer and instructor evaluation of participation and content of group projects analyzing the most challenging aspects of health, safety and nutrition issues in the classroom, menu plan for children. 2) Online: Asynchronous and synchronous discussions, online quizzes and exams. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities.

VII. Methods of Delivery

Check those delivery methods for which, this course has been separately approved by the Curriculum/Academic Standards Committee.

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| <input checked="" type="checkbox"/> Traditional Classroom | <input checked="" type="checkbox"/> Correspondence Delivery |
| <input checked="" type="checkbox"/> Hybrid Television Delivery | <input checked="" type="checkbox"/> Online Delivery |

Traditional Classroom Delivery

Lecture, competency-demonstration, guest speakers, and films.

Online Delivery

Online exercises/assignments contained on website. Discussion papers, email communications, postings to forums, and web-links will comprise the method of instruction.

Correspondence Delivery

Same as face to face with the exception of the desired use of proctored exams and exclusion of participation in classroom activities. Students will be expected to complete assignments and activities equivalent to in-class assignments and activities. Written correspondence and a minimum of six opportunities for feedback will be utilized to maintain effective communication between instructor and student.

Hybrid Delivery

Each semester a minimum of 17 hours will be taught face-to-face by the instructor and the other 34 hours will be instructed online through the technology platform adopted by the District. Traditional class instruction will consist of lectures, visual aids, and group presentations. Online delivery will consist of participation in forum-based discussions and posts, web links, email communications, lecture posts, and online lectures.

VIII. Representative Texts and Supplies

Bradekamp, *Effective Practices in Early Childhood Education: Building a Foundation*, 4th Edition, 2020, Pearson Education, ISBN-13: 9780135177372

IX. Discipline/s Assignment

Child Development / ECE

X. Course Status

Current Status: Active

Original Approval Date: 5/1/1990

Revised By: Laura Greer

Curriculum/Academic Standards Committee Revision Date:10/17/2023