Course Outline for Early Childhood Development 50

EARLY CHILDHOOD PRINCIPLES AND PRACTICES

Catalog Description:

ECD 50 - Early Childhood Principles and Practices 3.00 units
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 of all young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Requisites: none

Grading Option: Letter Grade

Discipline:

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<tr>
<th>Units</th>
<th>Contact Hours</th>
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<tr>
<td></td>
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<tr>
<td>Lecture</td>
<td>3</td>
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<tr>
<td>Laboratory</td>
<td>0</td>
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<tr>
<td>Clinical</td>
<td>0.00</td>
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<td>Total</td>
<td>3.00</td>
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Prerequisite Skills:

None

Measurable Objectives:

Upon completion of this course, the student should be able to:

1. describe the historical development of various group care systems for all young children;
2. define and describe the theories, philosophies, goals, objectives and methods associated with contemporary group care and educational systems - as related to developmentally appropriate practices for all young children with typical and atypical development in a play based environment;
3. examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children;
4. describe children's developmental stages as it relates to developmentally appropriate practices;
5. explain the licensing and educational requirements of working in early childhood education and the potential for employment in the field;
6. describe guidance and positive communication strategies which promote children's social competence in a caring community;
7. describe how culture influences early childhood programs and practices;
8. identify strategies to promote communication with English learning families;
9. identify program adaptations which may be needed to support children with diverse abilities;
10. analyze the relationship between observation, planning, implementations and assessment in developing effective teaching strategies and positive learning and development.
11. demonstrate understanding of environmental rating instruments;
12. document written and objective observations;
13. explain the professional standards of early care and education and importance of establishing relationships with coworkers, families, children and the professional community;
14. develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).

Course Content:

1. Historical context of group care and educational systems
   A. Social and psychological perspectives on development
   B. Factors increasing the demand for early childhood care and education
   C. Local, state and federal programs for young children
   D. Programs for children with exceptional needs;
   E. Present status of group care and educational systems
   F. The role of effective advocacy on early care and education issues
2. Philosophy, goals, objectives, and methods associated with quality group care and education systems
   A. Theoretical perspectives
   B. Developmental basis of early childhood education
   C. Quality care fulfills physical, social, emotional and cognitive needs of young children
   D. Developmental needs of various age groups (infant, toddler, preschool, school age)
   E. Ethical considerations
   F. Diversity, multi-cultural and inclusion elements of contemporary care and education settings
   G. Elements of quality early education include relationship building, social skills, physical development, early literacy, math, science, and other cognitive skills in a play based environment
   H. Teaching strategies which reflect Developmentally Appropriate Practices
3. Licensing requirements, educational, and professional development
   A. Childcare centers and family childcare homes
   B. Meeting American with Disabilities Act (ADA) standards
B. Meeting American with Disabilities Act (ADA) standards
C. Childcare professionals
   a. Employment in private centers, profit and for profit
   b. Employment in state and federally funded programs and meeting ADA standards
D. Personal rights of children, families and employees

4. Guidance and Discipline
   A. Theories of behavior and misbehavior
   B. Communication and active listening
   C. Positive guidance and pro-social behavior
   D. Conflict resolution
   E. Effects of environment on behavior

5. Program philosophies and orientations
   A. Overview of various program approaches
   B. Elements of differing programs
   C. Criteria for evaluating quality programs
   D. Ethical considerations for children, families, and educators

6. Anti bias perspective, cultural diversity, and inclusion
   A. Differing cultural perspectives on child rearing practices
   B. Sensitivity and appreciation of personal and cultural differences
   C. Maintaining communication with English language learning families and children
   D. Awareness of children with exceptional needs and program adaptations.

7. Observation
   A. Identifying elements of objective observation
   B. Opportunities to practice in the field
   C. Practice in completing a thorough, objective, written report
   D. Interrelationship of planning, observation and assessment

8. Environmental Rating Instruments
   A. Tools available to evaluate/assess quality early care and education settings
   B. Elements of quality environments, interactions and relationships
   C. Assess support for staff, families, and children

9. Early Care and Education as a Career
   A. Career ladder
   B. Child Development Permit
   C. Professional organizations
   D. NAEYC Code of Ethical Behavior
   E. Professional opportunities
   F. Collaboration with coworkers and parents
   G. Personal and professional philosophy

Methods of Presentation
1. Lecture/Discussion
2. Student presentations and resource speakers
3. Media presentations
4. Role play and group work

Assignments and Methods of Evaluating Student Progress
1. Typical Assignments
   A. Use assessment tools to observe and evaluate early childhood programs
   B. Write reflections on readings
   C. Observe and write evaluations of early childhood development programs
   D. Using the knowledge of the importance of Early Childhood Education in completing an advocacy assignment.

2. Methods of Evaluating Student Progress
   A. Class Participation
   B. Attendance
   C. Final Examination
   D. Midterm Examination
   E. Written assignments and observations

3. Student Learning Outcomes
   Upon the completion of this course, the student should be able to:
   A. Compare and contrast historical and current early childhood education perspectives, theories, program types and philosophies.
   B. Describe the role of the early childhood educator, including development of relationships, ethical conduct and professionalism.
   C. Identify the elements of quality in early childhood programs related to environments, opportunities for learning, and teaching strategies.

Textbook (Typical):

Special Student Materials
1. N/A

Abbreviated Class Schedule 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 of all young children. This course includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics, and professional identity.

Requisites: none