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Course Outline for ECD 50

EARLY CHILDHOOD PRINCIPLES AND PRACTICES

Effective: Fall 2011

I. CATALOG DESCRIPTION:

ECD 50 — EARLY CHILDHOOD PRINCIPLES AND PRACTICES — 3.00 units

Historical and contemporary systems of Early Childhood group care, career opportunities, licensing requirements, professional qualifications, differing orientations to early childhood education, developmental stages of young children as related to quality programs that have developmentally appropriate and inclusive curriculum.

3.00 Units Lecture

Grading Methods:

Letter Grade

Discipline:

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

IV. MEASURABLE OBJECTIVES:

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

- A. describe the historical development of various group care systems for all young children;
- B. 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;
- C. describe children's developmental stages as it relates to developmentally appropriate practices;
- D. explain the licensing and educational requirements of working in early childhood education and the potential for employment in the field;
- E. describe guidance and positive communication strategies which promote children's social competence in a caring community;
- F. describe how culture influences early childhood programs and practices;
- G. identify strategies to promote communication with English learning families
- H. identify program adaptations which may be needed to support children with diverse abilities
 - I. document written objective observations based on specific criteria which informs curriculum;
- J. demonstrate understanding of environmental rating instruments;
- K. explain the professional standards of early care and education and importance of establishing relationships with coworkers, families, children and the professional community;
- L. develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP).

V. CONTENT:

- A. Historical context of group care and educational systems
 1. Social and psychological perspectives on development
 2. Factors increasing the demand for early childhood care and education
 3. Local, state, and federal programs for all young children
 4. Programs for children with exceptional needs
 5. Present status of group care and educational systems
 6. The role of effective advocacy on early care and education issues
- B. Philosophy, goals, objectives, and methods associated with quality group care and education systems
 1. Theoretical perspectives
 2. Developmental basis of early childhood education
 3. Quality care fulfills physical, social, emotional and cognitive needs of all young children
 4. Ethical considerations
 5. Diversity, multicultural and inclusion elements of contemporary care and education settings
 6. Elements of quality early education include social skills, physical development, early literacy, math, science, and other cognitive skills in a play based environment
- C. Licensing requirements, educational, and professional development opportunities
 1. Childcare centers and family childcare homes
 2. Meeting American with Disabilities Act (ADA) requirements
 3. Childcare professionals
 - a. Employment in private centers, profit and for profit

- b. Employment in state and federally funded programs
 - 4. Personal rights of children, families and employees
- D. Guidance and discipline sounds punitive
 - 1. Motivation of behavior and misbehavior
 - 2. Communication and active listening
 - 3. Positive guidance and pro-social behavior
 - 4. Conflict resolution
 - 5. Effects of environment on behavior
- E. Program philosophies and orientations
 - 1. Overview of various program approaches
 - 2. Elements of differing programs
 - 3. Criteria for evaluating quality programs
 - 4. Ethical considerations for children, families, and educators
- F. Anti bias perspective, cultural diversity, and inclusion
 - 1. Differing cultural perspectives on child rearing practices
 - 2. Sensitivity and appreciation of personal and cultural differences
 - 3. Maintaining communication with English language learning families and children
 - 4. Awareness of children with exceptional needs and program adaptations
- G. Observation
 - 1. Identifying elements of objective observation
 - 2. Opportunities to practice in the field
 - 3. Practice in completing a thorough, objective, written report
 - 4. Observation and assessment of children's development informs curriculum and teaching
- H. Environmental Rating Instruments
 - 1. Tools available to evaluate/assess quality early care and education settings
 - 2. Elements of quality environments, interactions and relationships
 - 3. Assess support for staff, families, and children
- I. Early Care and Education as a Career
 - 1. Career ladder
 - 2. Child Development Permit
 - 3. Professional organizations
 - 4. NAEYC Code of Ethical Behavior
 - 5. Professional opportunities
 - 6. Collaboration with coworkers and families
 - 7. Personal and professional philosophy

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Media such as videos or internet search
- B. **Lecture** - Lecture, discussion, cooperative learning groups, observations, interviews, reports, hands-on-learning activities to demonstrate and accommodate a variety of teaching/learning styles
- C. **Research** - Student research of relevant topics
- D. **Guest Lecturers** - Community resources/guest speakers

VII. TYPICAL ASSIGNMENTS:

A. Reading: 1. Read selections from Developmentally Appropriate Practices and Here They Come, Ready or Not. Compare the basic philosophical underpinnings of each. 2. Read selected handouts about behaviors of young children and conduct an individual study. Compare the results. B. Writing and problem solving: 1. Observe and write evaluations of early childhood settings and/or children. 2. Using observation guidelines provided by the instructor, observe a child and identify the child's strengths, language use, social-emotional development, physical skills and interests the child displays. In a narrative report, describe how this child's development might be supported.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 - 1. Frequency
 - a. Quizzes weekly on reading assignments
 - b. Midterm
 - c. 3 written observations of a child in an early childhood setting
 - d. Final or final project

IX. TYPICAL TEXTS:

- 1. Essa, E. *Introduction to Early Childhood Education*. 4th ed., Thomas Delmar Learning, 2003.
- 2. Gonzalez-Mena, J. *Foundations in Early Childhood Education*. 4th ed., McGraw Hill, 2007.
- 3. Gordon, Ann and Browne, Kathryn *Beginnings and Beyond: Foundations in Early Childhood Education*. 7th ed., Thomas Delmar Learning, 2007.
- 4. Morrison, G. *Early Childhood Education Today*. 9th ed., Merrill Prentice Hall, 2004.
- 5. Feeney, S., Moravcik, E., Nolte, S., & Christensen, D. *Who Am I in the Lives of Children? An Introduction to Early Childhood Education*. California ed., Pearson Custom Printing, 2009.

X. OTHER MATERIALS REQUIRED OF STUDENTS: