

Course Outline of Record

1. Course Code: ECE-001
2.
 - a. Long Course Title: Principles and Practices of Teaching
 - b. Short Course Title: PRINCIPLES & PRACTICES
3.
 - a. Catalog Course Description:

This course is an examination of the underlying theoretical principles of developmentally appropriate practices applied to programs and 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 includes a review of the historical roots of early childhood programs and the evolution of the professional practices promoting advocacy, ethics and professional identity.
 - b. Class Schedule Course Description:

This course addresses the principles and practices of interaction among adults and children as evidenced by meaningful relationships, developmental play, and reflections which are the cornerstone of early childhood education.
 - c. Semester Cycle (if applicable): Every semester
 - d. Name of Approved Program(s):
 - EARLY CHILDHOOD EDUCATION AS Degree for Employment Preparation
 - EARLY CHILDHOOD EDUCATION Associate in Science for Transfer Degree (AS-T)
 - EARLY CHILDHOOD EDUCATION MASTER TEACHER Certificate of Achievement
 - EARLY CHILDHOOD EDUCATION TEACHER Certificate of Achievement
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 30 Allow Audit: No
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:

Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Advisory: ENG 061
6. Textbooks, Required Reading or Software: (List in APA or MLA format.)
 - a. Feeney, Moravcik & Nolte (2014). *Who Am I in the Lives of Children? An Introduction to Early Childhood Education* (9th/e). Pearson. ISBN: 0132862522
 College Level: Yes
 Flesch-Kincaid reading level: 13
 - b. California Department of Education (2015). *California Preschool Program Guidelines Sacramento, CA* California Department of Education. ISBN: 9780801117503
 College Level: Yes
 Flesch-Kincaid reading level: 13.5
7. Entrance Skills: *Before entering the course students must be able:*
 - a.

Read texts and respond in writing at the literate level.

 - ENG 061 - Demonstrate the ability to read and respond in writing beyond the literal interpretation of the text.
 - b. Demonstrate the ability to participate in class discussions and assigned projects.
 - ENG 061 - Demonstrate the ability to think critically and express ideas using various patterns of development.
 - c. Write a 200-word essay.

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- ENG 061 - Use theses to organize paragraphs into coherent analyses.
- ENG 061 - Demonstrate the ability to use research skills including library resources such as books, periodicals, electronic databases and online resources such as the internet.

8. Course Content and Scope:

Lecture:

1. Historical and current approaches
 - a. Theories
 - b. Program philosophies
 - c. Delivery systems and program types
 - d. Licensing and regulations
 - e. Personnel requirements
 - f. Quality indicators
 - g. State and national standards
2. Roles of early childhood teachers
 - a. Attributes of effective early childhood teachers
 - b. personal philosophy of teaching
 - c. Professionalism and ethics
 - d. Career options and professional development
 - e. Professional organizations.
 - f. Collaboration
 - i. Families
 - ii. Colleagues
 - iii. Other professionals
3. Children's development
 - a. Physical
 - b. Cognitive
 - c. Language
 - d. Social
 - e. Emotional
 - f. Influences on development
4. Indicators of developmentally appropriate practices
 - a. Curriculum
 - i. Interrelationship of planning, observation, and assessment
 - ii. Planning for individual needs
 - b. Environments
 - i. Impact on behavior
 - ii. Indoor and outdoor
 - iii. Adaptation
 - c. Teaching strategies
 - i. Communication
 - ii. Teacher-child interactions
 - iii. Guidance
 - d. Impact of culture and language
 - e. Strategies for family involvement

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.
Compare and contrast historical and current early childhood 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 quality in early childhood programs related to environment, curriculum, and teaching strategies.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Describe developmentally appropriate practice.
- b. Identify the historical roots, theories, standard, and approaches in early care and education.
- c. Compare various program types and philosophies.
- d. Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.
- e. Examine the developmental needs of children at various ages.
- f. Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
- g. Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Demonstration, Repetition/Practice
- b. Discussion
- c. Distance Education
- d. Lecture
- e. Observation

12. Assignments: (*List samples of specific activities/assignments students are expected to complete both in and outside of class.*)

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

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|--|
| <ol style="list-style-type: none">a. Essaysb. Non-computational problem-solving/in class activitiesc. Chapter quizzesd. Field observations of ECE programse. Journal entries |
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b. Out-of-class Assignments

- | |
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| <ol style="list-style-type: none">a. Field observations of 5 early childhood programsb. Observation and recording of teacher/child interactionsc. Essaysd. Student's educational plane. Philosophy statements about play and guidancef. Review articles |
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13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Guided/unguided journals
- Portfolios
- Field/physical activity observations
- Presentations/student demonstration observations
- Group activity participation/observation
- Field observations of ECE programs
- Self/peer assessment and portfolio evaluation
- Student participation/contribution
- Other

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

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PO - Career and Technical Education

Apply critical thinking skills to execute daily duties in their area of employment.

IO - Critical Thinking and Communication

Apply principles of logic to problem solve and reason with a fair and open mind.

Compose and present structured texts in a variety of oral and written forms according to purpose, audience, and occasion with implementation of thesis, supporting details and idea development.

Conduct research, gather and evaluate appropriate information, organize evidence into oral and written presentation, using proper MLA, APA, and other discipline-specific formats to cite sources.

Utilizing various communication modalities, display creative expression, original thinking, and symbolic discourse.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
CSU	CSU Long Beach	CDFS 214	Environments for Preschool Children	2016-2017

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item

Cost Per Unit

Total Cost

19. Provide Reasons for the Substantial Modifications or New Course:

2-year periodic review

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000296078
b. T.O.P. Code [CB03]: 130500.00 - Child Development/Early C
c. Credit Status [CB04]: D - Credit - Degree Applicable
d. Course Transfer Status [CB05]: A = Transfer UC & CSU
e. Basic Skills Status [CB08]: 2N = Not basic skills course
f. Vocational Status [CB09]: Clearly Occupational
g. Course Classification [CB11]: Y - Credit Course
h. Special Class Status [CB13]: N - Not Special
i. Course CAN Code [CB14]: *N/A*
j. Course Prior to College Level [CB21]: Y = Not Applicable
k. Course Noncredit Category [CB22]: Y - Not Applicable
l. Funding Agency Category [CB23]: Y = Not Applicable
m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION,EARLY CHILDHOOD EDUCATION MASTER TEACHER,EARLY CHILDHOOD EDUCATION TEACHER

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 175

Third Year: 175

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24. Resources - Faculty - Discipline and Other Qualifications:

a. Sufficient Faculty Resources: Yes

b. If No, list number of FTE needed to offer this course: N/A

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Donna Marie Greene Origination Date 10/26/17