

CDE 103: PRINCIPLES & PRACTICES OF TEACHING

Date Submitted: Thu, 30 Jun 2022 18:40:06 GMT

Formerly known as:

ECE 001 (or if cross-listed - inactivated courses associated with this course)

Originator

dgreene

Justification / Rationale

Catalog Syncing. See T.A.

Effective Term

Spring 2022

Credit Status

Credit - Degree Applicable

Subject

CDE - Child Development & Education

Course Number

103

Full Course Title

Principles & Practices of Teaching

Short Title

PRINCIPLES & PRACTICES

Discipline

Disciplines List

Child Development/Early Childhood Education

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

This course presents an examination of the underlying theoretical principles of developmentally appropriate practice in early care and education. Emphasis on the role of the early childhood educator, the importance of teacher-child relationships, and effective teaching strategies and environmental design for supporting development in 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. C-ID: ECE 120

Schedule Description

Historical context and theoretical perspectives of developmentally appropriate practice and early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways, and professional standards. Advisory: ENG 001A

Lecture Units

3

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Author

California Department of Ed

Title

California Preschool Program Guidelines

City

Sacramento

Publisher

California Department of Ed

Year

2015

College Level

Yes

Flesch-Kincaid Level

13.5

Resource Type

Book

Open Educational Resource

Yes

Formatting Style

APA

Author

Stephens, C. Peterson, G. Eyrich, S. Paris, J.

Title

Principles and Practices of Teaching Young Children

Edition

1st

City

Santa Clarita, CA.

Publisher<https://drive.google.com/drive/folders/1nLBrXB4H6oIVbnPm4oP27GXhVTtoGIdC>

Year

2020

College Level

Yes

Flesch-Kincaid Level

13.5

ISBN #

n/a

Class Size Maximum

35

Entrance Skills

Read texts and respond in writing.

Requisite Course Objectives

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

ENG 001A-Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

ENG 001A-Correctly use MLA and/or APA documentation.

Course Content

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

Course Objectives

Objectives	
Objective 1	Identify the historical roots theories, standard, and approaches in early care and education.
Objective 2	Compare various program types and philosophies.
Objective 3	Discuss personal philosophies of teaching, career pathways, ethics, and professionalism.
Objective 4	Examine the developmental needs of children at various ages.
Objective 5	Describe characteristics of effective relationships, positive guidance, and teacher-child interactions.
Objective 6	Use indicators of quality to analyze various early childhood settings, and curriculum, and teaching strategies..
Objective 7	Describe developmentally appropriate practice.

Student Learning Outcomes

Upon satisfactory completion of this course, students will be able to:	
Outcome 1	Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
Outcome 2	Describe the role of the early childhood educator, including ethical conduct and professional pathways.
Outcome 3	Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Journal	Reflect on the role of professional educators, including ethical conduct and professional pathways.
Observation	Students will observe different type of facilities to identify quality in early childhood programs related to environment, curriculum and teaching strategies.
Lecture	Describe developmentally appropriate practice. Roles of early childhood teachers and other course topics.
Discussion	Discuss personal philosophies of teaching.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
College level or pre-collegiate essays	Students will write essays about ethics in child development. They also write essays that compare and contrast various programs.	In and Out of Class
Student participation/contribution	Students will participate in various in class activities designed to illustrate the concepts being taught.	In Class Only
Field/physical activity observations	Field observations of child development programs with follow up reports.	Out of Class Only
Presentations/student demonstration observations	Students present on various topics informally throughout the class. The final presentation is of their portfolios	In Class Only
Portfolios	Each student creates a beginning portfolio that is used to begin their career as education students.	In and Out of Class
Guided/unguided journals	Journal reflections are written about the topics covered in the course.	In and Out of Class

Written homework

Students create assignments that are related to the course topics. Out of Class Only

Assignments

Other In-class Assignments

- role play teacher/child interactions
- research best and promising practices using digital media
- round table discussions regarding ethics and best practices for teaching.
- various in class activities to illustrate concepts.

Other Out-of-class Assignments

- interview of a professional in the field
- literature review

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Instructional Materials and Resources

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

- Chat room/instant messaging
- Discussion forums with substantive instructor participation
- Private messages
- Regular virtual office hours
- Timely feedback and return of student work as specified in the syllabus
- Video or audio feedback
- Weekly announcements

External to Course Management System:

- Direct e-mail
- E-portfolios/blogs/wikis
- Listserves
- Posted audio/video (including YouTube, 3cm mediasolutions, etc.)
- Synchronous audio/video
- Telephone contact/voicemail

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Instructor will post weekly announcements and conduct weekly virtual office hours.

If interacting with students outside the LMS, explain how additional interactions with students outside the LMS will enhance student learning.

Follow up emails and/or phone calls will be made if necessary for students who are falling behind in class. E-portfolios will be begun in this course so that students can carry them forward throughout the rest of their coursework.

Other Information

Comparable Transfer Course Information

University System

CSU

Campus

CSU Long Beach

Course Number

CDFS 214

Course Title

Environments for Preschool Children

Catalog Year

2016-17

University System

CSU

Campus

CSU San Bernardino

Course Number

CD 2251

Course Title

Effective Interactions with Infants and Toddlers

Catalog Year

2019-2020

University System

CSU

Campus

CSU San Bernardino

Course Number

CD 2261

Course Title

Effective Interactions with Preschoolers and Early School Aged

Catalog Year

2019-2020

MIS Course Data**CIP Code**

13.1210 - Early Childhood Education and Teaching.

TOP Code

130500 - Child Development/Early Care and Education

SAM Code

C - Clearly Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

C-ID

ECE 120

Allow Audit

No

Repeatability

No

Materials Fee

No

Additional Fees?

No

Approvals**Curriculum Committee Approval Date**

04/15/2021

Academic Senate Approval Date

04/22/2021

Course Control Number

CCC000609652

Programs referencing this course

Early Childhood Education Associate Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=128>)

Early Childhood Education Master Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=129>)

Early Childhood Education Teacher Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=130>)

Early Childhood Education Site Supervisor Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=131>)

Early Childhood Education AS-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=36>)

Early Childhood Education AS Degree (<http://catalog.collegeofthedesert.eduundefined/?key=62>)

Family Child Care Certificate of Achievement (<http://catalog.collegeofthedesert.eduundefined/?key=78>)