

# CD M11: PRINCIPLES AND PRACTICES IN EARLY CHILDHOOD EDUCATION

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## Originator

scoulter

## College

Moorpark College

## Attach Support Documentation (as needed)

principles-and-practices-worksheet-8-2021.docx

## Discipline (CB01A)

CD - Child Development

## Course Number (CB01B)

M11

## Course Title (CB02)

Principles and Practices in Early Childhood Education

## Banner/Short Title

Principles & Practices in ECE

## Credit Type

Credit

## Start Term

Fall 2023

## Catalog Course Description

Surveys historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Explores the typical roles and expectations of early childhood educators. Identifies professional ethics, career pathways, and professional standards. Introduces best practices for developmentally appropriate learning environments, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development.

## Taxonomy of Programs (TOP) Code (CB03)

1305.00 - \*Child Development/Early Care and Education

## Course Credit Status (CB04)

D (Credit - Degree Applicable)

## Course Transfer Status (CB05) (select one only)

B (Transferable to CSU only)

## Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

## SAM Priority Code (CB09)

C - Clearly Occupational

## Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

## Course Classification Status (CB11)

Y - Credit Course

## Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Early childhood programs in the community pre-school; Resource and referral program in the County

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Advisories on Recommended Preparation**

CD M02

**Requisite Justification****Requisite Type**

Recommended Preparation

**Requisite**

CD M02

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)**

**Upon satisfactory completion of the course, students will be able to:**

- |   |   |
|---|---|
| 1 | compare and contrast historical and current early childhood education settings issues and perspectives.   |
| 2 | explain how foundational knowledge of child development and learning theories inform environments pedagogy and interactions in early care and education settings. |
| 3 | identify the roles requirements and responsibilities of early childhood teachers as professional educators.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |    |  |
|----|--|
| 1  | describe historical and current issues and global approaches for early care and education.   |
| 2  | differentiate between various types of settings in relation to the ages served, regulations, and teacher requirements.   |
| 3  | identify the roles and responsibilities of an early childhood educator for curriculum and teaching, family engagement, ethical practice, and professional interactions with others in the classroom. |
| 4  | identify and compare the developmental stages and needs of children, birth through age eight.  |
| 5  | describe Developmentally Appropriate Practice.   |
| 6  | explain the role and value of play.  |
| 7  | compare and contrast principles of positive guidance and interactions.   |
| 8  | explain how theories of learning and development guide early childhood environment design, curriculum, and teaching strategies.  |
| 9  | explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.   |
| 10 | identify supports for first and dual language learners in developing English language and literacy skills including support for the home language.   |
| 11 | develop an initial personal philosophy of early childhood teaching.  |

**Course Content****Lecture/Course Content**

- **25% - Historical and Current Approaches**
  - Theories of development and learning
  - National and international philosophies of education and care
  - Types of Programs
    - Ages served
    - Governance, licensing, and regulations
    - Teacher requirements
  - Developmentally Appropriate Practice
  - State and national standards for quality and content
- **25% - Introduction to the Profession of Early Childhood Teaching**
  - Teacher's Knowledge of:
    - Child development
    - Teaching strategies
    - The academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)
    - Content standards
    - Professional and ethical conduct
  - Teacher's Personal Qualities
    - Flexibility
    - Tolerance
    - Patience
    - Critical thinking
    - Physical ability
    - Mental health
    - Self-Reflection
    - Awareness of personal attitudes and bias
- Teacher's Role

- Relationships and interactions with children, families, and others
- Planning and evaluating curriculum
- Intentional Teaching
- Creating supportive environments
- Cultural competency
  - Dual Language Learners
  - Families
  - Staff
- Communication strategies and purposes
  - Teacher-child interactions and focused conversations
  - With families as partners
  - Positive guidance
  - Supervision of other adults in the classroom
- Professional Growth
  - Philosophy of teaching
  - Professional Development
  - Professional Memberships and Affiliations
  - Career Pathways
- **25% - Children's Development Birth through Eight**
  - Physical
  - Cognitive
  - Language
  - Social
  - Emotional
  - Influences on development
    - Heredity and Environment
    - Families
    - Culture
    - Teachers
    - Communities
- **25% - Introduction to Developmentally Appropriate Teaching and Learning Environments**
  - Elements of Early Childhood Environments
    - Indoor and outdoor design and uses of physical space
    - Routines
    - Equipment and materials
    - Emotional climate
    - Relationship to curriculum goals
    - Impacts on behavior
    - Health, safety, and nutrition
    - Family involvement spaces
    - Adjusting for ages, abilities, and interests
    - Staffing/Zoning
  - Early Childhood Teaching
    - Introduction to developmentally appropriate approaches
    - The ongoing cycle of observation, planning, implementation, and assessment
    - Effective pedagogy for young children
      - The importance of relationships
      - Play-based teaching and learning
        - Teacher-guided
        - Child-initiated
      - Positive guidance and discipline
      - Typical learning trajectories in different domains of development and their implications for curriculum design
      - Supports for dual language learners
      - Modification for individual needs

#### Laboratory or Activity Content

n/a

## Methods of Evaluation

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression  
Skills demonstrations

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams  
Group projects  
Individual projects  
Objective exams  
Oral presentations  
Quizzes  
Reports/papers  
Research papers  
Role playing  
Simulations  
Skills demonstrations  
Written analyses  
Written compositions  
Written homework  
Classroom Discussion  
Projects  
Participation  
Reports/Papers/Journals

## Instructional Methodology

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations  
Case studies  
Class activities  
Class discussions  
Collaborative group work  
Computer-aided presentations  
Demonstrations  
Distance Education  
Field trips  
Group discussions  
Guest speakers  
Instructor-guided interpretation and analysis  
Instructor-guided use of technology  
Internet research  
Large group activities  
Lecture  
Modeling  
Observation  
Readings  
Role-playing  
Small group activities  
Web-based presentations

**Describe specific examples of the methods the instructor will use:**

Instructor will use PowerPoint presentation, short videos, group activity, and classroom demonstration to explain course content. Instructor will bring students into the Child Development Center to conduct observations.

## Representative Course Assignments

### Writing Assignments

- Write a statement of personal philosophy on early childhood education.
- Write an explanation of elements of an environmental design project.
- Write letters to parents and colleagues supporting the benefits of play.

**Critical Thinking Assignments**

- Observation and evaluation of a community early childhood setting based on California's Preschool Curriculum Framework.
- Analysis of an historical event in the field of Early Childhood Education, a theorist, or a current program philosophy.
- Creation of a developmentally appropriate curriculum activity based upon the developmental needs of an observed child.

**Reading Assignments**

- Read a current Child Development journal article pertaining to course topics such as planning and evaluating curriculum, intentional Teaching, creating supportive environments or cultural competency.
- Read a current news article pertaining to course topics such as planning and evaluating curriculum, intentional Teaching, creating supportive environments or cultural competency.

**Skills Demonstrations**

- Role-play a conversation between a teacher and a child's caregiver(s).
- Role-play a conversation between a teacher and an administrator.
- Present analysis of a current news article on a course topic to the class.
- Present analysis of a current Child Development journal article on a course topic to the class.

**Outside Assignments****Representative Outside Assignments**

- Readings from the text and the journal, *Young Children*, on topics such as play and professional ethics.
- Development of an environmental design.
- Evaluation of an early childhood program in the student's community.

**Articulation****C-ID Descriptor Number**

ECE 120

**Status**

Approved

**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
San Francisco State University	CAD 215	Foundations of Early Childhood	3
CSU Dominguez Hills	CDV 240	The Preschool Years	4
CSU Channel Islands	ECS 101	Introduction to Early Childhood Education	3
Cal Poly Pomona	ECS 2200	Principles and Practices of Teaching Young Children	3

**Comparable Courses within the VCCCD**

ECE R103 - Programs for Young Children

CD V62 - Principles and Practices in Early Childhood Education

**Equivalent Courses at other CCCs**

College	Course ID	Course Title	Units
College of the Canyons	ECE 100	Principles and Practices of ECE	3
Contra Costa College	ECHD 120	Introduction to Principles & Practices of Early Childhood Education	3

## District General Education

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

## CSU GE-Breadth

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

## Textbooks and Lab Manuals

Resource Type

Textbook

Description

Bredenkamp, Sue. *Effective Practices in Early Childhood Education: Building a Foundation*. 4th ed., Pearson, 2020.

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Resource Type

Textbook



**Description**

Paris, Jennifer, et al. *Principles & Practices of Teaching Young Children*. E-book, Libretext (College of the Canyons), 2021, [https://socialsci.libretexts.org/Bookshelves/Early\\_Childhood\\_Education/Principles\\_and\\_Practices\\_of\\_Teaching\\_Young\\_Children\\_\(Stephens\\_et\\_al.\)](https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Principles_and_Practices_of_Teaching_Young_Children_(Stephens_et_al.)). Accessed 14 Sept 2022.

**Resource Type**

Other Resource Type

**Description**

California State Department of Education. *California Preschool Curriculum Framework, Vol. 1*. 2011, <http://www.cde.ca.gov/sp/cd/re/documents/psframeworkkvol1.pdf>. Accessed 14 Sept 2022.

California Department of Education. *California Preschool Learning Foundations, Volume 2*. 2010, <https://www.cde.ca.gov/sp/cd/re/documents/psfoundationsvol2.pdf>. Accessed 14 Sept 2022.

California Department of Education. *California Preschool Learning Foundations, Volume 3*. 2012, <http://www.cde.ca.gov/sp/cd/re/documents/preschoolfoundationsvol3.pdf>. Accessed 14 Sept 2022.

**Resource Type**

Other Resource Type

**Description**

California Department of Education. *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Outcomes Framework*. 2012, <http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>. Accessed 14 Sept 2022.

**Resource Type**

Textbook

**Description**

Friedman, Susan, et al., eds. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed., National Association for the Education of Young Children, 2022.

**Library Resources****Assignments requiring library resources**

Research using the Library's print and online resources via databases such as Exchange Press Articles on Demand and EBSCO ERIC.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research reports on developmental theorists using the Library's print and online resources.

Research reports on cultural competency in early childhood education using the Library's print and online resources.

**Distance Education Addendum****Definitions****Distance Education Modalities**

Hybrid (1%–50% online)

Hybrid (51%–99% online)

100% online

## Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

## Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
Face to Face (by student request; cannot be required)	The instructor may hold weekly, scheduled office hours for students to be able to meet and discuss course materials or individual progress. Students can request additional in-person or web conferencing meetings with the instructor as needed. Faculty may encourage online students to form “study groups” in person or online. Note: For hybrid classes, face-to-face class time will provide opportunities for students to discuss amongst themselves (in groups or pairs) and ask questions about the material to facilitate SLOs and course outcomes.
Other DE (e.g., recorded lectures)	Faculty may use a variety of ADA compliant tools and media integrated within the learning management system to help students reach SLO competency. Tools may include: Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, MC Online Library Resources, Canvas Peer Review Tool, Canvas Student Groups (Assignments, Discussions), Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.)
Synchronous Dialog (e.g., online chat)	Instructor may provide a set time each week to be available for synchronous chat and be available in the discussion board to answer questions in live time.
Telephone	Instructor may provide a phone number for the students where they can leave a voicemail and expect a call back within 24 hours.
Video Conferencing	Video tools such as Zoom can be used to provide live synchronous or asynchronous sessions with students. ADA compliance will be upheld with Closed Captioning during the session or of the recorded session. Video Conferences will be used to facilitate SLOs and student-to-student group meetings will also be encouraged.

**Hybrid (51%–99% online) Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.
E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular use of asynchronous discussion boards encourages various types of interaction and critical thinking skills among all course participants. Questions and topics posed will allow students to discuss, compare and contrast, identify, and analyze elements of the course outcomes. Other discussion boards may be used for Q&A and general class discussion by students and the instructor to facilitate student success and strengthen student learning outcomes.

E-mail	E-mail, class announcements, and various learning management system tools such as “Message Students Who” and “Assignment Comments”, will be used to regularly communicate with all students on matters such as clarification of class content, reminders of upcoming assignments and/or course responsibilities, to provide prompt feedback to students on coursework to facilitate student learning outcomes, or to increase the role of an individual educator in the academic lives of a student. Students will be given multiple ways to email the instructor through both the learning management system inbox and faculty provided email account.
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## Examinations

### Hybrid (1%–50% online) Modality

On campus  
Online

### Hybrid (51%–99% online) Modality

On campus  
Online

## Primary Minimum Qualification

CHILD DEV/ECE

## Review and Approval Dates

### Department Chair

09/01/2022

### Dean

09/06/2022

### Technical Review

09/15/2022

### Curriculum Committee

09/20/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000426398

**DOE/accreditation approval date**

MM/DD/YYYY