CFS-122: PRINCIPLES & PRACTICES OF TEACHING YOUNG CHILDREN

Effective Term
Fall 2024

SECTION A - Course Data Elements

CB04 Credit Status
Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Master's Degree)	

Subject Code
CFS - Child and Family Studies
Course Number
122

Department
Child and Family Studies & Education (CFS)

Division
Career Education and Workforce Development (CEWD)

Full Course Title
Principles & Practices of Teaching Young Children

Short Title
Prin & Pratice Teach Yng Child

CB03 TOP Code
1305.00 - *Child Development/Early Care and Education

CB08 Basic Skills Status
NBS - Not Basic Skills

CB09 SAM Code
C - Clearly Occupational

Rationale
To align with CAP

SECTION B - Course Description

Catalog Course Description
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.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit
No

Repeatability
Not Repeatable

Grading Options

Letter Grade or Pass/No Pass

Allow Audit

Yes

Requisites

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00000

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent

SECTION E - Course Content

Student Learning Outcomes

	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
1. Historical and Current Approaches
    a. Theories of development and learning
    b. National and international philosophies of education and care
    c. Types of Programs
        i. Ages served
        ii. Governance, licensing, and regulations
        iii. Teacher requirements
    d. Developmentally Appropriate Practice
    e. State and national standards for quality and content
2. Introduction to the Profession of Early Childhood Teaching
    a. Teacher's Knowledge of
        i. Child development
        ii. Teaching strategies
        iii. The academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)
        iv. Content standards
        v. Professional and ethical conduct
    b. Teacher's Personal Qualities
        i. Flexibility
        ii. Tolerance
        iii. Patience
        iv. Critical thinking
        v. Physical ability
        vi. Mental health
        vii. Self-Reflection
        viii. Awareness of personal attitudes and bias
    c. Teacher's Role
        i. Relationships and interactions with children, families, and others
        ii. Planning and evaluating curriculum
        iii. Intentional Teaching
        iv. Creating supportive environments
        v. Cultural competency
            1. Dual Language Learners
            2. Families
            3. Staff
        vi. Communication strategies and purposes
            1. Teacher-child interactions and focused conversations
            2. With families as partners
            3. Positive guidance
            4. Supervision of other adults in the classroom
    d. Professional Growth
        i. Philosophy of teaching
        ii. Professional Development
        iii. Professional Memberships and Affiliations
        iv. Career Pathways
3. Children's Development Birth through Eight
    a. Physical
    b. Cognitive
    c. Language
    d. Social

      e. Emotional

      f. Influences on development

         i. Heredity and Environment

         ii. Families

         iii. Culture

         iv. Teachers

         v. Communities

4. Introduction to Developmentally Appropriate Teaching and Learning Environments

    a. Elements of Early Childhood Environments

        i. Indoor and outdoor design and uses of physical space

        ii. Routines

        iii. Equipment and materials

        iv. Emotional climate

        v. Relationship to curriculum goals

        vi. Impacts on behavior

        vii. Health, safety, and nutrition

        viii. Family involvement spaces

        ix. Adjusting for ages, abilities, and interests

        x. Staffing/Zoning

    b. Early Childhood Teaching

        i. Introduction to developmentally appropriate approaches

        ii. The ongoing cycle of observation, planning, implementation, and assessment

        iii. Effective pedagogy for young children

           1. The importance of relationships

           2. Play-based teaching and learning

             a. Teacher-guided

             b. Child-initiated

           3. Positive guidance and discipline

           4. Typical learning trajectories in different domains of development and their implications for curriculum design

           5. Supports for dual language learners

           6. Modification for individual needs

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Lecture	Lecture: utilizing white board, video, and technological supplements small group and project work: Students working in groups on projects relevant to course content and joint problem solving.

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
Chat Rooms
Discussion Boards
E-mail Communication
Telephone Conversations
Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
Discussions
Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	Exams (objective and essay) that demonstrate the students' understanding of developmentally appropriate practice.
Projects	Research papers, essays and group projects that demonstrate students' ability to evaluate a classroom environment, teaching strategy and/or curriculum based on quality standards.
Projects	Final Environment Project.
Other	A. Written Assignments based on reading. For example: Read chapter 1 in "Beginnings and Beyond" and answer the following question: Name three institutions who are influencing the history of early childhood today. Identify their influence. Describe your reactions to each and how they influenced your philosophy of early childhood education. Instructor assessment of participation in classroom discussions, presentation of media examples, and critique of volunteer/community service work.

Assignments

Reading Assignments

Reading assignments are based on textbook readings or instructor generated handouts:

For example:

1. Read pages 418-423 in "Beginnings and Beyond" which covers play in the curriculum and the teacher's role in facilitating play.

2. Read The discipline handouts distributed in class and be prepared to identify in group discussion, appropriate disciplinary methods for specific child behavior.

Writing Assignments

Journals

For example:

Comment on the role of assessment in an Early Childhood Program.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Gordan, Anne Miles and Browne, Kathryn Williams

Title

Beginning Essentials in Early Childhood Education

Edition/Version

3rd California Edition

Publisher

Cengage

Year

2016

Rationale

Title of book needed updating

ISBN #

13:978-1-305-49976-8

Proposed General Education/Transfer Agreement

Do you wish to propose this course for a Local General Education Area?
No

Do you wish to propose this course for a CSU General Education Area?
No

Do you wish to propose this course for a UC Transferable Course Agreement (UC-TCA)?
No

Course Codes (Admin Only)

ASSIST Update
No

CB00 State ID
CCC000311429

CB10 Cooperative Work Experience Status
N - Is Not Part of a Cooperative Work Experience Education Program

CB11 Course Classification Status
Y - Credit Course

CB13 Special Class Status
N - The Course is Not an Approved Special Class

CB23 Funding Agency Category
Y - Not Applicable (Funding Not Used)

CB24 Program Course Status
Program Applicable

Allow Pass/No Pass
Yes

Only Pass/No Pass
No

Reviewer Comments
Kelly McCann (kmccann) (Thu, 22 Feb 2024 20:06:09 GMT): Rollback: Very minor, just missing some periods in sentences that Curriculum Committee may be able to make and forward.