ECE R103: PROGRAMS FOR YOUNG CHILDREN

Originator
pmendez

College
Oxnard College

Discipline (CB01A)
ECE - Early Childhood Education

Course Number (CB01B)
R103

Course Title (CB02)
Programs for Young Children

Banner/Short Title
Programs for Young Children

Credit Type
Credit

Start Term
Fall 2021

Formerly
CD R103

Catalog Course Description
This course introduces the historical context and theoretical perspectives of developmentally appropriate practice in early care and education for children, birth through age eight. The typical roles and expectations of early childhood educators are explored and professional ethics, career pathways, and professional standards will be identified. Best practices for providing developmentally an appropriate learning environment, curriculum, and effective pedagogy for young children including how play contributes to children's learning, growth, and development are introduced. The importance of race and ethnicity in the context of culture and the need to support diverse cultures of young children in the programs will be analyzed. C-ID: ECE 120.

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)
D - Possibly 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
Possible destinations may be to preschool programs: Head-Start, District-Preschools, In-Home Day Care Programs, Private and Public Kindergarten programs.

Grading method
Letter Graded

Alternate grading methods
Credit by exam, license, etc.

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
52.50
Maximum Contact/In-Class Lecture Hours
52.50

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.50
Total Maximum Contact/In-Class Hours
52.50

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105.00
Maximum Outside-of-Class Hours
105.00

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.50
Total Maximum Student Learning Hours
157.50

Minimum Units (CB07)
3
Maximum Units (CB06)
3

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 approaches for early care and education.
2	Differentiate between various types of programs in relation to the ages served, regulations, and teacher requirements.
3	Identify the role of an early childhood educator including intentional teaching, ethics, personal philosophy, and professionalism.
4	Identify and compare the developmental stages and needs of children, birth through age eight.
5	Describe developmentally appropriate practices and the value of play.
6	Compare and contrast principles of positive guidance and interactions.

7	Connect theories of learning and development to early childhood environment design, curriculum, and teaching strategies.
8	Explain the ongoing curriculum cycle of observation, planning, implementation, and assessment.
9	Identify supports for dual language learners in developing English language and literacy skills for children birth though age eight including support for the home language.

Course Content

Lecture/Course Content
1. Historical and Current Approaches
    a. Theories of development and learning
    b. Educational philosophies
    c. Types of Programs
        i. Ages served
        ii. Governance, licensing, and regulations
    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
        i. Child development
        ii. teaching approaches
        iii. Foundations of the academic disciplines they will be teaching (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education)
        iv. State and national 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. Partnering with families
            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, observation, 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

Laboratory or Activity Content

None (This is not a lab course)

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

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
Essays
Group projects
Individual projects
Oral analysis/critiques
Oral presentations
Portfolios
Quizzes
Reports/papers
Research papers

Instructional Methodology

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

Audio-visual presentations
Class activities
Class discussions
Case studies

Distance Education
Demonstrations
Group discussions
Instructor-guided interpretation and analysis
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. The instructor will lead lecture on specific programs, such as: Reggio Emilia, High-Scope, Head-Start, Early Head-Start,Montessori, Waldorf, Creative Curriculum.
2. Professor will direct guided and focus class discussions on different types of programs/topics/Licensing Regulations (i.e., Understand Developmental Appropriate Practices in ECE, Code of Ethics in ECE, Licensing Title 22, Title 5 and Title 7.
3. Students will provide class with oral presentation on course material ranging from: Adult-Child Interaction according to program philosophy such as: School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade, High-Scope, Head-Start, Early Head-Start.
4. Students will create PowerPoint centered on the diversity of programs for early education.
5. Instructor will conduct exams that cover course material.

Representative Course Assignments

Writing Assignments

1. Answers to specific questions with in each chapter as assigned by instructor.
2. Critique of on articles provided by instructor.
3. Conduct a research and submit to professor (i.e., Early Head Start, The High-Scope Curriculum, Project Approach, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade).
4. Visit and write one observation and analysis of a preschool program (i.e., School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade)
5. Three reports of environments that were visited (infant environment, preschool environment and kindergarten environment).
6. Develop and write a personal educational philosophy for young children programs or early education.

Critical Thinking Assignments

1. Student will conduct research on programs: Early Head-Start, High-Scope, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade and discuss their findings.
2. Students will analyze if programs show High-Quality Standards as required by the ECE department of Education and Licensing (Title 22, Title 5, and Title 7).
3. Analyze each program philosophy and implementation.
4. Compare and contrast differences among program philosophies.
5. Analyze the implementation on Code of Ethics in Early Education in each program.
6. Analyze how each program serves families of diverse culture.

Reading Assignments

1. Read articles provided by the instructor (i.e. Effective Strategies for Observing Children's Learning and Behavior; Code of Ethical Conduct and Statement of Commitments by NAEYC)
2. Students will navigate and read through the pages online on the Titles 22, 5, and 7.
3. Californian Preschool Learning Foundations, Volume 1,2, and 3
4. California's Best Practices for Young Dual Language Learners, research Overview Papers (dllresearchpapers.pdf) ISBN #978-0-8011-1742-8

Skills Demonstrations

Each student will conduct a research, and write on programs answering to specific questions to demonstrate High-Quality Standards in Early Education (i.e., Early Head-Start, High-Scope, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade) and Licensing Regulations (Title 22, Title 5, and Title 7).

Other assignments (if applicable)

1. Student will conduct research on programs: Early Head-Start, High-Scope, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade and discuss their findings.
2. Students will analyze if programs show High-Quality Standards as required by the ECE department of Education and Licensing (Title 22, Title 5, and Title 7).

3. Analyze each program philosophy and implementation.
4. Compare and contrast differences among program philosophies.
5. Analyze the implementation on Code of Ethics in Early Education in each program.
6. Analyze how each program serves families of diverse culture.

Outside Assignments

Representative Outside Assignments

1. Each student will conduct a research, and write on programs answering to specific questions to demonstrate High-Quality Standards in Early Education (i.e., Early Head-Start, High-Scope, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade) and Licensing Regulations (Title 22, Title 5, and Title 7).
2. Student will conduct research on programs: Early Head-Start, High-Scope, School of Reggio Emilia, Montessori Ed., Waldorf Ed., Kindergarten/First Grade and discuss their findings.
3. Students will analyze if programs show High-Quality Standards as required by the ECE department of Education and Licensing (Title 22, Title 5, and Title 7).
4. Analyze each program philosophy and implementation.
5. Compare and contrast differences among program philosophies.
6. Analyze the implementation on Code of Ethics in Early Education in each program.
7. Analyze how each program serves families of diverse culture.

Articulation

C-ID Descriptor Number
ECE 120

Status
Approved

Comparable Courses within the VCCCD
CD M11 - Principles & Practices in ECE
CD V62 - Principles and Practices in Early Childhood Education

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 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

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
Ong, F., McLean, J. (2015). *California Preschool Program Guidelines*. Sacramento, CA Early Education and California Dep. of Education. 9780801117

Resource Type
Manual

Description
California's Best Practices for Young dual Language Learners: Research Oerview Papers: http:wwwcde.ca.gov/re/pn/rc/index/asp (2015 or latest edition).

Resource Type
Textbook

Classic Textbook
No

Description
Ed.D. Herr (2020) Working with Young Children, 9th.ed. Published by Goodheart-Willcox

Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)

Hybrid (1%–50% 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
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards. Assignments and Quizzes may be submitted.
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of the hybrid class.
Telephone	Intructor may choose to provide telephone conference times.
Video Conferencing	Instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	Regular discussions between via discussion boards or other collaborative tools, such as Google Docs/Zoom.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s).

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards. Assignments and Quizzes may be submitted.
Face to Face (by student request; cannot be required)	Student may request in-person conferences in conjunction with the face to face portion of the hybrid class.
Telephone	Intructor may choose to provide telephone conference times.
Video Conferencing	Instructor may choose to provide online video conference times.
Synchronous Dialog (e.g., online chat)	Regular discussions between via discussion boards or other collaborative tools, such as Google Docs/Zoom.
Other DE (e.g., recorded lectures)	Instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s).

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
E-mail	Regular email correspondence and announcements.
Asynchronous Dialog (e.g., discussion board)	Regular discussions between via discussion boards. Assignments and Quizzes may be submitted.
Telephone	Intructor may choose to provide telephone conference times.
Video Conferencing	Instructor may choose to provide online video conference times.

| Synchronous Dialog (e.g., online chat) | Regular discussions between via discussion boards or other collaborative tools, such as Google Docs/Zoom. |
| Other DE (e.g., recorded lectures) | Instructor may choose to record video lectures and presentations. He/She may also use pre-existing video(s) or other digital material(s). |

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
CHILD DEV/ECE

Additional Minimum Qualifications

Minimum Qualifications
EarlyChildhood Education

Review and Approval Dates

Department Chair
09/02/2020

Dean
09/02/2020

Technical Review
09/23/2020

Curriculum Committee
09/23/2020

Curriculum Committee
11/25/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000557522

DOE/accreditation approval date
MM/DD/YYYY