TAFTCOLLEGE

Early Care, Education and Family Studies (ECEF) 1500 Introduction to Early Care and Education: Principles and Practices (3 Units) (DS3) CSU
[formerly Early Childhood Education 1500]

Advisory: Eligibility for English 1500 strongly recommended

Hours and Units Calculation: 48 hours lecture + 96 Outside-of-class hours (144 Total Student Learning Hours) = 3 Units.

Catalog Description: This course is an introduction to the field of early care and education. In the field where relationships are the foundation, we will examine the principles of developmentally appropriate learning environments and respectful, constructive adult/child interactions. This course will develop teaching strategies that support the domains of development for all children, which include but are not limited to physical, social, intellectual and emotional development. This course includes a review of the historical and theoretical roots of early childhood programs and the evolution of practices promoting advocacy, professional ethics and identity. C-ID: ECE 120

Type of Class/Course: Degree Credit

Textbook: Gordon, Ann Miles and Kathryn Williams Browne. *Beginnings and Beyond: Foundations in Early Childhood Education.* 9th ed. Belmont: Cengage, 2014.

California Preschool Learning Foundations, Vol. 1. Sacramento: California Department of Education, 2008.

Additional Required Materials: Instructor prepared materials, including the DRDP, ECERS, Infant/Toddler Learning and Development Program Guidelines, Title V and 22 licensing guidelines and the Child Development Matrix.

Course Objectives:

By the end of the course a successful student will be able to

1.   distinguish appropriate practices in early care and education from other levels of education while investigating educational history,
2.   compare and contrast theories educational philosophies and approaches,
3.   demonstrate awareness of developmental ages and stages,
4.   assess early childhood settings, curriculum and teaching strategies using indicators of quality early childhood practices inclusive and respectful of all children and families,
5.   examine the value of play as a vehicle for developing skills, enhancing knowledge and

strengthening relationships between young children,
6.   examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community,
7.   analyze the relationship between observation, assessment, planning, and developing effective teaching strategies and creating developmentally appropriate environments,
8.   identify the benefits of building a strong partnership with families,
9.   explain child development as a profession, including ethics, and professional organizations,
10.   develop a professional philosophy and professional goals,
11.   demonstrate competency in writing,
12.   apply critical thinking skills,
13.   investigate career opportunities in early childhood education,
14.   describe appropriate vocational skills needed in early childhood care and education, and
15.   interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards.

Course Scope and Content:

Unit I   Understanding the Field of Early Care and Education
             A.   Historical Foundations
             B.   Theory and Educational Approaches
             C.   Philosophy of Education
             D.   Program Types

Unit II   Caring for the Whole Child
             A.   Developmental Milestones and Domains
             B.   Common Characteristics and Temperament
             C.   Diversity and Culture
             D.   Special Needs

Unit III   The Teacher as a Professional
             A.   Personal and Professional Qualities
             B.   Ethical Conduct
                   a.   Nation Association for the Education of Young Children (NAEYC) code of ethics
             C.   Educational Requirements
             D.   Professional Organizations

Unit IV   Observation and Assessment
             A.   Desired Results Developmental Profile (DRDP)
             B.   California Preschool Learning Foundations
             C.   Interrelationship of Planning , Observation , and Assessment
             D.   Quality Indicators

Unit V   Understanding and Guiding Behavior
             A.   Understanding Behavior
             B.   Guiding Young Children

        C.   Guidance Practices
        D.   Guidance Strategies
        E.   Aggressive and Disruptive Behaviors

Unit VI   Parents as Partners in Education
        A.   Strengthening the Partnership
        B.   Today's Family
        C.   Communicating with Families

Unit VII   The Environment
        A.   Early Childhood Environmental Rating Scale (ECERS) (all programs)
        B.   Licensing Requirements
        C.   The Influence of Environment on Behavior and Learning
             a. Environment as the third teacher

Unit VIII   Curriculum
        A.   The Importance of Play
        B.   Activities that support physical, cognitive, linguistic, and social emotional
              Growth

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:
1.   Studying
2.   Answering questions
3.   Skill practice
4.   Completing required reading
5.   Written work
6.   Observation of or participation in an activity related to course content
7.   Projects

Methods of instruction:

1.   Lecture
2.   Participation workshops for a hands-on approach to teaching the preschool curriculum
3.   Visit to college preschool and a short written report of observation
4.   Films when available
5.   Lesson presentations
6.   Guest panel of local preschool directors

Methods of evaluation:

1.   Substantial writing assignments, including:
        a.   essay exams
        b.   written homework
        c.   hands on projects
2.   Computational or non-computational problem solving demonstrations, including:

      a.   exams
      b.   field work
      c.   observational reports
      d.   hands-on projects
3.   Skill demonstrations, including:
      a.   class performance
      b.   performance exams
      c.   field work
      d.   hands on projects
4.   Other examinations, including:
      a.   multiple choice
      b.   matching items
      c.   true/false items

Supplemental Data:

T.O.P. Code:	130500 Child Development/ Early Care and Education
Sam Priority Code:	C: Clearly Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class

Basic Skills Status:	N: Not Applicable
Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	Yes
Eligible for Pass/No Pass:	Yes