

## CHLDV140 : Principles And Practices Of Teaching

### General Information

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Course Code (CB01) :	CHLDV140
Course Title (CB02) :	Principles And Practices Of Teaching
Department:	CHLDV
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1305.00) Child Development/Early Care and Education
CIP Code:	(19.0709) Child Care Provider/Assistant.
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000558334
Curriculum Committee Approval Date:	04/10/2024
Board of Trustees Approval Date:	06/18/2024
Last Cyclical Review Date:	04/10/2024
Course Description and Course Note:	CHLDV 140 examines the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all 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. Note: Verification of tuberculosis (TB) clearance required.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none"><li>Credit</li></ul>
Author:	<ul style="list-style-type: none"><li>Biancheri, Mary Jane</li></ul>

### Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none"><li>Child Development/Early Childhood Education</li></ul>
Alternate Discipline:	No value
Alternate Discipline:	No value

## Course Development

### Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

### Course Special Class Status (CB13)

Course is not a special class.

### Pre-Collegiate Level (CB21)

Not applicable.

### Grading Basis

- Grade with Pass / No-Pass Option

### Course Support Course Status (CB26)

Course is not a support course

## Transferability & Gen. Ed. Options

### General Education Status (CB25)

Not Applicable

### Transferability

Transferable to CSU only

### Transferability Status

Approved

C-ID	Area	Status	Approval Date	Comparable Course
ECE	Early Childhood Education	Approved	08/25/2014	ECE 120 - Principles & Practices of Teaching Young Children

## Units and Hours

### Summary

<b>Minimum Credit Units (CB07)</b>	3
<b>Maximum Credit Units (CB06)</b>	3
<b>Total Course In-Class (Contact) Hours</b>	54
<b>Total Course Out-of-Class Hours</b>	108
<b>Total Student Learning Hours</b>	162

### Credit / Non-Credit Options

#### Course Type (CB04)

Credit - Degree Applicable

#### Noncredit Course Category (CB22)

Credit Course.

#### Noncredit Special Characteristics

No Value

#### Course Classification Code (CB11)

Credit Course.

Variable Credit Course

#### Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience  
 Education Status (CB10)

### Weekly Student Hours

	In Class
Lecture Hours	3

### Out of Class

6

### Course Student Hours

**Course Duration (Weeks)** 18

**Hours per unit divisor** 54

Laboratory Hours	0	0
Studio Hours	0	0

<b>Course In-Class (Contact) Hours</b>	
Lecture	54
Laboratory	0
Studio	0
<b>Total</b>	<b>54</b>
<b>Course Out-of-Class Hours</b>	
Lecture	108
Laboratory	0
Studio	0
<b>Total</b>	<b>108</b>

### Time Commitment Notes for Students

No value

### Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

### Pre-requisites, Co-requisites, Anti-requisites and Advisories

#### Advisory

CHLDV135 - Child Growth And Development (in-development)

#### Objectives

- Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies.
- Analyze how cultural, economic, political, historical contexts affect children’s development.
- Compare and contrast various theoretical frameworks that relate to the study of human development, examine and evaluate the role of play and its relationship to development at various stages.
- Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies.
- Differentiate characteristics of typical and atypical development at various stages.
- Analyze the importance of the early years and the interaction between maturational processes and social/environmental factors and the effects on various areas of development.
- Explore contemporary social issues that impact children’s development.

## Entry Standards

Entry Standards

## Course Limitations

Cross Listed or Equivalent Course

## Specifications

### Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Collaborative Learning

Methods of Instruction

Demonstrations

Methods of Instruction

Presentations

### Out of Class Assignments

- Written observations of program types and teaching styles (e.g., observe and document two or more programs representing different teaching philosophies and approaches to teaching and learning)
- Assessments (e.g., use the Desired Results Developmental Profile (DRDP) to assess a child, and the Anti-Bias Environment Checklist to assess an early learning environment)

### Methods of Evaluation

Presentation (group or individual)

### Rationale

Presentations/projects (e.g., design and present a developmentally appropriate interest area or activity for a specific age group, including a detailed description and justification of the environment and the developmentally appropriate furnishings and materials used)

**Textbook Rationale**

The Harms text is a seminal work in the field that has no comparison. The Jones text is the most specific and still-groundbreaking text in Childhood Development in regard to the role of children's play in their educational growth.

**Textbooks**

Author	Title	Publisher	Date	ISBN
Harms, Thelma et al.	Early Childhood Environment Rating Scale	Teachers College Press	2014	9780807755709
Jones, Elizabeth et al.	The Play's the Thing: Teacher's Roles in Children's Play	Teachers College Press	2011	978-0807752418

**Other Instructional Materials (i.e. OER, handouts)**

No Value

**Materials Fee**

No value

**Learning Outcomes and Objectives****Course Objectives**

Interpret best and promising teaching and care practices as defined within the field of early care and education's history (including developmentally appropriate practices and developmentally, culturally and linguistically appropriate practices).

Identify the underlying theoretical perspective in forming a professional philosophy.

Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse characteristics and their families.

Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.

Use reflective practice as a strategy for analyzing the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development contexts.

Examine the range of delivery systems, program types and philosophies and ethical standards.

## SLOs

Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.

Expected Outcome Performance: 70.0

Describe the role of the early childhood educator, including ethical conduct and professional pathways.

Expected Outcome Performance: 70.0

Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

Expected Outcome Performance: 70.0

## Course Content

### Lecture Content

#### Foundations of Early Childhood Education (8 hours)

- Professional values and ethics
- Attributes of the preschool teacher
- Public policy, licensing, and services
- Programs for young children today
- Training and certification of preschool teachers
- Current issues and career prospects

#### History of Early Childhood Education (6 hours)

- Theorists and philosophers
- Historical concept of play
- Major influences on today's programs

#### Understanding Children (8 hours)

- The role of biology and environment in development
- Review of the principles of development
- The nature and value of play
- Facilitating play - teacher's attitudes and role
- Issues in play - media violence, gender, sex play
- Using the observation process and methods
- Evaluation and assessment instruments and procedures

#### Learning Environment (8 hours)

- Creating safe, healthful and educational indoor and outdoor facilities
- Providing a nurturing and stimulating daily program
- How to meet children's basic physical and psychological needs
- Structuring use of space
- Selecting the equipment and materials necessary to support development
- Helping children develop a positive self-concept
- Developing positive relationships with children
- Guiding children in work and play in a group setting
- Developing communication skills with children, parents and coworkers

#### Curriculum (8 hours)

- Choosing curriculum content
- Identifying the curriculum
- Communicating the curriculum to children
- The curriculum planning process -- unit plans, lesson plans
- Creating learning centers -- their concept, value, design, and use of materials
- Developing and implementing a curriculum and environment across the developmental domains

#### The Role of the Teacher (8 hours)

- Teaching in a constructivist classroom
- Early childhood teacher as facilitator/observer/mediator
- The role of the teacher in children's play
- The Reggio-inspired teacher

#### The Inclusive Classroom (8 hours)

- Identifying children with disabilities
- Developing an anti-bias classroom
- Mainstreaming children with disabilities
- Building relationships with families
- Understanding the effects of parental attitudes
- Communicating information to adults
- How to support families in stress
- How to involve families in early childhood programs
- Conducting parent conferences

**Total Hours: 54**

## **Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

No

**GCC Major Requirements**

No Value

**GCC General Education Graduation Requirements**

No Value

**Repeatability**

Not Repeatable

**Justification (if repeatable was chosen above)**

No Value

## **Resources**

**Did you contact your departmental library liaison?**

No

**If yes, who is your departmental library liaison?**

No Value

**Did you contact the DEIA liaison?**

No

**Were there any DEIA changes made to this outline?**

No

**If yes, in what areas were these changes made:**

No Value

**Will any additional resources be needed for this course? (Click all that apply)**

- No

**If additional resources are needed, add a brief description and cost in the box provided.**

No Value