

Revised by: R. Roth
Reviewed by: S. Eveland
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Early Care, Education and Family Studies (ECEP) 1001 Introduction to Curriculum (3 Units) (DS3)
[formerly Early Childhood Education 1001]

Advisory: Eligibility for English 1000 and Reading 1005 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course is designed as an introduction to the appropriate and effective methods, theories, and practices of Early Care, Education and Family Studies. It is also a practical "hands-on" approach to presenting a variety of learning experiences to preschool aged children, with an awareness of cultural differences and diverse abilities. The units to be covered include mathematics, language arts, science, nutrition, seasonal activities, and fine arts. This is a general education course not open to students with credit in Early Care, Education and Family Studies 1501.

This is designed to be taken as an associate degree applicable/non-transferable course in preparation for the lower division eight (LD8) as designed by the Curriculum Alignment Project (CAP). See www.childdevelopment.org for more information on LD8. It also satisfies a core requirement as part of the Child Development Matrix.

Type of Class/Course: Degree Credit

Text: Eliason, Claudia and Loa Jenkins. *A Practical Guide to Early Childhood Curriculum*. 10th ed. New York: Pearson, 2016. Print.

Additional Required Materials: none

Course Objectives:

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

1. identify the techniques involved in successful teaching at a pre-school level,
2. demonstrate a working knowledge of the curriculum offered in Early Childhood Education and how it correlates to the Desired Results Developmental Profile (DRDP)
3. describe the various characteristics of the learning process, and their relationship to the pre-school program, and
4. recognize cultural differences and diverse learning abilities,
5. demonstrate competency in writing,
6. apply critical thinking skills,
7. investigate career opportunities in early childhood education,
8. describe appropriate vocational skills needed in early childhood care and education, and
9. understand the preschool learning foundations and how they correlate with Early Childhood



Education theories.

Course Scope and Content:

- Unit I Learning Theory and Approaches
 - A. Cognitive
 - B. Behaviorism
 - C. Humanism
 - D. Brain Development
 - E. Historical Foundations
 - F. Developmentally and Culturally Appropriate Practice

- Unit II Observation and Assessment Strategies
 - A. Anecdotal Notes
 - B. Running Records
 - C. Portfolios
 - D. Desired Results Developmental Profile (DRDP) and Early Childhood Environmental Rating Scale (ECERS)
 - E. The relationships between assessment and planning

- Unit III Fostering Relationships and Communication
 - A. With and Among Children
 - B. With Adults
 - C. With Caregivers/Family

- Unit IV Planning and Scheduling of Developmentally Appropriate Activities
 - A. The Preschool Learning Foundations
 - B. The Preschool Frameworks
 - C. The Physical Environment
 - D. The Social Emotional Environment

- Unit V Developmental Appropriate Curriculum
 - A. Caregiving as Curriculum
 - B. Language and Emergent Literacy
 - C. Math and Science
 - D. Art
 - E. Music
 - F. Social Studies

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 - hands on

Methods of Instruction:

1. Lecture
2. Participation workshops for a hands-on approach to teaching the pre-school curriculum
3. Visit to college pre-school and a short written report of observation
4. Films when available
5. Lesson presentations
6. Guest panel of local pre-school 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. observation reports
 - d. hands-on projects
3. Skill demonstrations, including:
 - a. class performance
 - b. performance exams
 - c. field work
 - d. hands-on projects
 - e. Other examinations, including:
 - f. multiple choice
 - g. matching items
 - h. true/false items

Supplemental Data:

TOP Code:	130500 Child Development/Early Care Education
SAM Priority Code:	D: Possibly 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