



CDE-101: PRINCIPLES OF EARLY CHILDHOOD EDUCATION

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

CDE - Child Development & Education

Course Number

101

Course Title

Principles of Early Childhood Education

Short Title

Principles of Early Childhood

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lecture Units**

3.00

Total Units

3.00

Hours**Lecture Contact Hours**

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

C-ID (Admin Only)

C-ID ECE 120

Catalog Description

This course is an examination of the historical and current principles and developmentally appropriate practices applied to different types of educational settings serving children aged birth to eight years. Special emphasis will be given to staff roles, appropriate learning environments and curricula, home-school partnerships, advocacy, professional ethics and career options. Students will be required to observe licensed child care environments. Some licensed care settings may require TB and Criminal Record Clearances.

Requisites

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000

Other Enrollment Criteria

Other Enrollment Criteria

Students may be required to observe in educational settings. Students must be able to meet state health and safety mandates and educational site-specific mandates. Students must be able to pass a criminal required clearance. In this course, students may be required to implement activities with children. Additionally, in compliance with the American Disability Act and California Community Care Licensing students enrolled in this course, with reasonable accommodations, must be physically and mentally capable of performing the essential functions of the program in the classroom, during observations, and in their fieldwork setting. The essential functions listed are not intended as a complete listing, but a sample of the types of abilities, needed by the TEDS student, in order to meet the course and program objectives and requirements: Physical Demands - Ability to lift 25 lbs. or more, prolonged standing/walking, pushing, reaching, bending, kneeling, and crouching; Sensory Demands - ability to see clearly 25 feet or more and see 20 inches or less; Mental Demands - the ability to function in busy environments, unpredictable situations, face occasional pressures and multiple requests from children and adults, and handle emergencies or crisis situations.

Codes

TOP Code (CB 03)

1305.00* - *Child Development/Early Care and Education

CIP Code

13.1210 - Early Childhood Education and Teaching.

**Repeatability Code**

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Child Development/Early Childhood Education (Masters Required)	End

Learning Objectives**Learning Objectives**

Learning Objective
1. Interpret best and promising teaching and care practices as defined within the field of early care.
2. Recognize the characteristics of typical and atypical development at various stages.
3. Evaluate the personal and professional requirements necessary for teaching and working with young children.
4. Analyze various early childhood settings, curriculum, and teaching strategies.
5. Identify developmentally and culturally appropriate guidance techniques and interaction strategies.
6. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children.
7. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.
8. Examine historical and current societal issues and challenges that impact young children, families, and early childhood education systems, with a focus on understanding and addressing disparities related to diversity, equity, and inclusion
9. Analyze early education's history, range of delivery systems, program types, philosophies and ethical standards.

Learning Outcome Information**Course Learning Outcomes**

Learning Outcome
1. Students will construct a professional philosophy of early childhood education.
2. Students will analyze how foundational knowledge of child development and learning theories informs environments, pedagogy, and interactions in early care and education settings through observation.
3. Students will evaluate the roles, requirements, and responsibilities of early childhood professionals in relation to ethical standards and best practices.

Content**Course Lecture 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

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- 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
 - v. Cultural competence in early childhood education
 - 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

Method

Film/video Viewing and Discussion

Integration

Discussions of audio-video presentations will be used to highlight key concepts of developmentally appropriate practices in the early childhood setting as well as reinforce the concepts presented in the course lectures. Students will view videos where early childhood professionals discuss topics such as the importance of play in early childhood, support for dual language learners, preschool to prison pipeline, and strategies for supporting children and their families.

DE Adaptations for MOI

Large and small group discussions (via threaded discussions, group blogs, wikis, etc.) will be utilized to incorporate the exchange of ideas regarding best practices in teaching, developmentally and culturally appropriate practices for young children, and environments in an early childhood setting. Discussions will take place using the course management system. Videos will be fully captioned for accessibility. Feedback will be provided within the CMS grade book feature.

Method

Group Projects

Integration

Students will participate in large and small group projects, collaborative discussions, role-playing activities, and peer observations. Through these interactive experiences, students will explore and apply effective teaching strategies while working together to design culturally responsive and developmentally appropriate activities and environment plans for early childhood settings.

DE Adaptations for MOI

Large and small group discussions (via threaded discussions, group blogs, wikis, CMS, and other accessible digital formats) will be utilized to ensure all students can engage equitably in collaborative learning. Students will work together to analyze and demonstrate a variety of teaching strategies, present accessible and culturally responsive plans for developmentally appropriate experiences for children, and explain the significance of these approaches in fostering inclusive learning environments.

Method

Lecture

Integration

Lectures will be provided using audio-visual presentations, demonstrations (instructor or student), small group discussions, role playing, and collaborative tasks to convey developmentally and culturally appropriate practices, and the professional standards based on state and national guidelines.

DE Adaptations for MOI

The lecture will be accomplished using instructor-prepared web-based lectures using the Course Management System (CMS), links to appropriate audio-video materials, and links to reference sites common to the field of Child Development with emphasis on topics

regarding principles and practices of early childhood education. Topics will include NAEYC Code of Ethics, Teacher Performance Expectations, program quality, and developmentally and culturally appropriate caregiving strategies.

Method

In-class Exercises

Integration

Individual/personal reflections will be done to assess personal bias that might negatively impact one's ability to create partnerships with parents, create culturally responsive environments, and/or to work with children who are dual language learners or differently-abled.

DE Adaptations for MOI

Using the CMS, students will be provided scholarly resources from professional organizations to assess and reflect on personal biases that might negatively impact one's ability to create partnerships with parents, create culturally responsive environments, and/or to work with children who are dual language learners or differently-abled.

Methods of Evaluation**Method**

Capstone Project

Integration

Students will write a personal philosophy paper illustrating their understanding of growth and development, high-quality physical, temporal, and interpersonal environments, and professional ethics. Papers should further demonstrate understanding of developmentally and culturally responsive caregiving strategies. Students will submit their papers to their instructor during class sessions and receive feedback either in class or online using the CMS grade book feature within 2 weeks of student submission.

DE Adaptations for MOE

Using the campus CMS, students will submit their written summary and photographs or video logs of their project, creating a personal philosophy paper illustrating their understanding of growth and development, high quality physical, temporal, and interpersonal environments, and professional ethics. Papers should further demonstrate understanding of developmentally and culturally responsive caregiving strategies. Feedback will be provided utilizing the CMS grade book feature within 2 weeks of student submission.

Method

Exams/Tests

Integration

Exams will include multiple-choice, short-answer or essay exam questions designed to demonstrate student understanding of the broad dimensions of the early field, developmental theory, professional ethics, and/or the role of the teacher. These will be administered during class sessions and grading and feedback will be provided within 1 week of student submission.

DE Adaptations for MOE

Exams that determine students' understanding of the broad dimensions of the early field, developmental theory, professional ethics, and/or the role of the teacher, and will be administered using the exam function of the CMS. All exams will adhere to accessibility guidelines. Feedback will be provided utilizing the gradebook feature of CMS within 1 week of student submission.

Method

Self-Evaluation

Integration

Students will engage in self-evaluations to assess their understanding of early childhood settings, curriculum, and teaching strategies by reflecting on indicators of quality early childhood practice that support the development of all children. Students will complete structured self-assessments following independent and small group learning activities, evaluating their own contributions, insights,

and application of course content. Self-evaluations will be submitted for review, and grading and feedback will be provided within one week of submission.

DE Adaptations for MOE

Students will engage in self-evaluations to assess their understanding of early childhood settings, curriculum, and teaching strategies by reflecting on indicators of quality early childhood practice that support the development of all children. Following independent and collaborative online learning activities (e.g., discussion boards, virtual breakout sessions, and interactive modules), students will complete structured self-assessments to evaluate their participation, insights, and application of course content. These self-evaluations will be submitted via the CMS. Grading and instructor feedback will be provided within one week of submission via the CMS grade book feature.

Assignments

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Students will create a written report based on an observation of the physical, temporal, and interpersonal environments of 2 different programs. The report should include a description of how each program integrates family culture into programming and how the program supports children with diverse needs. Students will submit the report to the instructor during class sessions and receive grading and feedback either in class or through the CMS within 2 weeks of submission.

How assignment will be adapted in online format

Utilizing the CMS create a written report on the physical, temporal, and interpersonal environments of each program. The report will be scored using a rubric, and instructor feedback will be provided in the CMS gradebook within 2 weeks of student submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Students will read 2 different journal articles, "Creating Trauma Sensitive Classrooms" and "The Impact of Trauma on the Brain" from the National Association of Education for Young Children Journal and identify the main points of the articles and relate them to the course material on current societal issues and challenges that impact young children, families, and early childhood education systems. This assignment will be typed and submitted to the instructor during class sessions and grading and feedback will be provided within 1 week of submission either in class or online using the CMS grading feature.

How assignment will be adapted in online format

Utilizing the CMS students will read "Creating Trauma Sensitive Classrooms" and "The Impact of Trauma on the Brain" from the National Association of Education for Young Children Journal and identify the main points of the articles and relate them to the course material on current societal issues and challenges that impact young children, families, and early childhood education systems. Utilizing the CMS you will identify another student to discuss their findings in a "think-pair-share" activity. Instructor feedback will be provided within 1 week of submission.



Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Students will have the opportunity to practice and demonstrate the NAEYC competency for early educators "to develop and sustain the habit of reflective and intentional practice in the daily work with young children and members of the early childhood profession" through unit reflections. At the end of every unit, in your journal write a detailed response self-reflecting. Journals will be submitted to the instructor during class sessions and grading and feedback will be provided either in class or through the CMS grading feature within 1 week of submission.

How assignment will be adapted in online format

Throughout this course, you will have the opportunity to practice and demonstrate the NAEYC competency for early educators "to develop and sustain the habit of reflective and intentional practice in the daily work with young children and members of the early childhood profession" through unit reflections. At the end of every unit, in your journal, write a detailed response, self-reflecting. Journal reflection will be submitted through the CMS. Grading and feedback will be provided within 1 week of submission.

Course Materials**Textbooks**

Effective Practices in Early Childhood Education: Building a Foundation, 4th edition (2020), Sue Bredekamp

Other Resources

California Department of Education. California Preschool Learning Foundations Volume 3. CDE Press www.cde.ca.gov/sp/cd/re/psfoundations.asp , 08-01-2012. California Department of Education. California Preschool Learning Foundations Volume 1. CDE Press www.cde.ca.gov/sp/cd/re/psfoundations.asp , 01-01-2010. California Department of Education. California Preschool Learning Foundations Volume 2. CDE Press www.cde.ca.gov/sp/cd/re/psfoundations.asp , 01-01-2011.

Open Educational Resources

Introduction to Childhood Studies, Eliason
Principles and Practices of Teaching Young Children (Stephens et al.)

Class Size Information**Class Size**

35

Class Size Category

B - Facilitated learning 35

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

This course is an overview of context within the degree path, therefore, it integrates diversity and inclusion as foundational components of developmentally and culturally appropriate guidance and interaction strategies. Students explore various guidance techniques that are respectful of children's individual temperaments, developmental levels, and cultural backgrounds. Emphasis is placed on understanding how a child's identity, including their race, ethnicity, gender, language, family structure, and lived experiences, shapes their behavior and communication styles.

This course encourages students to reflect on their bias when discussing historic and societal issues in early childhood development. This involves critically examining how policies, practices, and research have historically marginalized certain groups, such as children of color, those from low-income families, or those with disabilities. Instructors guide students to reflect on how these legacies influence today's systems and to recognize implicit bias in observations, curriculum choices, and interactions. By incorporating diverse perspectives and challenging dominant narratives, students learn to advocate for inclusive, anti-bias practices in early childhood settings.

Students are encouraged to examine their own biases and assumptions, and to develop strategies that affirm all aspects of a child's identity, including race, gender identity, sexual orientation (in family representation), and ability. Classroom management and family communication techniques taught in the course aim to foster belonging and mutual respect.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is designed to support diverse learners by incorporating inclusive assignments and interactions that promote equity. Assignments encourage multiple perspectives through case studies, research projects, and reflections on cultural, gender, and socio-economic influences on child development. Instruction includes diverse teaching strategies, such as discussions, multimedia resources, and real-world applications, ensuring accessibility for various learning styles. Evaluation methods prioritize fairness by offering a mix of assessments (e.g., written work, presentations, and applied projects) that allow students to demonstrate knowledge in different ways. Course content highlights historically underrepresented voices, examines systemic inequities, and explores culturally responsive practices, fostering an inclusive learning environment.

Interactions

Explain how the course will incorporate student-to-student interaction.

Using the CMS discussion forums, breakout rooms in video-conferencing software and/or in class, students will engage in a variety of activities designed to foster community and encourage students to experience variant approaches to the course material under discussion. For example, when using the course CMS students will develop collaborative activities, such as small group projects and role-playing exercises, which will help students evaluate the personal and professional requirements for teaching and working with young children while fostering an understanding of developmentally and culturally appropriate guidance techniques and interaction strategies. Students will provide analysis, discussion, and reflection, and build community utilizing the groups feature in the CMS.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS, video conferencing software, and/or in class, the instructor will participate in class discussions asking students to apply critical thinking skills and analysis to course concepts. Lectures will be developed and offered through the course CMS and/or in class. For example, accessible audio-visual lecture materials interpreting best and promising teaching and care practices, and analyzing various early childhood settings, curriculum, and teaching strategies will be delivered using the CMS. Feedback will be provided to students from the instructor through the CMS discussion board and gradebook features.

Explain how the course will incorporate student-to-content interaction.

The course stresses historical contexts and theoretical perspectives of developmentally appropriate practice in early care and education for children birth through age eight. Students will access a variety of ADA compliant course materials such as NAEYC, Zero to Three, CDC, and other professional organizations, assigned readings from the CA Department of Early Education resources, PowerPoint presentations, lecture materials, linked or embedded multimedia content and student curated material to aid in their understanding of infant and toddler quality care.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Each learning unit ends with a reflection where students are asked to reflect on their experiences with the material and apply critical analysis to their approach to the assignments. They are asked to reflect on their struggles and strengths and assess what type of support they require to move forward with their goals.

Key: 746