

Syllabus

ECED1150
Intro to Early Childhood Education
2016

Committee Members:

Lisa Brestel	Central Community College
Jackie Zeckser	Central Community College
No Representative	Little Priest Tribal College
Kathy Halverson-Rigatuso	Metropolitan Community College
Deanna Peterson	Metropolitan Community College
Andreea Shnyder	Metropolitan Community College
Loretta Hauxwell	Mid-Plains Community College
Tyler Esch	Mid-Plains Community College
Jackie Hahn	Nebraska Indian Community College
Sharyn Thomas	Northeast Community College
Julie Miller	Southeast Community College
Linda Mattern-Ritts	Western Nebraska Community College

Tyler Esch

Facilitator: Tyler Esch, Mid-Plains Community College
Date Reviewed: January 29, 2016

The Institution Agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

Please select one option

	<u>Adopt</u>	<u>Decline</u>	<u>Not Offered</u>	<u>Date</u>
<u><i>Deborah Brennan</i></u> Deb Brennan, Central Community College	X			5/19/16
<u><i>Betty Redleaf</i></u> Betty Redleaf, Little Priest Tribal College	X			5/19/16
<u><i>Tom McDonnell</i></u> Tom McDonnell, Metropolitan Community College				5/20/16
<u><i>Jody Tomanek</i></u> Jody Tomanek, Mid-Plains Community College		X		5/19/16
<u>_____</u> Mary Johnson, Nebraska Indian Community College				
<u><i>John Blaylock</i></u> John Blaylock, Northeast Community College	X			5-19-16
<u><i>Dennis Headrick</i></u> Dennis Headrick, Southeast Community College	X			5/19/16
<u><i>Kim Dale</i></u> Kim Dale, Western Nebraska Community College	X			5.19.16

EARLY CHILDHOOD EDUCATION

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

I. COURSE DESCRIPTION

Course Number: ECED 1150

Course Title: Introduction to Early Childhood Education

Prerequisites: None

Catalog Description: An overview of early childhood education, history, trends and the philosophies of various programs, diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined.

Credit Hours: 3 semester credit hours/4.5 quarter credit hours

II. COURSE OBJECTIVES AND COMPETENCIES

The course will:

1. Introduce the historical and philosophical origins of early childhood education and its relevance to current practices.
2. Identify the different types of early care and education programs today.
3. Present different theoretical approaches to learning in early childhood education.
4. Explore observational methods used to assess the overall development of young children.
5. Provide information regarding developmentally appropriate instruction and assessment in early childhood educational programs based upon state and national guidelines and standards.
6. Examine current state and national regulations and guidelines and how they contribute to quality early childhood education programs.
7. Examine personal philosophies of early childhood care and education.
8. Examine the diverse professional roles available in early childhood care and education field.
9. Examine values and ethics of the early childhood professional.
10. Develop an awareness and appreciation of the individual similarities and differences among children, families, and colleagues.

III. STUDENT LEARNING OUTCOMES:

The student will:

1. Explain the relevance of historical and philosophical origins of early childhood education to current practice.
2. Demonstrate an awareness of the different types of early childhood care and education programs.
3. Describe similarities and differences in learning theories and temperament and how they impact child development.
4. Utilize an observation method, record children's behavior and analyze the results.
5. Define developmentally appropriate practice.
6. Identify current state and national regulations and guidelines that apply to early childhood education programs.
7. Draft a personal philosophy of early childhood care and education.
8. Identify career options in early childhood care and education.
9. Conduct a self-assessment regarding values and ethics in the field of early childhood education.
10. Explain the importance of good relationships between parents, teachers, and children.

IV. COURSE CONTENT/TOPICAL OUTLINE

- A. Early Childhood Education as a Career
- B. Developmentally Appropriate Practice
- C. History of early childhood education
- D. Learning and development
- E. Family and teacher partnerships
- F. Valuing differences through observation
- G. Using observation and assessment to improve teaching and learning
- H. Teaching as a Profession
- I. Current state and national regulations and guidelines

V. INSTRUCTIONAL MATERIALS

Suggested Text: [This list of texts will be reviewed every other year. The instructor may choose additional materials as supplements.]

Essa, Eva L. Introduction For Early Childhood Education. Current edition, Wadsworth.

Gordon, Ann & Williams Browne, Kathryn. Beginnings and Beyond: Foundations in Early childhood Education, Current Edition, Cengage.

Morrison, George S. Early Childhood Education Today. Current Edition: Pearson.

Gordon, Ann & Williams Browne, Kathryn. Beginning Essentials in Early Childhood Education. Cengage

Bredekamp, Sue Effective Practices in Early Childhood Education: Building a Foundation, Current Edition, Pearson Education, Inc.

Supplemental Texts:

The Program for Infant Toddler Caregiver (PITC) online Library houses a collection of multimedia resources related to Infant / Toddler Care and Child Development http://www.pitc.org/pub/pitc_docs/resources.html

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Ages Birth to 3*. 2013 http://www.education.ne.gov/oec/pubs/elg/b_3_english.pdf

Nebraska Department of Education. *Nebraska Early Learning Guidelines for Ages 3 to 5*. 2013 http://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf

VI. METHODS OF PRESENTATION

Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips.

VII. METHODS OF EVALUATION

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

VIII. INSTITUTIONAL DEFINED SECTION

To be defined by individual institution.

NAEYC Standards, Sub-standards and Key Elements and Supportive Skills	Addressed in Course
1. Promoting Child Development and Learning	
1a. Knowing and understanding young children’s characteristics and needs.	X
1b. Knowing and understanding the multiple influences on development and learning	X
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	
2. Building Family and Community Relationships	
2a. Knowing about and understanding family and community characteristics	X
2b. Supporting and empowering families and communities through respectful, reciprocal relationships	X
2c. Involving families and children in their children’s development and learning	X
3. Observing, Documenting and Assessing to Support Young Children and Families	
3a. Understanding the goals, benefits and uses of assessment	
3b. Knowing about assessment partnerships with families and with professional colleagues	
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	
3d. Understanding and practicing responsible assessment to promote positive outcomes for each child	X
4. Using Developmentally Effective Approaches to Connect with Children and Families	
4a. Understanding positive relationships and supportive interactions as the foundation of their work with children.	X
4b. Knowing and understanding effective strategies and tools for early education.	X
4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.	
4d. Reflecting on their own practice to promote positive outcomes for each child.	X
5. Using Content Knowledge to Build Meaningful Curriculum	
5a. Understanding content knowledge and resources in academic disciplines.	X
5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.	X
5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.	X
6. Becoming a professional	
6a. Identifying and involving oneself with the early childhood field.	X
6b. Knowing about and upholding ethical standards and other professional guidelines.	X
6c. Engaging in continuous collaborative learning to inform practice.	X
6d. Integrating knowledgeable, reflective and critical perspectives on early education.	X
6e. Engaging in informed advocacy for children and the profession.	

Supportive Skills	Addressed in Course
Skills in self-assessment and self-advocacy	X
Skills in mastering and applying foundational concepts from general education	
Written and verbal communication skills	X
Skills in making connections between prior knowledge/experiences and new learning	
Skills in identifying and using professional resources	X