

Syllabus
ECED 1150
Intro to Early Childhood Education
2025

Committee Members:

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Facilitator: Julie Miller - NDE

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

 Chief Academic Officer, Central Community College	02/21/2025	Adopt
 Chief Academic Officer, Little Priest Tribal College	02/19/2025	Adopt
 Chief Academic Officer, Metropolitan Community College	02/20/2025	Adopt
 Chief Academic Officer, Mid-Plains Community College	02/12/2025	Adopt
 Chief Academic Officer, Nebraska Indian Community College	02/19/2025	Adopt
 Chief Academic Officer, Northeast Community College	02/12/2025	Adopt
 Chief Academic Officer, Southeast Community College	02/19/2025	Adopt
 Chief Academic Officer, Western Nebraska Community College	02/12/2025	Adopt

EARLY CHILDHOOD EDUCATION

I. COURSE DESCRIPTION

Course Number: ECED1150

Course Title: Introduction to Early Childhood Education

Prerequisites: None

Catalog Description: This course provides an overview of the history, trends, and philosophies of early childhood education. 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 / COMPETENCIES

Course will:

1. Introduce the historical, philosophical origins, and theoretical approaches to learning and development of early childhood education and their relevance to current practices.
2. Identify and examine different types of early childhood education programs.
3. Provide information regarding developmentally appropriate instruction and assessment in early childhood education programs including observational methods used to assess the overall development of young children.
4. Examine current state and national regulations, standards, and guidelines and how they contribute to quality early childhood education programs.
5. Examine diverse professional roles, values and ethics, and personal philosophies of early childhood education.
6. Explore similarities and differences among children, families, and colleagues in the field of early childhood education.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Explain the relevance of historical, philosophical origins, and theoretical approaches of early childhood education to current practice.
2. Compare and contrast different types of early childhood education programs.
3. Identify current state and national regulations, standards, and guidelines that apply to early childhood education programs.
4. Develop diverse personal philosophies of early childhood education including an understanding of professional roles, values, and ethics.
5. Compare and contrast the relationships of children, families, and colleagues in the field of early childhood education.

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, community, and teacher partnerships
- F. Valuing differences through observation
- G. Using observation and assessment to improve teaching and learning
- H. Professionalism
- I. Current state and national regulations, standards, 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.]

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. Current Edition. Cengage

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

Dyer, Debra. An Introduction to Early Childhood Education: An Interactive Text. Current Edition. Publisher: National Social Science Press

Supplemental Texts:

Nebraska Department of Education. Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards. <https://www.education.ne.gov/oec/early-learning-guidelines/>

Supplemental hand-outs, slides, videos, and Open Educational Resources (OERs) as determined by instructor.

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.