









Syllabus
ECED 1150
Intro to Early Childhood Education
2022

Committee Members:

Barb Beck & Jackie Zeckser, Central Community College
N/A, Metropolitan Community College
Tyler Esch & Loretta Hauxwell, Mid-Plains Community College
Connie Sixta, Northeast Community College
Crystal Kozak, Southeast Community College
Patsy Yager, Western Nebraska Community College
Kweku Ocran, Little Priest Tribal College
Jakie Hahn, Nebraska Indian Community College

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	04/06/2022	Adopt
 Chief Academic Officer, Little Priest Tribal College	03/28/2022	Adopt
 Chief Academic Officer, Metropolitan Community College	03/28/2022	Adopt
 Chief Academic Officer, Mid-Plains Community College	03/28/2022	Adopt
 Chief Academic Officer, Nebraska Indian Community College	04/04/2022	Adopt
 Chief Academic Officer, Northeast Community College	03/28/2022	Adopt
 Chief Academic Officer, Southeast Community College	04/04/2022	Adopt
 Chief Academic Officer, Western Nebraska Community College	03/28/2022	Adopt



EARLY CHILDHOOD EDUCATION

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

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

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 education programs.
3. Describe similarities and differences in learning theories.
4. Describe observation methods in early childhood education.
5. Define developmentally appropriate practice.
6. Identify current state and national regulations, standards, and guidelines that apply to early childhood education programs.
7. Draft a personal philosophy of early childhood education.
8. Reflect on personal values and ethics in the context of early childhood education.
9. Identify career options in early childhood education.
10. Explain the importance of good relationships between families, 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, 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.]

Essa, Eva L. Introduction to 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. Current Edition. Cengage

Bredekamp, 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/>

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.