

Intro to Early Childhood Education
Course Syllabus

COURSE IDENTIFICATION

Course Prefix/Number:	EDUC260
Course Title:	Introduction to Early Childhood Education
Division:	Outreach and Workforce Development
Program:	Early Childhood Education
Credit Hours:	3
Initiation/Revised:	Fall 2005
Assessment Goal per Outcome(s):	70%

CLASSIFICATION OF INSTRUCTION

Vocational

COURSE DESCRIPTION

Covers the full spectrum of early childhood education from birth through age eight. History, curriculum, program applications, and current trends and issues are examined. Course content is applicable to infant and toddler programs, preschool programs, kindergartens, and primary education.

PREREQUISITES

There are no prerequisites for this course.

REQUIRED TEXT AND MATERIALS

*The official list of textbooks and materials for this course are found on Inside NC.

Morrison, George S. (2003). Fundamentals of Early Childhood Education (3rd Ed.).
Bredenkamp, S. & Copple C. (1997). Developmentally Appropriate Practice in Early Childhood Programs – Revised.

COURSE OUTCOMES

Upon successful completion of this course, student will be able to:

1. Describe the historical, philosophical, psychological, and social foundations of early childhood education for the purpose of demonstrating an understanding of how these foundations influence current thought and practice;

2. Discuss the growth and development of a child from birth through the age of eight in physical, social, emotional, and cognitive areas for the purposes of: identifying typical and atypical behaviors and developmental patterns; and creating an environment that meets the individual needs of all children with disabilities and special abilities.
3. Site examples the principles of developmentally appropriate practice for children from birth through age eight;
4. Discuss the evaluating, monitoring, and reporting progress;
5. Establish an educational philosophy;
6. Demonstrate an awareness of cultural diversity and its implications for early childhood programs;
7. Discuss techniques to guide children's social development;
8. Discuss techniques to establish positive relationships with parents;
9. Describe the role of technology in early childhood education;
10. Demonstrate an understanding of legislation and public policy as it affects young children, families, and programs for children; and
11. Demonstrate an awareness of current trends and issues in the field of early childhood education.

COURSE OUTLINE

- I. You and Early Childhood Education
- II. Early Childhood Education Today: Understanding Current Issues
- III. History and Theories: Foundations for Teaching and Learning
- IV. Implementing Early Childhood Programs: Applying Theories to Practice
- V. Observing and Assessing Young Children: Guiding, Teaching, and Learning
Bredekamp Textbook – pp. 21 and 133-134 and 175-176
- VI. Infants and Toddlers: Foundational Years for Learning
Bredekamp Textbook – pp. 55-71
- VII. The Preschool Years: Getting Ready for School
Bredekamp Textbook – pp. 97-122

Journal Article Report Due

- VIII. Kindergarten Today: Meeting Academic and Developmental Needs

Mid-Term Exam

- IX. The Primary Grades: Preparation for Lifelong Success
Bredekamp Textbook – pp. 141-160
- X. Educating Children with Diverse Backgrounds and Special Needs: Ensuring All Children Learn

- XI. Multicultural Education/English for Speakers of Other Languages
(E.S.O.L.)
- XII. The Role of Technology in Early Childhood Education
- XIII. Guiding Children's Behavior: Helping Children Act Their Best
- IX. Cooperation and Collaboration with Parents, Families, and the Community

Book Report Due

- X. Developmentally Appropriate Practice

Final Exam

INSTRUCTIONAL METHODS

Lecture and demonstration
Reading in textbooks, other books, and periodicals
Discussion
Cooperative learning projects and activities
Student presentation
Videos and other audio/visual media
Multimedia presentations

STUDENT REQUIREMENTS AND METHODS OF EVALUATION

A. ATTENDANCE

Regular attendance and participation in class activities are essential for successful completion of this course. Thirty percent (30%) of the final grade is based specifically on attendance and classroom participation.

B. ACTIVITIES

1. Attendance and class participation (30 points). These points will be based on regular class attendance as well as grades from a member of daily quizzes and in-class projects. ***Students will be required to be in attendance to earn points for these activities.***
2. Written journal article report (see attached criteria) (15 points)
3. Written book report (see attached criteria) (15 points)
4. Participation in a professional organization conference or service activity. Opportunities will be discussed in class (10 points)

C. EXAMINATIONS

There will be a **mid-term examination** (which counts as **15%** of the final course grade) and a **final examination** (which counts as **15%** of the final course grade). Additional information and criteria for the examinations will be given in class.

Attendance and Participation.....	30%
Written Journal Article Report.....	15%
Written Book Report.....	15%
Participation in Professional Activity.....	10%
Mid-Term Exam.....	15%
Final Exam.....	15%

*** NOTE: Students must complete all of the course requirements listed above in order to receive credit for the course.**

GRADING SCALE

The grading system for final course grades will be as follows:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=59% or lower

ASSESSMENT OF STUDENT GAIN

Student gain will be determined by student improvement in each of the areas of student competencies.

ATTENDANCE POLICY

Absences that occur due to students participating in official college activities are excused except in those cases where outside bodies, such as the State Board of Nursing, have requirements for minimum class minutes for each student. Students who are excused will be given reasonable opportunity to make up any missed work or receive substitute assignments from the instructor and should not be penalized for the absence. Proper procedure should be followed in notifying faculty in advance of the student's planned participation in the event. Ultimately it is the student's responsibility to notify the instructor in advance of the planned absence.

Unless students are participating in a school activity or are excused by the instructor, they are expected to attend class. If a student's absences exceed one-hundred (100) minutes per credit hour for the course or, in the case of on-line or other non-traditional courses, the student is inactive for one-eighth of the total course duration, the instructor has the right, but is not required, to withdraw a student from the course. Once the student has been dropped for excessive absences, the registrar's office will send a letter to the student, stating that he or she has been dropped. A student may petition the chief academic officer for reinstatement by submitting a letter stating valid reasons for the absences within one week of the registrar's notification. If the student is reinstated into the class, the instructor and the registrar will be notified.

Academic Integrity

NCCC expects every student to demonstrate ethical behavior with regard to academic pursuits. Academic integrity in coursework is a specific requirement. Definitions, examples, and possible consequences for violations of Academic Integrity, as well as the appeals process, can be found in the College Catalog, Student Handbook, and/or Code of Student Conduct and Discipline.

Cell Phone Policy

Student cell phones and pagers must be turned off during class times. Faculty may approve an exception for special circumstances.

NOTE

Information and statements in this document are subject to change at the discretion of NCCC. Changes will be published in writing and made available to students.

NOTE: If you are a student with a disability who may need accommodation(s) under the Americans with Disabilities Act (ADA), please notify the *Dean of Student Development*, Chanute Campus, Student Union, 620-431-2820, Ext. 213., or the *Dean, Ottawa Campus, 785-242-2607 ext 312*, as soon as possible. You will need to bring your documentation for review in order to determine reasonable accommodations, and then we can assist you in arranging any necessary accommodations.

ADDENDUM I

JOURNAL ARTICLE REPORT **Introduction to Early Childhood Education**

Selected Early Childhood Journals (Your article may be selected from one of these or from another journal of your choice):

- *Child Care Quarterly
- *Child Development
- *Childhood Education (ACEI)
- *Children Today
- *Day Care and Early Education
- *Dimensions
- *Journal of Research in Childhood Education (ACEI)
- *Young Children (NAEYC)

A copy of the article should be provided with the report. The report should be approximately 3-4 typed (double-spaced) pages in length and should include the following:

- *Title and date of publication
- *Title and author of the article
- *Summary of the contents of the article (approximately two pages)
- *Critique of the article - - your reactions and opinions related to the contents of the article (one to two pages)

NOTE: Article reports will be graded based on content as well as correct spelling, Grammar, and sentence structure. Use spell-check and carefully Proofread your paper before turning it in.

ADDENDUM II

BOOK REPORT

Introduction to Early Childhood Education

Book reports should be approximately 3-4 double-spaced typed written pages in length and should adhere to the following criteria:

- *Begin with a brief summary of the book (one to two pages)
- *Include a discussion of specific interesting/relevant sections and/or ideas including personal reactions and opinions (one to two pages).
- *Conclude with a brief overall evaluation of the book (one-half page to one page).

NOTE: Book reports will be graded based on content as well as correct spelling, Grammar, and sentence structure. Use spell-check and carefully Proofread your paper before turning it in.