

COURSE SYLLABUS

Course Title:	Introduction to Early Childhood Education		Date submitted:	May 2019 (AAC: 19-25)
Department:	Social Sciences			
Curriculum:	Early Childhood Education			
Course Descriptors: Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	Course Code: (eg. ACC 101)	ECE*101	Prerequisites: C- or better in Integrated Reading and Writing I (ENG*065) or placement into Integrated Reading and Writing II (ENG*075) OR Introduction to College Reading & Writing (ENG*093) OR Introduction to College English (ENG*096) OR Reading & Writing VI (ESL*162) or placement into Composition (ENG*101)	
	Course Type: A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/Clinical/Lab Z: Combined Lecture/Studio	L/D		
	Elective Type:	G	Corequisites: None	
	E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science			
	Credit Hours:	3	Other Requirements: None	
	Developmental: (yes/no)	No		
	Lecture:	3		
	Clinical:	0		
	Lab:	0		
	Studio:	0		
Contact Hours:	0			
Other:	0			
TOTAL:	3			
Class Maximum:	35			
Semesters Offered:	F/S			
Catalog Course Description:	This course is designed to acquaint students with the field of early care and education. Foundations of early childhood education, an overview of curriculum content, and significant aspects of child growth and development will be presented.			
Topical Outline: List course content in outline format.	1. Historical Background 2. Developmental Theories and Theorists 3. Modern Trends in Early Care and Education 4. Program Comparisons: Head Start, Montessori, Family Daycare Homes, Laboratory Schools, Center-Based and Wrap-Around Care 5. Infant Milestones of Development 6. Toddler Milestones of Development 7. Preschool, Three to Five Years of Age, Milestones of Development 8. Developmentally Appropriate Curriculum			

	<p>9. Observing Young Children 10. Observation as a Tool for Program Planning</p>
<p>Outcomes: Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.</p>	<p>Upon successful completion of this course, the student will be able to do the following:</p> <p>COURSE:</p> <ol style="list-style-type: none"> 1. discuss significant people and events that currently impact the education of young children including Locke, Rousseau, Pestalozzi, Froebel, Montessori, Smith, Eliot, Gesell, Isaacs, the Progressive Movement, Waldorf School, British Infant School, the Depression and World War II, the Great Society, Reggio Emilia, and formulate a foundation for working with young children 2. identify and describe different types of early childhood programming including nursery school, center-based care, family daycare homes, wrap-around care, proprietary care, parent cooperatives, laboratory schools, Headstart, Follow Through, Montessori, Infant and Toddler Care, corporate care, school readiness programs, and the nanny movement 3. discuss developmentally appropriate teaching practices and how goals, objectives and assessments should reflect the individual character and uniqueness of the early childhood classroom 4. recognize the importance of observing young children as a tool used to ensure developmentally appropriate curriculum for the population served 5. document child development in cognitive, personal/social, physical, and creative expression/aesthetic domains through multiple methods of observation 6. create activities for multicultural, anti-bias curriculum and learning environments using the Connecticut Preschool Curriculum Framework <p>PROGRAM: <i>(Numbering reflects Program Outcomes as they appear in the college catalog)</i></p> <ol style="list-style-type: none"> 1. use knowledge of how children develop and learn in order to provide opportunities that support the physical, emotional, social, language, cognitive, and aesthetic development of all young children from birth through age 8. 2. use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. 3. create and modify environments and experiences to meet the individual needs of all children, including children with disabilities, developmental delays, and special abilities. 14. demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies that affect children, families, and programs for young children and the early childhood profession. 16. demonstrate awareness of, and commitment to, the profession's Code of Ethical Conduct. <p>GENERAL EDUCATION: <i>(Numbering reflects General Education Outcomes as they appear in the college catalog)</i></p> <p>10. Social Phenomena - Students will develop an increased understanding of the influences that shape a person's, or group's attitudes, beliefs, emotions, symbols, and actions, and how these systems of influence are created, maintained, and altered by individual, familial, group, situational or cultural means.</p> <p>Demonstrates: Accurately and sufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p> <p>Does Not Demonstrate: Inaccurately or insufficiently explains factors that influence and shape a person's or group's attitudes, beliefs, decisions, and actions.</p>
<p>Evaluation: List how the above outcomes will be assessed.</p>	<p>Assessment will be based on the following criteria:</p>

<p>Instructional Resources:</p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Use of the Tunxis Early Childhood Center is needed.</p> <p>Tools for Teaching Developmentally Practice Tape 1. Videocassette. NAEYC. Leading Edge Video Series.</p> <p>Infant Curriculum: Great Explorations #847. Videocassette. NAEYC. South Carolina ETV.</p> <p>Toddler Curriculum: Making Connections #848. Videocassette. South Carolina ETV</p> <p>(Available in Tunxis Library collection.)</p> <p>Desired: None</p>
<p>Textbook(s)</p>	<p>Refer to current academic year printout.</p>