

Course Syllabus: Introduction to Early Childhood Education

Course Prefix and Number: CHLD 101

Course Title: Introduction to Early Childhood Education

Credit Hours: 3

Lecture Hours: 3 **Laboratory Hours:** 0

Catalog Description:

This survey course provides an overview of early childhood care and education including historical and cultural perspectives, organization, structure, programming, and evidence-based practices. Professional and evidence-based practices of highly-qualified early childhood educators are outlined with an emphasis on their ability to enhance development and learning of each and every child between the ages of birth and eight. Considerations for diversity of culture, language, race, socio-economic status, gender, ethnicity, and ability will be included. Students will spend a minimum of 15 hours of observation in diverse early childhood settings

Course/Lab Outline:

1. Introduction to Early Childhood Education
2. History of the Field
3. Issues and Services in the Field
4. Understanding Development
5. Understanding Child Diversity
6. Understanding Family Diversity
7. Understanding Professional Pathways
8. Educational Philosophies and Curricular Approaches
9. Assessment
10. Supporting Social-Emotional Development through Guidance
11. The Learning Environment
12. Effective Teaching Practices
13. Program Planning and Evaluation
14. Moving Forward as Professionals Shaping the Field and Future
15. Final and Course Wrap Up

Relationship to Academic Development Programs and Transfer:

CHLD 101 fulfills 3 semester hours of elective credit for the A.A. and A.S. degrees. It should transfer to most colleges and universities as an elective course. However, since this course is not part of either the General Education Core Curriculum or a baccalaureate major program described in the Illinois Articulation Initiative, students should check with an academic advisor for information about its transferability to other institutions.

This course is a part of the Illinois Gateways Infant and Toddler and ECE Credential.

Required Textbook(s):

Darragh, J. (2010). *Introduction to Early Childhood Education: Equity and Inclusion*. Merrill: Prentice Hall: New York

Additional Resources:

Center for Early Literacy Learning. (2010). *Literacy-Rich Experiences (Preschooler Practice Guides)*. North Carolina: Orelena Hawks Puckett Institute. Retrieved from http://www.earlyliteracylearning.org/cellpract_pract/presch/p_group/lit_rich_p_grp.pdf

Division for Early Childhood. (2005). *Responsiveness to family cultures, values, and languages*. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/PositionPaper_Resp_FamCul.pdf

Division for Early Childhood. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Retrieved from http://www.dec-sped.org/uploads/docs/about_dec/position_concept_papers/Prmtg_Pos_Outcomes_Companion_Paper.pdf

Division for Early Childhood, & National Association for the Education of Young Children. (2009). *Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC)*. Chapel Hill: The University of North Carolina, FPG Child Development Institute. Retrieved from http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_ECSummary_A.pdf (summary version) http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf (full version)

Goode, T., & Jones, W. (2007). *A guide for advancing family-centered and culturally and linguistically competent care*. Washington, DC: National Center for Cultural Competence, Georgetown University Center for Child and Human Development. Retrieved from <http://mchb.hrsa.gov/grants/fccclguide2007.pdf>

Heartland Equity and Inclusion Project (HEIP). (2012). *Family Story: MF Video*. Available from http://youtu.be/M7_ubN11L0E

IRIS Center. (n.d.). Star Legacy Modules. *Universal design for learning: Creating a learning environment that challenges and engages all students*. Retrieved from <http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

National Association for the Education of Young Children. (2003). *Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8*. Retrieved from <http://www.naeyc.org/files/naeyc/file/positions/CAPEexpand.pdf>

STARnet Northwest Region I and Central Region III: Center for Best Practices in Early Childhood Education. (2007, February 22). Apples Video Magazine. *Tools of inclusion: Assistive technology for young children* [Video file]. Retrieved from <http://www.wiu.edu/users/starnetv/mov/apples02222007b.mov>

STARnet Northwest Region I and Central Region III: Center for Best Practices in Early Childhood Education. (2010, February 18). Apples Video Magazine. *Paraeducators at work* [Video file]. Retrieved from <http://www.wiu.edu/users/starnetv/mov/apples02182010b.mov>

Winton, P.J., Buysse, V., Turnbull, A., Rous, B., & Hollingsworth, H. (2010). *CONNECT Module 1: Embedded Interventions*. Chapel Hill: University of North Carolina, FPG Child Development Institute, CONNECT: The Center to Mobilize Early Childhood Knowledge. Available at <http://community.fpg.unc.edu/connect-modules/learners/module-1>

Expected Learning Outcomes:

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

1. Analyze critical, current trends and issues in the early childhood field as they reflect the historical roots of early childhood education, emphasizing the impact of the dominant culture, and the influence of other diverse cultural groups.
2. Demonstrate professional capabilities through identifying and applying laws, rules and ethical responsibilities, reflecting on the impact of personal culture and biases on teaching, and identifying paths for professional growth and improvement
3. Compare and contrast funding sources, organizational structure, program practices and legal requirements, and policies for diverse early childhood settings and programs
4. Identify evidence-based practices, curriculum, environments, teaching models, and technologies that support the development and learning of each young child, including those of diverse abilities.
5. Understand the importance of relationships in young children's lives and the benefits, barriers, skills and data needed to develop culturally competent, collaborative partnerships and teams with children, families, other professionals, and organizations.
6. Discuss state and federal rules and regulations, including health and safety regulations, as they impact early childhood programs.
7. Connect current research and evidence-based practices to early childhood program policy and practice

8. Explain the role and responsibilities of personnel in an early childhood setting in ensuring the diverse development and learning needs of all children and families are met, in accordance with state and federal mandates.
9. Identify observation, screening, and assessment techniques and demonstrate competencies in observation techniques, synthesis, and analysis by observing in diverse early childhood programs and analyzing information gathered with respect to the role and influence of culture, linguistic, and ability diversity.
10. Recognize importance of leadership and advocacy skills and apply emerging skills across professional contexts.

Method of Evaluation (Tests/Exams, Grading System):

Each instructor will use a combination of evaluation methods to determine the grade of each student. They may use a variety of forms of assessment methods including exams, application activities, and discussion / class participation.

Exams	20% - 60%
Activities	20% - 60%
Discussion / Participation	5% - 25%

Grading Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F