

Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: January 31, 2017

Date Approved by Curriculum and Programs: February 15, 2017

Effective: Fall 2017

**1. Course Number: ECE100**

**Course Title: Introduction to Early Childhood Education**

**2. Description:** This course explores the role of the early childhood teacher and his/her responsibilities: forming a professional attitude, relating effectively with others, and managing successfully within the pre-school environment in daily learning and social situations. It includes observations of children in a childcare setting. (12 hours observation/field work per semester)

**3. Student Learning Outcomes (instructional objectives, intellectual skills).**

Upon successful completion of this course, students are able to do the following.

1 Standard: Promoting Child Development & Learning

- 1a. Knowing and understanding young children's characteristics and needs.
- 1b. Knowing and understanding the multiple influences on development and learning.

2 Standard: Building Family & Community Relationships

- 2a. Knowing about and understanding diverse family and community characteristics

3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.

4 Standard: Using Developmentally Effective Approaches

- 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

5 Standard: Using Content Knowledge to Build Meaningful Curriculum

- 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

6 Standard: Becoming a Professional

- 6a. Identifying and involving oneself with the early childhood field.
- 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
- 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
- 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.
- 6e. Engaging in informed advocacy for young children and the early childhood profession.

#### 7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. **Credits:** 3 credits

5. **Satisfies a General Education Requirement:** No

6. **Co-requisite:** ENL108 (Critical Reading & Thinking) or satisfactory basic skills assessment scores

7. **Semesters Offered:** Fall, Spring

8. **Suggested General Guidelines for Evaluation:** Students are graded on attendance and participation, completion of field observations, article reviews, quizzes, exams, and research papers.

9. **General Topical Outline (Optional):** Massachusetts Office of Child Care Services Group Day Care regulations, professional ethics, how children learn, application of child development theories (Piaget, Erikson, Vygotsky), observation in the early childhood classroom, activity centers and materials in the classroom, Early Childhood Education job descriptions, health and safety, children and families under stress, child abuse, children with special needs, classroom management, diversity issues.