

North Central Michigan College

NCMC MASTER COURSE SYLLABUS FOR YEARS: 2001-2003

DIVISION/AREA: Natural Sciences, Health & Human Services DEPARTMENT: Early Childhood Education

AREA DEAN: Timothy Dykstra, Ph.D

ORIGINATOR: Jo-Anna Kolodziej

TOTAL HOURS OF INSTRUCTION: Lecture: 3 Lab: 0 Total Contact Hours: 48

COURSE NUMBER: ECE 105

CREDIT HOURS: 3

COURSE TITLE: Foundations of Early Childhood Education

TRANSFERABLE TO: LSSU,

PREREQUISITE (S)/COREQUISITE (S)/ADVISORY:

CATALOG DESCRIPTION: An introduction to the field of early childhood education from infancy through school age. Topics include historical and theoretical perspectives, types of programs and curricula, developmentally appropriate practices, assessment tools, and quality standards in programs, guidance and management strategies, public policy and current trends, diversity and special needs, physical, cognitive, and socio-emotional development, and family involvement. Observations in programs are required.

GENERAL EDUCATION OUTCOMES OR OCCUPATIONAL PROGRAM OUTCOMES

- Establish and maintain a safe and healthy learning environment based on developmentally appropriate practice.
- Utilize strategies that are sensitive to issues of diversity to establish and maintain positive guidance and productive relationships with families and the community.
- Understand and apply the principles of child growth and development and use of observation/assessment tools to ensure program development in support of children's physical, intellectual, and socio-emotional needs.
- Maintain a commitment to professionalism in support of family life and work.
- Utilize strategies to manage an effective program operation.

COURSE OBJECTIVES & OUTCOMES: Upon successful completion of the course, the student will:

Understand and maintain a commitment to professional development.

- Define and give an example of the personal, educational, professional practice, and public dimensions of professionalism.
- Name and describe five different types of early childhood programs and their distinguishing characteristics.
- Develop a personal philosophy of teaching and education.
- Describe the impact of these current issues on the practice in early childhood education: infant brain research, changing family structures, poverty, wellness and healthy living, and children's illnesses.
- Explain how public policy and advocacy work influence early childhood education.

Understand the development and implementation of early childhood programs.

- Explain the general historical overview of the ECE field.
- Describe the contribution to Early childhood education philosophy and/or practice of Martine Luther, Frederich Froebel, Maria Montessori, Jean Piaget, Erik Erikson, Lev Vygotsky, and Howard Garner, and E.D> Hirsch.
- Explain the importance of the interrelationship of the child, the parent, and the teacher to sound educational practice with young children.
- Explain the principles of the Montessori method and how it works to integrate practical life, sensory learning, and foundations for writing, reading, and mathematics.
- Explain Piaget's theory of cognitive development and its application to early childhood education within the

context of current research and other constructivist theory.

- Define the describe one distinguishing characteristic of each of the following types of programs: relative care, family care, intergenerational care, center child care, employer sponsored care, proprietary care, school age child care, care for children with special needs, model programs.
- Describe the basic principles of the Reggio Emilia approach.
- Explain the goals and principles of the Head Start Program and Early Head Start.
- Describe the characteristics that constitute “quality education and care”.

Understand the components of developmentally appropriate practice and the application to programs.

- Discuss the foundations of infant and toddler care and education.
- Discuss the impact of infant brain research on the field of early childhood education.
- Describe the developmental milestones of infants and toddlers in motor, language, intellectual, and psychosocial domains.
- Discuss the characteristics of quality infants/toddler programs.
- Discuss the characteristics of quality preschool and kindergarten programs.
- Discuss the characteristics of quality school age programs.

Understand guiding and assessing young children.

- Describe appropriate assessment tools for young children and their application to teacher practice.
- Explain the purpose, function, and usefulness of child observations.
- Explain arrangement and modification of the environment as a guidance strategy for various developmental stages.
- Describe the specific guidance strategies used to teach empathy, prosocial behaviors, cooperative learning, and conflict management.
- Explain behavior modification and reinforcement on child management
- Discuss physical punishment and shaming behaviors and the impact on child self-esteem.

Meeting the special needs of young children.

- Discuss the influence of and use of technology in early childhood programs including assistive technology for children with special needs.
- Describe how sensitivity to multiculturalism influences curriculum and adult child interactions in programs.
- Explain how parental and community involvement can be infused into program development and implementation.
- Describe the Individuals with Disabilities Act (IDEA) and the impact on service delivery in programs.
- Explain how programs can accommodate gifted and talented children.
- Discuss the characteristics of child abuse and neglect and how to facilitate intervention and support services for families
- Discuss the importance of understanding family systems and guidelines for involving parents in the education of their children within the context of their community.

METHODS OF INSTRUCTION: Lecture, group work, and program observations.

METHODS OF EVALUATION: Discussion participation, papers, observation assessments, special interest paper/project, and self-assessment.

REQUIRED TEXTS: (Representative List)

Early Childhood Education Today, 8th edition by George S. Morrison, Merrill Prentice Hall, 2001.

Optional supplementary Materials: Professional Journals in Early Childhood Education. Web sites and web resources.

Reasonable accommodations may be provided for students with documented physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the Education Opportunity Program (EOP) at (231) 348-6687 to arrange services for this course.

TIME ALLOWANCE AND SEQUENCE OF INSTRUCTION: 16 weeks

- Week 1 Early Childhood Professional development
- Week 2 Current issues and trends
- Week 3 History and theory
- Week 4 Montessori Education
- Week 5 Contributions of Piaget and Vygotsky
- Week 6 Application of theory to practice in programs
- Week 7 Infant and Toddler Programs
- Week 8 Preschool Programs
- Week 9 Kindergarten Education
- Week 10 Primary Grades
- Week 11 Observations and Assessments
- Week 12 Child Guidance
- Week 13 Technology in Early Childhood
- Week 14 Multiculturalism
- Week 15 Children with Special Needs
- Week 16 Parent, family, and community involvement

APPROVED FOR ADOPTION BY THE CRD/AP COMMITTEE ON _____