



## COURSE OUTLINE

<b>Course Number</b> EDU 120	<b>Course Title</b> Introduction to Early Childhood	<b>Credits</b> 3
<b>Hours:</b> Lecture/Lab/Other 3	<b>Co- or Pre-requisite</b> none	<b>Implementation Semester &amp; Year</b> Fall 2022

### Catalog description:

Emphasizes the needs of young children in conjunction with appropriate care and educational programs. Topics include environment, developmentally appropriate practices, emerging literacy, cognitive development, learning through play, and school/home relationships. Observation and/or participation in a childcare setting are required. 3 lecture hours

General Education Category:  
**Not GenEd**

Course coordinator:  
**Dr. Angela Sansone**  
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### Required texts & Other materials:

Gonzalez-Mena, J. (2019). *Foundations of early childhood education; teaching children in a diverse society*. NY, NY: McGraw Hill. ISBN 978-1260085532

### Course Student Learning Outcomes (SLO):

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

1. Identify the main early childhood theories (and theorists) and foundational perspectives, including seminal and contemporary ones. [Supports ILG # 1, 5 ; PLO-A # 1, 2, 5, 7, 10; PLO-B # 1, 2]
2. Demonstrate an understanding of the historical and social components of early childhood education with emphasis on current beliefs and practices. [Supports ILG # 1, 4, 5, 8 PLO- A # 1, 2, 3, 7; PLO-B # 1, 2]
3. Demonstrate an understanding of practice, policy, internal and external influences on early childhood education. [Supports ILG # 1, 4, 5, 8, 9; PLO-A # 1, 2, 3, 4, 6, 10; PLO-B # 1, 2]
4. Identify age appropriate pedagogical modifications designed to meet the varying needs of children. [Supports ILG # 1, 5, 8, 9, 11; PLO-A # 3, 4, 5, 6, 10; PLO-B # 1, 2, 3, 6]
5. Evaluate various early childhood pedagogical practices for their effectiveness. [Supports ILG # 1, 5, 8, 9, 11; PLO-A # 4, 5, 7, 8, 10; PLO-B # 3, 6]
6. Apply early childhood theory, practice, and pedagogical technique to educational settings. [Supports ILG #1, 5, 8, 9, 11 ; PLO-A # 3, 4, 5, 6, 7, 8, 9, 10; PLO-B # 3, 4, 5, 6, 7]

### Course-specific Institutional Learning Goals (ILG):

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Education (K-12) AA (PLO-A)**

1. Identify and explain the historical and philosophical foundations of American education.
2. Interpret current issues facing educators on the basis of study and research.
3. Take responsibility for their own learning as they make the transition from learners to teacher/learners.
4. Analyze how children learn and develop, and provide learning opportunities that support a child's intellectual, social, and personal development.
5. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners.
6. Demonstrate effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Describe and demonstrate a variety of teaching techniques and strategies.
8. Create and implement planned instructional activities for individuals, small and large groups.
9. Identify and apply assessment measures.
10. Articulate own teaching proficiency base.

### **Program Learning Outcomes for Early Childhood Education/Special Education AAS (PLO-B)**

1. Identify and explain the historical and philosophical foundations of American education;
2. Interpret current issues facing educators on the basis of study and research;
3. Evaluate how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
4. Conduct small instructional groups under the supervision of a teacher;
5. Tutor individual students in selected subjects;
6. Implement lesson plans that have specific learning outcomes and procedures, support inclusion, and reflect differentiation of instruction;
7. Demonstrate the use of classroom technology for instructional, adaptive, and enhancement purposes.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit I Early Childhood Education; the Field & Health & Safety [Supports Course SLO # 1, 2, 3, 4]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Identify, explain, and apply the four themes of early childhood education.
- Explain the history of child development; identify various theories of child development; including cognitive, biological, ecological, and sociocultural perspectives to various educational and care settings.
- Evaluate factors associated with quality care and education programs including health, safety, maintenance, age-appropriate practices, and environment.
- Compare and contrast contributions to the field by early childhood educators.
- Demonstrate an understanding of the individuals and their roles constituting a classroom team.
- Evaluate ethical considerations in relation to child study.

#### **Unit II Communication, Relationships, and the Cognitive Connection [Supports Course SLO # 1, 2, 3, 4, 5]**

##### **Learning Objectives**

##### ***The student will be able to:***

- Identify globalization.
- Evaluate the influence of globalization on early childhood education.
- Identify elements that all young children should be provided with.
- Evaluate barriers that impede their implementation.
- Demonstrate an understanding of practices that promote the inclusion of all children, including children with disabilities
- Analyze issues related to social justice with respect to how they impact the field of childhood education.

### **Unit III Children Learning about the World through Relationships [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Identify and explain various theories of how children learn about the world and relationships: Attachment, Bonding, Cultural Contexts.
- Evaluate the impact of brain development and current research in this area.
- Identify and explain the development and evolution of a child's emotional range.
- Apply emotional development to classroom practices and situations.
- Analyze various pedagogical practices for modifying emotional behaviors.
- Assess various strategies for helping young children understand and deal with various emotional issues and influences.

### **Unit IV Children and Play [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Identify and explain the integrative role of play.
- Evaluate the importance of play in relation to the everyday life of children.
- Identify the categories and levels of play.
- Discuss the affective components of play.
- Evaluate the various differences in children that can affect the play dynamic.
- Assess the influence of play relationships in a classroom.
- Evaluate the role of play in relation to wider societal issues including democracy and social change.
- Discuss debates stemming from the role of play in early childhood centers.

### **Unit V Early Childhood Perspectives: Then and Now, and Far [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Identify various philosophies and practices of early childhood education around the world.
- Evaluate various world views in relation to early childhood education.
- Assess the value and relevance of each philosophy in regard to current practices.
- Evaluate the influence of the 20th century on child development practices.
- Identify overlapping viewpoints regarding pedagogy and practice.
- Create a personal childhood philosophy based on past and present practices.

### **Unit VI Theories and Applications of Early Childhood [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Identify the main theories accepted to explain early childhood development: Freudian, Behaviorist, Maturationist, Contextualist, Humanist, Developmental Systems, Identity, and Intelligence.
- Compare and contrast each theory.
- Apply each theory to various early childhood settings.
- Explain the influence of gender and special needs in relation to implementation of theory.
- Construct lessons that demonstrate an awareness of child theory.
- Evaluate various pedagogical practices including problem-based learning, cooperative learning, mastery learning, and direct teaching.
- Connect the theories to personal philosophy.

### **Unit VII Early Childhood Programming [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

##### ***The student will be able to:***

- Identify various early childhood settings: family care, daycare centers, in-home centers, nannies, campus care, Head Start, and public education.
- Compare and contrast each option.

- Assess program options for various families.
- Evaluate special services program for infancy through adolescence.
- Create age appropriate activities that would fit the various settings.

**Unit VIII Observation** [Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

***The student will be able to:***

- Identify the practice of observing and recording information in child study.
- Compare and contrast various methods utilized throughout the observation process.
- Evaluate a child study plan.
- Analyze personal bias in relation to the observation process.
- Demonstrate an understanding of how to communicate findings.

**Unit IX Assessment** [Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

***The student will be able to:***

- Identify the roots of assessment.
- Explain the assessment cycle.
- Evaluate various levels and purposes of assessment.
- Compare and contrast assessment tools.
- Analyze the influence of externally imposed assessment measures.
- Create an assessment plan including communication of results.

**Unit X Infants, Toddlers, and Two-Year Olds** [Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

***The student will be able to:***

- Identify the developmental stages and needs for infants through 2-years.
- Evaluate attachment and how it influences development.
- Evaluate various services and supports for 0-2.
- Assess various settings for their age appropriate structure.
- Design appropriate environments and lesson for each stage of development 0-2.
- Evaluate the role of a classroom teacher in relation to diversity and accommodations for each setting.

**Unit XI Pre-School and Kindergarten** [Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

***The student will be able to:***

- Identify the physical and cognitive development of pre-school through kindergarten.
- Evaluate the stages of language development and cognitive development.
- Assess the importance of social studies for this age range.
- Assess the importance of literacy and its development.
- Evaluate various settings and materials for this age range.
- Create lessons for each range that include authentic activities.
- Discuss legal and moral issues surrounding pre-school through kindergarten.
- Create curriculum to encompass all needs for this age range including appropriate modifications.

**Unit XII First, Second, and Third Graders** [Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

***The student will be able to:***

- Identify the physical and cognitive development for first through third grade.
- Evaluate the stages of mathematical development, cognition, and transition to independent reading.
- Assess the importance of problem-based learning for this age range.
- Assess the importance of supporting mathematics and literacy.

- Evaluate various settings and materials for this age range.
- Create lessons for each range that include authentic activities.
- Discuss legal and moral issues surrounding pre-school through kindergarten.
- Create curriculum to encompass all needs for this age range including appropriate modifications.

**Unit XIII Linking Home and Learning; Policy and Practice [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

***The student will be able to:***

- Evaluate the advantages and challenges of linking the home with learning.
- Develop a plan that incorporates all stake holders in a child's well-being and development.
- Evaluate various local, state, and federal policies governing early childhood practice.
- Compare and contrast assessment tools.
- Develop a child study portfolio reflecting all influences and considerations.
- Evaluate the future of early childhood policy and practice.

**Evaluation of student learning:**

Instructors will have some discretion in determining the format and content of required work; however, written and verbal assignments in any education course are designed to help students develop the General Education skills listed above. Instructors should emphasize these goals in their assignments and assessments.

For the intents and purposes of this course, a variety of assessments, particularly written ones, should be included and given significant consideration. Below are the parameters within which instructors may operate:

**Reading Assignments:** Textbook and supplementary articles/readings

**Evaluation of web links, videos, and other relevant sources: students should be provided opportunities to evaluate and assess various sources of information related to the course.** Instructor based assessments in this area may include class discussions as well as other options. Students should also be encouraged to develop strong technology skills.

**Lesson Plans:** Students should be provided with an opportunity to create early childhood plans.

**Exams and Quizzes:** Written essays and multiple-choice: Midterm and Final.

**Writing/Research Based Assignment:** Students are expected to demonstrate minimum writing and research skills. It is recommended that students complete an early childhood philosophy of education statement. Students may also compile a child study portfolio or a case study.

Below, is an example of possible assignments with allocated weight. Class work, projects, discussions	25%
Film Analysis/midterm	15%
Quizzes, tests	20%
Child Study or Portfolio	25%
Group Project	15%

<http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf>