

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC1000	Course Title: Introduction to Early Childhood Education		
Number of Credits: 3			
Degree Type	<input type="checkbox"/> B.A. <input type="checkbox"/> B.S. <input type="checkbox"/> B.A.S <input checked="" type="checkbox"/> A.A. <input checked="" type="checkbox"/> A.S. <input type="checkbox"/> A.A.S. <input checked="" type="checkbox"/> C.C.C. <input type="checkbox"/> A.T.C. <input type="checkbox"/> V.C.C		
Date Submitted/Revised: 2008-1	Effective Year/Term: 2009-1		
<input type="checkbox"/> New Course Competency <input checked="" type="checkbox"/> Revised Course Competency			
Course to be designated as a General Education course (part of the 36 hours of A.A. Gen. Ed. coursework): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
The above course links to the following Learning Outcomes: <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility </td> </tr> </table>		<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Numbers / Data <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Cultural / Global Perspective	<input checked="" type="checkbox"/> Social Responsibility <input checked="" type="checkbox"/> Ethical Issues <input checked="" type="checkbox"/> Computer / Technology Usage <input type="checkbox"/> Aesthetic / Creative Activities <input type="checkbox"/> Environmental Responsibility
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Course Description (limit to 50 words or less, must correspond with course description on Form 102): This course provides the student with a general introduction to the young child and the early childhood classroom, family and societal influences on young children, principles of child growth and development, role of play in young children's learning, methods of observing and recording behavior, techniques of guiding behaviors, and characteristics of appropriate early childhood programs and teachers.			
Prerequisite(s):	Corequisite(s):		

Course Competencies: (for further instruction/guidelines go to: <http://www.mdc.edu/asa/curriculum.asp>)

Upon completion of the course, the student will:

Competency 1: Summarize the concepts of developmentally and culturally appropriate practices by:

- a. Discussing the characteristics of developmentally appropriate practices that guide effective instruction.
- b. Describing the anti-bias curriculum approach to early childhood education.
- c. Identifying child-initiated, child-centered, adult supported activities observed while at work in an early childhood classroom.
- d. Identifying the components of effective organization and management (e.g., classroom environments, routines, rituals, schedules.)
- e. Demonstrating appropriate manuscript printing and explaining its importance in literacy development.
- f. Discussing the various types of early care and education programs.

Competency 2: Compare and contrast the historical influences on the field of Early Childhood Education by:

- a. Researching the contributions of significant historical figures (e.g., Froebel, Pestalozzi, Montessori, Owen, Dewey, and Malaguzzi).
- b. Comparing and contrasting the contributions of historical influences.

Competency 3: Analyze the stages of child growth and development by:

- a. Identifying basic principles and milestones of child growth and development (e.g., social-emotional, cognitive, physical, creative) for the typical developing child.
- b. Examining the developmental domains (e.g., affective, cognitive, psychomotor).

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- c. Discussing influential developmental theorists (e.g., Piaget, Erikson, Vygotsky, Maslow, Ainsworth, Gardner, Skinner, and Bandura and their contributions to our understanding of children and learning.
- d. Relating the uniqueness of each child to factors such as family culture, temperament, learning styles, and others, and how each contributes to individual differences in development and learning.
- e. Identifying developmental alerts.
- f. Examining the influence of brain research on theories of cognitive and social competence, the principles of how children learn, and the development and implementation of instructional strategies.

Competency 4: Analyze the role of play in young children’s learning by:

- a. Discussing how play promotes cognitive, physical, social, emotional, and creative development in young children.
- b. Describing the developmental sequence and stages of play.
- c. Explaining the importance of play in promoting children’s development.
- d. Differentiating between child-initiated play activities and teacher-directed activities.
- e. Selecting activities that promote active learning through play, such as independent exploration, discovery, and multisensory involvement.
- f. Developing a document panel based on the observation of children’s play.

Competency 5: Demonstrate positive guidance techniques by:

- a. Examining the relationship between positive guidance and the child’s developing sense of competency, self-esteem, and self-control.
- b. Explaining the relationship between child development and realistic behavioral expectations for children.
- c. Identifying techniques and strategies that promote conflict resolution and prosocial behavior.
- d. Discussing the role of the classroom environment in influencing behavior.
- e. Identifying developmentally appropriate components of a positive and effective classroom behavioral management plan.

Competency 6: Explain family and societal influences on the lives of young children by:

- a. Discussing the variety of family systems and how the dynamics of these systems impact the developing child.
- b. Examining the influence of societal factors such as media, technology, social policies, and violence on the developing child.

Competency 7: Observe and record behavior by:

- a. Identifying types of observation.
- b. Differentiating between subjective and objective observations.
- c. Demonstrating the ability to write an objective observation on an individual child.

Competency 8: Define the teacher’s role as a professional by:

- a. Explaining the type of professional behavior expected of an adult in the classroom.
- b. Demonstrating professional characteristics such as responsibility, cooperation, and dependability.
- c. Sharing experiences with others in a professional manner including showing respect for child, family and center confidentiality.
- d. Identifying professional early childhood organizations on the local, state, and national level and analyzing their position statements.
- e. Identifying opportunities for professional growth.

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