

GENERAL INFORMATION			
Name: Dr. Susan Neimand	Phone #: (305) 237-6152		
Course Prefix/Number: EEC2202	Course Title: Program Development in Early Childhood		
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 checked="" type="checkbox"/> Aesthetic / Creative Activities <input checked="" 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 checked="" type="checkbox"/> Aesthetic / Creative Activities <input checked="" 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 focuses on quality Early Childhood programming. The student will study the following: children at risk, federal and state programs serving children at risk, state rules and regulations, quality programming, assessment, family participation, professionalism, and current model programs.			
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 characteristics of quality early childhood programming by:

- a. Identifying philosophy, policies, planning, and family participation as variables involved in quality programming.
- b. Describing and discussing developmentally and culturally appropriate practices for children birth to age 8.
- c. Identifying components of quality learning environments.
- d. Discussing components of quality programming as per National Association for the Education of Young Children (NAEYC) criteria.
- e. Discovering the importance of creating opportunities to include child-initiated, child directed, teacher-supported activities in the learning environment.
- f. Identifying state rules and regulations for licensing.
- g. Comparing and contrasting NAEYC Accreditation criteria to state rules and regulations
- h. Describing the purpose and methods of assessment.

Competency 2: Recognize the importance of using assessment tools in the classroom by:

- a. Defining: "screening" and "assessment."
- b. Acquainting students with a broader array of assessment approaches.
- c. Comparing and contrasting formal and informal screening and assessment methods.
- d. Reviewing developmentally appropriate, reliable, and valid formal and informal screening, progress monitoring, and diagnostic instruments and procedures.
- e. Using formal and informal screening and assessment data to plan for the educational needs of children.

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- f. Identifying the components of portfolios and explaining how portfolios are developed.
- g. Using portfolios to assess children's ongoing development.

Competency 3: Analyze the importance of early intervention for children at risk by:

- a. Defining "at risk" qualities.
- b. Relating how socio-economic status, language, special needs, racial, and cultural discrimination affects minority groups in terms of education, job opportunity and political power.
- c. Identifying barriers that limit access to high quality care or services.
- d. Comparing and contrasting federal and state programs that serve children at risk.
- e. Examining current child care practices in early intervention programs for effectiveness in serving children at risk.

Competency 4: Identify appropriate and effective practices for children with special needs by:

- a. Discussing the components of Individual with Disabilities Education Act (IDEA) '04: confidentiality, least restrictive environment (natural environment, inclusion), Individual Family Service Plan (IFSP), Individual Education Plan (IEP), identification, categories.
- b. Implementing the IFSP/IEP within the classroom.
- c. Adapting the environment for disabled students.
- d. Discussing the benefits of inclusion for the children, families, and staff.

Competency 5: Recognize the importance of family involvement by:

- a. Describing research findings on family participation and school success.
- b. Identifying that parents/guardians are children's first teachers.
- c. Examining strategies and practices that encourage family partnerships between home and school emphasizing outreach to all families.
- d. Identifying barriers that discourage family partnerships between home and school.
- e. Developing strategies (e.g., effective communication strategies) that respect family diversity.
- f. Analyzing the diversity of contemporary families and how to provide for their needs.
- g. Identifying procedures and legal requirements that provide for appropriate and effective family conferences and/or home visits (in accordance with due process and confidentiality) regarding the assessment, education, growth, and development of children.

Competency 6: Analyze the characteristics of contemporary models of early childhood curricula and approaches to programming by:

- a. Differentiating between a curriculum and an approach to curriculum.
- b. Describing basic components of contemporary model programs and how these meet the needs of culturally diverse groups.
- c. Comparing and contrasting the philosophical differences between curricula and approaches to curricula such as: planned v. discovery learning, content v. process goals, and intrinsic v. extrinsic motivation.

Competency 7: Summarize the elements of Early Childhood professionalism by:

- a. Defining "Early Childhood professional."
- b. Engaging in cooperative active learning.
- c. Discussing the importance of continued professional growth by identifying career ladders and the need for ongoing training.
- d. Engaging in a self-evaluation of professional characteristics by identifying areas for professional growth.

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- e. Discussing the importance of becoming an informed advocate for sound educational practices and policies.
- f. Identifying professional organizations, websites, and scholarly journals in the field of Early Childhood Education.
- g. Analyzing position statements of Early Childhood organizations (e.g., Association for Childhood Education International [ACEI], National Association for the Education of Young Children [NAEYC], Southern Early Childhood Association [SECA]) and their influence on instructional practice.
- h. Determining current issues, trends, and educational innovations, and legislation.
- i. Knowing and using the National Association for the Education of Young Children (NAEYC) Code of Ethics, and identifying ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.

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