



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, and Social Sciences

COURSE: ECE 1000 Introduction to Early Childhood Education

Date: Fall 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): None

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method:

<input checked="" type="checkbox"/> Lecture	3 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Seminar	0 Contact Hours (1 contact = 1 credit hour)
<input type="checkbox"/> Lab	0 Contact Hours (2-3 contact = 1 credit hour)
<input type="checkbox"/> Clinical	0 Contact Hours (3 contact = 1 credit hour)
<input checked="" type="checkbox"/> Online	
<input checked="" type="checkbox"/> Blended	
<input checked="" type="checkbox"/> Virtual Class Meeting (VCM)	

Offered: Fall Spring Summer

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

This course is designed as an overview of early childhood care and education, including the basic values, structure, organization, and programming in early childhood.

Examination of the student's personal qualities in relationship to expectations of the field are addressed throughout the course. A field experience component of 15 contact hours in a variety of early childhood settings is required with a minimum of 10 hours declared as ECE supervised experience. Students are required to become a member of the

TEACH organization on campus or documentation of membership to and/or participation in an early childhood education-based professional organization.

ACCREDITATION STATEMENTS AND COURSE NOTES:

Content and assessments aligned to Gateways ECE Competencies

COURSE TOPICS AND CONTENT REQUIREMENTS:

Early Childhood Education and Professional Development; Professionalism in Practice, Current Issues and Public Policy, Observation and Assessment for Teaching and Learning; Historical Foundations and Theories in Early Childhood; Theories applied to Teaching and Learning; Programs and Services for Children and Families; ECE Programs; Child Care; Role of the Federal Government Teaching Young Children Today; Linking Development and Learning; Infants, Toddlers, Preschool, Kindergarten, Primary; Role of Technology Special Needs of Young Children; Guidance, Diverse Society, Diverse Needs of Children, Parent/Family/Community Involvement NAEYC Code of Ethical Conduct and Statement of Commitment

INSTRUCTIONAL METHODS:

Lecture
Discussion on weekly assignments
Student presentations on historians/theorists
Video/videoclip reviews
Guest lecturers/presenters

EVALUATION OF STUDENT ACHIEVEMENT:

Weekly assignments
Historian Project/Presentation – ECE Competency Assessment; PPD1, PPD2, LVL2
Observation Portfolio – ECE Competency Assessment; IRE1, IRE2; LVL2
Video reviews
Teacher Identity Scrapbook Page
Philosophy of Teaching

INSTRUCTIONAL MATERIALS:

Textbooks

Principles and Practices of Teaching Young Children. Cindy Stephens, Gina Peterson, Sharon Eyrich, and Jennifer Paris. College of Canyons. 2020 (OER)

Resources

Gateways ECE Competencies and Suggested Roles
Illinois Professional Teaching Standards (2013)
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards
NAEYC Professional Standards and Competencies for Early Childhood Educators
Abused and Neglected Child Reporting Act (online training)

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;

- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

1. Analyze current trends and issues in early childhood as they reflect the historical roots of early childhood education.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1C, 1D, 1G, 1F, 1L, 2A, 2B, 3J, 3O, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	HGD1, PPD1, PPD2	CC1K3, CC1K8, CC1K9, EC1K1, EC1K2, EC9KA	1a, 1b, 2b, 2c, 6a, 6b, 6d, 6e

2. Identify and describe professional responsibilities, ethics, and career options in the field of early childhood.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 6A, 6B, 6C, 6E, 7H, 7J, 7P, 8B, 8D, 8E, 8F, 8H, 8J, 8K, 8N, 8O, 8Q, 8S, 9A, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4	CC1K4, CC7K5, CC9K1, CC9K3	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e

3. Compare and contrast funding sources, organization's structure, program practices, and policies for diverse early childhood settings and programs.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC1K3, EC8K2	2b, 2c, 6a, 6b, 6d, 6e

4. Identify developmentally appropriate practices, curriculum and environments that meet the needs of diverse populations in early childhood.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1I, 1K, 1L, 1N, 2E, 2G, 3A, 3C, 3P, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8P, 8T, 9A, 9L	IRE1, IRE2, IRE3	EC2K7, EC3K1, EC3K2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c

5. Give examples of the impact families and other significant adults have on young children.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1G, 2E, 2H, 3C, 3F, 3K, 3M, 4L, 6C, 8B, 8D, 8H, 8Q, 8T, 9L, 9Q	HGD3, FCR1, FCR2	CC1K7, CC2K4	1b, 1a, 2a, 2b, 2c, 4a, 6c

6. Discuss state and federal rules and regulations, including health and safety regulations, as they impact early childhood programs.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1C, 1D, 4G, 4I, 4K, 8P, 9C, 9F, 9L, 9R	HSW1	CC1K2, CC1K6, EC9K1	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b

7. Connect current research to the field of Early Childhood Education.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC9K4	2b, 2c, 6a, 6b, 6d, 6e

8. Explain the complex role and responsibilities of personnel in an early childhood setting.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC9K2	2b, 2c, 6a, 6b, 6d, 6e

9. Synthesize and analyze information gathered through observations of early childhood programs.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC PSCECE
1A, 1B, 1C, 1D, 1E, 1I, 1K, 1L, 1N, 2E, 2G, 3A, 3C, 3P, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8P, 8T, 9A, 9L	IRE1, IRE2, IRE3	CC9S6, CC9S8	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c