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:

☒ Lecture 3 Contact Hours (1 contact = 1 credit hour)
☐ Seminar 0 Contact Hours (1 contact = 1 credit hour)
☐ Lab 0 Contact Hours (2-3 contact = 1 credit hour)
☐ Clinical 0 Contact Hours (3 contact = 1 credit hour)
☒ Online
☒ Blended
☒ 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

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.

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<thead>
<tr>
<th>IPTS</th>
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<tbody>
<tr>
<td>1A, 1C, 1D, 1G, 1F, 1L, 2A, 2B, 3J, 3O, 8E, 9A, 9B, 9G, 9K, 9O, 9Q</td>
<td>HGD1, PPD1, PPD2</td>
<td>CC1K3, CC1K8, CC1K9, EC1K1, EC1K2, EC9KA</td>
<td>1a, 1b, 2b, 2c, 6a, 6b, 6d, 6e</td>
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2. Identify and describe professional responsibilities, ethics, and career options in the field of early childhood.

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<td>PPD1, PPD2, PPD3, PPD4</td>
<td>CC1K4, CC7K5, CC9K1, CC9K3</td>
<td>1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e</td>
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3. Compare and contrast funding sources, organization's structure, program practices, and policies for diverse early childhood settings and programs.

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<td>1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q</td>
<td>PPD2</td>
<td>CC1K3, EC8K2</td>
<td>2b, 2c, 6a, 6b, 6d, 6e</td>
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4. Identify developmentally appropriate practices, curriculum and environments that meet the needs of diverse populations in early childhood.

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<td>IRE1, IRE2, IRE3</td>
<td>EC2K7, EC3K1, EC3K2</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c</td>
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5. Give examples of the impact families and other significant adults have on young children.

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<td>HGD3, FCR1, FCR2</td>
<td>CC1K7, CC2K4</td>
<td>1b, 1a, 2a, 2b, 2c, 4a, 6c</td>
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6. Discuss state and federal rules and regulations, including health and safety regulations, as they impact early childhood programs.

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<td>HSW1</td>
<td>CC1K2, CC1K6, EC9K1</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b</td>
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7. Connect current research to the field of Early Childhood Education.

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

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

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<td>IRE1, IRE2, IRE3</td>
<td>CC9S6, CC9S8</td>
<td>1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c</td>
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