COURSE OUTLINE

Course Number: 120  
Course Title: Introduction to Early Childhood  
Credits 3

Hours: 3  
Co- or Pre-requisite: none

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


Revision: 8/2017  
Course Coordinator: T. Capra, caprat@mccc.edu

Course Competencies/Goals:

The National Association for the Education of Young Children (NAEYC) is a non-profit organization founded in 1926 for the support, advocacy, advancement, and accreditation of early childhood centers and secondary preparatory programs for childcare professionals. This course is intended to introduce students to the concepts, theories, and methods related to early childhood education. Although this introductory course is open to a variety of students, education majors and non-majors alike, its content was informed, but not directly aligned, with consideration of the early childhood standards NAEYC has provided for the early childhood programs under its accreditation (standards updated by NAEYC 2010). The course textbook and its chapters are directly aligned with NAEYC’s standards; alignment is outlined in the beginning of the book. For further clarification, please consult NAEYC’s professional standards via the following link: http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf

The student will be able to:

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

**Course-specific General Education Knowledge Goals and Core Skills**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

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

**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.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.
**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Units of study in detail**

**Unit I Early Childhood Education; the Field & Health & Safety**
- Identify, explain, and apply the four themes of early childhood education. (1,2, 3, 4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- 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. (Course Competencies: 1,2, 3, Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Evaluate factors associated with quality care and education programs including health, safety, maintenance, age-appropriate practices, and environment. (Course Competencies: 1,2, 3, 4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Compare and contrast contributions to the field by early childhood educators. (Course Competencies: 1,2, 3, 4 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Demonstrate an understanding of the individuals and their roles constituting a classroom team. (Course Competencies: 1,2, 3, 4 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate ethical considerations in relation to child study. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)

**Unit II Communication, Relationships, and the Cognitive Connection**
- Identify globalization. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E,F)
- Evaluate the influence of globalization on early childhood education. (Course Competencies: 1,2, 3, 4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F).
- Identify elements that all young children should be provided with. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Evaluate barriers that impede their implementation. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Demonstrate an understanding of practices that promote the inclusion of all children, including children with disabilities. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F)
- Analyze issues related to social justice with respect to how they impact the field of childhood education. (Course Competencies: 1,2, 3, 4, 5 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)
Unit II  Children Learning about the World through Relationships

- Identify and explain various theories of how children learn about the world and relationships: Attachment, Bonding, Cultural Contexts. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Evaluate the impact of brain development and current research in this area. (Course Competencies: 1,2, 3, 4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Identify and explain the development and evolution of a child’s emotional range. (Course Competencies: 1,2, 3, 4, Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Apply emotional development to classroom practices and situations. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Analyze various pedagogical practices for modifying emotional behaviors. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Assess various strategies for helping young children understand and deal with various emotional issues and influences. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit IV  Children and Play

- Identify and explain the integrative role of play. (Course Competencies: 1,2,3, 4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Evaluate the importance of play in relation to the everyday life of children. (Course Competencies: 1,2, 3, 4, 5 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Identify the categories and levels of play. Course Competencies: 1,2, 3, 4 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Discuss the affective components of play. (Course Competencies: 1,2, 3, 4, 5 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Evaluate the various differences in children that can affect the play dynamic. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Assess the influence of play relationships in a classroom. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Evaluate the role of play in relation to wider societal issues including democracy and social change. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Discuss debates stemming from the role of play in early childhood centers. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
Unit V  Early Childhood Perspectives: Then and Now, and Far

- Identify various philosophies and practices of early childhood education around the world. (Course Competencies: 1, 2, 3 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

- Evaluate various world views in relation to early childhood education. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

- Assess the value and relevance of each philosophy in regard to current practices. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Evaluate the influence of the 20th century on child development practices. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Identify overlapping viewpoints regarding pedagogy and practice. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Create a personal childhood philosophy based on past and present practices. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit VI  Theories and Applications of Early Childhood

- Identify the main theories accepted to explain early childhood development: Freudian, Behaviorist, Maturational, Contextualist, Humanist, Developmental Systems, Identity, and Intelligence. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E)

- Compare and contrast each theory. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 4, 5, 8 MCCC cores: A, B, E, F, G)

- Apply each theory to various early childhood settings. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Explain the influence of gender and special needs in relation to implementation of theory. (Course Competencies: 1, 2, 3, 4 Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Construct lessons that demonstrate an awareness of child theory. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Evaluate various pedagogical practices including problem-based learning, cooperative learning, mastery learning, and direct teaching. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

- Connect the theories to personal philosophy. (Course Competencies: 1, 2, 3, Gen Ed: 1, 2, 4, 5, 8, 9 MCCC cores: A, B, D, E, F, G)

Unit VII  Early Childhood Programming
• Identify various early childhood settings: family care, daycare centers, in-home centers, nannies, campus care, Head Start, and public education. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Compare and contrast each option. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Assess program options for various families. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Evaluate special services program for infancy through adolescence. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, D, E, F, G)

• Create age appropriate activities that would fit the various settings. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit VIII Observation

• Identify the practice of observing and recording information in child study. (Course Competencies: 1,2 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Compare and contrast various methods utilized throughout the observation process. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Evaluate a child study plan. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

• Analyze personal bias in relation to the observation process. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

• Demonstrate an understanding of how to communicate findings. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

Unit IX Assessment

• Identify the roots of assessment. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Explain the assessment cycle. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Evaluate various levels and purposes of assessment. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Compare and contrast assessment tools. (Course Competencies: 1,2,3,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

• Analyze the influence of externally imposed assessment measures. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

• Create an assessment plan including communication of results. (Course Competencies: 1,2,3,4,5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
**Unit X  Infants, Toddlers, and Two-Year Olds**

- Identify the developmental stages and needs for infants through 2-years. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Evaluate attachment and how it influences development. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Evaluate various services and supports for 0-2. (Course Competencies:1, 2, 3, Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Assess various settings for their age appropriate structure. (Course Competencies: 1, 2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Design appropriate environments and lesson for each stage of development 0-2. (Course Competencies: 1,2, 3 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Evaluate the role of a classroom teacher in relation to diversity and accommodations for each setting. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

**Unit XI  Pre-School and Kindergarten**

- Identify the physical and cognitive development of pre-school through kindergarten. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)

- Evaluate the stages of language development and cognitive development. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)

- Assess the importance of social studies for this age range. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)

- Assess the importance of literacy and its development. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Evaluate various settings and materials for this age range. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Create lessons for each range that include authentic activities. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Discuss legal and moral issues surrounding pre-school through kindergarten. (Course Competencies: 1,2, 3 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

- Create curriculum to encompass all needs for this age range including appropriate modifications. (Course Competencies: 1,2, 3, 4, 5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
**Unit XI**  
**First, Second, and Third Graders**

- Identify the physical and cognitive development for first through third grade. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)
- Evaluate the stages of mathematical development, cognition, and transition to independent reading. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E, F, G)
- Assess the importance of problem-based learning for this age range. Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Assess the importance of supporting mathematics and literacy. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate various settings and materials for this age range. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create lessons for each range that include authentic activities. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Discuss legal and moral issues surrounding pre-school through kindergarten. (Course Competencies: 1,2, 3 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Create curriculum to encompass all needs for this age range including appropriate modifications. (Course Competencies: 1,2, 3, 4, 5,6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)

**Unit XII**  
**Linking Home and Learning; Policy and Practice**

- Evaluate the advantages and challenges of linking the home with learning. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Develop a plan that incorporates all stake holders in a child’s well-being and development. (Course Competencies: 1,2,3,4 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Evaluate various local, state, and federal policies governing early childhood practice. (Course Competencies: 1,2,3,4, 5, 6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Compare and contrast assessment tools. (Course Competencies: 1,2,3,5,6 Gen Ed: 1,4,5,8 MCCC cores: A, B, E)
- Develop a child study portfolio reflecting all influences and considerations. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
- Evaluate the future of early childhood policy and practice. (Course Competencies: 1,2, 3, 4, 5, 6 Gen Ed: 1,2,4,5,8,9 MCCC cores: A, B, D, E, F, G)
**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 weblinks, 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%

**Academic Integrity Statement:**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual’s work as one’s
own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).