

NORTHWESTERN CONNECTICUT COMMUNITY COLLEGE

COURSE SYLLABUS

Course Title: Introduction to Early Childhood Education Course #: ECE 101

Course Description: 3 credits

This course explores the historical, philosophical and social perspectives of early childhood care and education. The importance of child development from birth to age eight is emphasized and used in observations of children, childcare settings and preschool programs. The course acquaints students with trends in educational settings, curriculum planning based on the knowledge of developmentally appropriate teaching practices, the role of the teacher in an early learning environment, and communication with both parents and professional specialists. Individual/group activities and experiences provide for the hands-on application of child development theory as well as the practical aspects of the physical, cognitive, creative, emotional and social development of the young child. Twelve (12) hours of observation in an approved early childhood education centers/programs is required.

Pre-requisite/Co-requisite: None

Goals: To provide the student with:

- 1) Through a historical approach, provide a thorough introduction to the field of early childhood care and education.
- 2) Define the young child and the role of caregivers/teachers in early childhood programs/settings.
- 3) Develop skills for as well as provide practice in setting up and evaluating early childhood programs.
- 4) Define curriculum and provide experiences demonstrating how to plan developmentally appropriate environments.
- 5) Explore the planning of multi-cultural, anti-bias curriculum and learning environments.
- 6) Investigate the connection between theory and practice in an early care and education settings.

Outcomes: With successful completion of this course, the student will be able to:

- 1) Identify and discuss developmental theories and their contributions to early care and education.
- 2) Define the history of early childhood care and education, including past and present philosophical and sociological perspectives.
- 3) Compare and contrast different types of early childhood program.
- 4) Describe the roles and responsibilities of the child, parent, caregiver and teacher in an early care and education setting.

- 5) Analyze and describe the relationship between play and development in young children.
- 6) Discuss developmentally appropriate teaching practices and how goals, objectives and assessments should reflect the individual character and uniqueness of the early childhood classroom.
- 7) Describe, explain and implement developmentally appropriate practice for individual children and groups of preschoolers.
- 8) Create activities for multi-cultural, anti-bias curriculum and learning environments.
- 9) Create and evaluate early childhood learning environments with particular attention to the diverse needs of all children, considering their individual needs and strengths.
- 10) Demonstrate an understanding of the connection between theory and practice in early childhood settings.
- 11) Discuss ethical concerns related to early care and education issues.

College Policies

Plagiarism: Plagiarism and Academic Dishonesty are not tolerated at Northwestern Connecticut Community College. Violators of this policy will be subject to sanctions ranging from failure of the assignment (receiving a zero), failing the course, being removed/expelled from the program and/or the College. Please refer to your “Student Handbook” under “Policy on Student Rights,” the Section entitled “Student Discipline,” or the College catalog for additional information.

Americans with Disabilities Act (ADA): The College will make reasonable accommodations for persons with documented learning, physical, or psychiatric disabilities. Students should notify Dr. Christine Woodcock, the Counselor for Students with Disabilities. She is located at Green Woods Hall, in the Center for Student Development. Her phone number is 860-738-6318 and her email is cwoodcock@nwcc.edu.

School Cancellations: If snowy or icy driving conditions cause the postponement or cancellation of classes, announcements will be made on local radio and television stations and posted on the College’s website at www.nwcc.edu. Students may also call the College directly at **(860) 738-6464** to hear a recorded message concerning any inclement weather closings. Students are urged to exercise their own judgment if road conditions in their localities are hazardous.

Use of Electronic Devices: Some course content as presented in Blackboard Learn is not fully supported on mobile devices at this time. While mobile devices provide convenient access to check in and read information about your courses, they should not be used to perform work such as taking tests, quizzes, completing assignments, or submitting substantive discussion posts.

Sexual Assault and Intimate Partner Violence Resource Team: NCCC is committed to creating a community that is safe and supportive of people of all gender and sexual identities. This pertains to the entire campus community, whether on ground or virtual, students, faculty, or staff.

Sexual assault and intimate partner violence is an affront to our national conscience, and one we cannot ignore. It is our hope that no one within our campus community will become a victim of these crimes. However, if it occurs, NCCC has created the SART Team - Sexual Assault and Intimate Partner Violence Resource Team - to meet the victim’s needs.

SART is a campus and community based team that is fully trained to provide trauma-informed compassionate service and referrals for comprehensive care. The team works in partnership with The Susan B. Anthony Project to extend services 24 hours a day, 7 days a week throughout the year.

The NCCC team members are:

Ruth Gonzalez, Ph.D.	860-738-6315	Green Woods Hall Room 207
Susan Berg	860-738-6342	Green Woods Hall Room 223
Kathleen Chapman	860-738-6344	Green Woods Hall Room 110
Michael Emanuel	860-738-6389	Founders Hall Annex Room 308
Seth Kershner	860-738-6481	Library
Jane O'Grady	860-738-6393	Founders Hall Annex Room 212
Robin Orloski	860-738-6416	Business Office Room 201
Patricia Bouffard, Ex-Officio	860-738-6319	Founders Hall Room 103
Savannah Schmitt		Student Representative

At NCCC we care about our students, staff and faculty and their well-being. It is our intention to facilitate the resources needed to help achieve both physical and emotional health.

NAEYC ACCREDITATION STANDARDS

Standard 1: Promoting Child Development and Learning

- 1a: Knowing and understanding young children's characteristics and needs
- 1b: Knowing and understanding the multiple influences on development and learning
- 1c: Using development knowledge to create healthy, respectful, supportive and challenging learning environments

Standard 2: Building Family and Community Relationships

- 2a: Knowing about and understanding family and community characteristics
- 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
- 2c: Involving families and communities in their children's development and learning

Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families

- 3a: Understanding the goals, benefits, and uses of assessment
- 3b: Knowing about and using observation, documentation, and other appropriate assessment tools
- 3c: Understanding and practicing responsible assessment
- 3d: Knowing about assessment partnerships with families and other professionals

Standard 4: Teaching and Learning

- 4a: Knowing, understanding, and using positive relationships and supportive interactions
- 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education
- 4c: Knowing and understanding the importance, central concepts, inquiry tools and structures of content areas or academic disciplines
- 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Standard 5: Becoming a Professional

- 5a: Identifying and involving oneself with the early childhood field
- 5b: Knowing about and upholding ethical standards and other professional guidelines
- 5c: Engaging in continuous, collaborative learning to inform practice
- 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
- 5e: Engaging in informed advocacy for children and the profession

Supportive Skill 1: Self-assessment and self-advocacy

Supportive Skill 2: Mastering and applying foundational concepts from general education

Supportive Skill 3: Written and verbal skills

Supportive Skill 4: Making connections between prior knowledge/experience and new learning

Supportive Skill 5: Identifying and using professional resources