ECED-1010: INTRODUCTION TO EARLY CHILDHOOD EDUCATION: CHILDREN'S DEVELOPMENT AND PROGRAMS

Cuyahoga Community College

Viewing: ECED-1010 : Introduction to Early Childhood Education: Children's Development and Programs

Board of Trustees:
May 2024

Academic Term:
Fall 2024

Subject Code
ECED - Early Childhood Education

Course Number:
1010

Title:
Introduction to Early Childhood Education: Children's Development and Programs

Catalog Description:
Introduction to child development and philosophy of early childhood education, including developmentally appropriate practices in a variety of child care settings. Identification of effective multicultural and inclusive early childhood learning environments. Recognition of the importance of integrated curriculum as teaching strategy for young children. Introduction to role of the early childhood teacher as facilitator, and the development of effective family/center relationships. Includes observations in early childhood education settings.

Credit Hour(s):
4

Lecture Hour(s):
4

Lab Hour(s):
0

Other Hour(s):
0

Requisites

Prerequisite and Corequisite
ENG-1010 College Composition I, or concurrent enrollment.

Outcomes

Course Outcome(s):
Demonstrate essential understanding of young children's characteristics and needs.

Objective(s):

1. Describe sequences, stages, and milestones of growth within the social, emotional, physical, and cognitive domains of development.
2. Recognize variations of typical and atypical developmental characteristics, recognizing the importance of naturalistic observation.
3. Recognize that developmental domains are interrelated and provide examples of interrelationships among developmental domains.
4. Identify examples of and describe historical and contemporary theories and developmental research (e.g. psychoanalytical, behaviorist, cognitive, socio-cultural, constructivist, and ecological systems) on the developmental characteristics and needs of young children, including language, play and approaches to learning.

Course Outcome(s):
Analyze the multiple influences on development and learning.

Objective(s):
1. Define the value and central role of relationships and efficacy in the promotion of learning.
2. Identify examples of and interpret multiple influences on development and learning, which include the diverse contexts for development (including cultural, economic, political, historical, societal, and linguistic), ecological contexts (home, community, support systems, etc.), genetic and environmental influences, child's health status, individual developmental variations, and opportunities to play, learn and access technology.
3. Apply knowledge of developmental research to identify early learning environments and opportunities to learn that are healthy, respectful, supportive, challenging and effective.
4. Describe the impact of federal legislation on inclusion of all children in early childhood education programs.

Course Outcome(s):
Recognize the importance of professionalism in the field of early childhood education.

Objective(s):
1. Identify important personal and professional characteristics of a teacher of young children.
2. Discuss the purpose and function of Ohio licensing requirements for childcare centers.

Methods of Evaluation:
1. Quizzes
2. Midterm
3. Final examination
4. Written observations
5. Assignments and projects
6. Classroom observations

Course Content Outline:
1. Definitions
    a. Early childhood education
    b. Developmentally appropriate practices
2. Historical influences in development of Early Childhood Education
    a. Historical influences
        i. Locke
        ii. Rousseau
        iii. Pestalozzi
        iv. Froebel
        v. Montessori
    b. American influences
        i. Dewey
        ii. Nursery school establishment
        iii. Professional organization, National Association for the Education of Young Children (NAEYC), establishment
        iv. Pediatric influences: Spock, Brazelton
    c. Cultural and ethnic influences
        i. African-Americans
        ii. Latin Americans & Hispanics
        iii. Additional cultural groups
3. Understanding developmental theories
    a. Psychodynamic theory and stages
        i. Freud
        ii. Erikson
        iii. Application of theory to teaching
    b. Behaviorism
        i. Classical and operant conditioning
        ii. Skinner

   iii. Bandura
   iv. Modeling
  c. Cognitive/constructivist theory
   i. Piaget
   ii. Application of theory to teaching
  d. Sociocultural theory
   i. Vygotsky
   ii. Zone of proximal development
   iii. Implications for teachers
  e. Humanistic theory
   i. Maslow's hierarchy of needs
   ii. Basic and growth needs
  f. Ecological theory
   i. Bronfenbrenner
   ii. Systems and influence on development
  g. Attachment theory
   i. Bowlby
   ii. Ainsworth

4. Human development from conception to age eight
  a. Nature/nurture issues
  b. Characteristics and developmental stages
   i. Infants
   ii. Toddlers
   iii. Preschoolers
   iv. School-aged children

5. Key concepts of brain development
  a. Critical years
  b. Importance of early experiences
  c. Impact of environment on brain development
  d. Impact of stress on brain development

6. Observing and recording
  a. Children's behavior and growth processes
   i. Recognizing differences between objective observations and teacher interpretations
   ii. Comparing observational data to norms/word pictures
  b. Learning environments
   i. Classroom design, arrangement, and materials
   ii. Ensuring health and safety

7. Establishing positive learning environments and developmentally appropriate curriculum
  a. Play as foundation for children's learning
  b. Physical development and curriculum
  c. Cognitive and language development and curriculum
  d. Social, emotional and creative development and curriculum
  e. Developmentally appropriate practices

8. Types of programs and curriculum models
  a. Head Start
  b. Child care centers
  c. Montessori-based programs
  d. Traditional nursery schools
  e. Family child care
  f. Corporate child care
  g. Parent cooperatives
  h. Proprietary child care
  i. High/Scope
  j. Constructivism
  k. Reggio Emilia inspired preschools

9. Child guidance and behaviors
  a. Definitions of discipline and punishment
  b. Utilizing environmental factors
  c. Appropriate guidance strategies

10. Teacher characteristics and roles
    a. Personal characteristics, values, and dispositions
    b. Educational preparation
    c. Professional ethics
    d. Career opportunities
11. Cultural diversity and anti-bias curriculum
    a. Exploring diversity: differences and similarities
    b. Developing skills for identifying and countering bias
    c. Valuing diversity and peaceful cooperation
    d. Challenging stereotypical materials and behaviors
    e. Learning from families, staff, and the community
    f. Identifying resources
    g. Cultural and linguistic sensitivity
12. Inclusion and special needs children
    a. Disabilities and differing abilities
    b. Federal legislation affecting learning environments
        i. Public Law 94-142
        ii. Public Law 99-457
        iii. Reauthorization of Public Law 94-142 as Individuals with Disaiblities Education Act (IDEA)
        iv. Americans with Disabilities Act (ADA), Public Law 101-336

Resources

Gordon, A.M. & Browne, K.W. (2024) *Beginnings and Beyond- Foundations in Early Childhood Education*, Boston, MA:Cengage Learning.

NAEYC. (2022) *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*, Washington, D.C.: National Association for the Education of Young Children.

Harms, T. (2014) *Early Childhood Environmental Rating Scale*, New York, NY: Teachers College Press.

Gonzalez-Mena, J. & Shabazian, A. (2024) *Foundations of Early Childhood Education: Teaching Children in a Diverse Society*, McGraw Hill.

Murphy, L. (2016) *Lisa Murphy on Play: The Foundation of Children's Learning*, St. Paul, MN: Redleaf Press.

Masterson, M.L. and Bohart, H. (Eds.). *Serious fun: How Guided Play Extends Children's Learning*. Washington D.C., NAEYC, 2019.

Morrow, L.M. (2020) *Fundamentals of Early Childhood Education*, Pearson.

Johnston, J., Nahmad-Williams, L., Oates, R., Wood. V. (2018) *Early Childhood Studies Principles and Practice*, Routledge.

Erdman, S., Colker, L. J., Winter, E. C. (2020) *Trauma & Young Children- Teaching Strategies to Support & Empower*, NAEYC: Washington, D.C.

Conkbayir, M. . (2022) *Early Childhood and Neuroscience: Theory, Research and Implications for Practice*, Bloomsbury Academic.

Resources Other
 1. Developmentally Appropriate Practice [videorecording]. Washington, DC: NAEYC, 2006.

Instructional Services

OAN Number:
Transfer Assurance Guide OED010

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Key: 1506