**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

1. **GENERAL COURSE INFORMATION**

Course Number: CHLD 1500

Course Title: Introduction to Early Childhood Education

Credit Hours: 3

Prerequisites: None

Division/Discipline: Workforce Training and Community Education-Early Childhood

Course Description: An introduction to the early childhood profession including an emphasis on professionalism and developmentally appropriate practice. Topics include an overview of history of early education, theoretical program models, different types of early childhood programs, community resources, professional organizations, and contemporary trends and issues in programs for children ages birth to age eight.

1. **INSTRUCTOR INFORMATION**
2. **COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The college reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

1. **COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This course is an integral part of the learning process in the Early Childhood Education program. Through this course, the student gains knowledge of early childhood program models, history of early childhood, and professionalism.

1. **ASSESSMENT OF STUDENT LEARNING**

Barton Community College assesses student learning at several levels: institutional, program, degree and classroom. The goal of these assessment activities is to improve student learning. As a student in this course, you will participate in various assessment activities. Results of these activities will be used to improve the content and delivery of Barton’s instructional program.

Course Outcomes, Competencies, and Supplemental Competencies:

A. Demonstrate an understanding of the early childhood profession.

1. Discuss the contributions of historical and contemporary theorists to the field of early childhood education.

2. Explain the historical, philosophical, and social foundations and how these foundations influence current thought and practice.

3. What are twelve steps you can use to guide children's behavior?

4. How do changes in families change the ways that you involve parents and families?

B. Examine the features of a developmentally appropriate programs for children.

1. Define the phrase “developmentally appropriate.”

2. Discuss how knowledge of child growth and development impact developmentally appropriate practices (DAP).

3. Compare a developmentally appropriate classroom with one that is not developmentally appropriate in relation to child-staff ratio, group size, and teacher qualifications and training.

4. Explain how developmentally appropriate programs are impacted by differences in family structures and social and cultural backgrounds.

5. Explain how play is the foundation for children’s learning.

6. What is guiding behavior and why is it important?

C. Explore the different types of early childhood programs.

1. Describe the diversity of settings, teacher qualifications, types of employment, and locations.

2. Recognize the basic components of quality in an early childhood program setting.

3. Identify the goals and basic components of several prominent, theoretical curriculum models (i.e. Montessori, High Scope, Reggio Emilia, Project Approach, etc.)

4. What is the social constructivist approach to guiding behavior?

D. Understand current trends and issues in the early childhood

1. Identify childcare research findings and report on the effects of childcare, their families and/or society.

2. Resolve basic early childhood dilemmas in early childhood using the NAEYC Code of Ethical Conduct

3. What is the Individuals with Disabilities Education Act (IDEA) and why is it important

E. Develop an understanding of the characteristics and developmental stages of an early childhood profession.

1. List the characteristics of an early childhood professional

2. Discuss career opportunities for the early childhood professional.

3. List educational and experience requirements for early childhood professionals and the positions they hold.

4. Describe the profession’s code of ethical conduct and its application in everyday practice.

5. Discuss the role of early childhood professional organizations in the development of an early childhood professional.

6. Describe the purpose of, and opportunities for, professional growth and development.

7. Identify skills needed to locate and obtain employment.

8. Describe advocacy as it relates to an early childhood professional.

1. **INSTRUCTOR’S EXPECTATIONS OF STUDENTS IN CLASS**
2. **TEXTBOOKS AND OTHER REQUIRED MATERIALS**
3. **REFERENCES**
4. **METHODS OF INSTRUCTION AND EVALUATION**
5. **ATTENDANCE REQUIREMENTS**
6. **COURSE OUTLINE**