

Department:

Early Childhood

Course Description:

This course will provide you with the opportunity to explore the diversity in contemporary early childhood roles and settings, and consider your professional goals, current and future. Professional competencies, standards of practice, programs for young children, and philosophical, theoretical, and historical foundations of early childhood education will be examined. Program models as well as related issues and research will be compared and evaluated.

Course Competencies:

The learning outcomes and competencies detailed in this syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups for this course as approved by the Kansas Board of Regents. (Kansas Regents System Number and Title: **KRSN Course ECE 1010 Introduction to Early Childhood Education.**)

Upon completion of the course, the student should be able to:

1. Connect Developmentally Appropriate Practice, curriculum methods and materials, including technology, to early learning standards.
2. Discuss and explain the historical, legal, social, and theoretical foundations of early childhood education and the current trends associated with the profession.
3. Identify and apply the National Association for the Education of Young Children's Code of Ethical Conduct and other professional standards to resolve basic ethical dilemmas in early childhood education.
4. Describe the cultural, linguistic, and individual characteristics that affect the child's development and learning in an early childhood education setting.
5. Summarize the roles, responsibilities and rights of teachers, families, and other related professionals and basic collaboration and teaming strategies.
6. Identify the types and role of observation, documentation, and assessment in early childhood education.

Course Content:

- A. You and Early Childhood Education: What Does It Mean to Be a Professional?
- B. The Past and the Present: Prologue to the Future
- C. Theories Applied to Teaching and Learning: Foundations for Practice
 1. Early Childhood Programs: Applying Theories to Practice
 2. Infants and Toddlers: Foundation Years for Learning
 3. The Preschool Years: Readiness for School and Life
 4. Kindergarten Education: Learning All You Need to Know
 5. The Primary Grades: Preparation for Lifelong Success
 6. Observation and Assessment for Teaching and Learning
- D. Federal and State Governments: Supporting Children's Success

1. Current Issues and Public Policy: Contemporary Influences on Children and Families
 2. Child Care: Meeting the Needs of Children and Families
- E. Technology and Young Children: Education for the Information Age
 - F. Guiding Children: Helping Children Become Responsible
 - G. Understanding Children's Culture
 - H. Children with Diverse Needs: Appropriate Education for All Parents, Families, and the Community

Learning Assessments:

Competencies may be evaluated by multiple measures, including exams, papers, research, observations, and projects.

Instructional Materials:

Textbook: Morrison, G. (2018). *Early Childhood Education Today*. (14th ed.). Columbus, OH: Prentice Hall. ISBN-13: 978-0134895116

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).