



# ILLINOIS VALLEY COMMUNITY COLLEGE

## COURSE OUTLINE

**DIVISION:** Humanities, Fine Arts and Social Sciences

**COURSE:** ECE 1000 Introduction to Early Childhood Education

Date: Fall 2018

Credit Hours: 3

Prerequisite(s): None

Delivery Method:  **Lecture**                    **3 Contact Hours** (1 contact = 1 credit hour)  
 **Seminar**                    **0 Contact Hours** (1 contact = 1 credit hour)  
 **Lab**                                **0 Contact Hours** (2-3 contact = 1 credit hour)  
 **Clinical**                    **0 Contact Hours** (3 contact = 1 credit hour)  
 **Online**  
 **Blended**

***\*\*15 hours in early childhood settings needed to complete assigned course work.***

Offered:  **Fall**     **Spring**     **Summer**

IAI Equivalent –***Only for Transfer Courses***-go to <http://www.itransfer.org>:

### **CATALOG DESCRIPTION:**

This course is designed as an overview of early childhood care and education, including the basic values, structure, organization and programming in early childhood. Examination of the student's personal qualities in relationship to expectations of the field is addressed throughout the course. A field experience component of 15 contact hours in a variety of early childhood settings is required with a minimum of 10 hours declared as ECE supervised experience. Students currently in the workforce who have documented 1600 clock hours may be eligible for the online format of the course. Students are required to become a member of the TEACH organization on campus or documentation of membership to an education- based professional organization.

## GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

### Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem-solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

### EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

#### Upon completion of the course, the student will be able to:

- Analyze current trends and issues in early childhood as they reflect the historical roots of early childhood education.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1C, 1D, 1G, 1F, 1L, 2A, 2B, 3J, 3O, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	HGD1, PPD1, PPD 2	CC1K3, CC1K8, CC1K9, EC1K1, EC1K2, EC9KA	1a, 1b, 2b, 2c, 6a, 6b, 6d, 6e

- Identify and describe professional responsibilities, ethics, and career options in the field of early childhood.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 6A, 6B, 6C, 6E, 7H, 7J, 7P, 8B, 8D, 8E, 8F, 8H, 8J, 8K, 8N, 8O, 8Q, 8S, 9A, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T	PPD1, PPD2, PPD3, PPD4	CC1K4, CC7K5, CC9K1, CC9K3	1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e

- Compare and contrast funding sources, organizations structure, program practices, and policies for diverse early childhood settings and programs.

IPTS	ECE Competencies	CEC/DEC Standards	NAEYC Standards
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC1K3, EC8K2	2b, 2c, 6a, 6b, 6d, 6e

4. Identify developmentally appropriate practices, curriculum and environments that meet the needs of diverse populations in early childhood.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1A, 1B, 1C, 1D, 1E, 1I, 1K, 1L, 1N, 2E, 2G, 3A, 3C, 3P, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8P, 8T, 9A, 9L	IRE1, IRE2, IRE3	EC2K7, EC3K1, EC3K2	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c

5. Give examples of the impact families and other significant adults have on young children.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1A, 1B, 1C, 1D, 1E, 1G, 2E, 2H, 3C, 3F, 3K, 3M, 4L, 6C, 8B, 8D, 8H, 8Q, 8T, 9L, 9Q	HGD3, FCR1, FCR2	CC1K7, CC2K4	1b, 1a, 2a, 2b, 2c, 4a, 6c

6. Discuss state and federal rules and regulations, including health and safety regulations, as they impact early childhood programs.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1C, 1D, 4G, 4I, 4K, 8P, 9C, 9F, 9L, 9R	HSW1	CC1K2, CC1K6, EC9K1	1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b

7. Connect current research to the field of Early Childhood Education.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC9K4	2b, 2c, 6a, 6b, 6d, 6e

8. Explain the complex role and responsibilities of personnel in an early childhood setting.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q	PPD2	CC9K2	2b, 2c, 6a, 6b, 6d, 6e

9. Synthesize and analyze information gathered through observations of early childhood programs.

<b>IPTS</b>	<b>ECE Competencies</b>	<b>CEC/DEC Standards</b>	<b>NAEYC Standards</b>
1A, 1B, 1C, 1D, 1E, 1I, 1K, 1L, 1N, 2E, 2G, 3A, 3C, 3P, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8P, 8T, 9A, 9L	IRE1, IRE2, IRE3	CC9S6, CC9S8	1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c

## MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

<b>Goals</b>	<b>Outcomes</b>
<b>First Goal</b>	
To develop interpersonal capacity.	2. Identify and describe professional responsibilities, ethics, and career options in the field of early childhood.
<b>Second Goal</b>	
To connect learning to life.	9. Synthesize and analyze information gathered through observations of early childhood programs.

**COURSE TOPICS AND CONTENT REQUIREMENTS:**

- Early Childhood Education and Professional Development; Professionalism in Practice, Current Issues and Public Policy, Observation and Assessment for Teaching and Learning
- Historical Foundations and Theories in Early Childhood; Theories applied to Teaching and Learning
- Programs and Services for Children and Families; ECE Programs; Child Care; Role of the Federal Government
- Teaching Young Children Today; Linking Development and Learning; Infants, Toddlers, Preschool, Kindergarten, Primary; Role of Technology
- Special Needs of Young Children; Guidance, Diverse Society, Diverse Needs of Children, Parent/Family/Community Involvement
- NAEYC Code of Ethical Conduct and Statement of Commitment

**INSTRUCTIONAL METHODS:**

- Lecture
- Discussion on weekly assignments
- Student presentations on historians/theorists
- Video/videoclip reviews
- Guest lecturers/presenters

**INSTRUCTIONAL MATERIALS:**

Early Childhood Education Today. 13th Ed. George S. Morrison. 2015

**STUDENT REQUIREMENTS AND METHODS OF EVALUATION:**

Weekly assignments  
 Historian Project/Presentation – ECE Competency Assessment; PPD1, PPD2, LVL2  
 Observation Portfolio – ECE Competency Assessment; IRE1, IRE2; LVL2  
 Video reviews  
 Scrapbook Page/Philosophy of Teaching  
 Exams/Research Paper

A= 90-100  
 B= 80-89  
 C= 70-79  
 D= 60-69  
 F= 0-59

**OTHER REFERENCES:**

ECE Competencies: [www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file](http://www.ilgateways.com/docman-docs/professional-development/higher-education-programs/entitlement/851-ece-competencies-by-credential-level-and-suggested-role/file).  
Illinois Professional Teaching Standards (IPTS 2010) [http://www.isbe.state.il.us/peac/pdf/IL\\_prof\\_teaching\\_stds.pdf](http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf)  
Council for Exceptional Child (CEC)/Division of Early Childhood (DEC) Standards [http://www.dec-spced.org/uploads/docs/about\\_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20n%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf](http://www.dec-spced.org/uploads/docs/about_dec/Professional%20Standards/Initial%20Special%20Education%20Professionals%20n%20Early%20Childhood%20Special%20Education%20Early%20Intervention.pdf)  
NAEYC Initial Standards for Early Childhood Professional Preparation Programs 2010  
[http://www.naeyc.org/ncate/files/ncate/Std\\_1pager.pdf](http://www.naeyc.org/ncate/files/ncate/Std_1pager.pdf)  
Abused and Neglected Child Reporting Act (online training)  
<https://mr.dcfstraining.org/UserAuth/Login!loginPage.action;jsessionid=6E8F77C3DCC09F4D19830B5D31F77D21>

# Course Competency/Assessment Methods Matrix

ECE 1000 – Introduction to Early Childhood Education	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation ( <i>Portfolio</i> ) <b>Comp. Assess.</b>	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Philosophy of Teaching Assignment	Historian Project <b>Comp. Assess.</b>
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D							
Analyze current trends and issues in early childhood as they reflect the historical roots of early childhood education. <b>ECE COMPETENCY:</b> HGD1, PPD1, PPD 2; LVL2 <b>IPTS:</b> 1A, 1C, 1D, 1G, 1F,1L, 2A, 2B, 3J, 3O, 8E, 9A, 9B, 9G, 9K, 9O, 9Q <b>NAEYC:</b> 1a, 1b,2b, 2c, 6a, 6b, 6d, 6e		X				X																									X	
Identify and describe professional responsibilities, ethics, and career options in the field of early childhood. <b>ECE COMPETENCY:</b> PPD1, PPD2, LVL2; PPD3, PPD4, LVL3 <b>IPTS:</b> 1A, 1C, 1D, 1E, 1F, 1L, 2A, 2B, 2C, 2E, 3A, 3B, 3C, 3D, 3F, 6A, 6B, 6C, 6E, 7H, 7J, 7P, 8B, 8D,8E, 8F, 8H, 8J, 8K, 8N, 8O, 8Q, 8S, 9A, 9E, 9H, 9I, 9K, 9L, 9M, 9Q, 9S, 9T <b>NAEYC:</b> 1b, 2a, 2b, 2c, 3a, 3b, 3c, 3d, 4a, 4d, 6a, 6b, 6c, 6d, 6e									X																				X			

<p>Compare and contrast funding sources, organizations structure, program practices, and policies for diverse early childhood settings and programs.  <b>ECE COMPETENCY: PPD2; LVL2</b>  <b>IPTS: 1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q</b>  <b>NAEYC: 2b, 2c, 6a, 6b, 6d, 6e</b></p>	X						X	X																					
<p>Identify developmentally appropriate practices, curriculum and environments that meet the needs of diverse populations in early childhood.  <b>ECE COMPETENCY: IRE1, IRE2; LVL2</b>  <b>IPTS: 1A, 1B, 1C, 1D, 1E, 1I, 1K, 1L, 1N, 2E, 2G, 3A, 3C, 3P, 4A, 4B, 4C, 4D, 4F, 4G, 4H, 4I, 4J, 4K, 4L, 4M, 4N, 4O, 4P, 4Q, 5F, 5I, 8Q, 8P, 8T, 9A, 9L</b>  <b>NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b, 4d, 5a, 5b, 5c, 6b, 6c</b></p>	X											X															X		
<p>Give examples of the impact families and other significant adults have on young children.  <b>ECE COMPETENCY: HGD3, FCR1, FCR2; LVL2</b>  <b>IPTS: 1A, 1B, 1C, 1D, 1E, 1G, 2E, 2H, 3C, 3F, 3K, 3M, 4L, 6C, 8B, 8D, 8H, 8Q, 8T, 9L, 9Q</b>  <b>NAEYC: 1b, 1a, 2a, 2b, 2c, 4a, 6c</b></p>							X	X																			X		
<p>Discuss state and federal rules and regulations, including health and safety regulations, as they impact early childhood programs.  <b>ECE COMPETENCY: HSW1; LVL2</b>  <b>IPTS: 1C, 1D, 4G, 4I, 4K, 8P, 9C, 9F, 9L, 9R</b>  <b>NAEYC: 1a, 1b, 1c, 2a, 2b, 2c, 3b, 3c, 6b</b></p>								X																					
<p>Connect current research to the field of Early Childhood Education.  <b>ECE COMPETENCY: PPD2; LVL2</b>  <b>IPTS: 1F, 2A, 2B, 8E, 9A, 9B, 9G, 9K, 9O, 9Q</b>  <b>NAEYC: 2b, 2c, 6a, 6b, 6d, 6e</b></p>										X																		X	

