



Broward Community College

Course Outline

STATUS: A

COMMON COURSE NUMBER: EEC 1200

COURSE TITLE: Early Childhood Education

CREDIT HOURS: 3

CONTACT HOURS BREAKDOWN:

Lecture/Discussion 48

Lab

Other

Contact Hours/Week 3

CATALOG COURSE DESCRIPTION:

Prerequisite: None

Corequisite: None

This course reviews history and present day aspects of early childhood programs for infants, toddlers, preschool, and school children. Basic principles and foundations of early childhood education are covered.

General Education Requirements - Associate of Arts Degree, meets Area(s):
 General Education Requirements - Associate in Science Degree, meets Area(s):

UNIT TITLES:

1. Historical Traditions in Early Childhood Education
2. Institutions in Early Childhood
3. Becoming an Early Childhood Practitioner
4. Principles of Child Growth and Development
5. Toward Professionalism
6. Meeting the Child's Physical and Intellectual Needs
7. Supporting the Child's Social and Emotional Development

I. Course Overview:

Upon successful completion of this course, the students should be able to demonstrate a knowledge of early childhood institutions and programs and their historical background.

II. Units:

Unit 1. Historical Traditions in Early Childhood Education

General Outcome:

- 1.0 The students should be able to identify the historical underpinnings of current early childhood programs and practices.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 1.1 Describe the historical foundations of early childhood education.
- 1.2 Identify early childhood educators and researchers who pioneered development of early childhood programs.
- 1.3 Explain the evolution of present day programs from early model programs.

Unit 2. Institutions in Early Childhood Education

General Outcome:

- 2.0 The students should be able to identify the variety of early childhood institutions and their sponsorship.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 2.1 Distinguish among early childhood centers, family day care centers, and kindergarten programs and nursery schools.
- 2.2 Contrast head start programs, Montessori programs, social and academic programs.
- 2.3 Differentiate between public and private programs.
- 2.4 Identify for profit and not for profit programs.
- 2.5 Demonstrate a knowledge of industrial child care programs.

Unit 3. **Becoming an Early Childhood Practitioner**

General Outcome:

- 3.0 The students should be able to explain what is required to become a successful early childhood practitioner.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Describe the roles and responsibilities of a center director, teacher, assistant and aide.
- 3.2 Compare certification and credentialing.
- 3.3 Discuss the qualifications and responsibilities of early childhood educators.
- 3.4 Identify ways to increase the social status of early childhood educators.
- 3.5 Identify proper terminology for early childhood educators in the variety of roles they perform in early childhood programs.

Unit 4. Principles of Child Growth and Development

General Outcome:

- 4.0 The students should be able to plan effective early childhood programs based on theoretical foundations which ensure that all important developmental areas of the curriculum are met.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 4.1 Describe six major developmental theories and their contribution to early childhood education.
- 4.2 Identify the characteristics of children between birth and eight years of age.
- 4.3 Identify the developmental milestones for a child birth through age five.
- 4.4 Organize the classroom to meet the developmental needs of young children.
- 4.5 Develop programs which meet the physical, creative, social, emotional, cognitive, and language development needs of young children.
- 4.6 Recognize the role parents play in the development of curriculum.
- 4.7 Recognize the role of play in the learning process.

Unit 5. Toward Professionalism

General Outcome:

5.0 The students should be able to demonstrate a practical knowledge of what professionalism means in the field of early childhood education.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 5.1 Describe ways in which early childhood practitioners demonstrate professionalism.
- 5.2 Compare the different professional organizations in early childhood education.
- 5.3 Identify and describe type of in-service programs.
- 5.4 Describe methods by which early childhood practitioners can pursue their professional development.
- 5.5 Recognize the role of personal development in teachers' professional development.
- 5.6 Identify advocacy groups, methods, and issues.
- 5.7 Discuss ethical concerns and practices.

Unit 6. Meeting the Child's Physical and Intellectual Needs

General Outcome:

6.0 The students should be able to discuss the physical and intellectual needs of the young child.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 6.1 Identify the physical needs of young children and appropriate large and small muscle activities to meet these needs.
- 6.2 Discuss appropriate activities to meet individual needs and special needs of children with disabilities.
- 6.3 Identify the cognitive needs of young children and approaches to meeting these needs.
- 6.4 Plan activities involving discovery, play and exploration.
- 6.5 Discuss individualized learning styles and problems.
- 6.6 Develop a list of developmentally appropriate materials to challenge young children physically and cognitively.

Unit 7. Supporting the Child's Social and Emotional Development

General Outcome:

7.0 The students should be able to discuss methods of supporting young children's social and emotional development.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

7.1 Identify the social development cycle of young children.

7.2 Discuss approaches and techniques which foster sharing, cooperation, respect for others and acceptance as part of a group.

7.3 Plan activities which promote socialization.

7.4 discuss the emotional development of the young child.

7.5 Identify appropriate techniques and activities to encourage feelings of empathy, self esteem, self control and independence.

7.6 Discuss strategies to insure a non-biased curriculum.