Course Title & Number: ECD 101

INTRODUCTION TO EARLY CHILDHOOD EDUCATION

COURSE DESCRIPTION:

An introduction to the field of Early Childhood Education. This course provides a conceptual framework for understanding the early childhood profession, the role of the early childhood educator, and early childhood programs. It examines the historical philosophies and theories of Early Childhood Education as well as the current trends, issues, and practices of educating children from birth through the age of eight. Three hours of lecture per week and 15 hours of field experience over the duration of the course.

(F/S) 3 Credits

WELCOME

My name is Connie Barnett and I’m an Adjunct Faculty Member of the Early Childhood Development Course at Chesapeake College.

Welcome to ECD 101, Introduction to Early Childhood Education. This course is a requirement for all three Early Childhood Programs (641 Early Childhood Development AAS Degree, 642 Early Childhood Development Advanced Certificate Program, 645 Basic Certificate, and 309 Early Childhood Education AAT Degree Program). You are required to complete 15 hours of field experience in a licensed early childhood program or school. To successfully fulfill this requirement, you will read and familiarize yourself with the information contained in the Early Childhood Field Experience Booklet.
There are various ways that you can communicate with me, they are:

- **Email:** Use the Course email (on Angel) FIRST & MOST EFFECTIVE
- **Mailing Address:** Chesapeake College Cambridge Center, 416-418 Race Street, Cambridge, MD. 21613
- **Fax:** (410) 820-6406 (Cambridge Center), you must identify my name and your name, course number, and semester on your document when you fax it to this number.
- **Phone:** (443) 521-2315 (443) 521-2315 (cell) or (410) 228-4253 (410) 228-4253 (home)
- Any student in this course who has a disability that may prevent him/her from fully demonstrating his or her abilities should **immediately** contact Judy Gordon in Student Services (ext. 5805). Judy can discuss the possibility of an accommodations plan with you to insure full participation and achievement of your educational goals.

**Academic Instruction Emergency Management Plan**

In the event that Chesapeake College needs to close for an extended period of time due to a flu pandemic, severe weather event, or other emergency situation, consideration will be given to the timing and duration of the closure as follows:

1. **Closure during the semester for up to one week** - there will be an opportunity to make up work missed without significant alteration to the semester calendar.

2. **Closure extending beyond one week** (or in situations where classes are cancelled on the same days/evenings over multiple weeks) - the College may extend the length of the semester. Depending on the timing of the closure, scheduled breaks, end of semester dates, and/or the processing of final grades might be impacted.

Students can acquire information about closures on the College website or by calling 410-822-5400 or 410-228-4360. Chesapeake College courses held at off campus sites will follow the protocol of the host facility.
SUCCEEDING IN THIS COURSE

Plan your time and stay committed:

You are enrolled in a traditional course that requires self-discipline on your part to do your best and to keep up with all the assignments.

We will be meeting in class for three (3) hours per week. Each week you are required to do the assigned reading, come prepared to discuss what you have learned in your research, and complete all assignments.

All projects and activities must be completed according to the directions given to you and handed in on the due date. I will not be accepting late work unless authorized by me prior to the due date. Please read “What I Expect of Students” for further guidance and information.

- I strongly suggest that you block out the time needed to do the weekly readings and assignments in a study schedule of a minimum of three (3) hours per week. Write every assignment due date in a daily planner and make a “To-Do” list for these assignments.

"Tips for Success"

- Go to the "Tips for Success", peruse the tips and ideas on how to best use your time to succeed in this class and accomplish your goals in and out of college.

Put your mind into it:

To “really learn” new information, it is not enough for most of us just to read and discuss the content materials for this course. Research indicates that actively engaging with the material improves our learning and retention. That means we all need to “work the material” to make it our own. Therefore I have designed several assignments during this semester related to the important concepts you need to
“really know” in this course. You will be using the text, other valid and credible resources, written assignments, etc. to gain more control over your learning. You will find that by taking these assignments seriously and conscientiously completing them on time, you will raise your grade, succeed in this course, and retain much information you will be able to use in your current or future career. Be sure to use your planner to keep up with assignment due dates.

***You will notify me when you are unable to attend class.

COMPLETE YOUR FIELD-BASED HOURS

In this course you will be required to complete fifteen (15) field-based hours of activities and observations of children in a developmentally appropriate educational program within the College’s service area (Upper Shore region of: Caroline Count, Dorchester County, Kent County, Queen Anne’s County and Talbot County).

- You are to read and familiarize yourself with the information in the Field Experience Booklet, fulfilling all the requirements necessary to successfully gain educational experiences in the Early Childhood Education field.
- You must decide on an early childhood education site for your fieldwork by the second (2nd) week of class. At that time you will enter the following information on the form distributed in class.

1. Student’s name
2. Student’s email (preferably not Cruiser)
3. Program site
4. Program’s telephone number
5. Contact person at site
6. Age and grade of children

I look forward to working with each one of you as you gain more insight and acquire more skills in this course.
REQUIRED References:

- http://www.mdk12.org

MATERIALS NEEDED:

- Dark green 3 Ring binder (1 ½”)
- Dark green Pocket Folder with your name clearly and legibly on the cover (Self-adhesive name tag)
- Electronic device for saving your work in Word Document

LEARNING OUTCOMES:

1. Analyze the historical progression of early childhood education and summarize the key points of several theories and the impact that these theories have on modern preschool programs.

2. Observe early childhood educational programs within their communities and write field reflections of these observations looking for parallels between theory and practice.

3. Identify local, state, and federal initiatives that relate to the field of early childhood education.

4. Research and identify career possibilities in the field of early childhood education.

5. Examine contemporary issues housed within ECD including technology, wellness, culturally appropriate practices, parent/teacher relationships, etc.

Those five outcomes will be measured more specially, as described below:

1. Analyze the historical progression of early childhood education and summarize the key points of several theories and the impact that these theories have on modern preschool programs.
1. Discuss the evolution of early childhood programs and curricula as well as pertinent information pertaining to the ECE field.

1.2 Complete an Info Quest on historical educational figures and present your findings to the class.

1.3 The teacher candidate will develop and write their philosophy of Early Childhood Education

2. Observe early childhood educational programs within their communities and write field reflections of these observations looking for parallels between theory and practice.

2.1 Observe two (2) early childhood programs comparing and contrasting the variety of curriculum models to various theories. Site one is where you complete your fieldwork hours and site two will be assigned to you in class.

2.2 Reflect on your observations, recording the essential principles and practices of the Cognitive Theory, and/or the Psychosocial Theory, and/or the Behaviorist Theory, and/or the Ecological Theory that you observed in these programs.

3. Identify local, state, and federal initiatives that relate to the field of early childhood education.

3.1 Examine the NAEYC guidelines for developmentally appropriate practices as a basis for early childhood programs.

3.2 Explore various early childhood organizational web sites.

3.3 Discuss the impact of Maryland’s licensing requirements upon early childhood programs.

3.4 Complete an Info Quest concerning No Child Left Behind (Race to the Top)

3.5 Discuss the legal basis of services for young children with special needs.

4. Research and identify career possibilities in the field of early childhood education.

4.1 Examine the process of becoming a professional in early childhood. 4.2 Describe and demonstrate knowledge of the ethical standards and responsibilities of early childhood professionals. (NAEYC)

4.3 Interview an early childhood educator concerning the field and profession of early childhood education.
4.4 Examine the role of the early childhood professional by observing an early childhood program setting.

5. **Examine** contemporary issues housed within ECD including technology, wellness, culturally appropriate practices, parent/teacher relationships, etc.

5.1 Summarize the developmental and educational **needs** of children aged birth to eight-years-of-age.

5.2 Describe school readiness and assessment strategies, including cultural differences and parental impact on these processes.

5.3 Discuss the effects of technology on young children

5.4 Communicate your research findings and thoughts regarding a relevant ECE topic in a clear, creative, and concise manner.

**COURSE REQUIREMENTS ECD 101**

1. **Field Experience** (220 points)

   **A. Participation in an EC Classroom:** You will spend 15 hours in a licensed early childhood (EC) classroom, observing, participating in the classroom activities and helping the teacher in any way possible.

   - You have chosen a profession where you must be consistent in attendance, show up on time, complete all your responsibilities in an equitable and timely fashion, and “be a professional” in all aspects of your demeanor. Therefore, you will participate in 15 hours of field experience in a licensed early childhood classroom (birth through eight years of age) over the duration of this semester. (45 points)

   - Evaluation of the Teacher Candidate (you) by supervising teacher (5 points)

   - Evaluation of the site where you did your field work by Teacher Candidate (you) (5 points).

   **B. Interview an Early Childhood Educator:** Part of your field experience will be to interview an Early Childhood Educator following the format given to you in class. The purpose for this activity is for you to learn as much as you can about the profession you are interested in. This will be an invaluable experience for you. In this assignment you will contact and interview an early childhood educator (birth to eight-years-of-age) in a
Licensed childcare center, or Head Start program, or a public school teacher (kindergarten, first, second or third grade). This is your opportunity to discover more about the early childhood profession. Your interview should cover the following topics: **(35 points)**

- Educational background in the early childhood education field of the teacher you interview
- Teacher's years of experience in this field
- Teacher's educational philosophy of young children
- What does the teacher like best about their job
- What does the teacher like least about their job
- What are the teacher's Job responsibilities
- Etc.

You will then type your paper (MLA format-see What I Expect of Students) describing this interview and include your reflections of this experience at the end of the description.

C. **Self-Reflective Journal**: You will respond **three/five times (one reflection description for each time of fieldwork experience)** in your Journal concerning the insights, skills, and knowledge you have gained while doing your Field Work, projects, and other activities. Information for this Journal is given in the Early Childhood Field Experience Booklet. You must read this to **successfully** complete your Journal. **(50 points)**

D. **Two School Visits and Summaries** (Written/Typed- **40 points each**): You are required to observe and evaluate two (2) MD State licensed early childhood settings (birth to eight-years of age).

- **Site 1**: You will observe and evaluate the site where you do your field work. There is a specific form for this that will be handed out in class.
- **Site 2**: You will observe and evaluate another licensed site using the Inventory of Classroom form.

2. **Philosophy of Early Childhood Education** (Typed Paper- **60 points**): As you read through the text you will discover important information about the field of Early Childhood Education. Various theories of how children learn are presented to you. For this assignment you will formulate your beliefs (Philosophy of ECE):

- The purpose of early childhood education is...
• Children learn by...

• The best conditions for learning are...

• The components of developmentally appropriate practice are... (This will include appropriate materials, furniture, schedules, guidance principles, etc.)

• The “basics” that should be included in the curriculum that will contribute to children’s social, emotional, intellectual, and physical development is...

• The necessary personal characteristics that all early childhood educators must possess are..., the educational expectations for an early childhood educator are..., professional practices are..., and public service of the early childhood educator is...

• Etc.

3. **Info Quest-No Child Left Behind** (Typed & Oral-50 points): You will complete all components of this Info Quest, which is found on the LRC Home Page under “Find Class-specific Resources.” This is a small group activity that involves students researching, interviewing, and presenting important information on NCLB. More information, about this assignment, will be given in class. (50 points)

4. **Info Quest-Educational Theorists** (Typed & Oral-50 points): You will complete all the components of this Info Quest, which is found on the LRC Home Page under “Find Class-specific Resources.” This is an individual/paired activity to be completed for the purpose of researching and presenting important historical and recent information on the various theorists and their theories that have had impact on the early childhood education field. (50 points)

5. **Paired/Small Group Project** (Paired Presentation-70 points): In business, industry, and in education you may be asked to function as a member of a group or a partner. It is important that you learn to work effectively with others and to contribute to the goals and objectives of this project. You will form a pair or small group for this assignment. The pair/group will choose an appropriate topic, approved by the instructor, in the field of early childhood education (from the text). You will make decisions on how and when you will meet, decide each member’s responsibilities, and collaborate on how you will research and present your prior-approved chosen topic to the class. More information about this assignment will be given out in class. (70 points)
6. **Final Exam (50 points):** This final exam will be in essay format. More information about this will be given out in class.

**GRADING SCALE:**

A = 500-450  
B = 449-400  
C = 399-350  
D = 349-300  
F = below 300

* No credit will be given for assignments turned in after due date, unless permitted by the instructor.