

EDUC 250 Introduction to Early Education**Credit Hours: 3****Scheduled hours per week**

Online

Catalog Course Description:

Study of developing and creating learning environments for early childhood. Also includes study of family involvement, engaged advocacy, and importance of the community in building relationships for strong programs.

Prerequisites: None**Corequisites:** None**Course Learning Outcomes:**

1. Examine various theory-based models of early childhood education and their historical origins. *(INTASC 4,7,10) (ISTE 1) (Praxis 5531 Standard I.D.) (NAEYC Standard 4.b, 4c)(CAEP 1.1, 1.3) (Assessment: quiz, discussions)*
2. Examine the historical, philosophical, and social foundations of early childhood education and their effect on current practices and future trends. *(INTASC 2,10) (Praxis 5531 Standard I.D) (NAEYC Standard 1.b, 4.d, 5.b, 5.d, 5.e)(CAEP 1.1, 1.3) (Assessment: quiz, discussions)*
3. Explain and demonstrate typical early childhood educational terms. *(INTASC 4) (ISTE 4.a.) (Praxis 5531 I.A) (NAEYC Standard 3.b, 4.b)(CAEP 1.1, 1.3) (Assessment: discussions, written assignment)*
4. Develop an appropriate philosophy of early childhood education that reflects best practices as evidenced by state and national educational agencies. *(WVPTS 1C) (INTASC 5) (Praxis 5531 IV.J) (NAEYC Standard 4.a)(CAEP 1.1, 1.3) (Assessment: written assessment)*
5. Recognize and understand the developmental needs of children in an early childhood education setting. *(WVPTS 2A) (WVCSO SED Standard 1,2,4) (INTASC 51, 2) (Praxis 5531 I. A, B., C.) (NAEYC Standard 1.a, 1c, 3a,5.d)(CAEP 1.1, 1.3) (Assessment: discussions, written assessment)*
6. Explore issues related to working with families from diverse backgrounds and other professionals in school-based settings and public settings. *(WVPTS 5F) (WVCSO SED Standard 3) (INTASC 1, 2, 3) (Praxis 5531 II. D) (NAEYC Standard 2.a, 2b, 2c,3.c, 3d)(CAEP 1.1, 1.3) (Assessment: discussion)*
7. Identify professional and community organizations and their roles in advocacy for young children and families. *(WVPTS 5F) (INTASC 3) (Praxis 5531 V. L. M) (NAEYC Standard 2c,5.e)(CAEP 1.1, 1.3) (Assessment: discussions)*
8. Identify the varied roles and professional and career opportunities for early childhood professionals. *(WVPTS 4D) (INTASC 9, 10) (Praxis 5531 V. M.) (NAEYC Standard 5.a, 5.b,5.c)(CAEP 1.1, 1.3) (Assessment: discussions)*
9. Study and practice the use of technology and 21st Century Skills appropriate for early education classrooms and programs. *(WVPTS) (INTASC 5, 6, 10) (ISTE 1.a, 3.d, 4. D, 7.c) (Praxis 5531 IV. E.) (NAEYC Standard 5.c)(CAEP 1.1, 1.2, 1.3) (Assessment: written assessment, quiz)*

Topics to be studied:

- NAEYC Standards
- WV Content Standards and Objectives
- 21st Century skills

- Early Education Historical Perspective
- Terms and Definitions Associated with Early Education
- Various Types of Early Education Programs
- Developmental Needs (Social, Emotional, Cognitive, Affective) of Young Children
- Children’s Backgrounds and Family Relationships
- Early Education Programs and the Community
- Roles of Early Education Teachers
- Legal Issues Associated with Early Education Programs

Relationship of course to program or Discipline Learning Outcomes:

- Plan and implement developmentally appropriate curriculum based on knowledge of child development and educational theory with consideration for the multiple factors that influence child development.
- Initiate, sustain, and develop relationships with families and communities to build a respectful and reciprocal community of learners to support children.
- Select, use, and evaluate assessment techniques and strategies, such as observation and documentation.
- Identify as an early childhood professional and participate in the profession through commitment to the Code of Ethical Conduct, 110 professional organizations and professional development, and advocacy for children and families.

Relationship of Course to General Education Learning Outcomes:

Composition and Rhetoric Students illustrate a fundamental understanding of the best practices of communicating in English and meet the writing standards of their college or program-based communication requirements.	X
Science & Technology Students successfully apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions.	
Mathematics & Quantitative Skills Students effectively use quantitative techniques and the practical application of numerical, symbolic, or spatial concepts.	
Society, Diversity, & Connections Students demonstrate understanding of and a logical ability to successfully analyze human behavior, societal and political organization, or communication.	X
Human Inquiry & the Past Students interpret historical events or philosophical perspectives by identifying patterns, applying analytical reasoning, employing methods of critical inquiry, or expanding problem-solving skills.	
The Arts & Creativity Students successfully articulate and apply methods and principles of critical and creative inquiry to the production or analysis of works of art.	
5/3/2016	

Special projects or requirements of the course:

Complete Ethical Dilemmas assignment.

Additional information: NA

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