

SOUTHEAST COMMUNITY COLLEGE
DIVISION OF ARTS AND SCIENCES
Early Childhood Education
Revision Date: 07-01-25

I. CATALOG DESCRIPTION

Course Number: ECED 1150
Course Title Introduction to Early Childhood Education
Prerequisite(s): None
Catalog Description: This course provides an overview of the history, trends, and philosophies of early childhood education. Diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined.
Credit Hours: 3.0
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

- A. Introduce the historical, philosophical origins, and theoretical approaches to learning and development of early childhood education and their relevance to current practices.
- B. Identify and examine different types of early childhood education programs.
- C. Provide information regarding developmentally appropriate instruction and assessment in early childhood education programs including observational methods used to assess the overall development of young children.
- D. Examine current state and national regulations, standards, and guidelines and how they contribute to quality early childhood education programs.
- E. Examine diverse professional roles, values and ethics, and personal philosophies of early childhood education.
- F. Explore similarities and differences among children, families, and colleagues in the field of early childhood education.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

- A. Student Learning Outcomes: *Student will be able to:*
 - 1. Explain the relevance of historical, philosophical origins, and theoretical approaches of early childhood education to current practice.
 - 2. Compare and contrast different types of early childhood education programs.
 - 3. Identify current state and national regulations, standards, and guidelines that apply to early childhood education programs.
 - 4. Develop diverse personal philosophies of early childhood education including an understanding of professional roles, values, and ethics.
 - 5. Compare and contrast the relationships of children, families, and colleagues in the field of early childhood education.
- B. General Education Learning Outcomes
 - 1. GELO #6: Career and Life Skills
Outcome: Use digital technology effectively to access, manage, integrate, evaluate, and present information.

IV. CONTENT/TOPICAL OUTLINE *(course outline may provide more detailed information)*

- A. Early Childhood Education as a Career
- B. Developmentally Appropriate Practice
- C. History of early childhood education
- D. Learning and development
- E. Family and teacher partnerships
- F. Valuing differences through observation
- G. Using observation and assessment to improve teaching and learning
- H. Professionalism
- I. Current state and national regulations, standards, and guidelines

V. INSTRUCTIONAL MATERIALS

- A. Required Text(s):
 - 1. Bredekamp, Sue. *Effective Practices in Early Childhood Education – Building a Foundation*. 5th Edition, Pearson Publishing, 2024. ISBN: 978038049713 (ebook).
- B. Other Resources:
 - 1. Nebraska Department of Education. *Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards*.
<https://www.education.ne.gov/oec/early-learning-guidelines/>

VI. METHODS OF PRESENTATION/INSTRUCTION

- A. Methods of presentation typically include a combination of the following:
 - 1. Instructor should make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative projects, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips

VII. METHODS OF EVALUATION

- A. Methods of evaluation typically include a combination of the following:
 - 1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term. Grades and policies are consistent with college grades and standards. See SCC Student Handbook.
- B. SCC GRADING SCALE

A+	95-100	C+	75-79	F	59 or less
A	90-94	C	70-74		
B+	85-89	D+	65-69		
B	80-84	D	60-64		

VIII. SPECIFIC COURSE REQUIREMENTS:

- A. A grade of “C” or higher is required to count toward an ECED degree.