

Prepared by the Department of Social Science, Behavioral Science, and Human Services

Date Approved by Department: August 22, 2016

Date Approved by Curriculum and Programs: October 19, 2016

Effective: Fall 2017

1. **Course Number:** ECE242
Course Title: Selected Topics in Early Childhood Education
2. **Description:** This course serves as a vehicle to either deepen students' knowledge of subjects addressed in Early Childhood introductory courses or explore issues outside the traditional curriculum.
3. **Student Learning Outcomes:** Upon successful completion of this course, students are able to do the following:
 - 1 Standard: Promoting Child Development & Learning
 - 1a. Knowing and understanding young's children's characteristics and needs.
 - 1b. Knowing and understanding the multiple influences on development and learning.
 - 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
 - 2 Standard: Building Family & Community Relationships
 - 2a. Knowing about and understanding diverse family and community characteristics.
 - 2b. Supporting and engaging families and communities through respectful, reciprocal relationships.
 - 3 Standard: Observing, Documenting, and Assessing to Support Young Children and Families
 - 3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
 - 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
 - 4 Standard: Using Developmentally Effective Approaches
 - 4a. Understanding positive relationships and supportive interactions as the foundation of their work with young children.
 - 4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
 - 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.
 - 4d. Reflecting on own practice to promote positive outcomes for each child.
 - 5 Standard: Using Content Knowledge to Build Meaningful Curriculum
 - 5a. Understanding content knowledge and resources in academic disciplines: language and literacy; the arts-music, creative movements, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
 - 6 Standard: Becoming a Professional
 - 6a. Identifying and involving oneself with the early childhood field.
 - 6b. Knowing about and upholding ethical standards and other early childhood professional guidelines.
 - 6c. Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
 - 6d. Integrating knowledgeable, reflective, and critical perspectives on early education.

- 6e. Engaging in informed advocacy for young children and the early childhood profession.

7 Supportive Skills

- SS1. Self- assessment and self- advocacy.
- SS2. Mastering and applying foundational concepts from general education.
- SS3. Written and verbal skills.
- SS4. Making connections between prior knowledge/experience and new learning.
- SS5. Identifying and using professional resources.

4. **Credits:** 1, 2, or 3. May be repeated for credit; 3 credits maximum.
5. **Satisfies General Education Requirement:** No
6. **Prerequisite:** Any introductory level social and/or behavioral science course.
7. **Semesters Offered:** Fall, Spring, Summer
8. **Suggested General Guidelines for Evaluation:** The final grade consists of written papers, class participation, and course projects (may include examinations).
9. **General Topical Outline (Optional):** Topics vary each semester the course is offered. The faculty of Social and Behavioral Sciences approve the outline each semester.