

SPRINGFIELD TECHNICAL COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Course Number: CHLD 100 Department: Early Childhood Education

Course Title: Intro. To Early Childhood Semester: Spring Year: 1997

Objectives/Competencies

Course Objective	Competencies
<p>1. To explore the nature of the teacher of young children and his or her responsibilities to children and their families.</p> <p>2. To develop an understanding of the histories and philosophies of various early learning programs and to investigate the public policies and contemporary issues in early childhood educational programming.</p>	<p>1. Is able to explain aspects of professionalism, ethical responsibilities.</p> <p>2. Is able to discuss the implications of teacher dispositions, style, and personal values.</p> <p>3. Identifies the consideration of the anti-bias curriculum and is able to describe teacher behaviors necessary to create and support the anti-bias environment.</p> <p>4. Can describe at least three specific concepts which speak to the anti-bias curriculum, and state the developmental tasks associated with the understandings.</p> <p>5. Can identify at least four types of collaborative efforts within a community to support children and families.</p> <p>1. Is able to discuss the emergence of the field of early childhood education by naming those responsible for developing philosophies and programs and describing subsequent models.</p>

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<p>3. To understand the principles of child growth and development and apply those principles to the teacher's role in planning programs, activities and environments for young children.</p>	<ol style="list-style-type: none"> 2. Is able to list four types of programs for children and discuss the public policies which regulate their operation. 3. Is able to describe the policies currently in place through the licensing agent for programs in Massachusetts and is able to list requirements and regulations in the areas of health, safety, staff-to-child ratios, staff qualifications, and programming. 4. Uses the fieldwork experience to make connections between policy and practice. 5. Is familiar with the beginnings of early childhood programs and approaches which have emerged including, but not limited to: Froebel's Kindergarten, the Nursery School, the Montessori Method, Head Start, and the Reggio Emilia approach. 6. Can describe the programs which currently exist for children: center-based, home care, public and private kindergartens. 7. Is able to match philosophies to models of appropriate education. <ol style="list-style-type: none"> 1. Is able to describe developmental profiles of children at the infant, toddler, preschool and school age stages of development. 2. Can identify aspects of play, its nature and value and ways in which teachers support and encourage play as a process.

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<p>4. To understand ways in which adults build relationships with children.</p>	<ol style="list-style-type: none"> 3. Can name the components of environment in a program and classroom. 4. Can name four reasons for observing in the early childhood setting. 5. Can discuss the standards for group day care licensure according to 102 CMR 7.00. 6. Is able to articulate options for organizing space appropriately for children, and choices for materials and equipment. 7. Is able to discuss a daily schedule. <ol style="list-style-type: none"> 1. Can describe the development of self-esteem and self-concept. 2. Demonstrates through writing and discussion, an understanding of positive and appropriate communication with children and families. 3. Can explain classroom management and the teacher behaviors, dispositions and group dynamics which affect participants. 4. Can discuss the aspects of environment which foster the development of prosocial behaviors in children. 5. Can describe the difference between discipline, punishment, and guidance. 6. Can describe and discuss the following guidance techniques: positive reinforcement, unconditional attention, extinction, redirection, substitution, renewal time and negative reinforcement.

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<p>5. To understand the impact of the physical environment on children’s development, learning and behavior and to learn ways to select and arrange space and materials to enhance optimal growth in young children.</p> <p>6. To understand what curriculum is and have a general understanding of the child-centered curriculum, the emergent process of choosing content and planning activities for children.</p> <p>7. To develop an understanding of creativity and its</p>	<ol style="list-style-type: none"> 1. Can explain the role and arrangement factors involved in learning centers and describe safety considerations in environmental arrangements. 2. Can discuss safety, aesthetic and developmental considerations in setting up an outdoor environment. 3. Can explain three possible ways to adapt outdoor equipment for handicapped children. 4. Can explain considerations in selecting developmentally appropriate equipment for young children. <ol style="list-style-type: none"> 1. Can define curriculum. 2. Can apply the terms, philosophies, and histories of programs to the concept of “curriculum” and identify examples of curriculum planning which are reflected in various community programs. 3. Can relate terms regarding curriculum design and implementation to the fieldwork experience, and articulate the process used within that setting. 4. Can name curriculum areas appropriate for young children and describe activities, materials, organization of space and appropriate equipment for centers. 5. Can explain the role of the teacher in creating a curriculum. 6. Specifies content within the curriculum for the arts, development of language and literacy, development of the curriculum for inquiry, discover and concept

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<p>importance to the development of young children and to examine strategies that foster creative development across the early childhood curriculum.</p> <p>8. To develop an awareness of the importance of motor development for young children, an understanding of developmental patterns in this area and activities and equipment that promote fine and gross motor development.</p> <p>9. To develop an understanding of the foundations of cognitive development, an overview of cognitive tasks in the preschool years and appropriate experiences in</p>	<p>development.</p> <ol style="list-style-type: none"> 1. Can define creativity and describe its functioning in relation to children’s activity with language, movement, and construction with regard to their own bodies and with continuous and discontinuous materials. 2. Can examine the role of artistic expression for children’s development. 3. Can define and cite examples of children’s artwork in several developmental stages. 4. Can design developmentally appropriate creative activities for children. 5. Can describe four factors that can decrease children’s creativity. <ol style="list-style-type: none"> 1. Can describe the interrelationships of motor and cognitive development. 2. Can discuss components of motor development, including body and control, perceptual processes and the kinesthetic sense. 3. Can explain ways to foster gross motor play and describe children’s developmental stages regarding block play. 4. Can explain six ways to enhance fine motor development. 5. Can explain the importance of sensory development and can describe five activities to promote growth in this area.

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<p>mathematics and science for young children.</p> <p>10. To develop an overview of the process of language development in early childhood and to obtain specific strategies to enhance language development in young children.</p> <p>11. To develop an understanding of theoretical perspectives on young children’s social development, to understand the factors involved in establishing social competence and to</p>	<ol style="list-style-type: none"> 1. Can compare and contrast behaviorist and Piagetian theories of learning, and can explain characteristics of children’s thoughts in the preoperational period. 2. Can explain cognitive tasks that are mastered in the preschool years. 3. Can explain the importance of concrete experience as a basis for later abstract understanding, and can discuss four appropriate mathematical experiences for young children. 4. Can explain two important considerations in teaching science to young children, and can describe four developmentally appropriate experiences for young children in this area. <ol style="list-style-type: none"> 1. Can describe the importance of spontaneous learning in language development and the role of teacher interaction, expansion and word play. 2. Can describe the classroom activities that promote language development including but not limited to: music, poetry, storybooks storytelling, picture collections, real objects and replicas, experience charts, morning messages, child-made books, shared reading, inquiry-based interactions, task recording sheets with sentence completion and teacher-printed child dictation. 3. Can describe the whole language approach in education, including terms: emergent literacy, writing stages, personal script, invented spelling.

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<p>understand classroom strategies for promoting social growth. Can describe social development in young children from the following theoretical perspectives: Eriksonian theory, Constructivist theory and social learning theory.</p> <p>12. To understand the principles of guiding children through routines and during group activities.</p> <p>13. To become aware of the unique nature of the family in</p>	<ol style="list-style-type: none"> 1. Can describe social development in young children from the following theoretical perspectives: Eriksonian theory, Constructivist theory and social learning theory. 2. Can explain two ways in which the early childhood teacher facilitates development of positive peer relationships. 3. Can explain patterns of friendship development in young children. 4. Can explain appropriate strategies to help young children learn tolerance and appreciation of diversity. 5. Can explain characteristic of moral development in young children. 6. Can detail how mood and attitude in a program can affect young children’s development of prosocial behaviors. <ol style="list-style-type: none"> 1. Can discuss strategies and procedures that help children with the transition from parent to school. 2. Can describe strategies to encourage good eating habits and appropriate meal time behavior in young children. 3. Can discuss important considerations in guiding children with toileting. 4. Can implement strategies to enable children to follow rules, to develop effective activities and to help children to get the most out of group time. 5. Can explain teacher considerations and actions which contribute to smooth transition times. 6. Can discuss teacher strategies that help children cope

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<p>today's society and be able to articulate ways to support families through early childhood services.</p> <p>14. To become familiar with professional journals, organizations and opportunities for professional development and continuing education.</p>	<p>effectively with unusual situations.</p> <ol style="list-style-type: none"> 1. Can describe some of the issues facing families today which affect children in their school experiences. 2. Is familiar with and can name and describe at least four methods for developing communications and building relationships with families. 3. Can display an awareness of the diversity of families. 4. Can explain developmental issues and societal pressures on today's parents of young children and explain support that might be offered through early childhood programs. 5. Can explain elements of effective home-school communication in informal, formal and group interactions with parents. <ol style="list-style-type: none"> 1. Is familiar with the NYC Code of Ethical Conduct and Statement of Commitment and can discuss case studies in ethics applying the standards et forth in these paper. 2. Is able to discuss the standards of the code of ethics and statement of commitment in conjunction with the fieldwork experience. 3. Can name three of the professional journals for teachers of young children and describe the style and function of each. 4. Is able to recognize appropriate and effective opportunities for professional development.

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