A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 3
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

This course provides an overview of the early childhood field, including philosophies, regulations, and quality standards while connecting current and past research to sound educational practices and policies. Students will examine the roles, responsibilities, and job requirements of professionals in a variety of early childhood career settings in relation to ethical guidelines and professional standards. Reflective practices will address effective communication, collaborative team dynamics, professional behaviors, and informed decision making as they relate to the field of early childhood education.

B. COURSE EFFECTIVE DATES: 01/13/2020 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Identify past and current issues influencing the early childhood profession.
2. Explore past and present early childhood education research.
3. Examine and describe best practices of early childhood education connecting research to current practice.
4. Examine and explain Developmentally Appropriate Practice (DAP).
5. Identify and compare of early childhood programs, careers, and the career ladder.
7. Identify characteristics of effective teams and group dynamics.
8. Demonstrate confidentiality and appropriate decision making and problem-solving skills.
9. Demonstrate positive, collaborative relationships with colleagues and other professionals.

D. LEARNING OUTCOMES (General)

1. (3.A.) A teacher of infant or toddler-aged, preprimary-aged, and primary-aged children must understand child development and learning, including:
   (1) the research base for, and the best practices of, early childhood education. (TECE 3.A.1.)
2. (3.L.) A teacher of young children understands historical and contemporary development of early childhood education. The teacher must understand:
   (1) the multiple historical, philosophical, and social foundations of early childhood education and how these foundations influence current thought and practice. (TECE 3.L.1.)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus
G. SPECIAL INFORMATION

None noted