College of Micronesia-FSM

COURSE OUTLINE COVER PAGE

Introduction To Early Childhood Education	ECE 100
Course Title	**Department and Number**

Course Description: This course provides foundation and framework of early childhood programs, historical roots, program models, curriculum development, assessments, and key issues relating to early childhood education, teacher's roles and parent involvement.

Course Prepared by: Paul Gallen   **State** Pohnpei - National Campus

	Hours per Week		No. of Week		Total Hours		Semester Credits
Lecture	3	x	16	x	48/16	=	3
Laboratory		x		x		=	
Workshop		x		x		=	
					Total Semester Credits		3

Purpose of Course: Degree Requirement ___√___
Degree Elective _____
Certificate _____
Other _____

Prerequisite Course(s): _____

_____

_____

_____   _____
Signature, Chairperson, Curriculum Committee   **Date Approved by Committee**

_____   _____
Signature, President, COM-FSM   **Date Approved by President**

I. LEARNING OUTCOMES:

Program Learning Outcomes
Upon completing the degree program, the student will be able to:

1. Demonstrate basic knowledge of the foundations and concepts related to early childhood education.
2. Demonstrate familiarity with a variety of instructional strategies for preschool students.
3. Demonstrate basic knowledge in the following areas: art; child abuse and neglect; nutrition, health and safety; math; infant and toddler care; and interrelationships between the family.

Course Learning Outcomes

A. General:

1. Examine historical roots of early childhood education.
2. Become familiar with the different early childhood program models.
3. Demonstrate understanding of the basic components of early childhood curriculum framework.
4. Demonstrate understanding and application of assessment procedures appropriate for young children (ages 3-5).
5. Demonstrate understanding of the issues in program management, teachers' roles and parent involvement.

B. Specific:

1. Examine historical roots of early childhood education.

Student Learning Outcome	Suggested Assessment Strategies
1a. Explain John Dervey's philosophy on progressive education.	1a. Student submits a written summary of John Dewey's philosophy on education.
1b. Identify and explain the works of Margaret McMillan and Maria Montessori in physical education and Maria Montessori.	1b. Student conducts Internet search and submits a written summary of the works of Margaret McMillan and Maria Montessori in physical education.
1c. Explain the origins and philosophies of kindergarten, nursery school, childcare and ECE programs.	1c. Student develops and submits an outline of the origins/philosophies of kindergarten, nursery, childcare and ECE school.
1d. Investigate the development of program for young children in the Pacific region in existence today.	1d. Student submits a written description of early childhood programs currently available in his/her community or state.
1e. Explain behavior modification and provide examples of programs using behavior modification.	1e. Student prepares and submits a written report on behavior modification with examples of programs using behavior modification.
1g. Explain the theories of play.	1g. Student develops a scheme to include playtime as an integral element of a subject activity.

2.   Become familiar with the different early childhood program models.

Student Learning Outcome	Suggested Assessment Strategies
2a. Develop culturally appropriate learning materials for children in early childhood education program.	2a. Develop a complete listing of culturally appropriate learning materials for children in early childhood education program and provide examples of the materials.
2b. Select observation checklists and demonstrate how it is used.	2b. Demonstrate appropriate use of selected checklists.
2f. Identify and explain the goals of early childhood education program.	2f. Summarizes in writing the goals of early childhood education program.
2h. Demonstrate understanding of community needs, staff licensing needs and requirements, teachers' roles and parental involvement in early childhood education program.	2h. Attends one or two meetings of early childhood program in the community.
2i. Identify means to facilitate staff and parent communication.	2i. Interviews some parents of young children to determine effective ways to communicate with them.

3.   Demonstrate understanding of the basic components of early childhood curriculum framework.

Student Learning Outcome	Suggested Assessment Strategies
3a. Identify and explain the content-oriented curriculum for early childhood education.	3a. Student develops schemes of content-oriented curriculum for early childhood education.
3b. Demonstrate understanding of thematic curriculum planning guides for children in early childhood education program.	3b. Student develops exhibits of thematic curriculum for early childhood education.

4.   Demonstrate understanding and application of assessment procedures appropriate for young children (ages 3-5).

Student Learning Outcome	Suggested Assessment Strategies
4a. Explain teacher's role in the assessment process of the children's development needs.	4a. Submits a two-page summary of the teacher's in the assessment process of the children's development needs.
4b. Explain assessment procedures designed for young children.	4b. Student lists and explains the assessment procedures designed for young children.
4c. Identify assessment instruments and explain their strengths, weakness and administration procedures.	4c. Identifies assessment instruments and indicates strengths and weaknesses of the instruments.

5. Demonstrate understanding of the issues in program management, teachers' roles and parent involvement.

Student Learning Outcome	Suggested Assessment Strategies
5a. Demonstrate ways to conduct parent conferences and confront families with problem.	5a. Submits a completed journal of community and parent councils meetings.
5b. Examine major issues in program management and activities of early childhood professionals.	5b. Identifies a program management issue in early childhood education professionalism and develop ways to handle such issue.
5c. Explain how early childhood education professionals serve as parent educators and advocates.	5c. Enumerates in writing ways in which parents and other view early childhood teachers as professionals.

II. COURSE CONTENTS
   1. Historical roots of ECE
   2. ECE program models
   3. ECE program management
   4. ECE curriculum framework
   5. ECE assessment procedures
   6. Family involvement
   7. Interaction Among ECE Staff
   8. The Role of the Early Childhood Educator
   9. Children Who Have Special Needs

III. TEXTBOOK
   Eva L. Essa. *Introduction to Early Childhood Education.* Edition: 4th. Publisher: Delmar Publisher Inc. Year: 2003 ISPN: 0766834506

IV. REFERENCE MATERIALS
   • Handbook of Research on the Education of Young Children.
   • Motivational Leadership in Early Childhood Education.
   • Caring for Preschool Children: A Supervised, Self-instruction Training Program.
   • Beginning & Beyond: Foundations in Early Childhood Education.

V. INSTRUCTIONAL MATERIALS/EQUIPMENT AND COST FOR THE COLLEGE
   Usual instructional materials will be used in the classroom: whiteboard, dry-erase markers, computer lab, Internet, etc.

VI. METHODS OF INSTRUCTION
   1. Lecture
   2. Discussions
   3. Guest Speakers
   4. Films and video tapes
   5. Others as instructor may see fits.

VII. EVALUATION
   Students will be evaluated based upon their achievement of the course objectives or identified learning outcomes by way of classroom exercises, homework assignments, periodic quizzes and examinations, and writing projects. Students' grades will be computed following the grading system of the college and to be specified by the instructor in the course syllabus.

   Grading Scale
   A   90%-100%
   B   80%-89%
   C   70%-79%
   D   60%-69%
   F   Below 59%

VIII. CREDIT BY EXAMINATION
   None

IX. ATTENDANCE POLICY
   COM-FSM attendance policy will apply to this course. Students who are absent for more than six MWF classes, or more than four TTh or summer classes, will automatically be dropped from the course.

XI. ACADEMIC HONESTY POLICY
   COM-FSM academic honesty policy will apply to this course.