RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE

ECHD 250 Methods of Teaching Young Children

I. Basic Course Information

A. Course Number and Title: ECHD 250 Methods of Teaching Young Children

B. New or Modified Course: Modified

C. Date of Proposal: Semester: Fall Year: 2023

D. Effective Term: Fall 2024

E. Sponsoring Department: Humanities, Social Sciences, Social Work & Education

F. Semester Credit Hours: 3

G. Weekly Contact Hours: 3   Lecture: 3
                                     Laboratory: 0
                                     Out of class student work per week: 6

H. Prerequisites/Corequisites: None

I. Additional Fees: None

J. Name and Telephone Number or E-Mail Address of Division Dean and Department
Chair at time of approval:
Department Chair: Dr. Isabel Gutierrez-Bergman (Isabel.Gutierrez@raritanval.edu)
Division Dean: Dr. Patrice Marks (patrice.marks@raritanval.edu)

II. Catalog Description

This course explores the history of early childhood education, the major programs in
early childhood education, the theorists of early childhood education and the approaches
to learning used in the field of early childhood education.

III. Statement of Course Need

    A. This course is a required course in the ECHD Certificate Program, ECHD STEM Certificate Program and the Early Childhood AAS Degree Program. It is an approved course to meet the coursework requirements for the Child Development Associate (CDA).

    B. This course generally transfers as a free elective in Early Childhood or Elementary Education programs.

IV. Place of Course in College Curriculum

    A. Free Elective
    B. This course is a required course in the ECHD Certificate Program, ECHD STEM Certificate Program and the Early Childhood AAS Degree Program. It is an approved course to meet the coursework requirements for the Child Development Associate (CDA).
    C. To see course transferability: a) for New Jersey schools, go to the NJ Transfer website, www.njtransfer.org; b) for all other colleges and universities, go to the individual websites.

V. Outline of Course Content

    A. Foundation
        1. Young Child
            a. Teacher role
            b. Child role
            c. Curriculum role
        2. Historical overview
            a. Trends in ECHD beliefs and practices
            b. 1600s and 1700s Traditions/Ideas
            c. 1800s Kindergarten
            d. 1900s Progressivism and Developmental
            e. Modern trends: Equity and diversity
        3. Professionalism/Best Practices
            a. Associations which support ECHD
            b. Foundation and scope of NAEYC
            c. Professional guidelines
            d. Professional decision-making
            e. Accountability for high quality
        4. Theorists
            a. Piaget, Vygotsky, Locke, Froebel, Bronfenbrenner's, Rousseau
            b. Constructivism
            c. Translating theory to practice
        5. Diversity

   a. Culturally competent practice in today's school environments
   b. Family structure and composition of today's families
   c. Racial, ethnic, and linguistic diversity within today's families
   d. Socioeconomic status among today's families
   e. Inclusion and diverse abilities in today's classrooms
   f. Diverse ways of thinking

 B. Models and Approaches
   1. Head Start and Early Head Start
   2. High Scope
   3. Project Approach
   4. The schools of Reggio Emelia
   5. Montessori Education
   6. Waldorf Education

 C. Professional Dispositions
   1. Respect, enthusiasm, commitment

VI. A. <u>Course Learning Outcomes:</u>

At the completion of the course, students will be able to:
1. Distinguish best practices through different learning approaches in early childhood. (GE 1)
2. Compare and contrast major theoretical perspectives of growth and development in the 4 Domains: cognition, physical, emotional and social. (GE 1, 5 *)
3. Apply a set of critical Developmentally Appropriate Practices indicators to the 6 major learning approaches: Reggio, Montessori, Project, High Scope, Head Start, and Waldorf. (GE 1, 4 *)
4. Identify methodologies which include diverse students regarding ethnicity, race, family, thought, culture, socioeconomic and abilities (GE-NJ 8).

(*indicates critical thinking)

B. <u>Assessment Instruments</u>

1. observation reports
2. research papers
3. demonstrations/lessons
4. essays
5. portfolios
6. computer programs

VII. Grade Determinants

A. essays/research
B. projects/observations
C. exams
D. presentations/lessons

Primary formats, modes, and methods for teaching and learning that may be used in the course:
A. lecture/discussion
B. small-group work
C. computer-assisted instruction
D. student oral presentations
E. simulation/role playing
F. student collaboration
G. independent study

VIII. Texts and Materials

A. Text:
Follari, L. M. (2015). *Foundations and best practices in early childhood education: History, theories, and approaches to learning* (current ed.). Boston, MA: Pearson.
B. interviews
C. journals
D. reviews/critiques
E. student writing
F. film and video
G. audio sources
H. web sources
I. data bases

(Please Note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.)

IX. Resources

Smart Board

X. Honors Options [if relevant]

N/A