



Western Technical College

10307148 ECE: Foundations of ECE

Course Outcome Summary

Course Information

Description	This 3-credit course introduces you to the early childhood profession. Course competencies include: explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models and examine the critical role of play as it relates to developmentally appropriate practice.
Career Cluster	Education and Training
Instructional Level	Associate Degree Courses
Total Credits	3
Total Hours	54

Textbooks

Wisconsin Model Early Learning Standards. 5th Edition. Copyright 2017. Publisher: Wisconsin Department of Public Instruction. **ISBN-13:** 978-1-57337-166-7. Required.

Success Abilities

1. Cultivate Passion: Enhance Personal Connections

High Impact Practices

1. Community Engagement - in this course, you will explore and reflect on opportunities presented by the college and the program to become more involved in the community (ex: Employer Spotlights,

Program Outcomes

1. Demonstrate professionalism

Course Competencies

1. Explore the concepts of diversity, equity and inclusion in the early childhood profession

Assessment Strategies

- 1.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 1.1. follow the guidelines of "Anti-Bias Education for Young Children and Ourselves" or a similar DEI (diversity, equity, inclusion) resource
- 1.2. define anti-bias education and other relevant terms

Learning Objectives

- 1.a. Define anti-bias.
- 1.b. Recognize the importance of an individual's cultural context.
- 1.c. Recognize the ethical responsibilities inherent in working with diverse populations.

2. Investigate the history and current trends of early childhood education

Assessment Strategies

- 2.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 2.1. describe the origins of early childhood education
- 2.2. describe current trends that impact early childhood education
- 2.3. describe legislative acts that affect early childhood education

Learning Objectives

- 2.a. Trace the origins of early childhood education.
- 2.b. Identify leaders of the early childhood profession, e.g. Froebel, Montessori, Dewey.
- 2.c. Identify social trends that had an impact on early childhood education.
- 2.d. Describe legislation that relates to early childhood education.

3. Explore regulatory requirements for early childhood education programs in WI

Assessment Strategies

- 3.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 3.1. explore group childcare regulatory requirements
- 3.2. explore family childcare (licensing, certification, provisional) regulatory requirements

Learning Objectives

- 3.a. Identify Wisconsin's DHFS licensing rules for group and family child care centers.
- 3.b. Identify the differences between unregulated, provisional, certified, and licensed care.
- 3.c. Define the components of a safe learning environment.
- 3.d. Describe the role of the teacher in maintaining regulatory requirements.

4. Summarize types of early childhood education settings

Assessment Strategies

- 4.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 4.1. differentiate between the variety of early childhood education settings
- 4.2. differentiate among the unique programming for each stage of development (infant, toddler, preschool, school age)
- 4.3. you explain the importance of licensing regulations and accreditation standards

Learning Objectives

- 4.a. Describe the variety of early childhood education settings including family child care, in-home care, group child care, school-age child care, Head Start, preschool program, Birth-to-Three, Early Childhood Exceptional Needs (EEN), 3 and 4 year old (pre)kindergarten programs.
- 4.b. Distinguish between group, family, group-family early childhood education settings.
- 4.c. Differentiate between in-home childcare providers including baby-sitter, au-pair, mother's helper, and nanny.
- 4.d. Describe the variety of organizational structures of early childhood educational settings.

5. Identify quality indicators in early childhood education program

Assessment Strategies

- 5.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 5.1. identify the purpose of Developmentally Appropriate Practices (DAP)
- 5.2. identify the purpose of the accreditation bodies (i.e. NAEYC, NAFCC)
- 5.3. identify the purpose of YoungStar quality criteria
- 5.4. identify the purpose of Environmental Rating Scales

Learning Objectives

- 5.a. Define the components of a quality learning environment.
- 5.b. Describe the relationship between staff education and quality care.
- 5.c. Differentiate between state licensing requirements and accreditation standards.
- 5.d. Describe YoungStar (QRIS) components and rating system.
- 5.e. Identify the NAEYC core standards.
- 5.f. Define Developmentally Appropriate Practices (DAP).
- 5.g. Summarize the principles of the Wisconsin Model Early Learning Standards.

6. Summarize responsibilities of early childhood education professionals

Assessment Strategies

- 6.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 6.1. describe roles and responsibilities of various job positions (examples in DCF 250 and 251)
- 6.2. describe professional behaviors and ethical responsibilities of early educators (NAEYC Code of Ethical Conduct)
- 6.3. identify the importance of advocacy for the ECE professional
- 6.4. describe professional competencies from WI Core Competencies for Professionals Working with Young Children and their Families

Learning Objectives

- 6.a. Describe the personal qualities of an ECE professional, i.e. flexibility, physical/emotional health, critical thinking abilities, interpersonal skills, professional appearance.
- 6.b. Differentiate between the job responsibilities of an assistant teacher, lead teacher, director and/or administrator.
- 6.c. Identify other ECE careers opportunities besides teacher/administrator, i.e. state licenser, grant writer, ECE consultant.
- 6.d. Describe the NAEYC Code of Ethics.
- 6.e. Identify the professional competencies from WI Core Competencies for Professionals Working with Young Children and their Families

- 6.f. Recognize the importance of professional development, i.e. Registry, continuing education, portfolio.
- 6.g. Recognize the importance of advocacy in the ECE profession.

7. Explore early childhood curriculum models

Assessment Strategies

- 7.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 7.1. identify curriculum models
- 7.2. describe the definition and purpose of curriculum
- 7.3. you summarize the WI Model Early Learning Standards
- 7.4. identify the philosophies, theorists, and teacher role of research-based curriculum models

Learning Objectives

- 7.a. Explore the curriculum models of High Scope, Montessori, Reggio-Emilia, The Creative Curriculum, theme-based, eclectic approach, and other models.
- 7.b. Describe differences between the ECE curricular models.
- 7.c. Define key components of each ECE curricular model.

8. Examine the critical role of play as it relates to developmentally appropriate practice

Assessment Strategies

- 8.1. Oral, Written or Graphic Assessment

Criteria

You will know you are successful when you

- 8.1. identify the types and stages of play
- 8.2. identify the teacher/caregiver's role in preparing the environment and facilitating play
- 8.3. describe how hands-on, play-based experiences promote child development/learning in all domains
- 8.4. identify the teacher/caregiver's role in using observational skills to support play and learning

Learning Objectives

- 8.a. Research how play supports child development and learning in all domains.
- 8.b. Identify structured and unstructured play opportunities all ages.
- 8.c. Explore the teacher's role in facilitating play.
- 8.d. Explore learning centers as appropriate for different ages.