

**RARITAN VALLEY COMMUNITY COLLEGE
ACADEMIC COURSE OUTLINE**

ECHD - 250 METHODS OF TEACHING YOUNG CHILDREN

I. BASIC COURSE INFORMATION

- A. Course Title and Number: ECHD 250 Methods of Teaching Young Children
- B. Date of Proposal: May 2006
- C. Sponsoring Department: Humanities, Social Sciences, and Education
- D. Semester Credit Hours: 3
- E. Weekly Contact Hours: 3 Lecture: 3
 Lab: 0
- F. Prerequisites: None
- G. Laboratory Fees: None

II. CATALOG DESCRIPTION

This course explores the history, programs and methodology in the field of Early Childhood Education, including the exceptional child.

III. STATEMENT OF COURSE NEED

This course is required in the CDA Prep Certificate Program and the DYFS Group Teacher Certificate Program. It is also a requirement in the AAS Degree Program.

IV. PLACE OF COURSE IN CURRICULUM

- A. Free Elective
- B. This course meets a requirement in the following programs: Early Childhood AAS Degree, CDA Certificate and the DYFS Group Teacher Certificate Program
- C. This course is NOT intended for transfer.

III. OUTLINE OF COURSE CONTENT

- Understanding Historical Perspectives in Early Childhood Education
 - Connecting past models to current trends in methodology
 - Explore the historical time line
- Various Models
 - Head Start
 - Portage
 - Jowonio

- Inclusion
- Multicultural, Anti-bias Education
- Eriksonian Approach
- Behaviorist Approach
- Mixed Aged Approach
- High/Scope
- Project Approach
- Bank Street
- Reggio Emilia

VI. EDUCATIONAL GOALS and LEARNING OUTCOMES

GENERAL EDUCATION GOALS

Students will:

1. analyze the role of the teacher in choosing a model that is appropriate for instruction (G.E. 1;2;5)
2. demonstrate appropriate discussion skills through class discourse and projects (G.E. 1;2)
3. utilize appropriate terminology as it relates to the methods being used (G.E. 1; 5;6)
4. develop ability to utilize a checklist for developmental skills while in a certain methodological center (G.E. 1;6)

LEARNING OUTCOMES:

Students will be able to:

1. identify the different models of Early Childhood Education;
2. evaluate the developmentally appropriate characteristics of each model;
3. identify the theorists that each model represents;
4. develop strategies for evaluating different methods.

VII. MODES OF TEACHING AND LEARNING

- Lecture/discussion
- Small group work
- Collaborative work
- Examination of approaches

VIII. PAPERS, EXAMINATIONS, AND OTHER ASSESSMENT INSTRUMENTS

Assessment methods may be:

- Research paper
- Quizzes
- Teacher interview

- Article reflection
- Discussion questions

IX. GRADE DETERMINANTS

Possible grade determinants may be:

Formal research paper

In-class essays

Professional journal article reflections

Exams and quizzes

X. TEXTS AND MATERIALS

- texts
- primary sources
- secondary sources
- student writing
- film and video
- web sources

XI. RESOURCES

Resources depend on the needs of the specific instructor. Some instructors may need access to library research facilities, to audio-visual equipment, to the Internet or other computer based resources, or other resources as defined by the instructor.