Murray State University
COURSE SYLLABUS

DEPARTMENT:  ACS    COURSE NUMBER:  FCS 110    CREDIT HOURS:  3

I. TITLE:  Introduction to Early Childhood Education

II. CATALOG DESCRIPTION:  This introductory course will serve as a practical and basic introduction to the early childhood profession. It satisfies the requirements for the Kentucky Commonwealth Child Care Credential and serves as a foundation for initial skills and knowledge for early childhood professionals. Field experiences are required. Prerequisites: none

III. PURPOSE:  This introductory course will serve as a foundation for initial skills and knowledge for early childhood professionals.

IV. COURSE OBJECTIVES:
   Course objectives are based on national CDA competencies (CDA), Kentucky Early Childhood Core Content Level 1 competencies (ECC) and College of Education Student Dispositions (SD). The student will be able to:
   A. Describe the role of the early childhood professional, including individual assessment of skills and knowledge and development and implementation of a professional growth plan. (CDA VI) (ECC 3) (SD 4)
   B. Identify factors that promote quality in early childhood care settings, including the need for creating a safe, healthy environment along with the licensing requirements and their impact on staff, children and parents. (CDA I, V) (ECC 4) (SD 2)
   C. Describe, explain and demonstrate knowledge of principles of growth and development of children, developmental milestones across the domains of development. (CDA II, III) (ECC 1) (SD 2)
   D. Identify young children demonstrating atypical development patterns and assist families in obtaining special services for these children. (CDA II, III) (ECC 1,5,6) (SD 2)
   E. Describe the importance of play and the need for developmentally appropriate, safe materials, equipment, and activities for young children. (CDA II,III) (ECC 4) (SD 2)
   F. Identify the symptoms and reporting requirements of common childhood diseases along with the practices used to monitor illnesses. (CDA I) (ECC 2) (SD 2)
   G. Demonstrate an understanding of children’s health and nutritional needs. (CDA I) (ECC 2) (SD 2)
   H. Identify and discuss the principles of appropriate guidance for young children. ((CDA III) (ECC1,4) (SD 3)
   I. Demonstrate ability to systematically observe young children based on ethical standards of practice. (CDA III) (ECC 4) (SD 2)
J. Identify and describe values of and strategies for collaboration with families and community service agencies. (CDA V, VI) (ECC 6) (SD 2)

V. CONTENT OUTLINE:
   A. Child growth and development – 14 hours
   B. Health, safety and nutrition – 9 hours
   C. Professional development/professionalism – 6 hours
   D. Learning environments and curriculum issues – 15 hours
   E. Child assessment – 4 hours
   F. Family & community partnerships – 7 hours
   G. Program management and evaluation – 5 hours

VI. INSTRUCTIONAL ACTIVITIES:
   A. Lecture/discussion
   B. Special projects and reports
   C. Readings
   D. Internet resources
   E. Observations
   F. Educational videos
   G. Small group activities

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
   20 hours of related field experiences to be assigned during course

VIII. RESOURCES:
   A. College of Education resource and media center
   B. Internet resources
   C. Guest speakers
   D. Core Content Material from Commonwealth Child Care Credential program

IX. GRADING PROCEDURES:
   During course, a variety of readings, presentations, projects, tests, and observations will be used to assess student progress using MSU grading scale of 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D and below 59%=E.

   Students will be observed using the nationally recognized Child Development Associate Observation Tool.

X. ATTENDANCE POLICY:
   This course adheres to the attendance policy in the current MSU Undergraduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
   This course adheres to the academic honesty policy found in the current MSU Undergraduate Bulletin.

XII. TEXT AND REFERENCES:
XIII. **PREREQUISITIES:** None

XIV. **STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:**
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

XV. **FLAG SYSTEM/CONTINUOUS ASSESSMENT:**
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**