

Course discipline/number/title: ECCE 1001: Introduction to Early Childhood Care and Education**A. CATALOG DESCRIPTION**

1. **Credits:** 3
2. **Hours/Week:** 3
3. **Prerequisites (Course discipline/number):** READ 0900
4. **Other requirements:** None
5. **MnTC Goals (if any):** NA

B. COURSE DESCRIPTION: A career working with young children is based on respecting, valuing, seeing, hearing, and attending to children with compassion. This course helps students build attuned, responsive relationships with children. In addition, this course examines the profound influence of the early years on children's lifelong learning and development, the history, principles, and key elements of high-quality early childhood care and educational practices. Students will begin to build their practices of effective teaching through meaningful conversation, asking questions, critical thinking, self-reflection, and collaboration with others in our community.

C. DATE LAST REVISED (Month, year): December, 2024

D. OUTLINE OF MAJOR CONTENT AREAS:

1. Characteristics, skills and dispositions of effective caregivers and educators
2. Career Pathways and Professional Development
3. Education policies and regulation in the United States and Minnesota
4. Historical, foundational, and contemporary issues
5. Developmentally appropriate practice
6. Educational Technology
7. Relationship-based approach to early care and education

E. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Discuss and uphold the standards of professional conduct in the Code of Ethics for Minnesota Teachers, including the role of social media, privacy, and boundaries in relationships with students.
2. Apply laws related to student rights and teacher responsibilities, such as for educational equity, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, data practices, and mandatory reporting requirements in situations of known or suspected abuse or neglect.
3. Examine and apply the historical foundations of education in Minnesota, including laws, policies, and practices, that have and continue to create inequitable opportunities, experiences, and outcomes for learners, especially for Indigenous students and students historically denied access, underserved, or underrepresented on the basis of race, class, disability, religion, gender, sexual orientation, language, socioeconomic status, or country of origin.
4. Grow in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice.
5. Advocate, model, and teach safe, legal, and ethical use of information and technology, including appropriate documentation of sources and respect for others in use of social media.
6. Identify professional development opportunities to support analysis, reflection, and problem solving in education.
7. Discover multiple leadership models for teachers; knows how to take on leadership roles at the school, district, state, or national level; and advocates for students, the school, the community, and the profession.
8. Describe how positive, supportive relationships are the foundation of working with young children and families.
9. Practice caring and compassion through respectful, responsive, relationships.
10. Display professionalism and personal accountability.

F. LEARNING OUTCOMES (MNTC): NA

- G. METHODS FOR EVALUATION OF STUDENT LEARNING:** Methods may include but are not limited to:
1. Discussion Participation
 2. Written assignments
 3. Exams
 4. Projects
- H. RCTC CORE OUTCOME(S).** This course contributes to meeting the following RCTC Core Outcome(s):
Personal and Professional Accountability. Students will take responsibility as active learners for achieving their educational and personal goals.
- I. SPECIAL INFORMATION (if any):** None