

University of Arkansas - Fort Smith

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General Syllabus**ECD 1003 Foundations of Early Childhood Education**

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 0

Corequisites: ECED 1401 Early Childhood Field Experience I, ECD 1103 Child Growth and Development

Effective Catalog: 2018-2019

Course Information**A. Catalog Description**

Provides the student with an understanding of the historical roles of families in a child's development. The student will become familiar with the theories supporting early childhood education and learn how to develop an effective program designed uniquely for children ages birth to eight. The students will also obtain knowledge of state and federal laws pertaining to the care and education of young children.

B. Additional Information - NA**II. Student Learning Outcomes****A. Subject Matter**

Upon successful completion of this course, the student will be able to:

1. Examine the major roles and characteristics of early childhood teachers.
2. Outline the philosophical foundations and historical forces that have shaped early childhood education.
3. Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development.
4. Compare the different types of early childhood programs.
5. Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom.
6. Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood.
7. State the teacher's role in supporting the socialization process in young children.
8. Collect examples of beneficial strategies which establish effective home and school partnerships.

9. Review Arkansas-approved curriculum for young children.
10. Connect the practice of observing children to planning developmentally.
11. Appropriate learning experiences.
12. Evaluate physical environments, activities, and materials for young children birth to age eight.
13. Acknowledge professional work ethics.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the NAEYC Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Global and Cultural Perspectives

Students will reflect upon cultural differences and demonstrate understanding or application of early childhood education in a global environment. Students will reflect upon cultural and learning differences including socioeconomic, language, cultural, and special needs as well as neglected or abused children. They will identify appropriate interventions to enhance learning in diverse environments.

Communication Skills

Students will communicate effectively with a variety of audiences in any setting. Students will compose coherent documents appropriate to the intended audience. Students will effectively communicate orally in a public setting.

Analytical Skills

Students will use analytical/critical thinking skills to draw conclusions and/or solve problems. Students will access and evaluate appropriate information through written and electronic means. Students will think critically to reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Early Childhood Settings
 1. Nursery Schools, Child Care Centers, Kindergartens, Family Day Care Providers, Profit and Non-Profit Centers, Faith Community
 2. Head Start
 3. Bilingual Programs
 4. Programs for Children with Special Needs
- B. Philosophical Foundations and Historical Forces
 1. Contrasting Views Through the Centuries
 2. Sixteenth, Seventeenth, and Eighteenth Century Theorists Martin Luther, John Locke, Jean-Jacques Rousseau

3. Educators from the Nineteenth and Twentieth Centuries John Pestalozzi, Friedrich Froebel, Susan Blow, Maria Montessori, John Dewey
 4. Socio-Cultural, Political, & Economic Contexts
 5. Women's Movement, Working Parents, Single Parents, Teenage Parents, Changing Families
- C. Diversity in the United States
1. Families and Poverty
 2. Public Policy and Education
 3. Impact of Media
- D. Technology
1. Sources of Funding: Children Younger Than Five, Children Older Than Five
 2. Child Advocacy and Public Policy: Advocacy Strategies; Children's Rights
 3. Early Childhood Policies: Child Abuse Legislation; Child Care Policy;
 4. Migratory Education Policy; Head Start Policy; Health Care Policies;
 5. School Desegregation Policy~Special Education Policy
- E. Identify the Various Program Models for Early Childhood Education
1. Montessori \ Constructivism, Piaget, High/Scope Educational Approach Reggio Emilia
 2. Bank Street
 3. Behavioristic Principles to Early Childhood Education
 4. Play Issues
 5. Relationship Between Play and Work
 6. Theories of Play
 7. How Play Influences Other Areas of Development
 8. Cultural Factors of Play
- F. Reflection
1. Thinking in Action
 2. Constructivist Perspectives of Reflection
- G. Guiding Young Children
1. Guiding Social Behavior
 2. Helping Children Cope With Stress
 3. Guiding Routines and Group Activities
 4. Guiding Behaviors
- H. Early Childhood Curriculum
1. Physical Development
 2. Cognitive Development
 3. Language Development
 4. Social Development
 5. Creativity Development
 6. Developmentally Appropriate Practice
- I. Teaching Young Children
1. The Teacher's Role
 2. Becoming a Teacher
 3. The Teacher as a Professional
 4. Working With Parents
- J. Assessment and Evaluation

1. Evaluation
2. Evaluation of Children
3. Evaluation of Teachers
4. Evaluation of Programs