

EASTERN ARIZONA COLLEGE
Foundations of Early Childhood Education
Course Design
2018-2019

Course Information

Division Social Sciences
Course Number ECE 100
Title Foundations of Early Childhood Education
Credits 3
Developed by JoAnn Morales
Lecture/Lab Ratio 3 Lecture/0 Lab

Transfer Status

ASU	NAU	UA
TEL 111, Social and Behavioral Sciences (SB)	Elective Credit	TLS Dept Elective

Activity Course No
CIP Code 13.1210
Assessment Mode Pre/Post Test (75 Questions/75 Points)
Semester Taught Fall
GE Category None
Separate Lab No
Awareness Course No
Intensive Writing Course No

Prerequisites

None

Educational Value

This course will be helpful to students who are interested in providing childcare in a home environment, a licensed childcare center, private preschool, or obtaining a career in early childhood education for children age's birth through age eight.

Description

Introduction to the field of Early Childhood Education including history, philosophy, and the application of child development techniques. Includes assessment techniques for observing and recording behaviors, communication skills, guidance techniques, developmentally appropriate practices and the role of the teacher in early childhood settings. Off campus observation and participation hours in a licensed childcare, or public school birth through age eight.

Supplies

None

Competencies and Performance Standards

1. Determine the scope and need for early childhood education.

Learning objectives

What you will learn as you master the competency:

- a. Discuss the social factors that have contributed to the expansion of early childhood programs and brought early childhood education into the public consciousness.
- b. Describe the various types of early childhood programs.
- c. List the many elements that contribute to the quality of an early childhood program.
- d. Discuss the trends and projections that suggest what the future holds for early childhood education.
- e. Classify the various early childhood programs in the community.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner can discuss the expansion of early childhood
- o learner provides acceptable written responses that characterizes a quality early childhood program
- o learner can describe types of childcare available for children

2. Customize a plan to communicate, involve, and educate parents about early childhood education.

Learning objectives

What you will learn as you master the competency:

- a. Explain what family systems theory means.
- b. Compare some of the changes the American family has undergone recently.
- c. List some of the specific needs families have in an early childhood program.
- d. Create a process for communicating with parents.
- e. Describe ways to involve parents in the early childhood program.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner can define family systems theory
- o learner can list changes and needs of the American family
- o learner can describe forms of communication and ways to involve families

3. Compare qualities of good early childhood teachers/caregivers and discuss the importance of staffing, training, professionalism and current issues concerning their profession.

Learning objectives

What you will learn as you master the competency:

- a. Describe the personal qualities of an early childhood teacher or caregiver.
- b. Create a list of the variety of roles caregivers provide for the early childhood programs.
- c. Acquaint self with the different training possibilities and regulating entities that are associated with early childhood programs.
- d. Recognize the importance of a code of ethics and the existence of professional organizations.
- e. Name some of the issues and dilemmas that face early childhood education.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to the importance of obtaining quality staff
- o learner participates in discussions about professional development; including joining a professional organization
- o learner participates in discussions about the importance of following a code of ethics

4. Discuss rationale supporting early childhood education. Include information from various influential people, theorists, and their theories.

Learning objectives

What you will learn as you master the competency:

- a. Determine how the writings and work of many individuals through history have contributed to our contemporary ideas about young children and early childhood education.
- b. Compare the various theories and theorists that have helped us to understand the nature of young children.
- c. Give examples of research that has proven the effectiveness of early education.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses comparing the work of theorists throughout history
- o learner participates in discussions and activities assigned

5. Select goals, objectives, and types of evaluation needed in early childhood education.

Learning objectives

What you will learn as you master the competency:

- a. Define goals as it pertains to evaluation of children.
- b. Classify the different types of objectives.
- c. Determine the importance of evaluation in early childhood education.
- d. List the different types of observation techniques and instruments used.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material.

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to questions about goals, objectives and evaluation techniques
- o learner participates in discussions and activities assigned

6. Examine the effects the physical environment and materials have on children in an early childhood education program.

Learning objectives

What you will learn as you master the competency:

- a. Determine the affects the physical environment has on both children and adults.
- b. Communicate the importance of the indoor environment to support the development of young children.
- c. Discuss the importance of the outdoor environment, how to maximize the potential, and make it safe for children with special needs.
- d. Select developmentally appropriate equipment, with particular emphasis on the role of computers in early childhood programs.
- e. Develop criteria for selecting appropriate materials for use in early childhood programs.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to effects the physical environment has on children
- o learner participates in discussions and activities assigned

7. Demonstrate how to develop a schedule, its components, and the types of curriculum that may be used.

Learning objectives

What you will learn as you master the competency:

- a. Compare the common components of the daily schedule in an early childhood program.
- b. Examine some guidelines for setting an effective schedule.
- c. Create a daily schedule for an early childhood program.
- d. Demonstrate how to write different types of lesson plans, including the curriculum, units, daily, weekly, and monthly.
- e. Explain what emergent curriculum provides.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner participates in discussions and activities assigned
- o learner provides acceptable written responses to concerns and considerations to make when creating schedules

8. Develop creative, physical, cognitive, language, and social development activities to include in an early childhood program.

Learning objectives

What you will learn as you master the competency:

- a. Define and discuss some of the characteristics of creativity.
- b. List some factors that discourage and decrease creativity.
- c. Discuss the theories that explain physical development.
- d. Develop a list of activities that promote sensory exploration and discrimination.
- e. Compare the three influential theoretical views of cognitive development: behaviorism, cognitive development theory, and information processing.
- f. Discuss the importance of incorporating math and science into the curriculum.
- g. Compare the different divergent theoretical views of language development.
- h. Describe the components of language development.
- i. Discuss the development of social competence.
- j. Describe the foundations of moral development and positive social skills and behaviors.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses about creativity, including how to enhance creativity in an early childhood curriculum
- o learner provides acceptable written responses to physical development in the curriculum
- o learner provides acceptable written responses about cognitive development
- o learner participates in discussions and activities to enhance language development
- o learner provides acceptable written responses concerning social development

9. Develop daily routines and group activities to meet the needs of children in an early childhood education program.

Learning objectives

What you will learn as you master the competency:

- a. Explain the importance of regular routine times: arrival and departure, meals, toileting and sleep.
- b. Examine some important factors that affect group behavior, particularly the developmental appropriateness of expectations and activities.
- c. Apply forethought and planning to help ensure an orderly classroom during specific time blocks within the daily schedule.
- d. Define and give an example of a transition.
- e. Consider occasions when either a planned or unplanned accident may occur.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses to the importance of developing daily routines and group activities
- o learner participates in discussions and activities assigned

10. Examine various types of behavior management and appropriate guidance techniques.

Learning objectives

What you will learn as you master the competency:

- a. Consider the kinds of behaviors we expect from children.
- b. Examine workable philosophies of guidance.
- c. Consider definitions and distinctions among words related to guidance and discipline.
- d. Examine a variety of guidance techniques and when these are used most effectively.
- e. Discuss two specific behavioral concerns, aggression and shyness.
- f. Consider the underlying causes of misbehavior, factors that in both subtle and direct ways affect the way children behave.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses concerning behavior and guidance
- o learner participates in discussions and activities assigned

11. Examine the sources of stress in children's lives and techniques used to help children cope with stress.

Learning objectives

What you will learn as you master the competency:

- a. Define stress and coping and look for stages of stress.
- b. Describe the possible sources of stress that exist in young children's lives.
- c. Discuss the variety of adverse effects stress may have on children.
- d. Create a list of techniques an early childhood teacher may use to help children cope with stress in their lives.

Performance Standards

Competence will be demonstrated:

- o in the completion of selected activities assigned by the instructor
- o in the completion of objective examinations
- o through class participation in discussions
- o by reading the chapter material

Criteria - Performance will be satisfactory when:

- o learner provides acceptable written responses concerning stress and children
- o learner participates in discussions and activities assigned

Types of Instruction

Direct instruction

Discussion

Grading Information

Grading Rationale

Grades will be determined with the following criteria being considered.

Class attendance /participation - Weight- 5%

Assignments – Weight - 45%

Examinations / tests - Weight -35%

Post Test 15%

A pre and posttest will be given. Pre-test will not count.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below