

**FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION**



***EDUC 350 - INTRODUCTION to Early Childhood Education (Birth through Kindergarten)***

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**I. COURSE DESCRIPTION**

This course is designed to provide an overview of child development and how the knowledge of growth and development is related to preparing appropriate experiences for birth through kindergarten children. Emphasis is placed on

considering the child, family, and the community when planning curriculum experiences for preschool children.

**II. Disabled Student Services:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

### **III. TEXTBOOK**

Early Childhood Education (6<sup>th</sup> Edition)

### **IV. Student Outcomes**

1. Understand the meaning of "Developmentally Appropriate Practice" (DAP) and explain the importance in early childhood education.
2. Describe the types of programs and ages of children that fall under early childhood education.
3. Be able to describe how brain development contributes to each child's uniqueness.
4. Be able to describe some of the changes that have occurred in American families over the last few years and ways in which teachers can involve families in the education of young children.
5. Be able to describe the characteristics of children with disabilities.
6. Be able to describe the qualities of a good early childhood teacher.
7. Understand the types of positions available for those trained in early childhood.
8. Be able to discuss the regulations for early childhood programs.
9. Be able to discuss those attributes that contribute to professionalism in early childhood education.
10. Be able to discuss the contemporary issues facing early childhood education.
11. Be able to discuss individuals who have shaped early childhood education.
12. Discuss early childhood research.
13. Discuss best practices to conduct observation in evaluation and techniques.
14. Discuss the principles involved in setting up indoor and outdoor environments for children of different ages.

15. Describe and explain different theories concerning children's cognitive, language, social, creative, physical development and what their implications are for working with young children.

## V. COURSE COMPETENCIES

The National Association for the Education of Young Children (NAEYC) guidelines and the State Department of Public Instruction (DPI) competencies that will be achieved in this course are listed below.

BK 1 Indicator 2	Know the philosophical, historical, and legal issues in the fields of child development, early childhood education, early childhood special education and early intervention.
BK 1 Indicator 1	Knows that health, medical, and physical requirements of ALL young children and the influence on development.
BK 1 Indicator 8	Knows the social and emotional needs, especially the importance of consistent positive relationships for the healthy development of ALL young children.
BK 2 Indicator 1	Are aware of a variety of appropriate assessment tools and procedures and their purposes, including on-going observation, data collection and analysis.
BK 3 Indicator 1	Understand that families are the first and most important teachers and key decision makers for their children.
BK 3 Indicator 2	Understand the characteristics of each child's family and community while developing programs in partnership the support development and learning.
BK 3 Indicator 3	Understand family systems theory, family structure, functioning styles, and stages of family and adult development.
BK 3 Indicator 4	Understand the role of family as a partner in making decisions, and implementing and evaluation program plans for their child.
BK 5 Indicator 1	Collect and synthesize relevant assessment information that informs practice.
BK 5 Indicator 3	Link assessment information to practice, including appropriate implementation of Individualized Education Plan (IEPs) and Individualize Service Family Plan (ISFPs).

BK 5 Indicator 4	Use assessment information, including observation, to plan, implement, and evaluate programs(s).
BK 6 Indicator 3	Create and adapt integrated, meaningful, challenging and engaging developmentally supportive learning experiences.
BK 6 Indicator 6	Create and adapt developmentally supportive environment with attention to curriculum, interactions, teaching practices, and learning materials.
BK 4 Indicator 4	Display warm, nurturing, respectful, and reciprocal interactions with families and ALL young children.
BK 7 Indicator 2	Use strategies and tools that encourage ALL young children's problem solving, thinking skills, and development and social competence.
BK 7 Indicator 5	Develop, implement, and evaluate IFSPs and IEPs in partnership with families and other professionals.
BK 8 indicator 1	Create an environment that is reflective of the children in the classroom setting that honors diversity.
BK 10 Indicator 3	Articulate the philosophies of the professional organizations that provide the guiding framework for B-K practice.
BK 10 Indicator 4	Serve in the roles of advocate, consultant, collaborator and team member.
BK 10 Indicator 10	Function in a variety of settings such as natural learning environments, public school classrooms, child care centers, community agencies, homes, hospitals, crisis nurseries, and shelters.

## **VI. OUTLINE OF CONTENT**

- I. Chapter One -The Scope and Need for Early Childhood Education
  - A. Developmentally Appropriate Practices
  - B. The Growth of Early Childhood Education
  - C. Changes in Family Life
  - D. Benefits of Early Childhood Education
  - E. The Future of Early Childhood Education

- II. Chapter Two -The Children
  - A. Children-Similarities
  - B. Age Related Commonalities among Children
  - C. Self-Esteem
  - D. The Brain and Children's Disabilities
  - E. Working with Families of Children with Disabilities
  
- III. Chapter Three - The Families
  - A. A Theoretical Perspective
  - B. The Changing American Family
  - C. Family Forms
  - D. The Needs of Families
  - E. Parenthood
  - F. Empowerment
  - G. Coordinating Family Needs and the Program
  - H. Communicating with Families
  - I. Individual Methods of Communicating with Families
  
- IV. Chapter Four – The Teachers/Caregivers
  - A. The Early Childhood Teacher and Caregiver
  - B. Characteristics of the Good Early Childhood Teacher
  - C. Staffing in Early Childhood Programs
  - D. Training and Regulations in Early Childhood Education
  - E. Professionalism
  - F. Some Current Issues and Dilemmas
  
- V. Chapter Five – Rationale Supporting Early Childhood Education
  - A. Influential People in the History of Early Childhood Education
  - B. Influential Theorists of Child Development
  - C. Application of Theories in Early Childhood Education
    - 1. Montessori
    - 2. The Bank Street Approach
    - 3. The Cognitively Oriented Curriculum
    - 4. The Reggio Emilia Approach
    - 5. The Bereiter-Englemann Model
  - D. Research Support for Early Childhood Education
  
- VI. Chapter Six – Accountability, Standards, and Assessment
  - A. Accountability
  - B. Learning Standards
  - C. Assessment
  - D. Assessment Systems

- VII. Chapter Seven – The Physical Environment
  - A. Effects of the Physical Environment
  - B. Arranging the Indoor Environment
  - C. Arranging the Outdoor Environment
  - D. Environment for Infants and Toddlers
  - E. Environment for School Age Children
  - F. Adapting the Environment for Children with Disabilities
  - G. Developmentally Appropriate Equipment
  - H. Developmentally Appropriate Materials
  
- VIII. Chapter Eight – Scheduling and Curriculum Planning
  - A. Components of Early Childhood Schedule
  - B. Guidelines for Program Scheduling
  - C. Scheduling for Infants and Toddlers
  - D. Scheduling for School-Age Children
  - E. Types of Schedules
  - F. Flexibility of the Schedule
  - G. What is the Curriculum
  
- IX. Chapter Nine – Creative Development through Curriculum
  - A. What is Creativity?
  - B. An Environment that Encourages Creativity
  - C. Art
  - D. Music
  - E. Supporting Creativity in Infants and Toddlers
  - F. Supporting Creativity in School Age
  - G. Supporting Creativity in Children
  - H. Factors that Decrease Creativity
  
- X. Chapter Ten – Physical Development through the Curriculum
  - A. A Developmental Framework for Motor Development
  - B. Components of Motor Development
  - C. Gross Motor Activities
  - D. Fine Motor Activities
  - E. Supporting Physical Development in Infants and Toddlers
  - F. Supporting Physical Development in School Age Children
  - G. Supporting Physical Development in Children with Disability
  - H. Sensory Activities
  - I. Caring for the Body
  
- XI. Chapter Eleven – Cognitive Development through the Curriculum
  - A. Theoretical Foundations of Cognitive Development
  - B. Cognitive Tasks
  - C. Math Concepts in the Early Childhood Curriculum
  - D. Science Concepts in the Early Childhood Curriculum

- E. Supporting Cognitive Development in Infants and Toddlers
  - F. Supporting Math and Science Learning in School Age Children
  - G. Supporting Math and Science Learning in Children with Disabilities
  - H. Family Values for Cognitive Development
- XII. Chapter Twelve – Language Development through the Curriculum
- A. Theoretical Views of Language Development
  - B. Components of Language
  - C. English-Language Learners
  - D. Language and the Early Childhood Curriculum
  - E. Supporting Language and Literacy Development in Infants and Toddlers
  - F. Emergent Literacy
  - G. Supporting Language and Literacy Development in School Age Children
  - H. Supporting Language and Literacy Development in Children with Disability
- XIII. Chapter Thirteen – Social Development through the Curriculum
- A. Theoretical Views of the Socialization Process
  - B. Development of Social Competence
  - C. Development of Prosocial Behaviors
  - D. Sociodramatic Play
  - E. Cooperative Games
  - F. Supporting Social Development in Infants and Toddlers
  - G. Supporting Social Development in School Age Children
  - H. Supporting Social Development in Children with Disability
- XIV. Chapter Fourteen - Guiding Routines and Group Activities
- A. Arrival and Departure Times
  - B. Meals and Eating Behaviors
  - C. Diapering and Toileting
  - D. Sleep and Rest Times
  - E. Factors Affecting Group Behavior
  - F. Group Guidance and the Daily Schedule
  - G. Transitions
  - H. The Unusual Situation
- XV. Chapter Fifteen - Guiding Social Behaviors
- A. Behaviors Expected of Young Children
  - B. Important Definition
  - C. Philosophies of Guidance
  - D. Gordon’s Teacher Effectiveness Training
  - E. Behavior Management
  - F. Factors in Selecting a Guidance Technique
  - G. What is the difference between normal and problem behavior

- H. Factors that Affect Children's Behavior
  - I. Dealing with Specific Behavior Problems
  - J. Family Support: Working with Families to Solve Behavior Problems
- XVI. Chapter Sixteen - Helping Children Cope with Stress
- A. Defining Stress and Coping
  - B. Sources of Stress in Children's Lives
  - C. Resilient Children
  - D. Techniques to Help Children Cope with Stress
  - E. Self-Protection Programs
  - F. Helping Families Cope with Stress

## **VII.BIBLIOGRAPHY**

Please use the bibliography in your textbook for additional readings in the area. Also please feel free to use the Internet to look for more current articles. Here is a partial list of the journals that may have additional materials:

Child Development  
Childhood Education  
Developmental Psychology  
Educational Psychology  
Human Development  
Journal of Child Language  
Journal of Marriage and Family  
Journal of Reading Behavior  
Review of Educational Research  
Review of Research in Education  
The Elementary School Journal  
Young Children

### **Websites**

[www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children)  
[www.nccic.org](http://www.nccic.org) (Child Care Information Center)  
[www.childrensdefense.org](http://www.childrensdefense.org) (The Children's Defense Fund)