COURSE SYLLABUS
Philander Smith College
Division of Education

Course Prefix and Number: EDUC 363
Course Title: Foundations of Early Childhood Education
Credits: Three Semester Hours
Classroom: AC233
Class Time: 2:00-3:20 TR
Instructor: Dr. Dickson
Office Location: 217 Academic Center
Telephone Number: 501-370-5237
Office Hours: M 10:00 -12:00; 1:00-2:00; T11:00-1:00; W 9:00 – 12:00; R 12:00-1:00
or by appointment
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Program Guidelines:

Conceptual Framework (CF):

The theme of the conceptual framework for the program is “The Teacher as the FORCE in the Teaching/ Learning Process.” The framework’s four underlying Principles are: Facilitator, Organizer, Reflector, Collaborator, and Energizer. Each principle is aligned with the Pathwise four domains, Arkansas Standards, and NAEYC Standards.

Pathwise Domain

Domain A: Organizing Content Knowledge for Student Learning
Domain B: Creating an Environment for Student Learning
Domain C: Teaching for Student Learning
Domain D: Teacher Professionalism.

NAEYC Standards:

Standard 1.0 Child Development and Learning
Standard 2.0 Family and Community Relationship
Arkansas Licensure Standards:

Standard 1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Standard 2. The teacher plans curriculum appropriate to the students, to the content, and to course objectives.

Standard 3. The teacher plans instruction based on human growth and development, learning theory, and the needs of students.

Standard 4. The teacher exhibits human relations skills, which support the development of human potential.

Standard 5. The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students’ learning.

Course Description:
An introduction to the early childhood profession including historical and social foundations, awareness of relevant issues and trends, ethical and legal issues, programming, staff relations, and the importance of becoming an advocate and resources for children and families. This course will explore the history, philosophy, and theories related to quality early childhood education.

Course Objectives: Upon completion of this course, candidates will:

1. make connections between historical antecedents and current approaches to research and curriculum development in the education of young children. (CF: 1, 2, 4; NAEYC: 1a, 4b, c, 4d; Pathwise A1, 2, 3, 4; Arkansas Standard:4; Assessed in Examinations 1, 3; In-Class Activities, Quizzes, Organizational Plan, Philosophy)

2. compare and contrast the philosophical, theoretical and curricular differences of various programmatic models of early childhood education. (CF: 1, 2, 4; NAEYC: 1a, 4b, c, 4d; Pathwise: A1, 2, 3, 4; Arkansas Standard:2, 3 Assessed in Examinations 1, 3; In-Class Activities, Quizzes, Organization Plan, Philosophy)

3. demonstrate an understanding of early childhood education as a profession. (CF: 1, 2, 4; NAEYC: 1a, 4b, c, 4d; Pathwise: A1, 2, 3, 4; Arkansas Standard: 3; Assessed in Examinations 1, 3; In-Class Activities, Quizzes, Organization Plan, Philosophy)

4. discuss the various methods of providing for the child’s physical health, safety, and emotional well-being. (CF: 2, 4, 5; NAEYC: 1a, 4b, c, 4d; Pathwise: A1, 2, 3, C1, 2, 3 Arkansas Standard: 4; Assessed in Examinations 1, 3; In-Class Activities, Quizzes, Organizational Plan)

5. demonstrate an understanding of how to provide developmentally appropriate experiences in math, science, language, and literacy. (CF: 2, 4; NAEYC 1a, b, c; 4a, b, c, 4d; Pathwise A Arkansas Standard: 2, 3; Assessed in Examinations 2, 3, In-Class Activities, Quizzes, Organizational Plan)
6. discuss methods for guiding young children behavior. (CF: 1, 2, 4; NAEYC 1a, 4b, c, 4d; Domain A Arkansas Standard: 4; Assessed in Examinations 2,3, In-Class Activities, Quizzes, Organizational Plan)

7. explains ways to facilitate young children’s work and play. (CF: 3; NAEYC: 2c, 4a; Pathwise: D Arkansas Standard: Assessed in Examinations 3, Lesson Plan, Literature Activity, In-Class Activities)

8. effectively integrate art, music, and social studies into a holistic curriculum. (CF: 2, 4 ; NAEYC 1a, b, c, 4a, b, c, d; Pathwise: A1, 2, 3, B 1, 5; Arkansas Standard: 2, 3; Assessed in Examinations 1,3; In-Class Activities, Quizzes, Organizational Plan)

Dispositions:
Upon completion of this course, candidates will:
1. demonstrate a sense of caring. (CF:1.1.1.1.1,1.1.2,3.3.3,5.5,35.5.5.5, NAEYC: 5b; Domain: D2 Arkansas Standards: Assessed in Examinations 1, 3, Activities, Quizzes )
2. demonstrate how to establish rapport with children. (CF: 1.1.1.1.1,1.1.2,3.3.3, 5.5,3; NAEYC: 5b, Domain: D2 Arkansas Standards: Assessed in Examinations 1, 3, Activities Quizzes)
3. demonstrate a sense of efficacy. (CF: 1.1.1.1.1.1,2,3.3.3, 5.5,3; NAEYC: 5b Domain: D2 Arkansas Standards: Assessed in Examinations 1, 3, Activities, Quizzes)
4. demonstrate how to model a positive attitude towards children. (CF: 1.1.1;1.1.2, 3.3.3.5.5.3; NAEYC: 5b; Domain: D2 Arkansas Standards: Assessed in Examinations 2, 3, Activities, Quizzes)
5. demonstrate how to model respect for children. (CF: 1.1.1;1.1.2,3.3.3, 5.5,3; NAEYC: 5b Domain: D2 Arkansas Standards: Assessed in Examinations 2, 3, Activities, Quizzes)

Technology:
Upon completion of this course, candidates will:
1. understand how to use technology to enhance learning, locate, evaluate, and collect information from a variety of sources. (CF: 2.2,8; 3.3.6; NAEYC: 2c, 4b, c, d; Domain 4A; Arkansas Standard: Assessed in Examinations 1, 3, In-Class Activities, Quizzes, Organizational Plan)

2. understand how to select and use a variety of software for teaching. ( CF:2.2.8, 3.3.6; NAEYC 2c, 4b, c, d; Domain 4A; Assessed in Examinations 3, In-Class Activities, Quizzes, Organizational Plan)

Assignments:
1. Three written examination will be given throughout the semester to assess the attainment of information and material covered in this class. Examination will cover lectures, readings from the textbook and assigned readings of professional journals. The format will include multiple choice, application and essay questions.

2. Visit a community childcare center and complete the assignment provided by the instructor.

3. Interview an early childhood program director and ask if the program philosophy relates to one of the theories discussed in the chapter one and, if so, how.
4. Develop a classroom organization plan using the format provided in class.

5. If you are absent or late arriving to class three points will be deducted from your class attendance points for each absence or tardiness.

6. Pop quizzes and in-class exercises will be given throughout the semester. If you miss a pop-quiz or in-class exercise without a document excuse, you may not recover those points.

Evaluation:

- Three Written Examinations (3 @ 100 points each) 300 points
- Child Care Center Observation 50 points
- Classroom Organization Plan 50 points
- Interview an Early Childhood Program Director 100 points
- Pop-quizzes and In/Out of class Exercises 100 points
- Class Attendance 93 points (approximately)

Expectations:

1. Attendance, punctuality, and preparation are essential for your success in this class. Two absences are allowed for illness and emergencies. Tardiness and or leaving class early without the consent of the instructor will be counted as an absence.

2. Academic integrity is expected.

3. All assignments must be typed.

4. Children, food, drinks, chewing gum, cellular phones, or beepers will be allowed in class.

5. Candidates will email selected assignments to the instructor.

Grading Policy:

- 90-100 A
- 80---89 B
- 70---79 C
- 60---69 D
- 0---59 F

Content Outline:

Week 1 *Foundation of Teaching – Learning Process: The Role of the Early Childhood Educator
Week 2  *First Things First: Health and Safety Through Observation
Week 3  *Communication With Young Children
Week 4  *Facilitating Young Children’s Work and Play
Week 5  *Guiding Young Children’s Behavior

♦  Examination #1

Week 6  *The Teacher as a Model
Week 7  *Modeling Adult Relationships in Early Childhood Settings
Week 8  *Setting up the Physical Environment

♦  Interview

Week 9  *Creating a Social-Emotional Environment
     *Routine
Week 10  *Developmental Tasks as the Curriculum: How to Support Children at Each Stage

♦  Examination #2

Week 11  *Observing, Recording and Assessing
Week 12  *Language and Emergent Literacy

♦  Organizational Chart

Week 13  *Providing Developmentally Appropriate Experiences in Math and Science
Week 14  *Integrating Art, Music, and Social Studies into a Holistic Curriculum

♦  Child Center Observation Report
♦  Examination #3 (Final)

Teaching Strategies:
➢ Lecture
➢ Discussion Learning
➢ Discussion/Questioning
- Small Group Activities
- Cooperative Learning
- Demonstration/Modeling/Model
- Role Playing
- Technology/Media Presentation

**Bibliography:**


**Students with Disabilities Policy:**

This is the policy of Philander Smith College to accommodate students with disabilities pursuant to federal and state laws; as well as the Colleges commitment to equal opportunity for all students. Any student with a disability who needs accommodations, for example, in setting placement, arrangements for examinations, or class location, etc. should contact the Integrate Campus Center to complete a registration form.

**Attendance Policy:** This course adheres to the students’ attendance policy outlined in the 2009-2011 Philander Smith Catalog.
Websites:  
http://google.netscape./netscap  
awesomelibrary.org/cgi-bin/search-awl.cgi