

WEBSTER UNIVERSITY

Early Childhood Education

COURSE: ECED 5010.01 Foundations of Early Childhood Education

FALL SEMESTER October 28 to December 16, 2004
Term II Thursdays, 5:00-9:00

PROFESSOR: Dr. Susan W. Nall
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COURSE DESCRIPTION:

This course serves as an introduction for students pursuing initial certification in Early Childhood Education. The course addresses the philosophical and historical foundations of the profession as well as developmentally appropriate practice. It provides a knowledge base for subsequent courses in curriculum, child and family resources, and model programs.

TEXT: Approaches to Early Childhood Education, Roopnarine & Johnson

OBJECTIVES:

Students will.....

1.demonstrate an understanding of the field of Early Childhood Education, including a past and present perspective.
2.identify and analyze the basic types of formal and informal settings, including model programs, designed for the quality care and education of young children.
3.demonstrate knowledge of the prevailing theories that have influenced practice in early childhood settings.
4.demonstrate the ability to observe and record observations.
5.demonstrate familiarity with the professional literature in the field.
6.examine the cultural diversity dimension of Early Childhood Education.
7.develop a sense of professionalism and ethics.
8.have a good time.

ECED 5010

Fall 2004

<u>DATE</u>	<u>FOCUS</u>	<u>ASSIGNMENTS</u>
October 28	Beginnings Growth of Early Childhood Education Overview of Programs Observing and Recording Observations Introduction to Infants and Toddlers	Chapter 1, 6 Inf.-Tod. Journal Article
November 4	Historical Perspective of the Profession Infant Toddler Care and Development	Chapter 2, 7 Brain Research Article
November 11	Attachment Temperament Brain Research Developmentally Appropriate Practice	Chapter 3, 4, 10, Observation #1 Due
November 18	On Site Class Observation--TBA Early Childhood Programs Parents as Teachers Head Start High Scope Missouri Preschool Project Project Construct Long Term Research in Early Childhood	Chapter 13, 14, 16
November 25	Happy Thanksgiving	
December 2	On Site Class Observation Theories in Early Childhood Education Play Universal Preschool Kindergarten Education	Chapter 5 Observation #2 Due
December 9	Early Childhood Special Education Professionalism in Early Childhood Advocacy, Public Policy, Standards, etc.	Epilogue
December 16	Wrap-Up	Observation #3 Due

REQUIREMENTS

I. Class Attendance and Participation

An integral part of the class will be active questioning, discussing, and commenting by individual class members.

II. Professional Reading

Students will read and discuss the assigned reading from the textbook each evening. In addition, students will be responsible for articles assigned throughout the term.

III. Professional Development

Each student is responsible for participating in at least one professional development activity during the term. Suggestions will be given in class.

IV. Observations

**Students will observe 3 early childhood settings:
Infant-Toddler Program
Pre-Kindergarten Center
Student Choice (Head Start, Early Childhood Special Education,
Kindergarten, etc. etc.)
Details for the written observations will be provided in class.**

V. Precis

Students will read, prepare a Precis of the article, and share with a peer group.

VI. Topic Study

Students will research one topic from those identified on the first night of class. They will brainstorm the topic, outline the topic, research it through the professional literature and the internet, and ultimately share their knowledge with the class. Details in class.

VII. Final Examination

A take home examination will assist students in synthesizing and reflecting on their learning.

PROGRAM STANDARDS RELATED TO COURSE

PROMOTING CHILD DEVELOPMENT AND LEARNING*

The early childhood teacher**

understands the historical, philosophical, and social foundations of early childhood education

understands major theories of teaching and learning, including their logical and empirical foundations and the applications of these theories to diverse learners

articulates and applies an educationally sound philosophy of early childhood education

knows and understands major theories of cognitive, physical, social, and emotional development, multiple influences on young children's development and learning, and possible interactions among influences

Education candidates will demonstrate knowledge of subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.***

Education candidates will demonstrate respect for diversity through responsive learning that values individual differences.***

OBSERVING, DOCUMENTING, AND ASSESSING*

The early childhood teacher...**

understands the goals and benefits of systematic observation, documentation, and other effective assessment strategies

BECOMING A PROFESSIONAL*

The early childhood teacher...**

understands policy making, legislation and regulation, and advocacy issues impacting children and their families and communicates and collaborates with others in an advocacy role

*** National Association for the Education of Young Children**

**** Mo STEP**

***** Webster University, School of Education Goals**

