

Listing of Core Courses

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Title, Description, and Competencies

ECD 1003: Foundations of Early Childhood Education – 3 college credit hours

Course Description – this course is designed to acquaint the student with the historical roles of families in their 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.

Course Competencies

- Examine the major roles and characteristics of early childhood teachers. (NAEYC 6a, 6c, 6d)
- Outline the philosophical foundations and historical forces that have shaped early childhood education. (NAEYC 6c,6d)
(CEC 6.2)
- Match the developmental principles and major milestones of children from birth to age eight to the areas of physical, emotional, social and cognitive development. (NAEYC 1a, 1b, 2b, 4b,4d,5a,5b,5c)
(CEC 1.1, 1.2, 2.1, 5.1)
- Compare different types of early childhood programs (NAEYC 1c, 4c, 5a, 5b, 6d)
- Locate appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom. (NAEYC 1a, 1b, 1c, 2c, 3b, 4a, 4b, 5a, 5b, 6b, 6d)
(CEC 2.1, 2.2, 3.2, 4.2, 5.1)
- Summarize key socio-cultural, political, and economic context forces that have had an impact on early childhood education. (NAEYC 1b, 2a, 2b, 2c, 4a, 5a, 5b, 6d)
(CEC 1.1, 6.3)
- State the teacher’s role in supporting the socialization process in young children. (NAEYC 1a, 1c, 2a, 2b, 2c, 4a, 5a, 5b)
(CEC 4.4, 5.4)
- Collect examples of beneficial strategies which establish effective home and school partnerships. (NAEYC 2a, 2b, 2c, 3d, 4a, 4d, 5c, 6b)
(CEC 4.3, 5.5, 6.5, 6.6)
- Review Arkansas-approved curriculum for young children. (NAEYC 1a, 1b, 1c, 2c, 3a, 3c, 4b, 5c, 6d)
(CEC 3.3)
- Connect the practice of observing children to planning developmentally-appropriate learning experiences. (NAEYC 1c, 2a, 3a, 3b, 3c, 4b, 5b, 5c, 6b)
(CEC 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.4, 5.5)
- Evaluate physical environments, activities, and materials for young children birth to age eight. (NAEYC 1a, 1b, 1c, 2c, 3a, 3b, 3c, 4b, 6b, 6c, 6d)
(CEC 3.3, 5.2, 5.4, 5.5, 5.7, 6.1)
- Acknowledge professional work ethics (NAEYC 6b)
(CEC 6.1, 6.2, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3)

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ECD 1103: Child Growth and Development (AAT Statewide Syllabus) – 3 college credit hours

Course Description – This course is the study of environmental and hereditary effects on the cognitive, affective, psychomotor, and sociolinguistic development of typically and atypically developing children from **conception to middle childhood (conception through age 8)** with diverse cultural backgrounds within and outside of the United States. The students will be introduced to methods used to observe and evaluate children’s development and recognize possible delays in development. Practical application of theory is provided through a variety of hands-on experiences and observations.

Course Competencies

- Compare theories related to child development from conception to middle childhood (conception to age 8) (NAEYC 1a, 1b, 1c)
- Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, pre-school and school-age children. (NAEYC 1a, 1b, 1c, 4a, 4b)
(CEC 1.2, 3.1, 3.2, 3.3, 5.1, 5.4)
- Document observations of infants, toddlers, preschool and school-age children and connect to the Arkansas Frameworks. (NAEYC 1a,1b, 1c, 3a, 3b)
(CEC 4.1, 4.2, 4.3, 4.4, 5.2)
- Examine biological and environmental factors influencing child development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c)
(CEC 1.1, 1.2, 5.1)
- Analyze how culture, family and society influence growth and development from conception to middle childhood (conception to age 8). (NAEYC 1a, 1b, 1c, 2a, 2b, 2c, 4a, 4b)
(CEC 1.1, 1.2, 2.1, 5.1, 5.5)

ECTC 2703: Preschool Curriculum (B-Pre-K) – 3 college credit hour course

Course Description - This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (3 through 5) including those with special needs, to maximize physical, cognitive, communication, creative, language/ literacy, and social/emotional growth and development. Competencies are based on Standards developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered:

- Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called *Better Beginnings*
- Arkansas Frameworks Handbook for Three and Four Year Olds

Core Competencies

- Describe developmentally appropriate practices as they apply to preschoolers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d)
(CEC 6.2, 1.1)
- Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 2.1, 4.2)

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- Plan and implement developmentally appropriate curriculum with measurable objectives, based on the Arkansas Frameworks Handbook for Three and Four Year Olds (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 4.1, 5.6)
- Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with special needs (NAEYC 1a, 1b, 1c)
(CEC 2.1, 5.1)
- Compile and create a developmentally appropriate lesson plan based on a project or thematic unit for preschoolers including accommodations for children with special needs. (NAEYC 1a, 1b, 1c, 3b,3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.1, 3.2, 5.1)
- Demonstrate developmentally appropriate experiences for preschoolers covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.1, 5.1)
- Compile developmentally appropriate weekly plans for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.2, 5.1)
- Supplement experiences/lesson plan with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.3, 5.1)
- Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d)
(CEC 1.1, 6.3, 6.5, 7.1, 7.3)
- Compare and analyze different curriculum approaches and models for preschoolers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.3, 4.1)

ECTC 2803: Infant Toddler Curriculum

Course Description - This course is based on the foundation of research in child development and focuses on planning and implementing enriching environments with appropriate interactions and activities for young children (birth through 2) including those with special needs, to maximize physical, cognitive, communication, creative, language/ literacy, and social/emotional growth and development. Competencies are based on Standards developed by the National Association for the Education of Young Children for quality early childhood settings. Also covered:

- Information on the Quality Approval process and Accreditation for Early Childhood settings in Arkansas, now called *Better Beginnings*
- Arkansas Frameworks Handbook for Infants and Toddlers

Core Competencies

- Describe developmentally appropriate practices as they apply to infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 4b, 4d)
(CEC 5.1, 5.2, 5.3, 5.5, 5.6)
- Plan a developmentally appropriate physical environment for infants/toddlers including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 4b, 5a, 5b, 5c)

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- **(CEC 2.1, 2.2, 2.3)**
 - Plan and implement developmentally appropriate curriculum with measurable objectives, based on the Arkansas Frameworks Handbook for Infants and Toddlers (NAEYC 1a, 1b, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.1, 3.23.3, 5.1, 5.2, 5.5, 5.6, 5.7)
 - Prepare a developmentally appropriate schedule including routines and transitions for infants/toddlers including children with special needs. (NAEYC 1a, 1b, 1c, 5b)
(CEC 2.1, 2.3, 3.1, 3.2, 3.3)
 - Compile and create a developmentally appropriate individual plan for infants covering all domains of development including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.7)
 - Compile and create a developmentally appropriate plan for a group of toddlers covering all domains of development including accommodations for children with special needs (NAEYC 1a, 1b, 1c, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.7)
 - Demonstrate developmentally appropriate experiences for infants covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 1.2, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7)
 - Demonstrate developmentally appropriate experiences for toddlers covering all domains of development including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 1.2, 2.1, 2.2, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7)
 - Compile age appropriate individual plans for infants including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d)
(CEC 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.7)
 - Compile developmentally appropriate weekly plans for toddlers including children with special needs (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5b, 5c, 6d)
(CEC 3.1, 3.2, 3.3, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.7)
 - Supplement experiences/lesson plan with teacher-made materials. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
(CEC 1.1, 1.2, 3.1, 3.2, 5.1)
 - Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2a, 2b, 2c, 4a, 4b, 6b)
(CEC 1.1, 4.3, 5.5, 6.3)
 - Compare and analyze different curriculum approaches and models for infants and toddlers including children with special needs (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
(CEC 3.1, 3.2, 3.3, 5.1, 5.2, 5.5, 5.7)
 - Develop strategies/tools for use in the development of positive behavior characteristics in infants (NAEYC 1a, 1b, 1c, 2a, 2c, 4a, 4b, 4c, 4d)
(CEC 2.1, 2.2, 3.3, 4.4)
 - Develop positive guidance strategies for use with toddlers (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d)
(CEC 2.1, 2.2, 3.3, 4.4)
 - Identify and involve oneself with the early childhood field and its ethical code (NAEYC 6a, 6b)
(CEC 6.1, 6.2, 6.4, 6.5, 6.6)

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ECTC 2503: Child Guidance – 3 college credit hour course

Course Description – this course relates principles of child development to appropriate methods of guiding children’s behavior for children Birth through pre-kindergarten, including children with special needs. Techniques for managing groups of children in the various childcare settings are practiced.

Course Competencies

- State typical behaviors for young children according to their ages and development. (NAEYC 1a, 1b, 1c)
(CEC 1.2, 2.2)
- Categorize temperament traits and other rationales for various behaviors of birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 1c, 3c, 4d)
(CEC 1.1, 1.2)
- Plan appropriate child-centered classroom environments to support children birth through pre-kindergarten including children with special needs. (NAEYC 3b, 4a, 4b, 4c, 4d)
(CEC 2.1, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4, 5.5)
- Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 2a, 2b, 2c, 3d)
(CEC 7.1, 7.3)
- Analyze purposes and types of objective observation used in the early childhood setting, birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d)
(CEC 4.1, 4.2)
- Practice and demonstrate responsible assessment through the use of a variety of observation and appropriate assessment tools for birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b)
(CEC 4.3, 4.4, 5.2, 6.1)
- Evaluate different behaviors of children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
(CEC 4.1, 4.2, 5.2)
- Interact positively with children , birth through pre-kindergarten including those with special needs.(NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 4d, 5c)
(CEC 1.1, 1.2, 2.1, 2.2, 2.3, 6.3, 7.3)
- Apply guidance principles and the use of developmental check lists to monitor child readiness and engagement in all content areas for children birth through pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d)
(CEC 1.1, 1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.6)
- Design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes for children birth through pre-kindergarten including children with special needs.(NAEYC 3a, 3b, 3c, 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 6.6, 7.3)
- Identify with the profession and its ethical code (NAEYC 6a, 6b)
(CEC 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3)

ECTC 2303: Literacy and Language Arts for Early Childhood – 3 college credit hour course

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Course Description – This course is designed to make the early childhood educator aware of the acquisition of language and how to provide children **birth through pre-kindergarten, including children with special needs** with language rich environments by incorporating the four areas of language: speaking, listening, writing and reading.

Course Competencies

- Use of the literacy strategies through development of a variety of activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4a, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 1.1, 1.2, 2.1, 3.1, 5.1, 5.4, 5.3, 5.7)
- Connect with families about literacy content for children birth through pre-kindergarten, including children with special needs. (NAEYC 2a, 2b, 2c, 4a, 6a, 6b)
(CEC 1.1, 4.3, 5.5, 6.3)
- Apply knowledge of children’s growth to appropriate teaching strategies children birth through pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 6c)
(CEC 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 5.1, 5.2, 5.3, 5.4)
- Observe and document children’s learning through the use of the AR Frameworks for children birth through pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d, 5b, 6d)
(CEC 4.1, 6.2)
- Connect research, knowledge, and practice to the development of a variety of literacy activities for children birth through pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d, 5a, 5b, 5c, 6c, 6d)
(CEC 4.2, 5.1, 5.2, 5.3, 5.4, 5.5)

ECTC 2403: Math and Science for Early Childhood - 3 college credit hour course

Course Description - Students will become familiar with a variety of ways to introduce children Birth through pre-kindergarten, including children with special needs to ideas and concepts related to math and science. Students will create activities; plan and practice developmentally appropriate experiences that would meet recognized standards (NAEYC, NCTM, etc.) for these areas.

Course Competencies

- Demonstrate use of inquiry method for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5a, 5b, 5c, 6d)
(CEC 3.1, 3.3)
- Demonstrate the ability to connect with families about math and science concepts for children birth through Pre-kindergarten, including children with special needs (NAEYC 2a, 2b, 2c, 4a, 4b, 4c, 4d, 5c, 6b, 6c, 6d)
(CEC 1.1, 6.3)
- Apply knowledge of children’s growth to appropriate teaching strategies for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 5c, 6d, 6e)

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(CEC 1.2, 3.2, 5.1)

- Develop quality math and science learning environments for children birth through pre-kindergarten, including children with special needs. (NAEYC 1a, 1b, 4b, 4c, 4d, 5a, 6b, 5c, 6a, 6d)
(CEC 2.1, 3.2)
- Observe and document children's learning, birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c)
(CEC 3.3, 4.2)
- Connect research and knowledge with professional practice for children birth through pre-kindergarten, including children with special needs. (NAEYC 5c, 6c, 6d, 6e)
(CEC 3.2, 4.1, 6.2)
- Differentiate the process skills needed for math and science experiences for children birth through Pre-kindergarten, including children with special needs. (NAEYC 3a, 3b, 3c, 3d, 4a, 4b, 4c, 4d, 5b, 5c)
(CEC 3.1, 3.2, 3.3)

ECTC 2603: Practicum

Course Description: Students must be employed or volunteer in a licensed childcare facility to apply the knowledge acquired and skills learned in previous coursework. Observation of the student's work and evaluation of student skills are conducted by instructors following the NAEYC Associate Standards. Students must demonstrate competency in all areas observed and complete a minimum number of clock hours, determined by the institution, of observation and work experience with children birth to five. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.

Course Competencies

- Apply new knowledge regarding how children grow and learn in a childcare setting designed for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 4c, 4d, SS4)
(CEC 6.2, 6.3)
- Demonstrate knowledge of developmentally appropriate practices for children birth through Pre-kindergarten, including children with special needs (NAEYC 1a, 1b, 1c, 4b, SS 1, 3, 4)
(CEC 2.2, 3.2, 3.3, 5.7)
- Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through Pre-kindergarten, including children with special needs (NAEYC 4b, 4c, 4d)
(CEC 1.1, 1.2, 5.1)
- Demonstrate proficiency in working with diverse populations of students, families and community groups (NAEYC 2a, 2b, 2c, 4a)
(CEC 6.3, 7.1, 7.3)
- Demonstrate knowledge of a variety of observational and authentic assessment options and their appropriate use with children birth through Pre-kindergarten, including children with special needs (NAEYC 3a, 3b, 3c, 3d)
(CEC 4.1, 4.2, 4.3, 4.4)

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- Evaluate the early childhood environment for children birth through Pre-kindergarten, including children with special needs developmental appropriateness (NAEYC 1a, 1b, 1c, 3a, 3b, 3c, 3d, 4b, 4d, 5a, 5b, 5c, 5e)
(CEC 2.1, 2.2, 2.3)
- Use a variety of observation and assessment strategies with children birth through Pre-kindergarten, including children with special needs.(NAEYC 3a, 3b, 3c, 3d)
(CEC 4.3)
- Connect ethical practices and standards and other professional guidelines to staff behaviors. (NAEYC 5a, 5b, 5c, 5e, 6d)
(CEC 6.1, 6.2, 6.4, 6.5, 6.6)
- Integrate reflective and critical perspectives on early education practices. (NAEYC 6d)
(CEC 6.1, 6.2)
- Engage in informed advocacy for children and the profession. (NAEYC 5e)
(CEC 6.5, 7.1)

ECTC 2903: Future Perspectives in Early Childhood – capstone course - 3 College credit hours

Course Description

This course introduces students to current research in the field of Early Childhood education. Students will develop a knowledge base of the NAEYC Code of Conduct through analyzing case studies designed to demonstrate competencies compatible with current research and practice, development of a professional portfolio to demonstrate competencies in the skills relating to the NAEYC Associate Degree Standards.

Course Competencies

- Demonstrate developmentally appropriate experiences for children birth through Pre-kindergarten including children with special needs.(NAEYC 1a, 1b, 1c, 2b, 2c, 3d, 4a, 4b, 4c, 4d)
(CEC 1.1, 1.2, 5.1)
- Develop a professional portfolio following NAEYC Standards for Associate Degree Programs (NAEYC 6a, 6c, 6d)
(CEC 2.1, 2.2, 5.2, 5.3, 5.4, 5.5)
- Apply the NAEYC Code of Ethical Conduct to their professional characteristics (NAEYC 6b, 6e)
(CEC 4.3, 6.1, 6.2, 7.2, 7.3)
- Use current research to support developmentally appropriate strategies in the classroom while working with children birth through Pre-kindergarten, including children with special needs. (NAEYC 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 6.2)
- Describe the various perspectives involved in childcare situations (NAEYC 1a, 2a, 3a, 3b, 3c, 4b, 4c, 4d, 5a, 5b, 5c)
(CEC 6.5, 7.3)
- Provide evidence of membership in professional organizations related to the early childhood field. (NAEYC 6a, 6b, 6c, 6d, 6e)
(CEC 6.4)