**Listing of Core Courses**

**Title, Description, and Competencies**

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

**Course Description** – This course is designed to acquaint the candidate with the historical roles of families in their child’s development. The candidate will become familiar with the theories supporting early childhood education and learn how to develop an effective program designed uniquely for children (**age’s birth to eight**). The candidates 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, 6e) (CEC 7.1)
* Outline the philosophical foundations and historical forces that have shaped early childhood education.(NAEYC 1a, 1b, 6d, 6e) (CEC 1.1)
* Describe the developmental principles and major milestones of children from birth to age eight to the areas of physical, cognitive, social and emotional, and linguistic development. (NAEYC 1a, 1b, 1c) (CEC 1.1, 1.2, 5.2)
* Evaluate different types of early childhood programs and Arkansas approved curriculum. (NAEYC 1c, 1d, 5a, 5b) (CEC 5.1, 5.2)
* Identify appropriate standards and guidelines for teaching young children (birth to age eight) within an inclusive classroom. (NAEYC 1a, 1b, 1c, 1d, 6b, 6d) (CEC 3.3, 4.1, 5.2)
* Connect the practice of observing children to planning developmentally appropriate learning experiences. (NAEYC 1c, 3a, 3b, 3c) (CEC 4.1, 4.3, 5.1, 5.2)
* 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, 5.1, 5.2, 6.3)
* Acknowledge professionalism and NAEYC Code of Ethical Conduct. (NAEYC 6a, 6b, 6e)

(CEC 7.1, 7.2, 7.3, 7.4)

**ECD 1103: Child Growth and Development** – 3 college-credit hours course

**Course Description** – This course is the study of environmental and hereditary effects on the physical, cognitive, social and emotional, and linguistic 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 candidates 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 age 8. (NAEYC 1a, 1c, 1d) (CEC 1.1)
* Differentiate between the physical, cognitive, social/emotional and language characteristics of infants, toddlers, preschool, and school age children. (NAEYC 1a, 1b, 1c, 1d, 4a) (CEC 1.2, 1.3)
* Document observations of infants, toddlers, preschool, and school age children and connect to the Child Development Early Learning Standards (CDELS). (NAEYC 1a, 1b, 3a, 3b, 3c) (CEC 4.1, 4.2, 4.3, 4.4, 5.2)
* Examine biological and environmental factors influencing child development from conception to age 8. (NAEYC 1a, 1b, 1c, 2a) (CEC 1.1, 1.2, 1.3)
* Analyze how culture, family and society influence growth and development from conception to age 8. (NAYEC 1a, 1b, 1c, 2a, 2b, 2c, 4a) (CEC 1.1, 1.2, 2.1, 5.1)
* Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2703: Preschool Curriculum (B-Pre-K**) – 3 college-credit hours 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 unique individual developmental variations, to maximize physical, cognitive, social and emotional, and linguistic 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 Pre-K Standards: Arkansas Child Development Early Learning Standards (CDELS).

**Course Competencies**

* Describe developmentally appropriate practices as they apply to preschoolers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 5a) (CEC 1.1, 4.1, 4.2)
* Plan a developmentally appropriate physical environment for preschoolers including accommodations for children with unique individual developmental variations (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5b) (CEC 5.1, 5.2, 6.4,6.5)
* Plan and implement developmentally appropriate curriculum with measurable objectives, based on the CDELS. (NAEYC 1a, 1b, 4b, 5a, 5b, 5c) (CEC 4.1, 5.2, 6.4)
* Prepare a developmentally appropriate schedule including routines and transitions for preschoolers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1d) (CEC 1.2, 1.3, 5.1)
* Compile and create developmentally appropriate lesson plans and materials based on a project or thematic unit for preschoolers including accommodations with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 3a, 4a, 4b, 4c, 5a, 5b) (CEC 5.1, 5.2, 6.3, 6.5, 6.6)
* Demonstrate developmentally appropriate experiences for preschoolers covering all domains of development including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.5, 6.6)
* Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2b, 2c, 3d, 4a, 4b) (CEC 1.1, 2.1, 2.2, 2.3, 6.3)
* Compare and analyze different curriculum approaches and models for preschoolers including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5a, 5b, 5c) (CEC 4.1, 5.2)
* Identify and utilize observation and assessment tools used in child care settings. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)
* Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2803: Infant Toddler Curriculum** – 3 college-credit hours 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 (birth through 2) including those with unique individual developmental variations, to maximize physical, cognitive, social and emotional, and linguistic 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 Standards: Infant Toddler Standards: Arkansas Child Development Early Learning Standards (CDELS).

**Course Competencies**

* Describe developmentally appropriate practices as they apply to infants/toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 4c) (CEC 1.1, 4.1, 4.2)
* Plan a developmentally appropriate physical environment for infants or toddlers including accommodations for children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5b, 5c) (CEC 5.1, 5.2, 6.4, 6.5)
* Plan and implement developmentally appropriate curriculum with measurable objectives, based on the CDELS. (NAEYC 1a, 1b, 1c, 1d, 3a, 3b, 3c, 4b, 4c, 5a, 5b, 5c) (CEC 4.1, 5.2, 6.4)
* Prepare a developmentally appropriate schedule including routines and transitions for infants or toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1.d) (CEC 1.2, 1.3, 5.1)
* Compile and create developmentally appropriate individual infant or toddler lesson plans and materials; and group lesson plans and materials for infants or toddlers covering all domains of development including accommodations for children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.3, 6.5, 6.6)
* Demonstrate developmentally appropriate experiences for infants or toddlers covering all domains of development including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 5.1, 5.2, 6.5, 6.6)
* Create a variety of tools/strategies designed to create and maintain positive relationships with families. (NAEYC 2a, 2b, 2c, 3d, 4b, 4c, 6b) (CEC 1.1, 2.1, 2.2, 2.3, 6.3)
* Compare and analyze different curriculum approaches and models for infants and toddlers including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 5a, 5b, 5c) (CEC 4.1, 5.2)
* Identify positive guidance strategies for use with infants or toddlers. (NAEYC 1a, 1b, 1c, 1d, 4a, 4b, 4c) (CEC 1.3, 1.4, 2.1, 2.2, 3.3)
* Identify and utilize observation and assessment tools used in child care settings. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)
* Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2503: Child Guidance** – 3 college-credit hours course

**Course Description** – This course relates principles of child development to appropriate methods of guiding children’s behavior for children birth through preschool, including children with unique individual developmental variations. 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 1.1, 1.2. 1.3, 1.4, 2.1)
* Categorize temperament traits and other rationales for various behaviors of birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 3c) (CEC 1.1, 1.2)
* Plan appropriate child-centered classroom environments and curriculum to support children birth through preschool including children with unique individual developmental variations. (NAEYC 1c, 1d, 4a, 4b, 4c) (CEC 1.1, 2.1, 2.2, 2.3, 5.1, 5.2)
* Provide examples of family involvement opportunities that build relationships between program and families. (NAEYC 1c, 2a, 2b, 2c, 3d) (CEC 2.1, 2.2, 2.3, 7.3)
* Analyze purposes and types of objective observations used in the early childhood setting, birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c) (CEC 4.1, 4.2, 4.3, 4.4)
* Evaluate different behaviors of children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c) (CEC 4.1, 4.2, 6.3, 6.4)
* Interact positively with children birth through preschool including those with unique individual developmental variations. (NAEYC 1b, 1d, 4a, 4b, 4c) (CEC 2.2, 2.3, 6.3, 7.3)
* Apply guidance principles to support the social emotional growth and development for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1d, 3a, 3b, 3c, 3d, 4a, 4b, 4c) (CEC 1.1, 1.2, 1.3, 2.1, 4.1, 5.2, 6.6)
* Identify components of a nurturing social environment while recognizing the rationale for positive behavior guidance statements. (NAEYC 1a, 1c, 4a, 5b, 6e) (CEC 1.1, 2.3, 4.1, 6.6)
* Discuss the basic theories of child guidance (NAEYC 4a, 4b, 5a, 5c) (CEC 2.2, 2.3, 6.1, 6.4)
* Acknowledge professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2303: Literacy and Language Arts for Early Childhood** – 3college-credit hours course

**Course Description** – This course is designed to allow the early childhood educator to become aware of the acquisition of language and how to provide children birth through preschool, including children withunique individual developmental variationswith language rich environments by incorporating the four areas of language: speaking, listening, writing and reading.

**Course Competencies**

* Use of literacy strategies through the development of a variety of activities for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1d, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.1, 5.1, 5.2)
* Connect with families about literacy content for children birth through preschool, including children with unique individual developmental variations. (NAEYC 2a, 2b, 2c, 4c, 5a, 6c)

(CEC 2.1, 2.2, 2.3, 6.3, 6.4)

* Apply knowledge of how young children learn and process information to utilize appropriate teaching strategies for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c, 5a, 5b, 5c, 6c) (CEC 1.1, 1.2, 3.3, 5.1, 5.2)
* Observe and document children’s language and literacy through the use of a variety of assessment tools for children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 3d, 5b) (CEC 4.1, 4.2, 4.3, 4.4, 6.3)
* Connect research, knowledge, and practice to the development of a variety of literacy activities young children, including activities to enhance speaking, listening, writing, and reading for young children. (NAEYC 1a, 2a, 2c, 4b, 4c, 5a, 5b, 5c) (CEC 2.1, 2.2, 5.1, 5.2, 6.2, 6.3, 6.5)
* Demonstrate professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

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

**Course Description** – Candidates will become familiar with a variety of ways to introduce children birth through preschool, including children with unique individual developmental variations to ideas and concepts related to math and science. Candidates will create activities; plan and practice developmentally appropriate experiences that would meet recognized standards (National Association for the Education and Young Children (NAEYC) and Council for Exceptional Children (CEC) for these areas.

**Course Competencies**

* Demonstrate use of inquiry method for children birth through preschool, including children with unique individual developmental variations. (NAEYC 4b, 4c, 5a, 5b, 5c) (CEC 3.1, 5.2)
* Demonstrate the ability to connect with families about math and science concepts for children birth through preschool, including children with unique individual developmental variations. (NAEYC 2a, 2b, 2c, 4c, 5a, 6c) (CEC 2.1, 2.2, 2.3, 6.3, 6.4)
* Apply knowledge of how young children learn and process information to utilize appropriate teaching strategies for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.3, 5.1, 5.2)
* Develop quality math and science learning environments for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 3.2, 5.2, 6.3)
* Observe and document children’s math and science reasoning through the use of a variety of assessment tools for children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 5a, 5b) (CEC 4.1, 4.2, 4.3, 4.4, 6.3)
* Connect research, knowledge, and practice to the development of a variety of math and science activities for children birth through preschool, including children with unique individual developmental variations. (NAEYC 4b, 4c, 5a. 5b. 5c, 6c) (CEC 2.1, 2.2, 5.1, 5.2, 6.2, 6.3, 6.5)
* Differentiate the process skills needed for math and science experiences for children birth through preschool, including children with unique individual developmental variations. (NAEYC 5a, 5b) (CEC 3.1, 3.3. 5.2)
* Develop quality math and science learning activities and environments for young children. (NAEYC 1a, 1b, 1c, 4a, 4b, 4c, 5a, 5b, 5c) (CEC 1.1, 1.2, 3.2, 5.2, 6.3)
* Demonstrate professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2603: Practicum** – 3 college-credit hours course

**Course Description** – Candidates must be employed or volunteer in a licensed childcare facility to apply the acquired knowledge and skills learned in previous coursework. Observation of the candidates’ work and evaluation of candidate skills are conducted by instructors following the NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators. Candidates 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 preschool. An emphasis will be on the observation of physical, cognitive, language, social and emotional development in connection with previous courses.

**Course Competencies**

* Apply knowledge of how children, including children with unique individual developmental variations, grow and learn in a childcare setting. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c) (CEC 1.1, 5.2, 6.3)
* Demonstrate knowledge of developmentally appropriate practices for children birth through preschool, including children with unique individual developmental variations. (NAEYC 1a, 1b, 1c, 1d, 4b, 4c) (CEC 1.1, 3.1, 5.1)
* Reflect using prior knowledge to link new ideas to familiar ones while working with children birth through preschool, including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5c, 6d) (CEC 1.1, 1.2, 5.1, 5.2, 7.2)
* Demonstrate proficiency in working with diverse populations of students, families and community groups. (NAEYC 2a, 2b, 2c, 4a) (CEC 2.1, 2.2, 2.3, 6.3, 7.3)
* Demonstrate knowledge of and utilize a variety of observational and authentic assessment options and their appropriate use with children birth through preschool, including children with unique individual developmental variations. (NAEYC 3a, 3b, 3c, 3d) (CEC 4.1, 4.2, 4.3, 4.4)
* Integrate reflective and critical perspectives on early education practices. (NAEYC 6b, 6d, 6e)(CEC 7.2, 7.3)
* Engage in informed advocacy for children and the profession. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3)
* Use a variety of observation tools with children birth through preschool, including children with unique, individual learning variations. (NAEYC 1a, 1b, 1c, 1d, 3a, 3b, 3c) (CEC 1.2, 1.3, 4.1, 6.2)
* Demonstrate professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)

**ECTC 2903: Professionalism and Ethics in Early Childhood (Capstone Course)** – 3 College-credit hours course

**Course Description** –This course introduces candidates to current research in the field of Early Childhood education. Candidates 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 pathway to demonstrate competencies in the skills relating to the NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators.

**Course Competencies**

* Demonstrate knowledge of the NAEYC Professional Preparation Standards and the Professional Standards and Competencies for Early Childhood Educators. (NAYEC 6a, 6b, 6c, 6d, 6e) (CEC 7.1, 7.2, 7.3, 7.4)
* Apply the NAEYC Code of Ethical Conduct to professional characteristics. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1, 7.4)
* Reflect on current developmentally appropriate strategies and experiences with children birth through preschool, including children with unique individual developmental variations. (NAEYC 4a, 4b, 4c, 5a, 5b, 5c) (CEC 7.1, 7.2, 7.3, 7.4)
* Describe the various NAEYC ethical perspectives involved in early childhood. (NAEYC 1c, 2a, 3d, 4b, 4c) (CEC 7.3, 7.4)
* Provide evidence of engagement in professional organizations related to the early childhood field. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1)
* Engage in informed advocacy for children and the profession. (NAEYC 6a, 6b, 6c, 6d, 6e) (CEC 7.1)
* Demonstrate professional work ethics. (NAEYC 6a, 6b, 6d) (CEC 7.1, 7.2, 7.3, 7.4)