

Early Childhood Education

Two-Year Program: Scope & Sequence

Year 1 - Semester 1

ECE101 - Early Childhood Education I
(18 Weeks - 72 Days, 36 Class, 36 Lab, 50% Lab)

Unit 1 (18 Days - 9 Class, 9 Lab)

Child Development (CFS176)

- Identify the multiple academic disciplines that comprise the scientific study of the development of the child and explain their contributions, over time, to the field of child development.
- Describe the basic research methods used by developmental researchers.
- Identify the ethical requirements of research on children and adolescents.
- Demonstrate observation skills and techniques used by researchers and practitioners to study and work with children.
- Discuss the importance of theories and explain their application within the field of child development. (III)
- Compare and contrast the theories of Freud & Erikson, Watson & Skinner, Piaget & Vygotsky, within the study of child development.
- Discuss emerging theories and their influence on the study of child development.
- Identify and discuss ethical and moral issues related to genetics, reproductive science and prenatal development.
- Describe current knowledge regarding conception, heredity, teratology, and their influences on the developing child.
- Summarize the course and consequences of prenatal development and the birth process.
- Identify the major milestones of physical growth, motor development and contemporary health, safety and nutrition issues for children from infancy through adolescence.
- Identify the major milestones of cognitive development for children from infancy through adolescence. (VI)
- Discuss the implications of neuroscience and the development of the brain on all domains of child development.
- Identify the major milestones of language development and theoretical explanations of language acquisition in children from infancy through adolescence. (VI)
- Describe the major milestones of social, emotional and moral development for children from infancy through adolescence.
- Discuss the implications of community, culture, school and family influences, as well as economic circumstances on the well-being of children from infancy through adolescence.

- Discuss the identification and types of exceptionality in children from the prenatal stage through adolescence.
- Discuss the implications of exceptionality and other risk factors for the child, families, communities and the nation.

Professional Skills: 2.A-C, 7.A-C

Academic Standards: ELA 11-12.W.7-9

Technical Standard: 1.1-1.6, 2.1-2.5, 3.1-3.7, 4.1-4.7, 5.1-5.7, 6.1-6.7, 11.9, 15.1, 15.2, 15.6

Unit 2 (18 Days - 9 Class, 9 Lab)

Guidance, Effective Interactions and the Environment (EED212)

- Describe how developmental characteristics of children, birth to age eight influence behavior.
- Describe how behavior may be affected by the various environments where children birth to age eight spend time.
- Evaluate varied perspectives regarding how the arrangement of environments can impact issues of child guidance.
- Identify factors which affect behavior.
- Describe the degree to which adults may support children's behavior.
- Design indoor and outdoor environments to meet the daily developmental needs of young children, birth to age eight.
- Define social-emotional competence.
- Demonstrate effective styles of communication with peers, families and young children, birth to age eight.
- Identify personal beliefs and contemporary trends of guidance and effective interactions.
- Analyze the impact of family and cultural beliefs, expectations and practices related to guidance and effective interactions.
- Identify the signs and professional responses to neglect and physical, emotional, and sexual abuse.
- Identify differences between individual and group guidance techniques, for young children, birth to age eight.
- Describe special individual needs that may influence the behavior of children, birth to age eight.
- Identify significant characteristics of the individual adult/teacher that impact guidance perspectives.

Professional Skills: 3.A-E, 5.A-E, 9.A-C

Academic Standards: ELA 11-12.W.7-9

Technical Standard: 10.1-10.6, 12.1-12.7, 14.1-14.8, 16.3-16.5

Unit 3 (18 Days - 9 Class, 9 Lab)

Early Learning: Health, Safety, Nutrition and Fitness (EED215)

- Describe the routes of disease transmission.
- Describe communicable disease as a health concern in the early childhood setting, serving young children birth to age eight.
- Demonstrate basic skills of an arrival health check.
- Describe blood-borne pathogen risks in the group setting, serving young children birth to age eight.
- Describe the four steps of infection control measures.
- Identify current immunization requirements for young children (birth to age eight) and adults.
- Describe effective immunization documentation strategies for the group setting.
- Describe sanitation techniques for the group setting.
- Describe basic criteria for exclusion from the setting based upon symptoms of specific diseases.
- Identify developmental characteristics of young children (birth to age eight) which affect their safety and well being, including child abuse and neglect.
- Describe contributing factors to an injury event.
- Identify criteria necessary for effective transportation policies and practices.
- Identify factors which contribute to safe outdoor activities and equipment selection/maintenance.
- Identify potential poisons and environmental health hazards.
- Describe emergency poisoning control.
- Describe the principles of safe medication documentation and management.
- Describe factors that reduce the risk of emergencies.
- Identify documentation formats appropriate for documenting health criteria, emergencies, daily events, and growth and development in the early childhood setting, serving young children birth to age eight.
- Describe the basic nutritional needs of young children (birth to age eight) and outline food plans to meet the nutritional needs of young children.
- Describe cultural foods and customs which reflect the social and ethnic backgrounds of a designated child population.
- Identify the potential learning aspects of a given food preparation activity and plan appropriate follow-up activities.
- Develop age-appropriate routines for serving meals and snacks for a designated child population.
- Implement a food experience in the early childhood setting (serving young children birth to age eight) which includes health and safety precautions, equipment selection, children's developmental needs and the use of other adults.
- Identify factors in daily life relating to physical fitness, well-being and prevention of childhood obesity.

- Describe application of course principles within a practicum designed to explore early childhood education.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 8.1-8.7, 9.1-9.7, 16.4-16.5

Unit 4 (18 Days - 9 Class, 9 Lab)

Foundations of Early Childhood Education (EED200)

- Articulate arguments and reasons for the varied early childhood program types & approaches.
- Explain the historical and current public and private investment in early care and education.
- Trace the historical and political events that have shaped local, state and national issues in early care and education.
- Define professionalization as it applies to the field of early care and education, birth to age eight.
- Review codes of ethics that govern the field.
- Identify professional standards.
- Explain how the professional standards impact the field.
- Identify major early childhood professional organizations and other organizations that interact with the field.
- Assess personal goals and characteristics required for various early care and education careers.
- Engage in practicum designed to explore the field of early childhood education.

Professional Skills: 4.A-F, 6.A-C, 8.A-I

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 1.3-1.4, 7.1-7.4, 16.1-16.9

Year 1 - Semester 2

ECE102 - Early Childhood Education II

(15 Weeks - 60 Days, 27 Class, 33 Lab, 55% Lab)

Unit 5 (18 Days - 9 Class, 9 Lab)

Introduction to the Exceptional Young Child: Birth to Age Eight (EED222)

- Describe the historic and current public policies, funding, attitudes, and programs in early childhood education for exceptional children (birth to age eight).
- Identify the use of observational records in working with young children (birth to age eight) in varied settings.
- Describe the processes of identification, referral and assessment.
- Explain typical language, speech, and communication development.
- Identify specific areas of exceptional functioning in young children (birth to age eight), including learning exceptionalities, sensory and communication disorders, social and emotional problems, and physical and health related disorders, and giftedness.
- Describe qualities and characteristics of gifted young children (birth to age eight).

- Identify early intervention priorities, programs, strategies, and research.
- Describe the Individual Family Services Plan (IFSP) and Individual Education Plan (IEP).
- Describe social and emotional support systems and resources for families.
- Identify needs of families of special needs children (birth to age eight).
- Distinguish between the Arizona Early Intervention Program (AzEIP) and school district responsibilities.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 11.9, 12.7, 15.1-15.6, 16.2-16.3

Unit 6 (18 Days - 9 Class, 9 Lab)

Creative and Cognitive Play (EED210)

- Define theories of play, the arts, and creativity in early childhood.
- Review theoretical perspectives, current philosophies, and controversies related to play in early childhood.
- Distinguish between creative and non-creative activities.
- Describe the essential safety considerations related to play and the arts in early childhood settings.
- Examine developmental trends of play and the use of art activities as a process of learning from infancy through age eight.
- Explore components of creative art, creative music, and movement.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 3.7, 4.7, 5.7, 6.7, 11.4, 11.10, 13.2-13.10

Unit 7 (6 Days - 0 Class, 6 Lab)

Early Childhood Infant/Toddler Internship (EED260)

- Apply early childhood education classroom instruction to work experiences
- Accomplish individualized early childhood education related learning goals.
- Communicate effectively with early care and education personnel and with faculty coordinator.
- Apply early childhood education skills in the early care and education setting.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 3.1-3.7, 4.1-4.7, 9.1-9.7, 11.4-11.11, 13.11-13.12, 16.1-16.3

Unit 8 (18 Days - 9 Class, 9 Lab)

Multimedia and the Early Childhood Education Classroom (EED111)

- Examine the impact of the usage of multimedia in early childhood education (ECE) settings and appropriate levels of usage based on development of the child.
- Identify appropriate usage of multimedia by ECE professionals.
- Discuss the importance of including families and caregivers in the use of multimedia in ECE settings.
- Explore the use of multimedia technology within curriculum development and various multimedia tools.
- Examine legal and contemporary issues with using multimedia within ECE settings.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 10.2, 10.6, 11.8, 16.6

Certification: Certificate of Completion in Foundations of Early Childhood Education

Year 2 - Semester 1

ECE101 - Early Childhood Education I

(18 Weeks - 72 Days, 36 Class, 36 Lab, 50% Lab)

Unit 1 (18 Days - 9 Class, 9 Lab)

Language and Literacy in the Context of Culture and Relationships (EED225)

- Define language acquisition and literacy development.
- Describe the continuum of language acquisition and literacy.
- Describe applicable strategies associated with different philosophies of learning.
- Document from observations of children's language and emerging literacy development.
- Apply best practices of an adopted philosophy to promote language acquisition and emerging literacy, including the development of bilingualism, and biliteracy, and multilingualism, and multiliteracy.
- Create environments and curricula to effectively support language acquisition and literacy development, including bilingualism/biliteracy and multilingualism/multiliteracy.
- Select appropriate world literature for diverse learners with attention to individual, cultural, and linguistic variations among children.
- Compare traditional and diversity theories of language/dialects and literacy acquisition, including the development of bilingualism and biliteracy, and multilingualism, and multiliteracy.
- Explain global policies and practices developed as a result of the social, historical, and political contexts of language acquisition and literacy development.
- Compare local attitudes, policies, and practices to international perspectives.
- Define the role of families across cultures in supporting language learners.
- Develop strategies for involving families across cultures in supporting language acquisition and emerging literacy in young children.

Professional Skills: 2.A-C, 7.A-C

Academic Standards: ELA 11-12.W.7-9

Technical Standard: 10.1-10.6, 11.4, 11.9, 11.11, 13.4, 14.8

Unit 2 (18 Days - 9 Class, 9 Lab)

Marriage and Family Life (CFS157)

- Define the family as a unit, alternative family structures, and significant family functions in a variety of cultures from pre-industrial era to the present.
- Explore basic methods of family analysis research, including strengths and limitations of each method and factors that invalidate research.
- Explore major mate selection theories, intimacy, the effect of sexual values and behaviors, and effective communication styles as predictors of marital adjustment and satisfaction.

- Identify personal and legal issues that should be addressed in a contemporary marital contract.
- Evaluate traditional and egalitarian gender roles, including expectations, changes since the mid-20th century, and how childbirth, parenting, step parenting, and empty nest affects marital relationships.
- Identify family violence causes and consequences and resources available for victims of abuse.
- Describe the legal issues involved in the death/divorce of a spouse.
- Describe factors that lead to successful adjustment to the realities of loss including, divorce, health decline, death and bereavement.

Professional Skills: 3.A-E, 5.A-E, 9.A-C

Academic Standards: ELA 11-12.W.7-9

Technical Standard: 10.1-10.4, 14.5-14.6

Unit 3 (18 Days - 9 Class, 9 Lab)

Personal Growth and Family Relations (CFS112)

- Discuss the impact of personality styles on family relations.
- Discuss the relationship of values, attitudes, emotions, and roles with personal adjustment within the family.
- Identify the components of love and intimate relationships.
- Describe effective communication in family relations.
- Describe how stress, change, and motivation impact family relations.
- Explain the strategies involved in decision-making in family relations.
- Identify the principles involved in helping yourself and your family.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 10.1-10.4, 14.1-14.3, 16.3

Unit 4 (18 Days - 9 Class, 9 Lab)

Early Learning: Curriculum and Instruction- Birth/Preschool (EED278)

- Identify the principles of how young children learn.
- Describe developmental characteristics of young learners between birth to eight years.
- Contrast current approaches to curriculum in early childhood settings.
- Demonstrate multiple pedagogical procedures for the same curriculum content.
- Explain incidental and planned learning opportunities inherent in a variety of early childhood daily routines.
- Explain how curriculum emerges, expands and is sequential over time.
- Use Arizona Early Childhood Standards to explain the components of early learning and special needs curriculum.

- Contrast how curricular content and instruction is organized in educational settings serving children aged birth to eight.
- Identify multiple assessment procedures and their relationship to early learning standards.
- Describe the limitations and strengths of language within the early learning assessment.
- Identify individual differences and family values that may influence early learning curriculum.
- Identify organizational and community expectations that may influence early learning curriculum.
- Test elements of curriculum with young children.

Professional Skills: 4.A-F, 6.A-C, 8.A-I

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 7.4, 11.1-11.11, 12.1-12.7, 13.1-13.12, 15.1-15.6

Year 2 - Semester 2

ECE202 - Early Childhood Education IV

(15 Weeks - 60 Days, 18 Class, 42 Lab, 70% Lab)

Unit 5 (18 Days - 9 Class, 9 Lab)

Portfolio Development and Writing for the Profession (EED255)

- Prepare and present a completed portfolio to the faculty advisor for evaluation, in accordance with established methodologies and guidelines to be completed in independent study format.
- Develop professional written communication demonstrating a purpose, logical organization and inclusion of pertinent information for appropriate audiences.
- Demonstrate the differences between objective and subjective written communication in professional contexts, apply logical organization to written content, and effectively integrate appropriate source materials.
- Describe the application of confidentiality and other legal issues to written materials used in the profession.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 15.2-15.3, 16.3, 16.6-16.7

Unit 6 (24 Days - 0 Class, 24Lab)

Early Childhood Preschool Internship (EED261)

- Apply early childhood education classroom instruction to work experiences
- Accomplish individualized early childhood education related learning goals.
- Communicate effectively with early care and education personnel and with faculty coordinator.
- Apply early childhood education skills in the early care and education setting.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 5.1-5.7, 9.1-9.7, 11.4-11.11, 12.1-12.7, 13.11-13.12, 16.1-16.3

Unit 7 (18 Days - 9 Class, 9 Lab)

Standards, Observation, and Assessment of Typical/Atypical Behaviors of Young Children Birth to Age Eight (EED280)

- Describe and examine historical foundations and contemporary issues related to standards and assessment in Early Care and Education.
- Define and use relevant terminology.
- Explain how historical influences shape current issues and practices.
- Examine the ethical and legal ramifications of standards, observation, identification, inclusion and assessment of young children, birth to age eight.
- Compare and contrast Early Education standards and ongoing assessment procedures within varied program types of young children, birth to age eight.
- Identify the multiple purposes of observation and assessment in relation to specific job responsibilities.
- Demonstrate the ability to utilize formal and informal, direct and indirect, methods of observation appropriate for young children, birth to age eight.
- Explain the roles of screening and assessment of typical and atypical behaviors of young children, birth to age eight.
- Identify criteria for the selection of appropriate assessment instruments for young children, birth to age eight.
- Describe the roles, responsibilities, and functions of a team approach within the context of assessment.
- Formulate a communication plan for reporting of ongoing assessment within the educational team.

Professional Skills: 3A-E

Academic Standards: ELA.11-12.SL.4-6

Technical Standard: 7.2, 7.4, 11.9, 15.1-15.6, 16.6

Certification: Certificate of Completion in Early Childhood Education

Technical Skills Assessment

Common AZCCR Math Standards (CAMS)

English Language Arts Standards (ELAS)