COURSE SYLLABUS
Early Childhood Education Programs
EEC 4005

GENERAL INFORMATION

PROFESSOR INFORMATION

<table>
<thead>
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<th>Instructor:</th>
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<td>Tue. 3:00pm - 4:30pm</td>
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<td>By Appointment</td>
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<td>(face-to-face or ADOBE CONNECT)</td>
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COURSE DESCRIPTION AND PURPOSE

Philosophy and theories of early childhood education programs; physical, emotional, social and cognitive development. Provides strategies for working with parents and evaluating programs.

COURSE OBJECTIVES

Upon understanding theories, historical and philosophical foundations of pre-kindergarten/primary education students will be able to:

- Identify the major theories of early childhood education that include the physical, social, emotional, and cognitive development of young children.
- Recognize the National Association for the Education of Young Children (NAEYC position statement and developmentally appropriate practices (DAP) in early childhood programs.
- Evaluate knowledge, skills, and dispositions necessary to assume the role of pre-kindergarten/primary teacher in a variety of educational settings and diverse populations including ESL and children with special needs.
- Explain the philosophical and historical foundations of pre-kindergarten/primary education and contemporary issues and trends in order to interconnect the emerging relationships between the past, present and future.

MAJOR & CURRICULUM OBJECTIVES TARGETED

Continuity and change in early childhood education
• Students will explain current trends and issues in early childhood
• Students will recognize the importance of high quality education in early childhood

Building on a tradition of excellence
• Students will evaluate the importance of learning about the past to understand the present and as a precursor to the future
• Students will explain how European educators such as Comenius, Pestalozzi, Froebel, and Montessori influenced early childhood in the United States
• Students will explain events that propelled the kindergarten, nursery school and child care movement.

Understanding and applying developmentally appropriate practice
• Students will recognize what developmentally appropriate practice (DAP) is and be able to identify DAP
• Students will describe what intentional teaching is
• Students will identify what research says about DAP

Applying what we know about children’s learning and development
• Students will identify the relationship between child development theories and practice
• Students will define how behaviorist and constructivist theories interpreted in practice
• Students will evaluate the implications of brain development in children’s early learning experiences

Teaching to enhance learning and development
• Students will recognize why teaching is science and art
• Students will identify strategies that help children make meaning, develop concepts and acquire higher order thinking skills
• Students will describe the value of play in children’s learning

Planning effective curriculum
• Students will define what curriculum is
• Students will describe how to integrate standards and curriculum
• Students will evaluate how to use child development theories when planning the curriculum
• Students will describe how creative curriculum works

Adapting for individual differences
• Students will describe the multiple intelligences and analyze implications in teaching and learning
• Students will explain how to plan for differentiated instruction
• Students will evaluate how Reggio Emilia and Project approach promote learning in young children

Embracing a culturally and linguistically diverse world
• Students will describe the different dimensions of cultural diversity
• Students will explain how to develop cultural competent children
• Students will define the importance of being cultural sensitive
• Students will recognize the nature of High Scope curriculum

Building effective partnerships with families

• Students will define the importance of family involvement
• Students will explain how to build relationships with children families
• Students will recognize how Montessori and Waldorf programs support children’s learning

Assessing children’s development

• Students will identify the purpose of assessment in the learning process
• Students will evaluate how to assess children
• Students will recognize what is appropriate and inappropriate assessment using standards

Teaching children to communicate: Language, literacy and the arts

• Students will explain how children acquire their first and second oral and written language
• Students will identify the role of the adult in fostering language development in your children
• Students will explain different ways of communication in young children

Teaching children to investigate and solve problems: Mathematics, Science and Technology

• Students will identify how math, science and technology are part of children’s lives
• Students will explain how to scaffold children’s thinking to promote math, science and technology learning

Teaching children to live in a democratic society: Social-emotional learning and social studies

• Students will explain children’s social and emotional development and learning
• Students will explain how to promote social and emotional development in young children
• Students will recognize the implications of children’s social and emotional development

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Some exams may require the use of an approved proctoring center. Should you have any questions, please contact the professor.

ASSURANCE OF LEARNING

The College of Business cares about the quality of your education. For more information please visit the Assurance of Learning website to learn more on the College’s commitment to this initiative.

IMPORTANT INFORMATION

POLICIES
Please review FIU's Policies webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

**TECHNICAL REQUIREMENTS/SKILLS**

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the What’s Required page to find out more information on this subject.

This course utilizes the following tools:

1. Adobe Connect
2. Turnitin

Please visit our Technical Requirements webpage for additional information.

**ACCESSIBILITY AND ACCOMMODATION**

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course. Please visit Blackboard’s Commitment to Accessibility webpage for more information.

For additional assistance please contact FIU’s Disability Resource Center.

**COURSE PREREQUISITES**

There are no prerequisites for this course.

**TEXTBOOK**


Author Sue Bredekamp

Publisher (2013)

ISBN: 97-0-13-285333-0

You may purchase your textbook online at the FIU Bookstore.

**EXPECTATIONS OF THIS COURSE**

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online
courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

**Students are expected to:**
- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by posting a self-introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course at least twice per week
- Respond to discussion boards, blogs and journal postings within three days
- Respond to emails within two days
- Submit assignments by the corresponding deadline

**The instructor will:**
- Log in to the course at least twice per week
- Respond to discussion boards, blogs and journal postings within 5 days
- Respond to emails within two days
- Grade assignments within 7 days of the assignment deadline

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**COURSE DETAILS**

**COURSE COMMUNICATION**

Communication in this course will take place via Emails.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students’ FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our **Writing Resources webpage** for more information on professional writing and technical communication skills.

**DISCUSSION FORUMS**