

**UNIVERSIDAD DE LA SABANA  
SCHOOL OF EDUCATION**

**PROGRAMME: EARLY CHILDHOOD EDUCATION**

**Brief Description of the course:**

The undergraduate program in Early Childhood Education is a university degree whose instructional process enables students to become autonomous, responsible and self-critical professionals that respond to the general needs of the society, particularly those of children.

The curriculum embraces teaching, research and service work that are fundamental in higher education preparation programs. The three dimensions are intertwined in the construction of knowledge and are included in the required humanistic and elective courses students take. The general goal of the courses is to contribute to the integral education of Early Childhood Education professionals.

The study plan is characterized by its flexibility and involves several types of knowledge developed through thematic cores. There is a balance between theoretical and practical issues. This study plan has 162 credits, organized as follows:

1. Basic Field: 73 credits that comprises the Humanistic sub-field (33 credits) and the Scientific sub-field (40 credits) which is divided into Pedagogy (26 credits) and Human Development (14 credits).
2. Professional Field: 83 credits that comprises the Core sub-field (48 credits) – divided into Didactics (9 credits), Management and Administration in the Educational Context (6 credits) and childhood development (33 credits) - the Emphasis sub-field (6 credits), Practicum sub-field (19 credits) and Professional Support sub-field (10 credits).
3. Elective Field (4 credits)
4. Instrumental Field (2 credits)

**THE COMPONENTS OF THE STUDY PLAN.**

**COMMUNICATION AND EXPRESSION 1 AND 2 (1<sup>st</sup> and 2<sup>nd</sup> period, 2 credits)**

These two subjects provide students with the foundations to combine thinking processes and language abilities, as well as understand communication process in diverse social fields. Students must be able to assimilate and interpret different kinds of thinking regarding reality and recognize the power of language to share ideas. They must also be capable of strengthening and reinforcing analysis and synthesis abilities, knowing and implementing reading stages, interpreting speeches considering macro-structure, textual discursive genres. Upon finishing the courses, students have the skills and strategies to use appropriate language when giving speeches for different audiences.

**INTRODUCTION TO SCIENTIFIC AND PHILOSOPHICAL KNOWLEDGE (1<sup>st</sup> period, 2 credits)**

The main goal of this subject is to distinguish the characteristics of scientific investigation and its influence on the education process. Students develop the ability to distinguish between research in the natural sciences and research in the social field.

### **AESTHETIC SENSITIVITY DEVELOPMENT (1<sup>st</sup> period, 2 credits).**

This class establishes that aesthetic education is part of the human being's general educational process. Nowadays the role of art in human life has grown and has determined new actions for aesthetics education as well as for pedagogy. The education of human beings must be conceived as a whole process. Consequently, students should consider aesthetic sensitivity including appreciation for art taste and beauty. To achieve this goal, it is necessary to find the historical roots of art and reflect on how it connects to life in general.

### **COGNOSCITIVE PROCESSES (1<sup>st</sup> period, 2 credits)**

This course focuses on the human being's ability to learn to investigate and to adapt to the world considering the needs of each person. Students should develop their own intellectual skills in order to think and reflect about their own learning process

### **CHILDREN INTEGRAL DEVELOPMENT 1 AND NATIONAL EDUCATIONAL CONTEXTS (1<sup>st</sup> period, 5 credits)**

This course will provide a broad overview of the child with special focus on biological development, family, children's rights as well as the educator's role as a professional and the influence he or she has on Early Childhood Education in a country such as Colombia.

A part of this course is devoted to comprehend the biological development of children from birth to 3 years of age. Students learn to identify the main characteristics of movement and language development. This knowledge and the development of observational skills will help them to identify pedagogical opportunities to help children to attain milestones in their development. In this course, promotion of child's health is studied and prevention of sickness is also considered. Vaccination schemes and nutrition protocols are studied.

### **HISTORY OF PEDAGOGY, ITS FUNDAMENTALS AND PERSPECTIVES (2<sup>nd</sup> period, 2 credits)**

This course, instead of studying the different definitions of pedagogy, introduces the *historical development of pedagogy through the analysis of methods*, theories and principles in education developed for *several centuries* and their application to the educational systems of the 21<sup>st</sup> century. It also studies the educational problems based on the pedagogy fundamentals and their relation with the different disciplines. It also introduces the practical study of pedagogy.

### **GENERAL DIDACTICS (2<sup>nd</sup> period, 2 credits).**

The main objective of this course is that students acquire the theoretical principles that will enable them to make and justify their choices when they plan, prepare, evaluate and develop teaching and learning activities. They learn about teaching and learning in relation to varying types of cognitive processes and in relation to disciplines, pedagogical techniques and strategies, how to create appropriate learning environments and to evaluate it.

### **PUBLIC POLICIES & SCHOOL LEGISLATION (2<sup>nd</sup> period, 2 credits).**

The aim of this course is to gain knowledge and understanding of the different ways to implement legal, administrative and pedagogical processes at educational institutions in order to guarantee the quality of their performance. Students are led to become professionals capable of leading changes, identifying problems and defining strategies to properly direct an educational institution.

### **CHILDREN INTEGRAL DEVELOPMENT 2 AND INTERNATIONAL EDUCATIONAL CONTEXTS (2<sup>nd</sup> period, 4 credits)**

The main goal of this course is to develop skills to understand the importance of child policies, taking into consideration local, national and international frames and the dimensions and perspectives in Early Childhood Education in the world. Students should realize the impact of globalization in the politic, economic and social structure and how new educational policies have been developed to improve the quality of education.

### **LIFE, REASONING & FAITH (3<sup>rd</sup> period, 1 credit)**

Teaching religion at college level must achieve, not only a basic catechesis of the Christian doctrine that heal doctrinal gaps and inquiries among university students, but also a deep spiritual-theological education to connect to students' professional experiences.

The main objective of this course is to offer a basic and experiential theological-religious education in order to guide students towards the search of sanctity in their ordinary lives. An additional objective is that students identify elements inherent to their religious faith so that they understand it. It is expected that this comprehension of their own faith will lead them to promote human dignity and respect for human life

### **CONTEMPORARY WORLD (3<sup>rd</sup> period, 2 Credits)**

This subject seeks to examine the role of history and historical events so that the contemporary world can be understood. It deeply examines phenomena that characterized the 20th and 21<sup>st</sup> century with the purpose of understanding the uncertainty and complexity that governs us and the rapid changes derived from fast advancements in science and technology.

The subject intends to contribute to the integral education of students by means of developing solid humanistic concepts that enable them, from an analytical view, to know historical facts and understand their meaning inside the political, economical and socio-cultural processes that characterize the contemporary world.

### **DEMOCRACY, GLOBALIZATION & CONFLICT (3<sup>rd</sup> period, 2 credits)**

This class deals with the study of some of the problems faced by some nations or young democracies in the current international system. There is great emphasis on internal armed conflicts since they are one of the worst enemies that democracy has to cope with at local, national and global levels.

The political global perspective is no longer spinning around political regimes. It focuses on creating democratic processes. Agents, policies, and relationships are among the issued that are examined in this course so that students identify inconveniences and barriers to deal effectively with plans for facing countries' internal conflicts.

### **RESEARCH PROCESSES AND APPROACHES 1 (3<sup>er</sup> period, 2 credits)**

The goal of this course is to identify the main elements of qualitative and quantitative research. Students should know that investigation promotes and develops skills such as observation and allows the comprehension and creation of new alternatives to solve daily complex situations. Investigation also promotes qualities such as honesty and therefore involves some fundamental aspects of human development such as personal and professional ethics.

### **CHILDREN INTEGRAL DEVELOPMENT 3 AND PROMOTION OF INTEGRAL DEVELOPMENT (3<sup>er</sup> period, 4 credits)**

This course aims at identifying childhood as a human development stage, recognizing its particularities and its projection in the educational context. It also looks at studying and analyzing human development as a process that takes place throughout life from conception to death. Its study must be coherent with educational and ethical perspectives. In addition, this course seeks that students acquire theoretical and practical elements that allow them to identify and discriminate different aspects of stimulation, based on children's needs.

### **PHILOSOPHICAL ANTHROPOLOGY (4<sup>th</sup> period, 2 credits)**

This subject presents the importance and utility of knowing the man in his diversity of levels, contexts, potencies and faculties in order to apply that knowledge to the everyday life. Along the class, it will be understood why Philosophical Anthropology is a crucial course in any professional education if the desire is to be, foremost, fully humane.

### **PEDAGOGICAL MODELS AND APPROACHES (4<sup>TH</sup> PERIOD, 2 CREDITS)**

This class seeks to validate and reflect about the different pedagogical models and approaches aimed at educating a person in an integrated way. It considers the person in a historical frame among traditions, schools and technology. It also includes the role of teaching and learning in the different pedagogical models and approaches.

### **DIDACTIC MEDIATIONS, PROJECTS & INNOVATIONS (4<sup>th</sup> period, 2 credits)**

This course embraces a theoretical & practical revision of several topics regarding innovative pedagogical perspectives, projects and proposals. The goal is to promote in future educators their research and creative spirit and provide them with a variety of possibilities for building up their knowledge and understanding, considering also their own interests. The general objective is to foster the appropriation of new pedagogical coaching strategies and promote innovation that, in turn; strengthens the teacher's educational actions to transform educational processes.

### **DEVELOPMENT OF CHILDREN'S ARTISTIC SENSITIVITY (4<sup>th</sup>, 2 credits)**

This course deals with "art as language" - art as vehicle for expressing feelings, emotion, attitudes and aptitudes that are necessary for handling and working with children. Music and drama are part of this wonderful world of languages through which

children and adults express themselves, imagine, create and communicate their inner worlds.

Its objective is to develop an aesthetic and artistic sensitivity by means of music education, drama and puppets in such a way that they are recognized as language forms and key components in children's education.

### **THE CHILD AND THE COMMUNICATIVE DIMENSION (4<sup>th</sup> period, 2 credits)**

In this course, students must understand language as a representational system of thinking so they can, in turn; guide its development in children. Students must be aware of the children's psycho-linguistic development when building written language and reading. They have to assess the skills and abilities that boys and girls must have to initiate the systematical process of learning to read and write. Finally, students must know how to implement didactic strategies for reading and writing as well to use children's literature inside the classroom.

### **MATERNAL COACHED PEDAGOGICAL PRACTICUM (4<sup>th</sup> period, 2 credits)**

This theoretical & practical space allows students to be in touch, for the first time, with two-month-old babies to three-year-old children. It's a space devoted to familiarize students with the care, development and stimulation of children in their first childhood stage.

This theoretical component is carried out through a weekly seminar. Topics include the nutrition for children younger than two years, hygiene, care; physical and emotional development. The practical component includes attending educational institutions or adoption centers twice a week during the academic Period (4 months). At the end of the academic semester students must have completed 128 hours that include one hour of a theoretical Seminar in which topics regarding the Practice are deeply studied and queries are solved

### **FAMILY & SOCIETY (5<sup>th</sup> period, 2 credits)**

This course is an academic alternative that offers university students basic foundations and tools to face daily situations in their own personal and family lives. The development of this subject is based on four theme axes: interpersonal relationships, life project, marriage and family, and society. The course considers the goals and principles on which the Institutional Educational Project of Universidad de La Sabana relies: "the unconditional defense of human life, family promotion as the primary institution of society, and promotion of responsible freedom based on coherence among thinking, saying and doing.

### **RESEARCH PROCESSES AND APPROACHES 2 (5<sup>th</sup> period, 2 credits)**

The main goal in this course is to develop continuous reflection about students' role in their professional development. Through qualitative research, students will understand their role and will question themselves about the way they learn and interact with the environment

### **COMPUTERIZED EDUCATIONAL ENVIRONMENTS AND ICTS APPLIED TO EDUCATION (5<sup>th</sup> period, 2 credits)**

This class emphasizes the necessity of preparing and guaranteeing access to the information society. The course aims at familiarizing students with the ICTs and their uses to improve professional practice and single productivity, mediate social interaction, explore and study objects, improve educational duties, go deeper into cultural knowledge and propose a computerized educational environment in children's education.

### **(E.I.P.) EDUCATIONAL AND INSTITUTIONAL PROJECT MANAGEMENT LEADERSHIP (5<sup>th</sup> period, 3 credits)**

The main objective of this course is to provide students with tools to lead and manage E.I.P processes, having in mind the local, regional and national legislation. It also considers the administrative and social processes of an implementation.

This subject focuses on following topics: What are competences and how should we work them? What is the E.I.P? What is it for? What is a quality management system? How does it work?

### **DEVELOPING CHILDREN THINKING SKILLS (THE CHILD AND SYMBOLIC THINKING) (5<sup>th</sup> period, 2 credits)**

This course looks for students' appropriation of theoretical and practical elements that enable them to recognize learning as the core axis of the cognitive, logical-mathematical and philosophical development of children. Researches and experts have shown us that, along with family, school represents one of the most influential scenarios on children and teenagers and that the quality of educational experiences offered to students within the school influences the way they organize their thoughts and ideas.

### **NURSERY OR PRE-NURSERY COACHED PEDAGOGICAL PRACTICUM (5<sup>th</sup> period, 3 credits)**

This theoretical & practical space allows students to be in touch, for the first time, with three-year-old to five-year-old children. It is carried out in educational institutions, nurseries or schools for one academic period (4 months). This practicum provides students with the opportunity to undertake pedagogical actions that strengthen the integral development of children including dimensions such as the socio-affective, communicative, language, logical-mathematical and perceptual. Classroom projects about a topic are used as a pedagogical strategy to attain the goals of the practicum. They are also used to develop children's competencies.

### **ETHICS – EDUCATOR'S VIRTUES( 6<sup>th</sup> and 9<sup>th</sup> period, 4 credits)**

This course tries to provide conceptual foundations so that students understand the nature of human beings and develop and sense of meaning for their lives. The general goal is to orient reflection so that a more dignified and fair society can be constructed. This can be achieved by understanding the individual achievement and its relationship with social interests

### **FAMILY & COMMUNITY MANAGEMENT (6<sup>th</sup> period, 2 credits).**

The topics of this course deal with commitment and responsibility participants should develop to respond to different kinds of institutions. The effectiveness of Early Childhood Education program management lies on knowing childhood policies as well as state and non-state programs. This knowledge helps to have a clear perspective for proposing, implementing, monitoring and assessing Educational Projects based on solid pedagogical foundations

### **CHILDREN AND THE WORLD OF SCIENCES (6<sup>th</sup> period, 3 credits)**

Natural and social sciences are the sciences that enable children to enquire, ask, construct and verify hypotheses, solve problems and develop social competences. Besides, they are the means to promote awareness and commitment to preserve the environment. These processes demand from children higher order thinking levels. However, there are alterations that affect this development and restrain the child from uttering the appropriate thinking processes. This course seeks to acknowledge the importance and necessity of developing children's scientific thinking via the study of natural and social sciences.

### **TRANSITION COACHED PEDAGOGICAL PRACTICUM (6<sup>th</sup> period, 3 credits)**

This practicum becomes the ground for students to strengthen their teaching, research and managerial competences. They integrate and put into practice their knowledge in an authentic setting. This practicum sometimes is carried out in bilingual schools. Students experience different methodologies, schedules, languages, spaces, materials, among other issues, intended to make them have a broader view of the varied experiences in their careers. A theoretical component is included in a weekly Seminar that concentrates on topics related to thinking and reading-writing processes, cognition, language and perception. Part of the experience includes attending an educational institution three times a week, during the academic Period (4 months). Students must have completed 168 hours upon finishing the term.

### **THE ACTION RESEARCH PROJECT (7<sup>th</sup> to 10<sup>th</sup> period, 14 credits)**

Each student of the program is required to design, implement and report on an Action Research Project conducted during the last 3 periods of the career as part of their professional development. The students have to identify a classroom problem and investigate on it in order to propose a solution which improves some aspect of the professional practice in an area negotiated between the school and their interests. The report they have to submit by the end of their studies should include the following elements:

- the issue or research question(s) to be investigated
- description of the context
- a literature review
- methodology
- data collected in each of the action research cycles
- findings and conclusions of the research
- bibliography.

They also have to present their Research Project to the group of their peers, teachers and Faculty members.

## **PLASTICS & VISUAL AND CORPORAL EXPRESSION (7<sup>th</sup> period, 2 credits).**

This course views language as the ability of human beings to purposely express, communicate and interact with their surrounding world. Human beings have developed a diversity of languages - verbal language (words), graphic language (writing and drawing), abstract language and body language that enable them to express sensations, emotions, feelings and ideas. The latter is spontaneous and its instrument is the body itself. When developing abilities to handle objects and to control body movements, children will master qualities such as speed, swiftness, coordination, strength and creativity.

## **SOCIAL PEDAGOGY (7<sup>th</sup> period, 4 credits)**

Social education, understood as the study of social pedagogy, encourages freedom practices based on ethical foundations, autonomy and dialogical openness. These are considered the key to promote solidarity. Its two general purposes are to understand the fundamental elements of social pedagogy that could enable students to prepare educational and social workshops or projects to be implemented in an educational organization. A second purpose is to analyze aspects of the educational and social dynamics of the family, social groups and the country. Students must develop social and political skills and leadership competences so that they can put them into practice in the design and implementation of socio-educational projects.

## **SOCIAL PRACTICUM (7<sup>th</sup> period, 4 credits)**

This is a theoretical & practical area that uses action-research so that students examine a context, identify a problem, propose and implement solutions and improve the quality of their teaching.

This practicum is pursued at educational institutions, nurseries or schools, and non-formal educational places. It focuses on working with adults - teachers, administrative staff and the educational community that deal with children. The general purpose is to improve the quality of the educational actions they carry out with children.

Students must 168 hours that include a weekly hour of a theoretical seminar where concerns regarding the Practicum are addressed.

## **INCLUSIVE EDUCATION (8<sup>th</sup> period, 2 credits)**

This subject strengthens students' interpretative, argumentative and propositional competences based on theoretical assumptions and situations proposed by different authors that have worked on inclusive education. Students research about concepts related to especial educational needs, analyze documents and projects regarding inclusive education and propose and design a pedagogical strategy for a particular case that involves inclusive education.

## **READING AND WRITING IN INFANCY I & II (8<sup>th</sup> and 9<sup>th</sup> periods, 6 credits)**

The processes of reading and writing, which are developed throughout life, demand from people a high-level symbolic work. It transcends culture and is the vehicle of people's own appropriation. Traditionally, it has been mistakenly thought that the first approaches towards early reading and writing are merely reduced to developing motor

and perceptual skills inside the classroom, underestimating its communicative and linguistic components.

Also, it has mistakenly been believed that the process of appropriating and controlling these processes is completed upon ending the first elementary school level, which leads to mixing up the concept of reading and writing learning with the one of initial literacy.

An understanding of these processes serves as a platform for the work future professionals will develop considering the developmental stages of children. The didactic area is strengthened by understanding and reflecting on knowledge about neurological, emotional and linguistics stages children go through

### **PEACE EDUCATION, MEDIATION, CONCILIATION AND CONFLICTS SOLVING IN INFANCY (8<sup>th</sup> and 9<sup>th</sup> periods, 4 credits)**

This seminar deals with those elements that people have to develop in order to promote a peaceful living in society such as: citizenship, forgiveness, caring for all living things, sharing, assertive communication, others' acceptance, tolerance, diversity, individuality, freedom, among others. These virtues and values are promoted in students and they are taught on the different strategies to promote them in children so they learn about all of them through classroom activities, interacting with family, their educators and the world around them. Learning to live in peace is an ongoing process of education. They are also trained to identify social problems and conflicts and introduced to strategies to solve them

### **ELECTIVE PRACTICE (8<sup>th</sup> period, 3 credits)**

This is an opportunity for students to further develop their teaching and pedagogical skills. This theoretical & practical work focuses on examining and supporting problems children face in hospitals or pediatric care centers that demand the assistance of an early childhood educator. This practicum aims at strengthening the cognitive development of children younger than eight years old who show school deficiencies, difficulties regarding reading, writing, calculations or perception, as well as cognitive, motor, sight or hearing disabilities. The practicum is carried out at clinics, hospitals, libraries, museums, indoor playgrounds, companies, malls, parishes, mayor's halls, non-governmental organizations, institutions that offer especial programs, adoption centers, disabled people centers, etc. Students must undertake 168 hours during the academic term (4 months), attend an institution 3 times per week, and take a Practice workshop. This is done once a week at the university and is guided by a coach.

### **INTERDISCIPLINARY ELECTIVE 1 (8<sup>th</sup> period, 2 credits)**

World trends and globalization have produced significant modifications to the political, social and economical structures of different countries. One of these changes relates childhood. New initiatives and policies aimed at the promotion of quality of life have emerged for vulnerable groups that are often excluded in societies. This seminar addresses the following topics:

- Childhood concepts and views (images of childhood).
- Context and Childhood (regional, national and international)
- Education and development of the children based on Childhood policies

- Globalization and Childhood
- Childhood public policies
- Institutions for assisting children worldwide
- General issues on professional knowledge of Early Childhood Education
- Updated educational reforms for Childhood

### **ENGLISH DIDACTICS / THE BILINGUAL CHILD (10<sup>th</sup> period, 2 credits)**

Such responses depend, to a great extent, on the degree of individuals' participation, which also depends on language competence. Early childhood education recognizes the importance of language instruction, including a foreign language, and requires teachers to prepare and develop skills for working with children. The goal of this course is to provide prospective teachers with the basic foundations of bilingual education for children and English didactics so that they can incorporate improved foreign language practices in their classrooms.

### **LITERATURE, THEATRE AND MUSIC FOR CHILDREN (10<sup>th</sup> period, 2 credits)**

This course allows students to consider literature, theatre and music as didactic tools in an early childhood classroom in order to promote language development. Children learn better through their own experience and the interaction with their environment.