

Casper College

Course Number and Title: EDEC 1020-01 Introduction to Early Childhood Education

Semester: Fall 2015

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Class Time: 4:00-6:50

Day: Tuesday

Room: LH 162

Instructor: Kerri Mahlum, Ed. D.

Telephone: (O) 268-2430

Email: kmahlum@caspercollege.edu

Office: LH 151-C

Office Hours:

Monday 2:00-3:00

Tuesday 11:00-12:00

Wednesday 3:30-4:30

Thursday 11:00-12:00

Friday 10:00-12:00

Catalog Description and General Objectives:

CATALOG DESCRIPTION:

This course is designed to introduce the student to the field of early childhood education through lecture, discussion, observation, and participation. The students will be exposed to different programs currently in operation in the community. Among the topics to be explored will be: components of quality programs, child development theory, curriculum development, learning environments, classroom management, parent-teacher relationships, importance of play, and teaching as a profession.

GOAL:

The student will develop an awareness of issues in Early Childhood Education as a foundation for further study.

General Education Outcomes:

1. Demonstrate effective oral and written communication
6. Use appropriate technology and information to conduct research

COURSE OUTCOMES:

The student will:

- A. Acquire a basic understanding of the field of Early Childhood Education and its various career options.
- B. Acquire a general overview of historical contexts ,various philosophies and program types in early childhood education.
- C. Develop an understanding of developmental theory and the importance of its continued application in the planning of programs for children.

- D. Develop an understanding of how and what children learn including an overview of observation and assessment techniques.
- E. Become aware of the importance of play in children's learning and the way teachers can select and arrange materials and equipment to encourage this learning.
- F. Develop basic skills in curriculum planning, classroom management, effective discipline techniques, and building positive parent-teacher relationships.
- G. Acquire a framework that can be used for evaluating quality in various programs in the field of Early Childhood Education.
- H. Explore the connections between current issues in early childhood education and historical contexts, and examine their impact upon children and families
- I. Develop an awareness of professional organizations for early childhood educators and the role of leadership and advocacy.

METHODOLOGY:

This course will include discussion, lecture, library research, and observation.

IMPORTANT!!!

Late assignments will not be accepted without PRIOR arrangements between the student and instructor.

If arrangements have been made for the acceptance of late work, the submitted assignments will be reduced in credit by half.

Regular attendance is required for successful completion of this course.

- Students will be responsible for making up any work or assignments missed because of class absence.
- **Two (2)** percentage points will be **added** to the test score for each student who has not had an absence or tardy since the previous test.

EVALUATION CRITERIA:

ALL PAPERS MUST BE TYPED AND SCHOLARLY

Successful semester performance will be judged on a point system based on the following: (points are approximate)

Field Trip Summaries	3 @ 20 points = 60
Article Summary Project	1 @ 50 points = 50
Children's Television Project	1 @ 50 points = 50
Quizzes/Review Questions/Other	@ 10-25 points = ?
Exams	3 @ 50-75 points = 150-225

Grades will be assigned based on the following percentages:

93 and above	A
85 to 92	B

77 to 84
69 to 76
68 and below

C
D
F

TEXT:

Gordon, A.M. & Browne, K.W. (2013). *Beginning Essentials in Early Childhood Education*: 2nd edition: Clifton Park, N.Y.: Thompson Delmar Learning.

COURSE REQUIREMENTS:

Exams: 3 class exams

Field Trip Analysis:

- Analysis of site and philosophy of three field trip sites, see course calendar for times and sites.

One Children's Television Observation:

- Watch, describe, observe and evaluate two (2) children's shows with a young child (age 0-8 years of age) Guidelines will be provided in class.

Article Summary Assignment:

- Read, summarize, and compare; one current magazine article, one professional journal article, and one research study focused upon early childhood issues. Guidelines and scoring criteria provided in class.

Extra Credit:

Optional experiences may be used for additional credit. A MAXIMUM OF **25 POINTS** MAY BE RECEIVED THROUGH ADDITIONAL CREDIT WORK. I must approve all additional credit projects in advance. **All optional learning assignments are due by Week 15 of class.** Any of the following special projects listed below may be used for additional credit:

- Additional article summaries (10 pts.),
- Attendance and report of public meetings or lectures on early childhood related issues (varies),
- An interview with a child development professional (25 pts.)
- Design your own experience. Always receive prior approval and request guidelines.

ELECTRONIC PORTFOLIO REQUIREMENT FOR EDUCATION MAJORS:

All education students at CC are required to show evidence of program outcomes (artifacts) through the completion an electronic portfolio. These outcomes will include appropriate pedagogical practices, as well as knowledge and skills of content area as outcomes for the CC education program.

These artifacts are also utilized to demonstrate CAEP (Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies and documented within the electronic portfolio - eFolios – provided via Minnesota State Colleges and Universities.

Early Childhood Education majors will also be required to document proficiencies for NAEYC (National Association for the Education of Young Children) through the use of eFolio.

eFolio accounts are initially paid for by Casper College (based upon continued funding). Beyond this course, continuation and maintenance of eFolio may be conducted solely between the student and eFolioWorld. Students will adhere to the user policy or will forfeit their eFolio account.

CHAIN OF COMMAND:

If you have problems with this class you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the Dean of the School of Social and Behavioral Sciences (Dr. Brandon Kosine), and lastly the Vice President for Academic Affairs, (Dr. Shawn Powell).

ACADEMIC DISHONESTY:

Cheating and Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offence was committed or expulsion from school. See the Casper College Student Code of Conduct.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Student's Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

LAST DATE TO CHANGE TO AUDIT STATUS: November 12, 2015

LAST DATE TO WITHDRAW WITH A W GRADE: November 12, 2015

EDEC 1020-01
INTRODUCTION TO EARLY CHILDHOOD EDUCATION
 CALENDAR AND COURSE OUTLINE

Fall 2015

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
Week #1 8/25	Orientation/Overview of Course Course Outline/Requirements	
Week #2 9/1	What is Early Childhood Education? History of Early Childhood Education	○ Chapter 1
Week #3 9/8	History of E.C. (continued) Types of Programs	○ Chapter 1 & Chapter 2
Week #4 9/15	<u>Field Trip #1</u>	○
Week #5 9/22	Defining the Young Child Developmental and Learning Theories	○ Chapter 3 & Chapter 4 ○ <u>Due: Field Trip Evaluation #1</u>
Week #6 9/29	Developmental and Learning Theories (continued)	○ Chapter 4
Week #7 10/6	<u>Field Trip #2</u>	○
Week #8 10/13	Exam #1 (Chapters 1,2,3 and 4)	○ EXAM #1
Week #9 10/20	Fall Break- No Class	
Week #10 10/27	Teaching: A Professional Commitment	○ Chapter 5 ○ <u>Article Summary Assignment</u>
Week #11 11/3	Observation and Guiding Behavior	○ Chapter 6 and Chapter 7 ○ <u>Due: Field Trip Evaluation #2</u>
Week #12 11/10	Exam #2 (Chapters 5, 6 and 7)	○ EXAM #2
Week #13 11/17	<u>Field Trip #3</u>	○
Week #14 11/24	Parents and Teachers	○ Chapter 8 ○ <u>Due: Field Trip Evaluation #3</u>
Week #15 12/1	Creating Environments	○ Chapter 9 ○
Week #16 12/8	Curriculum Essentials	○ Chapter 10 ○ <u>Due: Children's Television</u> <u>Observation Project</u> ○ <u>Last Day to submit extra credit</u>
Week #17 12/15	<u>Exam #3 (Chapters 8, 9 and 10)</u>	○ EXAM #3

**Professional Teaching Standards Board Early Childhood Certification
Documentation**

EDEC 1020 may partially meet the following Early Childhood Certification Outcomes
and Standards:

- A. Outcome 1. The student shall demonstrate knowledge of physical maturation, cognitive and language, and social/emotional development from pre-birth to approximately 8 years equipment, play
2. Steps to advance children's physical and intellectual development (0 - 0 sessions)
e.g. large and small muscles, language, discovery, art, music
3. Positive ways to support children's social and emotional development (4.5 hours - 3 sessions)
e.g. self-esteem, independence, self-control, socialization
4. Strategies to establish productive relationships with families (1.5 hours - 1 session)
e.g. parent involvement, home visits, conferences, and referrals
5. Strategies to manage an effective program operation (6.0 hours - 4 sessions)
e.g. planning, record keeping, reporting
6. Maintaining a commitment to professionalism (16.5 hours - 11 sessions)
e.g. advocacy, ethical practices, workforce issues, professional associations
7. Observing and recording children's behavior (4.5 hours - 3 sessions)
e.g. tools and strategies for objective information collection
8. Principles of child growth and development (6 hours - 4 sessions)
e.g. developmental milestones from birth through age 5, cultural influences

* Each session equals 1.5 hours of training.

**An additional 5 hours of exam time (2 sessions of 1.5 hours and 1 session of 2 hours) are included in the total hours.

Fall 2015
EDEC 1020
Introduction to Early Childhood Education
Total: 50 CDA hours