Casper College

Course Number and Title: EDEC 1020-N1 Introduction to Early Childhood Education
Semester: Fall 2015
Lecture Hours: 3   **Lab Hours:** 0   **Credit Hours:** 3
Class Time: net **Day:** net   **Room:** net

INSTRUCTOR: Deyonne Jackson, M.A.

PHONE: 307-277-1015
(6:00-9:00 p.m. M-F. All other times, please leave a voice mail message)
Or contact Dr. Kerri Mahlum -Chair, Education Department
Casper College 1-800-442-2963 ext. 2430

ADDRESS:
        1480 Ivy Lane
        Casper, WY 82609

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.

COURSE OBJECTIVES/OUTCOMES:

The student will:

   Acquire a basic understanding of the field of Early Childhood Education and its various career options.

   Acquire a general overview of various philosophies and program types in early childhood education.

   Develop an understanding of developmental theory and the importance of its continued application in the planning of programs for children.

   Develop an understanding of how and what children learn including an overview of observation and assessment techniques.

   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.

   Develop basic skills in curriculum planning, classroom management, effective discipline techniques, and building positive parent-teacher relationships.

   Acquire a framework that can be used for evaluating quality in various programs in the field of Early Childhood Education.

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METHODOLOGY:

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

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 by _half_ in credit .

EVALUATION CRITERIA:

<u>ALL PAPERS MUST BE TYPED AND SCHOLARLY</u>

Class examinations will be announced approximately two weeks in advance. Successful semester performance will be judged on a point system based on the following: (points are approximate)

Article Summaries Assignment 1 @ 50 points = 50

Children's Television Project 1 @50 points = 50

Weekly Assignments 10 @ 10-20 points = 100-200

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 **C**

69 to 76 **D**

68 and below **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:

<u>Weekly Assignments:</u> 10 Weekly assignments from text and online content

<u>Exams:</u> 3 class exams

<u>Children's Television Project:</u>

> Watch, describe, observe and evaluate two (2) children's shows with a young child (age 0-8 years of age) Guidelines and scoring criteria provided under "Projects" link.

<u>Article Summaries Project</u>

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 under "Projects" link.

EXTRA CREDIT:

Optional experiences may be used for extra 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 14 of the course** Any of the 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.

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.

NOTICE OF BACKGROUND CHECK:

All education students are subject to background checks and finger printing for selected educational coursework involving student contact and future employment as professionals in education and related fields.

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.

<u>eFolio</u> 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 Chair of the Education Department (Dr. Kerri Mahlum), then 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.

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

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 of age, including individual differences and the impact of early experience. (Standards I, II, III, VII)

B. Outcome 2. The student shall demonstrate knowledge relating to diverse perspectives of the family, parent/child/community/school/system and various approaches to parent involvement. (Standards VIII, X, XI, XII)

C. Outcome 3. The students shall demonstrate competence in articulating rationale for and implementation of developmentally appropriate practices in the education of all children including techniques of informal and formal assessment and the process for evaluating early childhood programs. (Standards IV, V, VI, IX, XXII)

D. Outcome 4. The student shall demonstrate competence in planning and implementing developmentally appropriate curriculum through the facilitation of play and the design of appropriate learning environments to meet the needs of all young children. (Standards XIII, XIV, XV, XVI, XVII, XVIII, XXI)

CDA Documentation

Hours in Content Areas

CDA (Child Development Associate) candidates must document a total of 120 hours formal training covering the following 8 content areas, with no fewer than 10 hours in each area. This may be received at Casper College through EDEC 1020 - Introduction to Early Childhood Education, EDEC 1100 - Observation and Guidance of Young Children, and EDEC 1300 - Curriculum Planning and Development for Young Children.

Content Areas

1. Planning a safe, healthy learning environment (6.0 hours - 4 sessions*)

    e.g. safety, first aid, health, nutrition, space planning, materials and 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

Course Calendar/

Due Dates- Fall 2014

Week	Topic	Assignments Due	*Due Date*
Week 1 8/24-8/31	Getting to Know Each Other	Introduction Discussion Posting	8/31
Week 2 8/31-9/8	History, Issues of Early Childhood Education and Types of Programs	Read Chapter 1 and Chapter 2 DAP Essay Response Discussion Posting	9/8 (Tuesday due date- Labor Day)
Week 3 9/8-9/14	Defining the Young Child	Read Chapter 3 Integration Case Study Assignment	9/14

		Discussion Posting	
Week 4 9/14-9/21	Developmental and Learning Theories	Read Chapter 4 Developmental Theories Assignment Discussion Posting	9/21
Week 5 9/21-9/28	Exam #1 Chapters 1, 2, 3 and 4	<mark>Exam #1</mark>	9/28
Week 6 9/28-10/5	Teaching: A Professional Commitment	Read Chapter 5 Ethics Scenario Assignment Discussion Posting	10/5
Week 7 10/5-10/12	Observation and Assessment: Learning to Read the Child	Read Chapter 6 Observation Case Study Assignment Discussion Posting	10/12
Week 8 10/12-10/21	Guidance Essentials	Read Chapter 7 Guidance Scenario Assignment Discussion Posting	10/21 (Later due date due to Fall Break)
Week 9 10/21-10/26	Exam #2 Chapters 5, 6, and 7	<mark>Exam #2</mark>	10/26
Week 10 10/26-11/2	Families and Teachers: An Essential Partnership	Read Chapter 8 <mark>Article Summary Project</mark> Discussion Posting	11/2
Week 11 11/2-11/9	Creating Environments	Read Chapter 9 Environment Solutions Assignment Discussion Posting	11/9
Week 12	Curriculum Essentials	Read Chapter 10	11/16

		Trial and Error Viewpoint Assignment Discussion Posting	
11/9-11/16			
Week 13 11/16-11/23	Teaching: Taking Development into Action	Children's Television Project Discussion Posting	11/23
Week 14 11/23-11/30	Thanksgiving Break	Thanksgiving Break	
Week 15 11/30-12/7	Exam #3 Chapters 8, 9, and 10	Exam #3	12/7
Week 16 12/7-12/14	Final Instructor Feedback		