Casper College

Course Number and Title:  EDEC 1020-01 Introduction to Early Childhood Education
Semester: Fall 2006
Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3
Class Time: 4:30-7:30  Day: Tuesday  Room: CE 116
Instructor: Kerri Mahlum
  Telephone: (O) 268-2430
  Email: kmahlum@caspercollege.edu
Office: CE 123
Office Hours:  Monday and Wednesday  9:00-10:00
              Tuesday  3:30-4:30
              Thursday  11:00-12:00
              Friday  9:00-11:00

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.

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 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.
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 of one letter grade per week late.

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 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 Summaries: 3 @ 20 points = 60
- Children’s Television Project: 1 @ 50 points = 50
- Drop 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              C
69 to 76              D
68 and below          F

TEXT and Video CD:


COURSE REQUIREMENTS:
Exams: 3 class exams

Field Trip Analysis:
o Analysis of site and philosophy of three field trip sites, see course calendar for times and sites.

One Children’s Television Observation:
o 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:
o 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.
OPTIONAL LEARNING EXPERIENCES:

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 12/7. Any of the special projects listed above may be used for additional credit plus the following:

- 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.

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 division chair (Dr. David Cherry), and lastly the Vice President for Academic Affairs, (Dr. Carmen Simone).

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.

ADA: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please contact me at your earliest convenience.

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: Friday, November 3, 2006

LAST DATE TO WITHDRAW WITH A W GRADE: Friday, November 3, 2006
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Week #1</td>
<td>Orientation/Overview of Course</td>
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<td>8/29</td>
<td>Course Outline/Requirements/Grading System</td>
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<td></td>
<td>What is Early Childhood Education?</td>
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<td>Historical perspectives</td>
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<tr>
<td>Week #2</td>
<td>History of Early Childhood Education</td>
<td>o Chapter 1 &amp; Chapter 2</td>
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<td>9/5</td>
<td>Types of Programs</td>
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<tr>
<td>Week #3</td>
<td>Defining the Young Child Developmental and Learning Theories</td>
<td>o Chapter 3 &amp; Chapter 4</td>
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<td>9/12</td>
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<td>Week #4</td>
<td>Field Trip #1</td>
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<td>9/19</td>
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<td>Week #5</td>
<td>Developmental and Learning Theories (continued)</td>
<td>o Chapter 4</td>
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<td>9/26</td>
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<td>o Due: Field Trip Evaluation #1</td>
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<td>Week #6</td>
<td>Exam #1 (Chapters 1, 2, 3, and 4)</td>
<td>o EXAM #1</td>
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<td>Week #7</td>
<td>Teaching: A Professional Commitment</td>
<td>o Chapter 5</td>
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<td>10/10</td>
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<td>o Article Summary Assignment</td>
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<td>Week #8</td>
<td>Field Trip #2</td>
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<td>10/17</td>
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<td>Week #9</td>
<td>NO CLASS-FALL BREAK</td>
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<td>Week #10</td>
<td>Observation and Guiding Behavior</td>
<td>o Chapter 6 and Chapter 7</td>
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<td>10/31</td>
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<td>o Due: Field Trip Evaluation #2</td>
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<td>Week #11</td>
<td>Parents and Teachers</td>
<td>o Chapter 8</td>
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<td>11/7</td>
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<td>Week #12</td>
<td>Exam #2 (Chapters 5, 6, 7, and 8)</td>
<td>o EXAM #2</td>
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<td>11/14</td>
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<td>Week #13</td>
<td>Field Trip #3</td>
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<td>11/21</td>
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<td>Week #14</td>
<td>Creating Environments</td>
<td>o Chapter 9</td>
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<td>11/28</td>
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<td>o Due: Field Trip Evaluation #3</td>
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<td>Week #15</td>
<td>What is being taught?</td>
<td>o Chapter 10</td>
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<td>12/5</td>
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<td>o Children’s Television Observation Project</td>
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<td>Week #16</td>
<td>Teaching- Taking Development into Action</td>
<td>o Chapter 15</td>
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<td>12/12</td>
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<td>o Last Day to submit Optional Learning projects</td>
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<td>Week #17</td>
<td>Exam #3 (Chapters 9, 10, and 11)</td>
<td>o EXAM #3</td>
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Professional Teaching Standards Board Early Childhood Certification Documentation

EDCI 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

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 EDCI 1020 - Introduction to Early Childhood Education, EDCI 1100 - Observation and Guidance of Young Children, and EDCI 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 2006   EDCI 1020   Introduction to Early Childhood Education   Total: 50 CDA hours