Semester/Year: Spring 2015

Lecture Hours: 3  Lab Hours: 0  Credit Hours: 3

Class Time: 1:00-2:25 p.m.  Days: T and TH  Room: LH 162

Instructor’s Name: Cammy Rowley, Ph.D.

Office Hours: Monday & Thursday – 11:00-12:00 a.m.
Tuesday – 2:30-3:30 p.m.
Wednesday – 6:00-7:00 p.m.
Friday – 9:00-10:00 a.m.

Course 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.

Statement of Prerequisites:

Goal: This course provides a general overview and introduction to early childhood education. Students will acquire basic understandings of philosophies, developmental theory, and how children learn, and what role early childhood professionals play in creating, managing and evaluating learning environments that promote growth of the whole child.

Outcomes: Casper College General Education outcomes that apply to this course:

1. Demonstrate effective oral and written communication
3. Solve problems using critical thinking and creativity
5. Appreciate aesthetic and creative activities
7. Describe the value of personal, civic, and social responsibilities

Course Objectives: The student will:

1. Acquire a basic understanding of the field of Early Childhood Education and its various career options.
2. Acquire a general overview of various philosophies and program types in early childhood education.
3. Develop an understanding of developmental theory and the importance of its continued application in the planning of programs for children.
4. Develop an understanding of how and what children learn including an overview of observation and assessment techniques.
5. 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.
6. Develop basic skills in curriculum planning, classroom management, effective discipline
techniques, and building positive parent-teacher relationships.
7. Acquire a framework that can be used for evaluating quality in various programs in the field of
Early Childhood Education.

**Methodology:** Classes will consist of lecture by the instructor, readings, small group/collaborative
work, in-class activities, library research, class discussions and site observations. Your feedback is
valuable as the instructor uses course evaluations in determining course methodology.

**Evaluation Criteria:**
- All out-of-class assignments must be typed, double-spaced, and have a cover sheet.
- All papers and exams will be evaluated holistically.
- All papers must be word-processed, scholarly written, reflecting college level thought and writing.

Each student will be expected to:
1. Participate in class discussions, small groups and attend class
2. Turn in all assignments on the due date
3. Read the textbook and assigned readings
4. Complete an observation and evaluation of children’s media/programming
5. Attend off-campus field trips and submit analysis of visits
6. Create an early childhood environment model with detailed narrative description
7. Complete class exams
8. Have an opportunity for community service

**Grading Scale:** Evaluation of students will be based on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tbody>
<tr>
<td>Field Trip Analysis</td>
<td>2 @ 20 points</td>
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<tr>
<td>Children’s Media Project</td>
<td>1 @ 50 points</td>
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<tr>
<td>Class Participation (30 classes)</td>
<td>30 @ 10 points</td>
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<tr>
<td>Reflections over chapter readings</td>
<td>9 @ 15 points</td>
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<tr>
<td>Exams</td>
<td>3 @ 25-50 points</td>
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<tr>
<td>Historical Figure</td>
<td>1 @ 25 points</td>
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<tr>
<td>Read Across America (or equivalent)</td>
<td>1 @ 100 points</td>
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<tr>
<td>Room Environment/Narrative</td>
<td>1@ 200 points</td>
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</tbody>
</table>

Letter grades will be earned as follows:

93% – 100% = A
85% - 92% = B
77 % - 84% = C
69% - 76% = D
>68% = F

Casper College may collect samples of student work demonstrating achievement of the above
outcomes. Any personally identifying information will be removed from student work.

**Required Text, Readings, and Materials:**
Assorted handouts or articles

Students are **expected** to use APA style formatting in written work. A recommended site is: http://owl.english.purdue.edu/owl/resource/560/01

**Class Policies:**
Last Date to Change to Audit Status: April 17, 201
Last Date to Withdraw with a W Grade: April 17, 2014

Class expectations are set as a first step in professionalism as a teacher. These expectations reflect NCATE’s Standard 1: Candidate knowledge, Skills and Professional Dispositions. Attendance is required. Excessive absences will affect students’ knowledge, understanding and application of principles of education for young children. Attendance and participation are very important for several reasons:
1. In order to learn, students must be present.
2. At this point in education students’ professional preparation, responsibility and a student’s work ethic are evidenced through prompt and regular attendance.
3. Quality performance is also evidenced through students’ participation in all class discussions, activities and assignments. If students are not in class, they cannot participate.
4. Application of learning during in class discussions and learning activities indicates a higher level of thinking.

**Late work will not be accepted without PRIOR approval.** Work is due the next week, with later work receiving half credit. Students should contact the instructor by phone, voice mail, or email regarding absences whenever a paper is due. If a paper is due, your absence does not excuse the paper from not being turned in. **No late papers will be accepted during finals week.** Students are not allowed to make up class participation points and group activity points when absent.

Do not use other people’s words as your own, without citing the work. See the Casper College Student Code of Conduct, Cheating and Plagiarism.

Class expectations for:
1. Group work
   a. 
   b. 
2. Presentation and audience behaviors
   a. 
   b. 
3. Cell phone/computer use
   a. 
   b. 
4. And any other issue affecting fellow students’ learning experience
will be determined during class meetings reflecting democratic, constructivist practice.

**Student 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. It is expected that students will conduct themselves in a civil and respectful manner during class meetings and in individual meetings with the instructor. The class will provide a safe, hostile-free, and non-intimidating environment for all students.

**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 NCATE (National Council for Accreditation of Teacher Education) and INTASC (Interstate New Teacher Assessment and Support Consortium) proficiencies. These artifacts will be 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 for student teaching.

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 any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Education Department Head, Dr. Kerri Mahlum, the Dean of Social and Behavioral Sciences, Dr. Shawn Powell and lastly the Vice President for Academic Affairs, Dr. Tim Wright.

**Academic Dishonesty:** (Cheating & 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 offense was committed or expulsion from school. See the Casper College Student Code of Conduct for more information on this topic.

**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. This is also, where you will find course evaluation links during course evaluation periods.

**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.

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**Calendar/Schedule**
<table>
<thead>
<tr>
<th>Date (week of)</th>
<th>Class Topic/Assignment</th>
<th>Due</th>
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| Jan 20         | Orientation/Overview of course requirements and grading system  
What is Early Childhood Education?  
Issues in ECE  
**Chapter 1** | |
| Jan 22         | What is Early Childhood Education?  
Historical Perspectives  
**Chapter 2** | Reflection 1 |
| Jan 27         | What is Early Childhood Education?  
Historical Perspectives  
**Chapter 2** | |
| Jan 29         | Reflection 1  
Historical Figure Presentation | |
| Feb 3          | What is Early Childhood Education?  
Historical Figures | Reflection 2 |
| Feb 5          | Reflection 2  
Historical Figure Presentation | |
| Feb 10         | Types of programs  
**Chapter 3** | |
| Feb 12         | Historical Figure Presentation | |
| Feb 17         | Who is the young child?  
Developmental Learning Theories  
**Chapter 4** | Reflection 3 |
| Feb 19         | Who is the young child?  
Developmental Learning Theories  
**Chapter 4** | |
| Feb 24         | Who is the young child?  
Developmental Learning Theories  
**Chapter 5** | Reflection 4 |
| Feb 26         | Who is the young child?  
Developmental Learning Theories  
**Chapter 5** | |
| March 3        | Who are the teachers?  
Read Across America at Public Library | Dev Theories  
application/response |
| March 5        | Who are the teachers?  
Read Across America at Public Library | |
| And March 2, 6:15-7:45 p.m. | | |
| March 10       | Who are the teachers?  
Observation, assessment  
Observation and guiding behavior  
**Chapter 6 & 7** | RAA reflection  
Midterm Test |
| March 12       | Who are the teachers?  
Observation, assessment  
Observation and guiding behavior  
**Chapter 6 & 7** | |
| March 16-20    | Spring Break - No Class | |
| March 24       | Who are the teachers?  
Field Trip | Reflection 6 or 7 |
| March 26       | Who are the teachers?  
Field Trip | |
| March 31       | What and how are young children taught?  
Creating environments  
**Chapter 9** | Field trip write-up |
| April 2        | What and how are young children taught?  
Creating environments  
**Chapter 9** | |
<p>| April 7        | What and how are young children taught? | Reflection 9 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Details</th>
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<tbody>
<tr>
<td>April 9</td>
<td>Curriculum Essentials</td>
<td><strong>Chapter 10</strong></td>
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<tr>
<td>April 14</td>
<td>What and how are young children taught?</td>
<td>Field Trip</td>
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<tr>
<td>April 16</td>
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<tr>
<td>April 21</td>
<td>What and how are young children taught?</td>
<td>Field trip write-up</td>
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<td>April 23</td>
<td><strong>Sharing Environments</strong></td>
<td>Sharing Environments</td>
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<td>April 28</td>
<td><strong>Sharing Environments</strong></td>
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<tr>
<td>April 30</td>
<td>Parents and community</td>
<td>Sharing Environments</td>
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<tr>
<td>May 5</td>
<td>Evaluating a quality program</td>
<td>Room Narrative</td>
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<td>May 7</td>
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<td>May 11-14</td>
<td>Final exam</td>
<td>TBA</td>
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<td>Finals</td>
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