Course Number and Title: EDEC 1020-N1 Introduction to Early Childhood Education

Semester: Spring 2016

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

Class Time: net  Day: net  Room: net

INSTRUCTOR: Deyonne Jackson

PHONE: 307-277-1015
(6:00-9:00 p.m. M-F. All other times, please leave a voice mail message)

Or contact Kerri Mahlum, Ed. D. -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.

General Education Outcomes:

1. Demonstrate effective oral and written communication

6. Use appropriate technology and information to conduct research

Course Objectives:

The student will:

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

Methodology:

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

ALL PAPERS MUST BE TYPED AND SCHOLARLY

Evaluation Criteria:

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

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.

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

TEXT:


Course Requirements:

Weekly Assignments: 10 Weekly assignments from text and online content

Exams: 3 class exams

Children’s Television Project:

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.

Article Summaries Project

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.

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.

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.

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 NCATE (National 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.

LAST DATE TO CHANGE TO AUDIT STATUS: April 14, 2016

LAST DATE TO WITHDRAW WITH A W GRADE: April 14, 2016

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.

Spring 2016 EDEC 1020 Introduction to Early Childhood Education Total: 50 CDA hours
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Due Date</th>
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| Week 1 | 1/19-1/25     | Getting to Know Each Other                                 | 1. Introduction  
2. Discussion Posting                                                          | 1/25                   |
| Week 2 | 1/26-2/1      | History and Current Issues of Early Childhood Education    | 1. Read Chapter 1  
2. Historical Individuals Assignment  
3. Discussion Posting                                                          | 2/1                    |
| Week 3 | 2/1-2/8       | Types of Programs                                          | 1. Read Chapter 2  
2. DAP Essay Response  
3. Discussion Posting                                                          | 2/8                    |
| Week 4 | 2/8-2/16      | Defining the Young Child                                   | 1. Read Chapter 3  
2. Integration Case Study Assignment  
3. Discussion Posting                                                          | 2/16 (later due date: President’s Day) |
| Week 5 | 2/16-2/22     | Developmental and Learning Theories                        | 1. Read Chapter 4  
2. Developmental Theories Assignment  
3. Discussion Posting                                                          | 2/22                   |
| Week 6 | 2/22-2/29     | Exam #1 Chapters 1, 2, 3 and 4                             | 1. Exam #1                                                          | 2/29                   |
| Week 7 | 2/29-3/7      | Teaching: A Professional Commitment                       | 1. Read Chapter 5  
2. Ethics Scenario Assignment  
3. Discussion Posting                                                          | 3/7                    |
| Week 8 | 3/7-3/21      | Observation and Assessment: Learning to Read the Child    | 1. Read Chapter 6  
2. Observation Case Study Assignment  
3. Discussion Posting                                                          | 3/21 (Note later due date: Spring Break) |
| Week 9 | 3/14-3/21     | SPRING BREAK!                                              |                                                                                 |                        |
| Week 10| 3/21-3/28     | Guidance Essentials                                        | 1. Read Chapter 7  
2. Guidance Scenario Assignment  
3. Discussion Posting                                                          | 3/28                   |
| Week 11| 3/28-4/4      | Exam #2 Chapters 5, 6, and 7                               | Exam #2                                                          | 4/4                    |
| Week 12| 4/4-4/11      | Families and Teachers: An Essential Partnership            | 1. Read Chapter 8  
2. Article Summary Project                                                        | 4/11                   |
| Week 13 | 4/11-4/18 | Creating Environments | 1. Read Chapter 9  
2. Environment Solutions Assignment  
3. Discussion Posting | 4/18 |
|---|---|---|---|---|
| Week 14 | 4/18-4/25 | Curriculum Essentials | 1. Read Chapter 10  
2. Trial and Error Viewpoint Assignment  
3. Discussion Posting | 4/25 |
| Week 15 | 4/25-5/2 | Teaching: Taking Development into Action | 1. Children’s Television Project  
2. Discussion Posting | 5/2 |
| Week 16 | 5/1-5/9 | Exam #3 Chapters 8, 9, and 10 | Exam #3 | 5/9 |
| Week 17 | 5/9-5/13 | FINALS WEEK | | |