1. **COURSE TITLE\*:**  Introduction to Early Childhood Education
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:**  EDUC 1140
3. **PREREQUISITE(S)\*:**   **COREQUISITE(S)\*:**
4. **COURSE TIME/LOCATION: (*Course Syllabus – Individual Instructor Specific*)**
5. **CREDIT HOURS\*:** 3  **LECTURE HOURS\*:** 3

 **LABORATORY HOURS\*: (contact hours)** 0 **OBSERVATION HOURS\*:** 8

1. **FACULTY CONTACT INFORMATION: *(Course Syllabus – Individual Instructor Specific)***
2. **COURSE DESCRIPTION\*:**

Candidates will demonstrate essential understanding of young children’s characteristics and needs, knowing and understanding the multiple influences on development and learning and using developmental knowledge to create healthy, respectful, supportive and challenging learning environments. Candidates will be subject to pass a mandatory background check.

1. **LEARNING OUTCOMES\*:**

Upon completion of this course, students should be able to:

1. Understand young children’s characteristics and need.
2. Understand the multiple influences on development and learning.
3. Know how to create healthy, respectful, supportive and challenging learning environments.
4. Evaluate the theories that influence early childhood programs to develop their own philosophy of early childhood education.
5. Define early childhood education as a profession and define professional behaviors.
6. Demonstrate an understanding of early learning program models.
7. Demonstrate an understanding of developmentally appropriate practices
8. Develop strategies for communicating and collaborating with families.

1. **ADOPTED TEXT(S)\*:**

*Fundamentals of Early Childhood Education*; 9th Edition

George S. Morrison, Mary Woika & Lorraine Breffni

Pearson Publishing

ISBN: 978-0-13-524051-9

 **OR**

 Inclusive Access (IA) (Follett)

 ISBN: 978-0-13-524152-3

**9a: SUPPLEMENTAL TEXTS APPROVED BY FULL TIME DEPARTMENTAL FACULTY (INSTRUCTOR MUST NOTIFY THE BOOKSTORE BEFORE THE TEXTBOOK ORDERING DEADLINE DATE PRIOR TO ADOPTION) \*\*\*.**

No additional text or materials needed.

1. **OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

At the discretion of the instructor.

1. **GRADING SCALE\*\*\*:**

Grading will follow the policy in the catalog. The scale is as follows:

A: 90 – 100

 B: 80 – 89

 C: 70 – 79

 D: 60 – 69

 F: 0 – 59

1. **GRADING PROCEDURES OR ASSESSMENTS: (*Course Syllabus – Individual Instructor Specific)***

|  |  |  |
| --- | --- | --- |
| *Category* | ***EXAMPLE ONLY****Total Points* | *% of Grade* |
| Observation (1x30) | 30 | 10% |
| Projects(1x50) | 50 | 17% |
| Tests (3x30) | 90 | 30% |
| Discussion Forums (13x10) | 130 | 43% |
| Total | 300 | 100% |

**Assignments:**

* Observation Hours (8): 20 points (4 hours in a preschool setting and 4 hours in a grade K-3rd); Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class.
* **Observation Reflection:** **10 points**

 Students will write a minimum 2-page reflection on their time observing in the two

 classroom settings. This reflection must be done in WORD using a 12-pt. Times New

 Roman font with 1-inch margins and double-spaced.

* **3 Projects (50 points) Rubric for each project at the end of the syllabus.**

* **Autobiography (20 points);** Your autobiography must be at a minimum 2 pages using a 12-pt. Times New Roman font with 1-inch margins and double-spaced.
* **Statement of Commitment (20 points);** You will type a minimum of two pages of your statement of commitment to the field of early childhood

education. You must use a 12-pt. Times New Roman font with 1-inch margins and double spaced.

* **Philosophy of Education Belief Statements (10 points)l** You will type 10 belief statements concerning how you believe children learn.
* **3 Tests (90 points); All tests will consist of essay questions.**
	+ Test 1 (30 points; Chapters 1-5)
	+ Test 2 (30 points; Chapters 6-9)
	+ Test 3 (30 points; Chapters 10-13)
* **13 Discussion Forums (130 points)**
	+ - 10 points for each Chapter: You will answer the discussion question assigned in the chapter found on Canvas. Your response to each question should be at a minimum 300 words. You need to respond to one other student's answer. The minimum for your response to another student is 200 words.
1. **COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

 This course is being offered online through Canvas. Students in this class will meet the course objectives by participating in various learning activities specifically designed for an online environment. These activities include but are not limited to the following: discussion boards, videos, video lectures, chapter writing assignments, work projects, research papers, and group exercises. Online quizzes and exams may be used as appropriate to the course objectives and online supplemental instruction. Course content will be laid out in Canvas using Weekly Modules. Students will have access to faculty through email and phone calls. A minimum of 4 Zoom meetings will be held.

1. **COURSE OUTLINE: *(Course Syllabus – Individual Instructor Specific)***

****

**Week 1**

***Chapter 1: You and Early Childhood Education***

* Chapter Outline:
* The Early Childhood Professional and the Six Standards of Professionalism
* Developmentally Appropriate Practice and Essential Practices for Teaching in Inclusive Early Childhood Classrooms.
* Pathways to Professional Development
* Developing a Philosophy of Education
* The Expectations and Roles for 21st Century Early Childhood Teachers
* Learner Outcomes: The learner will:
* Describe who is an early childhood professional and identify the six standards for becoming an early childhood education (ECE) professional.
* Define developmentally appropriate practice and identify essential practices for teaching in inclusive early childhood classrooms.
* Explain the various pathways to professional development for early childhood educators.
* Explain what a philosophy of education is and how you can develop your philosophy and apply it in your professional practice.
* Identify the primary roles for early childhood professionals and the expectations for twenty-first century teachers.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 2**

***Chapter 2: Understanding and Responding to Current Issues***

* Chapter Outline:
* Issues Influencing the Practice of Early Childhood Education
* Wellness and Healthy Living
* Providing for Diverse Children and Cultures
* Teaching and Learning in the Inclusive Classroom
* Preventing Violence, Bullying, Racism, and Abuse
* Learner Outcomes: The Learner will:
* Identify critical, contemporary issues that influence the practice of early childhood education.
* Identify possible health challenges of children and families.
* Describe the characteristics of a culturally diverse classroom.
* Explain strategies you can use for teaching and learning in the inclusive classroom.
* Explain the importance of mental health and identify strategies to prevent violence, bullying, racism, and abuse.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 3**

***Chapter 3: History and Theories***

* Chapter Outline:
* The History of Early Childhood Education: Why is it Important?
* The Importance of Theories of Learning
* Famous Historical Figures and their Influence on Early Childhood Education
* Integrating History and Theories
* From Luther to Today: Basic Beliefs Essential for High-Quality Programs
* Teaching and Learning in the Inclusive Classroom: Then and Now
* Learner Outcomes: The Learner will:
* Explain why professional educators need to know the history of early childhood education.
* Describe how theory impacts current teaching practices.
* List the people who have had the greatest influence on early childhood education throughout history.
* Identify and summarize the major theories in early childhood education.
* Identify the basic beliefs essential for high-quality programs.
* Explain how instructional practices designed to accommodate children with disabilities have changed over time.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 4**

***Chapter 4: Implementing Early Childhood Programs***

* Chapter Outline:
* Child Care: Serving Children and Families
* What is Quality Education and Care?
* Program Models
* Federal Programs for Young Children
* Additional Early Childhood Models
* Learner Outcomes: The Learner will:
* Identify the types of child care and describe how they can serve children and families.
* List the characteristics of quality education and care.
* Describe the basic features of program models such as High Scope, Montessori, and Reggio Emilia
* Explain the services that Head Start and Early Head Start provide for low-income families.
* Explain why it is important for professionals to know and understand how to work with different learning modalities.
* Describe the similarities and differences between The Project Approach and Creative Curriculum.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 5**

 **\*\*Autobiography Paper due**

***Chapter 5: Observing and Assessing Young Children***

* Chapter Outline:
* Assessment and Its Purpose
* Developmentally Appropriate Classroom Assessment
* Types and Methods of Assessment
* The Power of Observation
* The Contexts of Assessment: Observation, Assessment, Evaluation and Achievement
* Teaching and Learning in the Inclusive Classroom: Assessment of Children with Disabilities and English Learners
* Critical Issues in the Assessment of Young Children
* Learner Outcomes: The Learner will:
* Explain what assessment is and the purposes of assessment.
* Describe examples of developmentally appropriate assessment.
* Identify the types and methods of assessment that teachers most commonly use.
* Describe the importance of observation in early childhood education.
* Identify the contexts that influence the use of assessments.
* Discuss specific considerations when assessing children with disabilities
* Explain some of the current issues associated with assessment.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 6**

* Test: Chapters 1-5

**Week 7**

***Chapter 6: Technology Today***

* Chapter Outline:
* Children of the Next Generation
* Integrating Technology in Early Childhood Programs
* Parents and Technology
* Technology and Special Childhood Populations
* Learner Outcomes: The Learner will:
* Describe what the children of the Next Generation are like.
* Describe how you can integrate technology in your early childhood program.
* Explain what parents and you can do to support children’s use of technology.
* Identify how technology is used with children with special needs, and list ways you can use technology to accommodate diverse learners.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 8**

***Chapter 7: Infants and Toddlers***

* Chapter Outline:
* What are Infants and Toddlers Like?
* Infant and Toddler Development
* Preparing Enriched Environments for Infants and Toddlers
* Infant, Toddler, and Early Childhood Mental Health
* Teaching and Learning in the Inclusive Classroom
* Learner Outcomes: The Learner will:
* Describe what infants and toddlers are like.
* Explain how brain research influences your care and education of young children.
* Explain how you will support the psychosocial, emotional, motor, cognitive, and language development of infants and toddlers.
* Describe how to prepare an enriched environment that supports infants’ and toddlers’ development.
* Identify the components of developmentally appropriate curriculum for infants and toddlers.
* Explain what infant/toddler mental health is and why it is important.
* Identify the teacher’s role in the inclusive classroom.
* ***Canvas Assignments***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 9**

***Chapter 8: The Preschool Years***

* Chapter Outline:
* What is Preschool?
* What are Preschoolers like?
* School Readiness
* The Teacher’s Role in Encouraging Peer Interactions in Inclusive Preschool Classrooms
* Developmentally Appropriate Practice and the Preschool Curriculum
* Play in Preschool Programs
* Learner Outcomes: The Learner will:
* Describe preschools and list why they are so popular.
* Describe what preschoolers are like and how you can support their physical, motor, social, emotional, cognitive, and language development.
* Define school readiness and explain why it is so important for children and society.
* Explain the teacher’s role in the inclusive preschool classroom for supporting peer interactions.
* Describe developmentally appropriate practices and curriculum for preschool children.
* Describe the types of play preschoolers engage in and how to support preschoolers in play.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 10**

**\*\*Philosophy of Education due**

***Chapter 9: Kindergarten Today***

* Chapter Outline:
* The History of Kindergarten Education
* Kindergarten: What Children are Like, Who Attends, and Formats of Programs
* Environments for Kindergartners
* Curriculum in the Kindergarten Classroom

* Learner Outcomes: The Learner will:
* Identify major changes kindergarten education has undergone from the time of Frobel to the present.
* Describe a developmental profile of a typical kindergarten child and what formats of learning should be considered.
* Compare and contrast the environments for kindergarten children.
* Describe the essential content areas and elements of the kindergarten curriculum.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 11**

* Test: Chapters 6-9

**Week 12**

**\*\*Philosophy of Education due**

***Chapter 10: The Primary Grades***

* Chapter Outline:
* Teaching in Grades One through Three
* What are Children in Grades 1 to 3 like?
* Environments that Support Learning in the Primary Grades
* Curriculum in the Primary Grades
* Learner Outcomes: The Learner will:
* Describe the essential contexts that influence learning in grades 1 through 3.
* Identify the developmental characteristics of primary-grade children.
* Explain important features of environments that promote meaningful learning for children in grades 1 through 3.
* Describe the essential curriculum and instructional practices used in the primary grades.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 13**

***Chapter 11: Educating Children with Diverse Needs***

* Chapter Outline:
* The Individuals with Disabilities in Education Act (IDEA)
* Children with Disabilities
* Teaching English Learners (ELS) and Dual Language Learners
* Multicultural Education
* Homeless Children
* Learner Outcomes: The Learner will:
* Describe the important features of the Individuals with Disabilities Education Act (IDEA), and explain why they are important.
* Describe who children with disabilities are, and explain how you can teach children with disabilities.
* Define English learners (ELs), and describe how you teach them.
* Define multiculturalism, and describe how you teach children with diverse backgrounds.
* Explain how you can help children who are homeless receive a quality education.
* ***Canvas Assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 14**

**\*\*Statement of Commitment due**

***Chapter 12: Guiding Children’s Behavior***

* Chapter Outline:
* Why Guide Children’s Behavior?
* Guiding Behavior in a Community of Learners
* What is the Social Constructivist Approach to Guiding Behavior?
* Twelve Steps to Guiding Behavior
* Teaching and Learning in the Inclusive Classroom: Accommodating Diverse Learners
* Learner Outcomes: The Learner will:
* Define guidance, and explain why it is important for you to know how to guide children’s behavior.
* Explain the key foundational practices of guiding behavior in a community of learners.
* Describe the social constructivists’ approach to guiding children’s behavior.
* Summarize the twelve steps for guiding behavior.
* Describe the teacher’s role in accommodating diverse learners in an inclusive classroom.
* ***Canvas assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 15**

***Chapter 13: Parents, Families, and the Community***

* Chapter Outline:
* Contemporary Views of Parent and Family Partnerships
* Changing Parents and Families: Changing Involvement
* Types of Parent and Family Involvement
* Teaching and Learning in the Inclusive Classroom: Involving Families of Children with Disabilities
* Learner Outcomes: The Learner will:
* Explain the contemporary views of parent and family involvement in school.
* Describe how you and other early childhood professionals can involve diverse parents and families.
* Describe the six types of parent and family involvement and how you can use each one.
* Explain how you and other early childhood professionals can involve families of children with disabilities in classrooms and programs.
* ***Canvas assignments:***
	+ Review PowerPoint
	+ Complete Discussion Forum

**Week 16 (Week beginning December 6, 2021) Finals Week**

* Final Test: Chapters 10-13
* Turn in Observation Reflection Paper
* Turn in Observation Time Sheet

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Observation Hours (8): (4 hours in a preschool setting and 4 hours in a grade K-3rd); Students must complete the Observation Time Sheet and it must be signed by the teacher you are visiting. This Observation Time Sheet must be turned in to me in order to get a grade for the class**.

**Technology:** Students will use various forms of technology to support learning, such as using Canvas, Microsoft Word, photography, and PowerPoint presentations, etc.

**Diversity:** Candidates will learn about diversity and diversity issues to support the learning of children and their own learning by:

* Recognizing their personal biases
* Gaining new appreciation and insights toward recognition of the range of human

 differences

* Understanding how biases may influence the relationship an educator may have with

 children, families, and colleagues

**16. FERPA:\***

Students need to understand that their work may be seen by others. Others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes. Students also need to know that there is a strong possibility that your work may be submitted to other entities for the purpose of plagiarism checks.

**17. ACCOMMODATIONS: \***

Students requesting accommodations may contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431, X 2604.

Students seeking a religious accommodation for absences permitted under Ohio’s Testing Your Faith Act must provide the instructor and the Academic Affairs office with written notice of the specific dates for which the student requires an accommodation and must do so no later than fourteen (14) days after the first day of instruction or fourteen (14) days before the dates of absence, whichever comes first. For more information about Religious Accommodations, contact Ryan Hall, Accessibility Coordinator at rhall21@sscc.edu or 937-393-3431 X 2604.

**18. OTHER INFORMATION\*\*\*:**

**Code of Conduct:** SSCC expects that all students will act as responsible adults, however, action may be taken against a student when his or her conduct interferes with the mission of the institution and its additional responsibility to provide a safe environment for others. The Student Code of Conduct contains regulations for dealing with the alleged student violations of the code of conduct in a manner consistent with the requirements of due process. (Student Code of Conduct information may be found in the SSCC catalog.)

**Academic Honesty:** For this course, academic honesty includes cheating, plagiarism, forgery, and furnishing false information. Plagiarism includes, but is not limited to, submitting work that is not a product of your own, copying word for word someone else's work, as well as unacknowledged paraphrasing of the structure and language of another person's work. All references used in papers must be correctly cited. If a student engages in course-related academic dishonesty, his or her grade on the work in question or in the course may be lowered by the instructor of this course.

**Classroom Privacy:** Recording of classroom activities or lecture by any electronic means by students requires permission of the instructor of this course.

**Communication Devices:** Cell phones, beepers, beeping watches, and personal communication devices are not allowed to be used during class time. In addition, all hand-held PDA’s and game devices are not allowed. Small talk and “side-bar” conversations that do not relate to class discussions and course should be left for after class.

**Specific Management Requirement:** Southern State Community college is committed to providing educational opportunities that promote academic, professional, and personal growth in students. To these ends all members of the college are expected to uphold the highest academic and ethical standards. Academic misconduct cannot be tolerated.

**NAEYC Standards for Early Childhood Professional Preparation addressed in this course:**

1: Promoting Child Development and Learning

 2: Building Family and Community Relationships

 3: Observing, Documenting, and Assessing to Support Young Children and Families

4: Using Developmentally Effective Approaches to Connect with Children and Families

 5: Using Content Knowledge to Build Meaningful Curriculum

6: Becoming a Professional

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.
**\*\*** Any alteration or addition must be approved by the Curriculum Committee
**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.