Foundations of Early Childhood Education 102

Instructor:
Elizabeth Grace

Instructor's Office:

McDowell 130
Instructor's Office Hours:
Online

Tuesday 3:00-6:00 PM
Thursday 1:00 -3:00 PM
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Note:

It is the policy of Schoolcraft College that no person shall, on the basis of race, color, national origin, gender, age, marital status, creed, or handicap, be excluded from participating in, be denied benefits of, or be subjected to discrimination during any program or activity or in employment.

Course Description

Students will be provided a general overview of Early Childhood Education. This review includes an introduction to early childhood education, theories of child development, information on key organizations, relevant laws and regulations, discussion on opportunities within this field, the NAEYC code of ethical conduct, core competencies for the field and developmentally appropriate practices. Students will spend time observing a variety of early childhood programs.

Credit Hours

This course is worth three credits so you should devote at least nine hours per week to preparing and studying for this course.

Pre/Co-requisites

None

Materials

Textbooks and other course materials can be purchased from Schoolcraft's Online Bookstore or in person at the Livonia Campus Bookstore (telephone: 734-462-4409), located near the northeast end of campus, across from the Applied Science Building.

Text

Bredekamp, Sue. Developmentally Appropriate Practice in Early Childhood Programs Washington, D.C.: National Association for the Education of Young Children, 2004.

Course Objectives

1. Upon successful completion of the course, you should be able to: Explain what Early Childhood Education is and the various functions encompassed within it.

2. Discuss the core competencies and developmentally appropriate practices for early childhood education.

3. Articulate the basic developmental levels for children.

4. Articulate potential professional positions and their respective responsibilities within early childhood education.

5. Develop strategies that promote high quality early childhood education.

6. Demonstrate effective observation and communication skills within individual and group settings.

7. Create and present an effective philosophy statement for early childhood education.

Method of Instruction

Discussions, video vignettes, analyzing photographs, early childhood program site visitations, and reading.

Assessment

Assessment Method	Total Points Possible	Contribution to Course Grade
Core Competencies Exam	100	21%
Site Visitation Discussions (eight total, must complete 7 of 8 to be eligible to earn credit for the course)	80	16%
Module Discussions (Analyzing Photographs) and Getting Acquainted (15 total)	105	22%
Philosophy of Teaching Paper	100	21%
Final exam	100	21%
Total	**485**	**100**

If you do not officially withdraw from this course or have a score that falls in the unacceptable range you will receive a final grade of 0.0.

Grading Scale and Example of Final Grade Computation

CCD 102, Foundations of Early Childhood Education consists of two exams, eight early childhood program site observations, discussion board forum contributions and one philosophy of teaching statement. The eight early childhood program site observations are averaged for grade calculations. Each assignment is worth 100 points or 20% of the overall course grade. To calculate your grade add all your points together and divide by 5. From 500 total possible points dividing by five brings the points inline with the 100 points/4.0 grading scale below.

Example of Final Grade Computation		
Assessment Method	Points Earned	Points Possible
Core Competencies Exam	70	100
Site Visitations (8 total averaged, students must complete 7 of 8 to be eligible to earn credit for the course)	70	80
Discussions	90	105
Philosophy of Teaching Paper	80	100
Final Exam	80	100

(390/485) x 100 =   80% = 2.5 grade point

Excellent	95 -100	4.0		79	2.4
	94	3.9		78	2.3
	93	3.8		77	2.2
	92	3.7		76	2.1
	91	3.6	**Average**	75	2.0
Very Good	90	3.5		74	1.9
	89	3.4		73	1.8
	88	3.3		72	1.7
	87	3.2		71	1.6
	86	3.1	**Below Average**	70	1.5
Good	85	3.0		69	1.4
	84	2.9		68	1.3
	83	2.8		67	1.2
	82	2.7		66	1.1
	81	2.6	**Poor**	65	1.0
Above Average	80	2.5	**Unacceptable**	64 & Below	0.0

If you do not officially withdraw from this course or have a score that falls in the unacceptable range you will receive a final grade of 0.0.

Policies and Procedures:

- Assignments are due on the date listed in the "Weekly Tasks" by 11:59 PM.

- No late assignments will be accepted for credit.

- You must complete seven of the eight site visitations AND the final exam to receive a passing grade in this course.

Non-Discrimination Policy	Academic Integrity	Dropping Online Courses

Student Responsibilities:

As a distance learning college student, you are expected to:

- Check Blackboard frequently for announcements.

- Check your e-mail for messages.

- Abide by the rules of Netiquette

- Complete all course assignments.

- Budget your time, keep up with course studies, and meet all deadlines.

- Work independently except as otherwise noted.

Contact your instructor with questions about assignments, grades, deadlines, etc. Contact Help Support (bbsupport@schoolcraft.edu) about technical problems (e.g., can't login, can't access quiz, etc.). You can also contact the Distance Learning Office (ddl@schoolcraft.edu) if you encounter other problems with your course. Technological failure is **NOT** an adequate excuse for late work except under truly extraordinary circumstances.

In addition, you must conduct yourself in such a manner that the opportunity to learn is not compromised for any other member of the course. To this end:

- A climate of mutual respect and courtesy should exist between you, your instructor, and your classmates.

- Only appropriate communications should occur between you and your fellow students and between you and your instructor.

- Messages should be forwarded only when appropriate and by so doing, no harm or damage will be done to the reputation of the writer.

- Provide hyperlinks, URL's, and other citations as appropriate.

- Patience is a virtue.

If your address or telephone number changes during the semester, please send e-mail to the Distance Learning Office (ddl@schoolcraft.edu).

For more information on student responsibilities, please consult the Schoolcraft College Catalog

Weekly Tasks

Week	Module(s)	Activities	Approximate Time to Complete	Due Date/Time
1	National Association for the Education of Young Children and Orientation	**Orientation** **Readings:** textbook pp. 3-32, NAEYC website **Discussions:** 1. Getting Acquainted 2. *Photograph Analysis:* Early Childhood Education	7 hours	11:59 PM, 09/03/06
2	Putting Policy into Practice	**Readings:** textbook pp. 16-19, MAEYC website **Site Visitation #1** **Discussions:** 1. Site Visitation #1 2. *Photograph Analysis:* Types of Early Childhood Programs	10 hours	11:59 PM, 09/10/06
3	Early Childhood Education Core Competencies	**Reading Assignment:** State of Michigan website **Site Visitation #2** **Discussions:** 1. Site Visitation #2 2. *Photograph Analysis:* Policies, Practices and Regulations	10 hours	11:59 PM, 09/17/06
4	Early Childhood Education as a Profession	**Reading:** textbook pp. 123-133, Early Childhood Competencies handout, MCCCC website **Video:** Meet the Learner **Site Visitation #3** **Discussions:** 1. Site Visitation #3 2. *Photograph Analysis:* Competencies in Early Childhood Education **Core Competencies Exam**	10 hours	11:59 PM, 09/24/06
5	Introduction to Child Development	**Reading:** textbook pp. 55-69, 97-122, 141-160, Zero to Three website **Video:** Meaningful Learning **Site Visitation #4** **Discussions:** 1. Site Visitation #4 2. *Photograph Analysis:* Child Development Across the Domains	10 hours	11:59 PM, 10/01/06

6	Health, Safety, and Nutrition Practices in Early Childhood Education	**Reading:** Child Welfare League website **Discussion:** *Photograph Analysis:* Health and Safety Priorities in High Quality Early Childhood Programs	8 hours	11:59 PM, 10/08/06
7	Family and Community Collaborations in Early Childhood Education	**Reading:** textbook pp. 134-135, Family Support America website **Discussion:** *Photograph Analysis:* Creativity and Collaborations are Must Haves in High Quality Early Childhood Programs	8 hours	11:59 PM, 10/15/06
8	Program Management Issues in Early Childhood Education	**Reading:** textbook pp. 33-51, Pee Wee Patch Child Development Center website **Video:** Challenging and Achievable **Site Visitation #5** **Discussion:** 1. Site Visitation #5 2. *Photograph Analysis:* Program Management Goes Beyond the Office and Classroom	10 hours	11:59 PM, 10/22/06
9	Teaching and Learning in Early Childhood Education	**Reading:** textbook pp. 97-137 **Site Visitation #6** **Discussion:** 1. Site Visitation #6 *2. Photograph Analysis:* Learning Through Play, Playing Through Learning	10 hours	11:59 PM, 10/29/06
10	Observation, Documentation, and Assessment in Early Childhood Education	**Reading:** textbook pp. 70-92,RESA website **Video:** Outcomes **Site Visitation #7** **Discussions:** 1. Site Visitation #7 2. *Photograph Analysis:* Observation and Documentation are Guides for Educators	10 hours	11:59 PM, 11/05/06
11	Interaction and Guidance in Early Childhood Education	**Reading:** textbook pp. 117-122 **Video:** Practice and Challenging **Site Visitation #8** **Discussion:** 1. Site Visitation #8 2. *Photograph Analysis:* Guidance is Interaction not Punishment	10 hours	11:59 PM, 11/12/06
12	Professionalism - Roles and Responsibilities in Early Childhood Education	**Reading:** Child Development Association Council for Professional Recognition website **Video:** Repertoire of Teaching Strategies **Discussion:** *Photograph Analysis:* Professionalism Across the Field	10 hours	11:59 PM, 11/19/06
13	Developmentally Appropriate Expectations and Practices	**Reading:** State of Michigan legislator website **Video:** *T*eaching Strategies **Discussion:** *Photograph Analysis:* Expectations and Best Practices in	8 hours	11:59 PM, 12/03/06

		Early Childhood Education		
14	Philosophy Statements of the Emerging Early Childhood Professional	**Video:** Putting it All Together. **Writing Assignment:** Philosophy Statement **Discussion:** *Photograph Analysis:* Choices and the Emerging Early Childhood Professional	8 hours	11:59 PM, 12/10/06
15		**Cumulative final exam**	6 hours	11:59 PM, 12/17/06