

“Preparing Professionals for Changing Educational Contexts”

Department of Special Education

College of Education, University of Nevada, Las Vegas

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|-----------------------------------|--------------------|
| I. Prefix & Number | ECE-250 |
| II. Title | Orientation to ECE |
| III. Credit | 3 Hours |
| IV. Semester/Time/Location | |
| V. Instructor | |
| VI. Office Location | |
| VII. Office Hours | |
| VIII. Telephones/Email | |
| IX. Prerequisite Course(s) | None |

X. Course Description

An introduction and overview to the field of early childhood education, with emphasis on the developmental, emotional and educational needs of young children (birth to 8). This course will provide prospective teachers of young children the opportunity to understand and recognize that the young child require differing expectations, measurements, and approaches to motivation and learning.

InTASC Standards ADDRESSED:

- * Standard 1.0 Learner Development
- * Standard 2.0 Learning Differences
- * Standard 3.0 Learning Environments
- * Standard 4.0 Content Knowledge
- * Standard 5.0 Application of Content
- * Standard 6.0 Assessment
- * Standard 7.0 Planning for Instruction
- * Standard 8.0 Instructional Strategies
- * Standard 9.0 Professional Learning and Ethical Practices
- * Standard 10.0 Leadership and Collaboration

NAEYC (NAEYC) Standards Addressed:

- * Standard 1: Promoting Child Development and Learning
- * Standard 2: Building Family and Community Relationships
- * Standard 3: Observing, Documenting, and Assessing to Support Young Children
- * Standard 4: Using Developmentally Effective Approaches
- * Standard 5: Using Content Knowledge to Build Meaningful Curriculum
- * Standard 6: Becoming a Professional
- * Standard 7: Field Experiences

XI. Course Objectives:

Knowledge

(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)

1. Identify knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight (**InTASC1.e, InTasc2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a**)
Measurement/Evaluation: Exam and Field Observation Journal
2. Identify knowledge of how young children differ in their development and approaches to learning to support the development and leaning of individual children (**InTASC1.e, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC2.a**)
Measurement/Evaluation: Exam and Field Observation Journal

Performance (Skills)

(The ability to used content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures all students are learning.)

1. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are better understood in the contexts of family, culture, and society. (**InTASC1.a, InTASC2.a, Intasc4, NAEYC2.a, NAEYC2.b, NAEYC2.c**)
Measurement/Evaluation: Exam, Field and Field Observation Journal
2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (**InTASC3.a, NAEYC1.c**)
Measurement/Evaluation: Field Observation Journal
3. Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (*).
Measurement/Evaluation: Written Report of Research Articles
4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (**INTASC9.f, NAEYC6d**)
Measurement/Evaluation:: Written Report of Research Articles

5. Observe and participate under supervision of qualified professionals in a variety of settings in which young children, from birth through age eight are served (such as public and private centers, schools and community agencies).
(INTASC 10.b, NAEYC7a)

Measurement/Evaluation: Field Observation Journal

Disposition(s)

(Values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth-guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.)

1. Communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. (*)

Measurement/Evaluation: Field Observation Journal

2. Reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modifications, and continuing professional development. **(INTASC10.c, NAEYC6a)**

Measurement/Evaluation: Philosophy Paper

(*) Some objectives are not directly tied to NAEYC standards and elements, however it goes beyond NAEYC's expectations.

XII. Suggested Resources:

Required Text:

Morrison, G.S. (2010). *Fundamentals of early childhood education (6th ed)*. Columbus, Ohio: Merrill Prentice Hall.

Supplemental Readings:

Bredekamp, S. & Copple, C. (1997). *Developmentally appropriate practice in early childhood education program (revised edition)*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Brewer, J. A. (1998). *Introduction to early childhood education: Preschool through primary grads (3rd edition)*. Needham Heights, MA: Allyn and Bacon, A Viacom Company.

Honig, A. (1995). *Parent involvement in early childhood education*. Washington, DC: National Association for the Education of Young Children (NAEYC).

Lynch, E. W. & Hanson, M. J. (1998). *Developing cross-cultural competence (2nd edition)*. Baltimore, MD: Paul H Brookes Publishing Co. Inc.

National Association for the Education of Young Children. (1980). NAEYC school position on readiness. *Young Children*, 46(1), 21-23.

Description of Instructional Procedures:

The primary in-class instructional formats for this course include lecture and discussions; individual and small group problem solving and contextual applications; media presentations and community resource personnel presentations. Out-of-class learning activities may include, but are not limited to the following learning activities, assigned readings; review of current research; and observations of early education programs for newborns, infants & toddlers, preschool education, and K-2nd grades in the public school.

XIII. Assignments and Evaluation Procedures:

Course Requirements:

1. Class Attendance. Each student will attend each and every class (after three absences, 5 points will be deducted for each absence).
2. Participation in class discussions.
3. Completion of assigned readings.
4. Completion and reporting of 2 readings from professional journals
5. Philosophy
6. Examinations. Each student will take two in class exams (midterm and final). Each exam will be based on appropriate chapters, handouts, and class notes.
7. Twenty hours of observation and participation in the UNLV Preschool and or Primary grades.
8. Maintaining a field observation.

Course Grading:

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| 1. Philosophy | 10% |
| 2. Midterm and Final | 50% |
| 3. Written Report of Journal Articles | 10% |
| 4. Field Observation Journal | 20% |
| 5. Presentation of Field Observation Journal | 10% |

Grading Criteria:

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|--------|---------|---------|---------|---------|
| A = 95 | A- = 92 | B+ = 88 | B- = 82 | C+ = 78 |
| C = 75 | C- = 72 | D+ = 68 | D- = 60 | |

ECE-722 Theoretical Bases of Early Childhood Education

SPECIAL NOTES * IMPORTANT PLEASE READ *

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

XIV. Class Schedule:

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| August 29 | Course Overview |
| Sept. 5 | Library Orientation You and Early Childhood Education: What Does It Mean to Be a Professional? |
| Sept. 12 | Historical Perspectives |
| Sept. 19 | Piaget/Vygotsky/Erikson and Others |
| Sept. 26 | Early Childhood Programs Applying Theories to Practice |
| Oct. 3 | Portfolio Assessment Observing and Assessing Young Children |
| Oct. 10 | Infant and Toddler Foundational Years for Learning Journal Article 1 |
| Oct. 17 | The Preschool Years Getting Ready for School |
| Oct. 24 | Midterm |
| Oct. 31 | Nevada Day |
| Nov. 7 | Kindergarten Today: Meeting Academic and Developmental Needs |
| Nov. 14 | The Primary Grades: Preparation for Lifelong Success |
| Nov. 21 | Inclusive Education |
| Nov. 28 | Presentations Journal Article 2 |
| Dec. 5 | Presentations Field Project |
| Dec. 12 | Final Exam |

ASSIGNMENT DATES:

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|---------------------|----------------------------|
| Journal Articles | October 10 and November 28 |
| Library | September 5 |
| Midterm | October 24 |
| Holiday(s) | October 31 |
| Field Presentations | November 28 and December 5 |
| Field Journal | December 5 |
| Final | December 12 |

Journal Articles

This assignment requires the student to select and critique a research article in science and math methods in early childhood education.

Assignment Profile

Author(s), (Year of Journal). Title of Article (small case letters except first word), *Name of Journal*, Volume(number of issue), pages.

Pflaum, S.W., & Pascarella, E.T. (1998). Interactive effects of prior reading achievement and training in context of learning-disabled children. *Reading Research Quarterly*, 51(6), 138-158.

Ninio, A. (1996). Picture book reading in mother-infant dyads belonging to two subgroups in Israel. *Child Development*, 51(3), 587-590.

Tucker, C. M. & White, P. (1993). Black children's perception of self: Implications of educators. *The Educational Forum*, 57(2), 146-156.

Purpose of the research:

Include subjects involved in the study

Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc)

Findings/Results:

Conclusions: (researcher's interpretation of whether hypothesis is substantiated)

Reflections: (the most important section, the place for students to express personal opinions, questions to consider. Is it worthwhile study? Are there any points of agreements or disagreements with the researcher? What re the theoretical implications?)

Journal Article Criteria:

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| Organization | 1 |
| Content addressed by answering all of the above requirements | 2 |
| Reflection | 2 |
| Total | 5 |

The following journals can be found in the UNLV library:

Child Development, Early Child Development and Care, Childhood Education Phi Delta Kappan, Early Childhood Research Quarterly, Early Childhood Journal, Journal of Early Intervention, Zero to Three, Journal of Research on Development in Education, Reading Teacher, The Researcher, Child Study Journal, American Educational Researcher, Journal of Family Issues, Developmental Psychology, Journal of Teacher Education, Young Children, Special Topics in Early Childhood Special Education and etc.

Journal/ Observation:

Write down what you see:

1. Room environment (nurturing, sterile, colorful, to stimulating)
2. Number of children and adults (in the room and in groups)
3. Age of children
4. Activities they are participating in
5. Structure of the classroom (how the classroom is set up: free choice, rotating centers, desks or tables)
6. Is the room child-centered? Teacher directed?

After you get a general feel for the classroom and have documented the physical characteristics you will summarize each observation visit.

You might want to:

1. Center your observation on one particular group
2. Observe one child
3. Watch the adult-child relationship
4. Look for just types of play
5. Obtain some language samples
6. Watch for social interactions
7. Observe how the children are disciplined

After observation:

1. Type up your notes
2. Pick something that really interested you from our observation and reflect on it

Observation Settings:

1. Infant Toddler Setting
2. Kindergarten Classroom
3. Preschool Classroom or Primary Classroom

Each student is expected to develop and submit a comprehensive philosophy of education that can be used by him or her to seek future professional employment. Educational philosophies are specifically discussed in Chapter 1 of text (Theory Chapter 2) and throughout remaining chapters. Address all components listed in text and on the educational philosophy outline below (60 points). Criteria to be included in the Philosophy of Education Statement:

Each student's philosophy of education should be comprehensive **and include the following components** when developing a philosophy of education:

The theories and/or research that ground your philosophy are...

I believe the purposes of education are....

I believe that children learn best when....

The curriculum of any classroom should include certain basics that contribute to children's social/emotional, intellectual, and physical development. These basics are...

Children learn best in an environment that promotes learning. Features of a good learning environment area...

All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are...

I meet these needs by...

A teacher should have certain qualifications...

Qualities I think important for teaching are...

PHILOSOPHY OF EDUCATION OUTLINE

The theories and/or research that ground your philosophy are...(insert your response)

I believe the purpose of education...(insert your response)

I believe the children learn best when...(insert your response)

The curriculum of any classroom should include certain basics that contribute to children's social/emotional, intellectual, and physical development. These basics are...(insert your response)

Children learn best in an environment that promotes learning. Features of a good learning environment area...(insert your response)

All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are...(insert your response)

I meet these needs by...(insert your response)

A teacher should have certain qualifications...(insert your response)

Qualities I think important for teaching are...(insert your response)

Observational Journal Rubric (20%)

| Proficiency | Format (10%) | Completeness of Observation (90%) |
|------------------|--------------------------------------|--|
| Target Exemplary | Clear and logical sequence and order | Provides significant information on what occurred during observation |
| | Easy to follow | All major areas are discussed |
| | Typed | What was presented |
| | Appropriate grammar spelling | What was taking place in the classroom |
| | | Mode(s) of the delivery used |
| | | Behavior(s) of the children |
| | | |

| | | |
|--------------|-------------------------------------|--|
| Acceptable | Somewhat logical sequence and order | Provides significant information on what occurred during observation |
| | Difficult to follow | Some areas are discussed |
| | Typed | What was presented |
| | Minimal Grammar and spelling errors | What was taking place in the classroom |
| | | Behavior(s) of the children |
| | | |
| Unacceptable | No logical sequence and order | Provides little information on what occurred during observation |
| | Can not follow | Few areas, if any, are discussed |
| | Not typed | What was presented |
| | Poor grammar and spelling | What was taking place in the classroom |
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