

09-220

AP-6/30/09

App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

- New Course                       Course Prefix Change                       Course Deletion  
 Course Revision                       Course Number and/or Title Change                       Catalog Description Change

ECED 200 Introduction to Early Childhood Education

Current Course prefix, number and full title

Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals

- New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track

Current program name

Proposed program name, if changing **Liberal Studies**

MAY 01 2009

2. Additional Course Designations: check if appropriate

- This course is also proposed as a Liberal Studies Course.                       Other: (e.g., Women's Studies, Pan-African)  
 This course is also proposed as an Honors College Course.

3. Program Proposals

- New Degree Program                       Program Title Change                       Other  
 New Minor Program                       New Track

Current program name

Proposed program name, if changing

Received

JUN 11 2009

Liberal Studies

4. Approvals

Date

Department Curriculum Committee Chair(s)	<i>Mary Ann Rafath</i> <i>Joseph Demarache</i>	3/30/09 3-30-09
Department Chair(s)	<i>Knox</i> <i>Joseph Demarache</i>	3/30/09 3-30-09
College Curriculum Committee Chair	<i>Joseph Demarache</i>	4-27-09
College Dean	<i>Mary Ann Rafath</i>	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	<i>Gail Sedquist UWUCC</i>	7/9/09

## **II. Description of Change**

### **1. New Syllabus of Record**

#### **ECED 200 INTRODUCTION TO EARLY CHILDHOOD EDUCATION** 3c-01-3cr

**Prerequisite:** ECED/EDEX majors only.

### **I. Catalog Description**

Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

### **II. Course Outcomes**

Through successful completion of readings, class activities, assignments, and assessments, students taking this course will:

1. Understand child development theory as it relates to early childhood curriculum. (*INTASC 1,2,3; NAEYC 1c, 4c; PDE1*)
2. Identify the roles of early childhood educators as teachers and advocates according to the Code of Ethical Conduct for Early Childhood Professionals. (*INTASC 4; NAEYC 3; PDE 4*)
3. Articulate issues of advocacy and professionalism in early childhood education. (*INTASC 1,3; NAEYC 4,5; PDE 4b*)
4. Demonstrate knowledge of constructivist approaches in early childhood curriculum. (*INTASC1, NAEYC 5; PDE 3, 4,5*)
5. Identify differences between conceptualization of early childhood education in child care/preschool teachers and primary public school teachers. (*NAEYC 5*)
6. Describe important components of observations that include anecdotal and quantitative data. (*INTASC 1, NAEYC 5; PDE 4,5*)
7. Demonstrate active strategies for framing human differences with compassion and determination to identify strengths and possibilities that parallel disabilities or perceived deficits in children and families. (*INTASC 1,2,3; NAEYC 1c,4c; PDE 1,4,5*)
8. Identify and incorporate transition activities and strategies for children and families. (*INTASC 1,2,3, 4; NAEYC 1,3,5; PDE 1,2,4,5*)

<b>COE-ET Conceptual Framework</b>	<b>INTASC Principles</b>	<b>NAEYC Standards</b>	<b>PDE Standards</b>	<b>Course Objective</b>	<b>Course Assessment Measuring Objective</b>
Planning Instructional environment Professional responsibilities	1,2, and 3	1c, 4c	1, 2, 4 5	7, 8	Literacy journal
Professional responsibilities	4	3	4, 5	5, 8	<b>Completed interviews</b>
Classroom environment Instruction Planning and preparation	1	5	4,5	4, 6, 8	<b>Completed observations</b> Completed project
Professional responsibilities	1,3	4,5	4b	3	Course examinations
Planning and preparation Classroom environment Instruction	1,2,3,4	1,4	3	1,2	Course examinations

### **III. DETAILED COURSE OUTLINE**

#### **Course Calendar (flexible and subject to change)**

<b>Week</b>	<b>Topic(s)</b>	<b>Due</b>
1	Welcome and introduction; syllabus overview	
	Guest speaker on volunteer opportunities; discussion of all course assignments; observations, interviews, and projects	Read syllabus carefully
2	Chapter 1: Reflective Practice	Read Chapter 1
	Test Reflective Practice	Study for test
3	Chapter 9: Documenting and Assessing Children's Learning	Read Chapter 9
	Test In-depth discussion on conducting observations and interviews Draft interview questions and prepare for assignment	Study for test
4	Chapter 7: Curriculum Development	Read Chapter 7
	Test In-depth discussion on projects	Study for test
5	Chapter 2: Advocacy and History	Read Chapter 2
	Test Application of concepts for advocacy and history	Study for Test
6	Chapter 3: Respecting Diversity and Promoting Equity and Fairness	Read Chapter 3
	Test Application of concepts for respecting diversity and promoting equity and fairness	Study for test

7	No Class: Work on project	
	Share observations Continue working on projects, in class	<b>Observations of Social Meetings Assignment Due</b>
8	Chapter 4: Promoting Children's Development	Read Chapter 4
	Test Application of concepts for promoting children's development	Study for test
9	Chapter 5: Fostering Children's Learning	Read Chapter 5
	Test Application of concepts for fostering children's learning	<b>Observations of College Classrooms Assignment Due</b>
10	Chapter 6: Creating High-Quality Early Childhood Environments	Read Chapter 6
	Test Application of concepts for creating high-quality early childhood environments	Study for test
11	Chapter 8: Planning for Children's Learning	Read Chapter 8
	Test Application of skills for planning for children's learning Transition activities and strategies	Study for test
12	Chapter 10: Guiding Children's Behavior	Read Chapter 10
	Test Application of skills for guiding children's behavior	Study for test
13	Chapter 11: Supporting Families and Communities Share interview data Assisting families with transitions	Read Chapter 11 <b>Teacher Interview Assignment Due</b>
	Test Practical skills for working with families	Study for test
14	Chapter 12: Professionalism	Read Chapter 12
	Test Application of skills for professionalism Share learning experiences	Study for test <b>Journal and Documentation Due</b>
15	Mandatory Final Exam (Culminating Activity) Make-up tests given, as needed	<b>Projects/ Presentations Due</b>

#### IV. EVALUATION

- ✓ Completion of 12 tests
- ✓ Completion of two sets of observations. (This is an **ELECTRONIC PORTFOLIO** assignment.)
- ✓ Completion of two interviews of teachers.

- ✓ Completion of journal entries.
  - ✓ Completion of a project, chosen by the student from the options provided on the Companion Website.
  - ✓ Observations                    60 points total (15 points each)
  - ✓ Interviews                        20 points for paper and completed interviews
  - ✓ Project                             50 points
  - ✓ Tests                                120 total points (10 points each)
  - ✓ Journal entries                    50 points
  - ✓ Professionalism                25 points
- 325

#### V. EXAMPLE GRADING SCALE

93-100%	-A
85 - 92%	-B
77 - 84%	-C
76 - 70%	-D
69 and Below	- F

#### VI. ATTENDANCE

Attendance will be taken in every class. Three hours of absence is allowed, without penalty, for this 3-credit course. Exceptions that relate to an emergency or illness (with a medical excuse or documentation by an authority) should be discussed with the instructor. Your participation in the course is critical to your success and your attendance is essential. Absences beyond the 3 hours allowed will result in 5 points deducted from your professionalism grade for each absence. Contact with the instructor should be made via telephone or e-mail in the event of an emergency or illness.

Students who anticipate missing a test should contact the instructor either in person, by phone, or e-mail, to discuss the absence. Missed tests will be given during the scheduled final examination time/culminating activity, after the project presentations take place. Make-up exams may be in an alternate form.

It is expected that work will be completed and turned in on the date that it is due, regardless of absence from class. Late submission of assignments may result in a reduction in letter grade for each calendar day late (Saturdays and Sundays count!). Late assignments will not be accepted without a medical excuse or other written documentation. Medical excuses or emergencies will be considered at the discretion of the instructor.

#### VII. REQUIRED TEXT

Jalongo, M. R., & Isenberg, J. P. (2008). *Exploring your role: A practitioner's introduction to early childhood education* (3<sup>rd</sup> ed.). Columbus, OH: Pearson Prentice Hall.

### Supplemental Resource

The Companion Website for the textbook will be used: <http://www.prenhall.com/jalongo>  
This Web site contains practice test questions, written in Praxis format; PowerPoint slides and key terms (found under the Enrichment Content link); enrichment activities; and project ideas.

### VIII. REQUIRED SPECIAL RESOURCES

None

### IX. BIBLIOGRAPHY

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- Mitchell, S., Foulger, T. S., Wetzal, K., & Rathkey, C. (2009). The negotiated project approach: Project-based learning without leaving the standards behind. *Early Childhood Education Journal, 36*(4), 339-346.
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- Thurman, S. K., & Fiorello, C. A. (2008). *Applied cognitive research in K-3 classrooms*. New York: Routledge.
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- Weaver, R. H. (2002). The roots of quality care: Strengths of master providers. *Young Children, 57*(1), 16-22.

## Professionalism Rubric

NAME: \_\_\_\_\_

**Professionalism in this course will be evaluated on the following components:**

- Attendance: Class attendance is critical. Consider the impact that a teacher's attendance in school makes on his or her students. Absence beyond the three hours allowed will result in a deduction of 5 points per class session. Arriving late and leaving early are included and will result in a deduction of 2 points.
- Participation: Professionalism also includes active, responsible engagement in all class discussions and activities. To be an excellent teacher, you must know from personal experience how to be an excellent student. Students are thus encouraged to model excellence (doing the most you can at the highest level possible) in all course discussions, small group activities, and assignments. Evidence of completing the reading assignments is evident in this component.
- Oral and Written Communication: Professional communication skills are a must. Proper conventions (grammar, mechanics, spelling) are expected in all forms of communication, including e-mail.
- Respectfulness: Includes use of cell phones, listening attentively, and responding to others in a courteous manner, etc.

<b>25 points total for professionalism</b>							<b>Documentation</b>
<b>Attendance</b> (5 points deducted from the 25-point total for every absence beyond 3 hours)	<b>10 points</b> (0-3 hours of absence)						
<b>Participation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>Communication</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	
<b>Respectfulness</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>0</b>	



### GRADE CALCULATION SHEET

	Points Available	My Score
Observations (60 points total)	15	
	15	
	15	
	15	
Interviews	20	
Project	50	
Test 1	10	
Test 2	10	
Test 3	10	
Test 4	10	
Test 5	10	
Test 6	10	
Test 7	10	
Test 8	10	
Test 9	10	
Test 10	10	
Test 11	10	
Test 12	10	
Professionalism	25 (subtract 5 points for every absence beyond 3 hours; 2 points for arriving late/leaving early)	
<b>TOTAL</b>	<b>275</b>	

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**ECED 200  
OBSERVATION RUBRIC**

Circle type of observation: Global or Focused  
Circle setting of observation: Social Setting or Classroom

	High Level	Moderate Level	Low Level
Report --2-3 pages in length	3	2	1
Summary -- Summarizes what was observed without any bias or interpretation of the data	3	2	1
Interpretation --Analyzes, discusses, and draws conclusions to interpret the data	3	2	1
Professional Preparation --Typed --Cover sheet includes your name, course name, time, type of observation—global or focused, and setting --Observation forms follow the cover sheet --Headings are provided for “Summary” and “Interpretation”	3	2	1
Professional Preparation --proper grammar, usage, and mechanics	3	2	1
	(0-1 error)	(2-3 errors)	(4 or more errors)

Any corrections that are recommended must be made for this electronic portfolio assignment. The original grade for this assignment will be lowered by one grade for failure to make corrections and submit the revised assignment on the date due.

**Course Analysis Questionnaire**  
**ECED 200**

**A. Details of the Course**

**A1.** This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

**A2.** This course is one of several courses being revised within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

**A3.** This course has not been offered on a trial basis or as a special topic.

**A4.** This course is not dual level and will not be offered as such.

**A5.** This course will not be offered for variable credit.

**A6.** Examples of other institutions currently offering a similar course include  
*Cleveland State University-ECE 300 Introduction to Early Childhood*  
*Columbia College Chicago – ECE 3811 Introduction to Early Childhood*  
*Lock Haven University-ECED 211 Introduction to Early Childhood.*

**A7.** The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

**Section B: Interdisciplinary Implications**

**B1.** This course will be taught by appropriately qualified instructors in the PSE department.

**B2.** This course is independent of other departments and is restricted to the major.

**B3.** This course will not be cross listed.

**Section C: Implementation**

**C1.** Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year as enrollment dictates.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course.

**D. Section D: Miscellaneous**

No additional information is required.

**2. Summary of Changes**

<b>ECED 200 Introduction to Early Childhood Education</b>	<b>ECED 200 Introduction to Early Childhood Education</b>
Introduces prospective teachers to the historical, sociological, and political aspects of early childhood education. Emphasizes appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.	Designed to introduce prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them.

**3. Justification/Rationale for Changes**

The proposed revision of ECED 200 is taking place to address the demands of the proposed program revision in Professional Studies in Education. The current ECED/ PreK to Grade 6 program is being revised to address the new certification standards mandate from PDE. This brings the focus of the certification to PreK to Grade 4. The revised ECED 200 will focus more narrowly on this age group in response to the state mandated certification changes.

**4. Old Syllabus of Record**

**INTRODUCTION TO EARLY CHILDHOOD EDUCATION: ECED 200  
INDIANA UNIVERSITY OF PENNSYLVANIA**

**CATALOG DESCRIPTION**

Designed to introduce prospective teachers to the historical, sociological, and political aspects of early childhood education. An emphasis is placed on appreciating diversity in the early childhood classroom and on developing keen observation strategies to both heighten understanding of children and evaluate programs that serve them. Five hours of service learning are required.

**BROAD OBJECTIVES**

- 1). To examine the social, political, and historical forces that influence today's early education programs and policies
  
- 2). To identify, discuss and evaluate the pros and cons of current child advocacy issues in early education, such as the effects of television viewing, inclusion, and multicultural education and to articulate points of view regarding those early education issues
  
- 3). To observe and analyze the operation of an early childhood program in terms of the explicit or implicit educational philosophy of the system; the interface of child advocacy issues and the system; the adherence to national accreditation standards and developmentally appropriate practice guidelines within the system; and the curricular activities, routines, interactions, and environmental context of the system
  
- 4). To identify the distinctive attributes of basic program orientations or options and to interpret the relation of these attributes to program development and evaluation
  
- 5). To examine one's own positions and educational philosophy in relation to both current child advocacy issues and early childhood program orientations or options and to fully understand and follow the Code of Ethical Conduct for early childhood professionals

**STUDENT OUTCOMES ASSESSMENT MATRIX**

<b><u>COE-ET Conceptual Framework</u></b>	<b><u>INTASC Principle</u></b>	<b><u>NAEYC Standard</u></b>	<b><u>ACEI Standard</u></b>	<b><u>Course Objective and Performance Indicator</u></b>	<b><u>Course Assessment Measuring Objective</u></b>
Scholarship	1K	4B, 4C	1	1	Exams, Service learning project
Scholarship	3K,3D,9D	1B, 2A	1	2	Exams, Debates
Practice		1B, 1C, 3B	3b	3	On-site study
Practice		1C, 5D	3b	4	On-site study and Exams
Reflection Practice	9, 10	5B, 5D,	3e	5	Philosophy statement Daily exit notes,Service learning project

## TEXTS AND READINGS

- Bredenkamp, S. & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (Revised ed.)*. Washington, DC: National Association for the Education of Young Children.
- Bensen, M. & Hannibal, M.A. (Eds.). (2000). *Issues, advocacy and leadership in early education (2<sup>nd</sup> ed.)* Boston, MA: Allyn and Bacon.

### Grading Weights

- Participation (75 pts.)  
 Three Exams\* (75 pts. each)  
 Service Learning Project Report (45 pts.)  
 Philosophy Statement (30 pts.)  
 Debate (50 pts.)  
 On-Site Study\* (75 pts.)

\*Permission for taking an examination or handing in the on-site study and involvement project at other than the scheduled time will be granted only in cases of documented illness or a documented immediate family emergency.

### Point/Grade Scale

500 - 450 (90 - 100%)	A
449 - 400 (80 - 89%)	B
399 - 350 (70 - 79%)	C
349 - 300 (60 - 69%)	D
Below 300 points	F

**Important Note:** All written assignments are expected to be proofread, grammatically correct and free of spelling errors. One-half point will be deducted for **each** such error on all assignments. There is a penalty for assignments submitted after the scheduled class period. Five (5) points will be deducted for submitting an assignment after class and an additional 5 points will be deducted for each day the assignment is late. No assignments will be accepted more than three (3) days after the due date, resulting in a total loss of points.

## COURSE REQUIREMENTS

### PARTICIPATION, ATTENDANCE AND READING ASSIGNMENTS (75 Points)

The reading assignments and critical thinking exercises (*Ask Yourself*) are to be completed prior to class discussions. Come to each class with a written response to each of the *Ask Yourself* questions assigned for discussion during that class period. Your participation during discussions is a professional expectation. Your ability to articulate a position on issues in early education is critical to the health of the profession.

**Daily Exit Notes:** The last few minutes of each class period will be designated as time to write reflections, comments or questions about the day's class in your "exit notebook". Turn in the notebook at the end of each class. There is no agenda for this assignment other than keeping the lines of communication open and providing students with the opportunity to discreetly voice their concerns, their needs, and/or their reflections on class discussions and activities.

You are permitted two absences from class without penalty. Each unexcused absence beyond those two will result in a loss of 10 participation points. An absence will be excused if documented evidence of either illness or an immediate family emergency is submitted upon return to class.

**EXAMS (75 Points Each)**

The three exams will consist of essay, short answer, multiple-choice, and/or true-false questions based on lectures, discussions, and readings.

**SERVICE LEARNING REPORT (45 Points)**

Five (5) hours of career-related service are required during the semester. A written report (*an electronic portfolio assignment*) and an oral report concerning this experience are required. Guidelines governing the service learning experience and evaluation rubrics related to the oral and written reports will be provided in class.

**PHILOSOPHY STATEMENT (30 pts.) *Electronic Portfolio Assignment***

It is in this course that you begin to formulate your teaching philosophy and write the first philosophy statement to be included in your electronic portfolio. A variety of theoretical and philosophical viewpoints concerning early childhood will be studied throughout this course. Your personal statement will reflect your understanding of child development, curriculum and pedagogy and will be grounded in your beliefs and values. A rubric will be provided for this assignment.

**ON-SITE STUDY OF AN EARLY CHILDHOOD PROGRAM (75 Points) *Electronic Portfolio Assignment***

The purpose of an on-site program study is to better understand how advocacy issues are recognized or interpreted in a particular early childhood program. Each student is to arrange at least three visits at any one licensed or state-accredited program that serves any children from birth through age 8. Professor approval of the site must be obtained before proceeding with the observations. Complete details about this project are on pp. 8 – 11 in *Issues, Advocacy and Leadership in Early Education* and are attached to this syllabus. The final written report and a brief oral presentation are due during the final exam period on Dec. 20.

**DEBATE (50 points)**

As we discuss current topics and issues in early childhood education, teams will be assigned to present the pros and cons and/or opposing views of these topics. Details concerning structure, format and evaluation of these debates will be distributed in class.

**COURSE OUTLINE**

Thurs., Aug. 31	Introduction to Course Overview of Involvement Projects The Early Childhood Professional: Roles and Responsibilities	Chapter 1 Appendix 10 View NAEYC Website
Tues., Sept. 5	Status of Child Care in the United States Defining a Quality Setting Discussion of On-Site Study	Chapter 2 pp. 14 - 21 Do Activity 2, p. 41 Ask Yourself: 1, 4, 5
Thurs., Sept. 7	Gender Identity, Gender	

	Role, and Sex Education Choosing Involvement Projects	Chapter 2 pp. 22 – 37 Ask Yourself: 3, 7, 9, 10, 11, 12, 13
Tues., Sept. 12	Gender Identity, Gender Role, and Sex Education	Chapter 3 pp. 44 – 55 Do Activity 9, p. 59 Ask Yourself: 1, 2, 3, 4, 5
Thurs., Sept. 14	Media and Technology	Chapter 4 pp. 61 - 72 Ask Yourself: 2, 4, 7, 8, 9
Tues., Sept. 19 and Thurs., Sept. 21	Child Health and Child Health Risks	Exam One
Tues., Sept. 26	Exam One	Chapter 5 pp. 88 - 91 Ask Yourself: 5, 6, 7, 11, 13
Thurs., Sept. 28	Abuse, Neglect, and Violence in Children's Lives	Appendices: 11 and 12 Chapter 5 pp. 86 –87 and 92 – 98 Ask Yourself:10, 12, 15, 16 Chapter 5 Ask Yourself: 1, 2, 8, 9, 14,
Tues., Oct. 3	Abuse, Neglect, and Violence in Children's Lives	Chapter 6 pp. 104 – 113 Appendix 13 Ask Yourself: 2, 4, 6, 8
Thurs., Oct. 5	Abuse, Neglect, and Violence in Children's Lives	Chapter 6 pp. 114 – 120 Appendix 14 Do No. 3, page 133 Ask Yourself: 1, 3, 7
Tues., Oct. 10	Diversity and Equity	Chapter 6 pp. 121 – 130 Appendix 11 Ask Yourself: 9, 10, 14, 15, 16
Thurs., Oct. 12	Diversity and Equity	No Readings
Tues., Oct.17	Diversity and Equity	Exam Two
Thurs., Oct. 19	Disability Awareness	Chapter 7: pp. 139 – 145 Ask Yourself: 4, 5, 7
Tues., Oct. 24	Exam Two	
Thurs., Oct. 26	The Family	



Tues., Oct. 31	Family Involvement in Education	Chapter 7: pp. 146 – 155 Ask Yourself: 1, 2, 3, 6
Thurs., Nov. 2	Parenting Education	Chapter 7: pp. 156 - 158 Ask yourself: 8, 9
Tues., Nov. 7 and Thurs., Nov. 9	On-Site Observations See pp. 8 - 11 Options for 6 <sup>th</sup> Component of final report (p. 11) listed here:	Include Three of the Following in 6 <sup>th</sup> Component p. 55, No.9 p. 83, No. 8 p. 101, No. 11 p. 135, No. 14 p. 161, No. 5 p. 213, No. 4 (Diversity Checklist)
Tues., Nov. 14	Quality in Child Care and Early Education	Chapter 9: pp. 193 - 200 Appendix 9 Ask Yourself: 1, 2, 3, 4, 5,
Thurs., Nov. 16	Quality in Child Care and Early Education Licensing and Accreditation Worthy Wage Campaign	Chapter 9: pp. 201 - 210 Ask Yourself: 6, 7, 8, 9 Do. No. 1, p. 212
Tues., Nov. 21	Exam Three	Exam Three
Thurs., Nov. 23	Happy Thanksgiving	No Class
Tues., Nov. 28 and Thurs., Nov. 30	Code of Ethical Conduct	Philosophy Statement Due
Tues., Dec. 5 and Thurs., Dec. 7	Advocacy for Children and the Profession	Appendices 2, 3, 4 Do No. 2, p. 214 Service Learning Report Due
Weds., Dec. 20 8:00 - 10:00 a.m.	On-Site Study of an Early Childhood Program Written and Oral Reports	See p.11 for Final Report Format