



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Social Sciences Department

Semester: Fall 2016

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| COURSE NUMBER: | ECE131 | CREDIT HOURS: | 3 |
| COURSE TITLE: | Introduction to Early Childhood Education | CLOCK HOURS: | 45 |
| PREREQUISITES: | None | | |
| CO-REQUISITES: | None | | |

INSTRUCTOR
Tina Daigle, EdD

OFFICE
By appointment

E-MAIL ADDRESS
tdaigle@kvcc.me.edu

TEXTS:

- Hyson, M. & Biggar-Tomlinson, H. (2014). The Early Years Matter: Education, Care, and the Well-Being of Children Birth to 8. Teachers College Press.
- Copple, C. & Bredekamp, S. (2009). Developmentally Appropriate Practice in Early Childhood Programs. Serving Children from Birth through 8. Washington, DC: National Association for the Education of Young Children.
- Feeney, S. (2012). Professionalism in Early Childhood Education: Doing Our Best for Young Children. Pearson.

NOTE – The texts and other materials listed will be used throughout the program in other courses.

OTHER MATERIALS:

- State of Maine Infant and Toddler Guidelines - This will be used all throughout the program also.
<http://www.maine.gov/earlylearning/standards/infantsandtoddlerguidelines.pdf>
- Maine Early Learning Development Standards - This will be used all throughout the program also.
<http://www.maine.gov/doe/publicpreschool/documents/Maine-ELDS.pdf>
- Additional articles included in lessons

COURSE DESCRIPTION:

This course provides a comprehensive overview of the early childhood education field. Students will learn the importance of early childhood education throughout history and theory. Students will be introduced to evidence based research practices using the State of Maine standards and NAEYC's Developmentally Appropriate Practice. Additional introductory topics include cultural and linguistic responsiveness, mental health and abuse and neglect. Professional development will also be emphasized through NAEYC's Code of Ethical Conduct. Overview of STEM (Science, Technology, Engineering and Math) in early childhood education and environments are also discussed.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. Describe the history of early childhood education through theory and progress towards contemporary practice.
2. Define the role of the State Guidelines and Standards in early childhood education
3. Explain the importance of developmentally appropriate practice.
4. Demonstrate appreciation for child and family culture and diversity.
5. Explore the impact of mental health in early childhood.
6. Explain the importance of mandated reporting, confidentiality, abuse & neglect.
7. Exhibit competence in professionalism through NAEYC'S Code of Ethical Conduct.
8. Describe the use of STEM in early childhood education.
9. Explore effective environments and materials in early childhood education.

COURSE CONTENT:

Lesson 1 – Getting Started – What's your philosophy?

Lesson 2 – History of Early Childhood Education & Theorists

Lesson 3 – NAEYC, Code of Ethical Conduct, & Confidentiality

Lesson 4 – Abuse and Mandated Reporting

Lesson 5 – Professionalism - What does an Early Childhood Educator look like?

Lesson 6 – Overview of child development, brain development, and developmentally appropriate practice

Lesson 7 – Infants and Toddlers

Lesson 8 – Infant Toddler Guidelines and Maine Early Learning Developmental Standards

Lesson 9 – Pre School Age

Lesson 10 – Children ages K-3

Lesson 11 – Play

Lesson 12 – STEM

Lesson 13 – Environments and Families

Lesson 14 – Culture and Linguistics

Lesson 15 – Mental Health (self-care, children, families)

Lesson 16 – Revisit DAP, NAEYC, Infant Toddler Guidelines, Maine Early Learning Developmental Standards – Making Connections

COURSE ACTIVITIES:

Lesson Plans

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, quizzes (multiple choice, short answer, and essay questions), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- A Lesson Plan that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions, Assignments, or Quizzes that go along with that Lesson.

All the Lessons are located in the “Lessons” folder. Click on the Lessons link in the course Menu.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

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|---------------|--|---|---|
| Name | Online Discussion Rubric | | |
| Description | This rubric can be used to standardize the grading of online discussions. | | |
| Rubric Detail | | | |
| | Levels of Achievement | | |
| Criteria | Non Performance | Needs Improvement | Meets Expectations |
| Main Post | 0 Points No participation or main post does not address the prompt in the instructions | 20 Points Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, claims are not substantiated with a reference. | 40 Points Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, claims are substantiated with a reference. |
| Reply Post 1 | 0 Points No participation or response post does not contribute to the discussion | 10 Points Reply post is present but meets the criteria only in a superficial manner. | 20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation. |
| Reply Post 2 | 0 Points No participation or response post does not contribute to the discussion | 10 Points Reply post is present but meets the criteria only in a superficial manner. | 20 Points Response post is relevant to the discussion thread, introduces new information, asks a question, and/or provides unique insight into the conversation. |
| Mechanics | 0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors | 10 Points Errors in mechanics are minor, but are somewhat distracting from the message. | 20 Points No substantial errors in spelling, grammar, and/or syntax, or APA Citations. |

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

Please review the online document titled "Course Expectations and Policies"

Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific quiz. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

Extensions on the due dates for Quizzes may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.

GRADING:

| | |
|--|-----|
| Lesson Quizzes | 15% |
| Lesson Discussions | 15% |
| STEM Assignment..... | 10% |
| Environment Assignment..... | 10% |
| Code of Ethical Conduct and Confidentiality assignment..... | 10% |
| Mental Health Assignment..... | 10% |
| Developmentally Appropriate Practice and Child Development Assignment..... | 10% |
| Cultural and Linguistic Responsiveness Assignment..... | 10% |
| History Assignment..... | 10% |

GRADING SCALE:

| | <u>Grade</u> | <u>Scale</u> |
|----|-----------------------------------|--------------|
| A | 4.00 grade points per credit hour | 95-100 |
| A- | 3.67 grade points per credit hour | 90-94 |
| B+ | 3.33 grade points per credit hour | 87-89 |
| B | 3.00 grade points per credit hour | 83-86 |
| B- | 2.67 grade points per credit hour | 80-82 |
| C+ | 2.33 grade points per credit hour | 77-79 |
| C | 2.00 grade points per credit hour | 73-76 |
| C- | 1.67 grade points per credit hour | 70-72 |
| D+ | 1.33 grade points per credit hour | 65-69 |
| D | 1.00 grade points per credit hour | 60-64 |
| F | 0.00 grade points per credit hour | Below 60 |

ATTENDANCE POLICY:

The education program strongly feels that student performance is reflective of future job performance and therefore full attendance and participation is expected in all education classes. Online classes require regular attendance and participation. Your attendance will be monitored via discussion participation and “presence” in the online classroom. Students are expected to contact the instructor via phone or e-mail prior to anticipating an absence. Extenuating circumstances will be considered.

MAKE-UP WORK:

Assignment due dates are firm. There will be no make-up work. Please contact the instructor if you have any concerns.

STUDENTS WITH DISABILITIES:

Kennebec Valley Community College welcomes students with disabilities, and in accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

In order to receive reasonable accommodations for this course:

- Students must contact the Director of Learning Commons at 453.5084 or cjohnson2@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability
- Students must make a timely request for accommodation to the Director of Learning Commons
- Accommodations will not be provided until the faculty member receives a letter requesting accommodations. This letter is created with the director of learning commons and is supported by the documentation of stated disability

- Requests for accommodation(s) must be renewed each semester for each course

To begin this process, please contact Christy Johnson, Director of Learning Commons at cjohnson2@kvcc.me.edu or 207.453.5084

NOTICE OF NON-DISCRIMINATION (2014):

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to the Dean of Students, Enrollment Service Center, Frye Building, phone: 453-5019 or the Director of the Learning Commons, Lunder Library, phone: 453-5084

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to Affirmative Action Officer and ADA Compliance Officer, Dean of Academic Affairs, Enrollment Services Center, 92 Western Avenue, Fairfield, ME 04937, phone: 453-5822.