**FOUNDATIONS IN EARLY CHILDHOOD EDUCATION**

18-ECE-1001

3 Semester Hours

Required/No Prerequisites

**Instructor**

Victoria Carr, Ed.D.

**COURSE DESCRIPTION**

This course is designed for beginning early childhood education candidates.  The course introduces the candidates to the current knowledge base related to families, how young children develop and learn, and early childhood education programs.  The course content includes: (a) current theories on how young children develop and learn, (b) the historical, philosophical, and social foundations of contemporary programs, (c) the role of the early childhood professional, and (d) current early childhood education issues.

**ALIGNMENT WITH TRANSFORMATION INITIATIVE**

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is *to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data-driven instruction*.

**STANDARDS FOR ALIGNMENT WITH CONCEPTUAL FRAMEWORK**

Candidates of the University of Cincinnati are *committed, caring, competent educators*

* with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context;
* with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline;
* who successfully collaborate, demonstrate leadership, and engage in positive systems change;
* who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity;
* able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice;
* able to use technology to support their practice;
* who use assessment and research to inform their efforts and improve student outcomes; and
* who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism.

**PROFESSIONAL STANDARDS AND LEARNING OUTCOMES**

***National Association for the Education of Young Children (NAEYC)***

* **Standard 1: Promoting Child Development and Learning.** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs and of the multiple interacting influences on children’s development and learning to create environments that that are healthy, respectful, supportive, and challenging for each child.
* **Standard 2. Building Family and Community Relationships.** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children’s development and learning.

* **Standard 4: Using Developmentally Effective Approaches.** Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation of their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

* **Standard 5: Using Content Knowledge to Build Meaningful Curriculum.** Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in an early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning out­comes for every young child.
* **Standard 6. Becoming a Professional.** Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

***Ohio Standards for the Teaching Profession (OSTP)***

* **Standard 1.** Teachers understand student learning and development and respect the diversity of the students they teach.
* **Standard 2.** Teachers know and understand the content area for which they have instructional responsibility.
* **Standard 3.** Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
* **Standard 4.** Teachers plan and deliver effective instruction that advances the learning of each individual student.
* **Standard 5.** Teachers create learning environments that promote high levels of learning and achievement for all students.
* **Standard 6.** Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
* **Standard 7.** Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

***Learning Outcomes and Assessments***

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| ***Upon completion of this course, the candidate will be able to:*** | **Assessments** |
| Explain the typical develop of children between birth and age 8. | Quiz |
| Create developmentally appropriate activities that support the physical, emotional, language, cognitive, and aesthetic development of all young children from birth through age 8. | Lesson Plan |
| Create lesson plans that reflect developmentally appropriate curriculum and instructional practices that include knowledge of individual children, the community, the curriculum goals and content. | Lesson Plan |
| Explain the current issues and trends, legal issues, and legislation and other public policies affecting children, families, and programs for young children and the early childhood. | Essay |
| Describe the role of the early childhood profession, its multiple historical, philosophical, and social foundations and how these foundations influence current thought and practice. | Multi-Media Presentation |

**ADMINISTRATIVE POLICIES**

***Attendance.*** Candidates are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class.

***Withdrawal.*** Candidates should consult the Registrar’s web site for information about withdrawal from courses. There are specific dates for online withdrawal - dates related to your responsibility for payment (even for classes that are dropped). Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms.

***Academic Integrity.*** The University Rules, Student Code of Conduct, and other policies of the program, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate).

Student Code of Conduct: http://www.uc.edu/conduct/Code\_of\_Conduct.html

***Technology Use.*** Technological devices are welcomed in class if they are used appropriately (e.g., note taking or enhancing class discussion). The inappropriate use of technology (e.g., watching videos, web surfing, shopping, social networking, gaming, etc.) will not be tolerated and will result in the confiscation of the device being used inappropriately. Please turn off cellular telephones prior to the beginning of class.

***Educational Accommodations.*** Any candidate with an identified visual impairment, hearing impairment, physical impairment, communication disorder, and/or specific learning disability that can negatively influence her/his performance should schedule an appointment with the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

***Person-First Language.*** Candidates should write using “person-first" language: the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled" (http://www.cec.sped.org/bk/Author\_Guidel.ines\_TEC.pdf).

***Grading.*** Grades will be determined using project-specific criteria and the following descriptors:

**A** = Excellent (consistently and effectively exceeds specified requirements; work of outstanding character).

**B** = Good (frequently exceeds specified requirements; work that is commendable, but not outstanding).

**C** = Fair (sufficiently meets specified requirements; work of acceptable, but not distinguished, quality).

**D** = Poor (marginally meets specified requirements; efforts often fail to meet established criteria).

**F** = Failure (Inadequate, efforts typically fail to meet specified requirements/criteria).

**Note:** Work that meets the basic requirements of the task will receive a grade of “C.” Only work of high quality and merit will be given a grade of “B” or “A.” Guidelines for written products are provided below.

**Note:** An *Incomplete* (“I”) will be awarded only when the candidate fails to complete one or more course requirements as a direct result of critical medical circumstance or in the event of personal crisis outside the candidate’s control. Circumstances that might result in an "I" must be officially documented and determined by the instructor as having merit for consideration. In order to receive an "I" the candidate must complete a contract that details the outstanding requirements and a time line for the completion of those requirements. In the event that the candidate fails to fulfill the obligations of the contract, the instructor will submit a Change of Grade form with the grade based on the candidate’s work that was completed prior to the end of the quarter. The "I" grade will not be used when an “F” or “N” grade would be more appropriate. Normal appeal channels are open to candidates documenting hardship cases. Graduation will not be permitted if the candidate has a grade of "I" on the transcript.

***Criteria for Written Products***

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| **Rating ►**  **Indicator ▼** | **INDICATOR NOT MET**  **(0)** | **INDICATOR PARTIALLY MET**  **(1)** | **INDICATOR MET**  **(2)** |
| **Clarity of Content and Writing Style** | Unclear, disorganized, and /or difficult to follow. | Moderately clear and simple response; awkward use of words; awkward sentence structure. | Well-written, clear response that represents a logical flow of ideas; appropriate use of words; appropriately constructed sentences. |
| **Discussion of Content** | Superficial, minimal effort reflected in work; fails to adequately address issue; no evidence of support by research and theory. | Marginally addresses complexity of issue; demonstrates marginal understanding; marginally supported by research and theory. | Addresses full complexity of issue; is logical; demonstrates independence of thought; well supported by research and theory. |
| **Analysis and Synthesis of Research and Theory** | Fails to ground issue in theory and research; inaccurate information provided; appropriate references are not provided. | Marginally grounds issue in theory and research; few and/or inappropriate references to support statements; minimal analysis and synthesis. | Issue is well-grounded in theory and research; use of refereed journals; identifies seminal research; demonstrates analysis and synthesis of research and theory. |
| **Format** | Unorganized; lacks sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing. | Moderately well-organized; inconsistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing. | Well-organized; consistently incorporates sound organizational components such as appropriate headings, sound paragraph structure, appropriate use of indentation and spacing. |
| **Mechanics** | 15 or more spelling and/or technical errors, such as punctuation or grammar. | 6-14 spelling and/or technical errors. | Fewer than 6 spelling and/or technical errors. |

***Textbook***

Jalongo, M.R. & Isenberg, J.P. (2012). *Exploring your role in early childhood education*. Upper Saddle River, NJ: Pearson.

Other readings as assigned

***Course Schedule and Topics***

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| **Week** | **Topics** |
| 1 | Becoming a Knowledgeable and Reflective Practitioner |
| 2 | History and Philosophy in Early Childhood Education |
| 3 | Being a Professional and an Advocate for Young Children |
| 4 | High-Quality Early Education Programs |
| 5 | Diversity and Inclusion in Early Education |
| 6 | Promoting Children’s Cognitive Development |
| 7 | Supporting Children’s Social and Emotional Development |
| 8 | Fostering Children’s Engagement in Learning |
| 9 | Designing Effective Learning Environments |
| 10 | Developing Curriculum |
| 11 | Planning for Children’s Learning |
| 12 | Assessing Learning and Documenting Progress |
| 13 | Guiding Children’s Behavior and Creating Classroom Community |
| 14 | Building Supportive Relationships with Families and Communities |
| 15 | Exam Week |