**LEARNING EARLY CARE & EDUCATION ONLINE**

ECE 1005

3 Semester Hours

Required Course

**INSTRUCTOR**

Kathleen Bryan

**DESCRIPTION**

This course provides a basic overview of the skills needed to be a successful online student in Early Care & Education. Topics include: developmentally appropriate practice in preschool classrooms, national and state standards in early care and education, professional communication, academic writing, using references in writing, best practices for an online student, and study skills.

**PREREQUISITES**

None

**TEXTBOOKS**

Ryan Watkins & Michael Corry , *E-Learning Companion: A Student's Guide to Online Success.* Houghton Mifflin

Bredekamp, S. & Copple, C. (2009). *Developmentally appropriate practices in early childhood programs* (3rd ed). Washington, DC: NAEYC.

Thurman, S. (2003). *The only grammar book you'll ever need*. Cincinnati, OH: Adams Media

**OTHER RESOURCE MATERIALS**

Video Lectures and other Assigned Readings

**LEARNING OUTCOMES AND ASSESSMENT**

|  |  |
| --- | --- |
| ***Upon completion of this course, the candidate will be able to:*** | **Assessments** |
| Apply the basic principles of developmentally appropriate practice in an early childhood classroom or day care. | DAP PaperDiscussion Board |
| Describe and analyze the Ohio Department of Education, National Association for the Education of Young Children (NAEYC), and National Head Start standards for early care and education. | QuizDiscussion BoardNAEYC Portfolio Assignments Table Assignment |
| Describe and apply the expectations of academic writing and of American Psychologial Association (APA) style. | Discussion BoardDAP Paper |
| Understand how to avoid plagiarism and use appropriate referencing techniques in their writing. | Quiz |
| Manage the technology resources necessary to be a successful educator and online student. | eLearning Assessment |
| Present a professional appearance through written, online, and spoken communication. | Discussion Board |
| Utilize effective time management strategies and best practices for studying. | Time Management Assessment |

**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;
* 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.

**ALIGNMENT WITH SPECIALIZED PROGRAM ASSOCIATION:**

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

Standard 1: Promoting Child Development and Learning.

Students 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 are healthy, respectful, supportive, and challenging for each child.

Standard 4: Using Developmentally Effective Approaches to Connect with Children and Families.

Students 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 the settings within which teach­ing and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young chil­dren and families. Students 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.

NAEYC Standard 6. Becoming a Professional

Students 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***

Standard Number 2. Teachers know and understand the content area for which they have instructional responsibility.

Standard Number 4. Teachers plan and deliver effective instruction that advances the learning of each individual student.

Standard Number 7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

***Ohio Educator Licensure Standards for Pre-Kindergarten Education Associate Teacher***

Standard 1. Candidates apply content knowledge in early childhood learning environments.

Standard 3. Candidates know and apply instructional strategies to promote students’ learning and meet the needs and interests of all students

Standard 5. Candidates collaborate and communicate with students, families, other educators, administrators and the community to support student learning.

Standard 6. Candidates demonstrate responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

**ALIGNMENT WITH STATE REQUIREMENTS:**

The course introduces the Ohio Standards for the Teaching Profession.

**ADMINISTRATIVE POLICIES**

**ATTENDANCE**

Attendance in this class is as important as it would be if you were attending on campus. You should be logging in to the Discussion Board at least 3 days out of every week. It is extremely important to generate and participate in class discussion. You should *actively and thoughtfully* comment on your classmates' discussion questions and comments. Please remember, however, that the class Discussion Board is for the expressed purpose of discussing issues related to the course. The student’s role is to be an active participant in the dialogue. Please note that technical difficulties do not excuse the student from the responsibility of participation and other assigned work. 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.

**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, including the Student Code of Conduct, and other policies of the department, 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>

**ELECTRONIC COMMUNICATION POLICY**

Students are expected to check their email and Blackboard course sites at least twice a week for possible announcements regarding the class. When emailing the instructor, please make sure you sign your name. Include the course name and section number in the subject line of your email. The instructor usually checks email at least every other day, however, a situation may arise where this is not possible. Do not wait until the last day before an assignment is due to contact your instructor if you have questions. Emails are considered private documents between the sender and the receiver. Permission from the sender is required before forwarding to another.

**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 contact the instructor so that reasonable provisions may be made to ensure an equal opportunity to meet all course requirements.

**GRADING**

Grades are calculated using a percentage of the total points and letter grades are assigned as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| Final Percentage | Final Grade | Final Percentage | Final Grade |
| 94 – 100 |  A | 74 – 76 |  C |
| 90 – 93 |  A- | 70 – 73 |  C- |
| 87 – 89 |  B+ | 67 – 69 |  D+ |
| 84 – 86 |  B | 64 – 66 |  D |
| 80 – 83 |  B- | 60 – 63 |  D- |
| 77 – 79 |  C+ | < 60 |  |

**COURSE SCHEDULE AND TOPICS**

|  |  |
| --- | --- |
| ***WEEK*** | ***TOPIC*** |
| 1 |  Welcome and IntroductionsUnderstanding concepts of online learning |
| 2 | Orientation to BlackboardAssessing learning styles, competencies and motivation |
| 3 |  Overview of the University of CincinnatiGetting the most out of college |
| 4 |  Professional Communication |
| 5 |  Academic Writing |
| 6 |  Plagiarism |
| 7 |  Developmentally Appropriate Practice |
| 8 |  Developmentally Appropriate Practice |
| 9 |  Using Technology for Effective Communication |
| 10 |  Study Skills |
| 11 | Standards for Teaching and Learning |
| 12 | NAEYC Standards for the Teaching Profession |
| 13 | Time ManagementOvercoming Obstacles |
| 14 | Best Practices for the Online Student |
| Exam Week |  |