Preparing Professionals for Changing Educational Contexts
Department of Special Education
College of Education
University of Nevada, Las Vegas

I. Prefix & Number: ECE 250
II. Title: Orientation to Early Childhood Education
III. Credit: 3 hours
IV. Semester/Time/Location: Summer 2006
V. Instructor: Nancy M Sileo
VI. Office Location: NA
VII. Office Hours: NA
VIII. Telephone: NA
IX. Prerequisite Course(s): None

X. Course Description:
This course provides an introduction to early childhood education, emphasizing the developmental, emotional, and educational needs of young children (birth to 8 years of age). This course will provide prospective teachers the opportunity to recognize that the young child requires differing expectations, measurements, and approaches to motivation and learning. This course will provide students with information and experience in understanding the personal-professional skills necessary for being an early childhood teacher.

NAEYC Guidelines Addressed
• Standard 1.0 Child Development And Learning
• Standard 2.0 Curriculum Development And Implementation
• Standard 3.0 Family And Community Relationships
• Standard 5.0 Professionalism
• Standard 6.0 Field Experiences

XI. Course Objectives:
Knowledge
(Subject matter or discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional knowledge)
1. Use 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. (NAEYC 1.1)
2. Use knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children. (NAEYC 1.2)
Performance (Skills)
(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures that 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 best understood in the contexts of family, culture, and society. (NAEYC 1.3, 1.3.1, 1.3.2)

2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (NAEYC 2.4, 2.4.1, 2.4.2, 2.4.4, 2.4.5)

3. Establish and maintain positive, collaborative relationships with families. (NAEYC 3.1, 3.1.1, 3.1.2, 3.1.3)

4. Demonstrate sensitivity to differences in family structures and social and cultural backgrounds. (NAEYC 3.2)

5. Apply family systems theory, knowledge of the dynamics, roles, and relationships within families and communities. (NAEYC 3.3)

6. Link families with a range of family-oriented services based on identified resources, priorities, and concerns. (NAEYC 3.4)

7. Demonstrate an understanding of conditions of children, families, and professionals; current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. (NAEYC 5.2)

8. Demonstrate an understanding of the early childhood profession, its multiple historical, philosophical, and social foundations, and how these foundations influence current thought and practice. (NAEYC 5.3)

9. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (NAEYC 5.4)

10. 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). (NAEYC 6.1)

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. (NAEYC 3.5)

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 modification, and continuing professional development. (NAEYC 5.1)

3. Demonstrate awareness of and commitment to the profession's code of ethical conduct. (NAEYC 5.4)

4. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators. (NAEYC 5.6)

**Results**
(In what ways do candidates demonstrate that their “patterns” of behavior, and what they know and are able to do make a difference in student (kid) learning?)

1. Implement developmentally appropriate curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content under the direct supervision of the classroom teacher through 12 hours of participation in various early childhood settings (see participation rubric for more information). (NAEYC 2.1)

2. Establish and maintain positive, collaborative relationships with colleagues, other professionals and families, and work effectively as a member of a professional team through 20 hours of observation and participation in various early childhood settings (see observation and participation rubrics for more information). (NAEYC 5.5)

3. Demonstrate an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation through 20 hours of observation and participation in various early childhood settings (see observation and participation rubrics for more information). (NAEYC 5.7)

XII. **Texts, readings, and instructional resources:**
**Required Text:**

**Companion Website:**
[http://www.prenhall.com/morrison](http://www.prenhall.com/morrison)
Visit the website and find: chapter objectives, online practice tests, web destinations, hotlinks, and children’s book lists.

XIII. **Assignments, evaluation procedures, and grading policy:**
**Description of Instructional Procedures**
Online assignments/learning activities include, but are not limited to the following learning activities: assigned readings; participation in weekly online discussion
groups; and, observations of early education programs for newborns, infants, and toddlers, and their families.

Academic Requirements

1. Five quizzes (one per week). Each quiz will be based on course modules and will include items from assigned readings, posted discussion responses, and posted course notes. Examinations will be due on Friday’s by 5 p.m. PDT and will be posted 24 hours prior to the due date. Students have 30 minutes to complete each exam. It is each student’s responsibility to complete the exam and post the completed examination by the time and date noted in the class schedule. (10 points each)

2. Students will be assigned to discussion groups. Participation in weekly online discussions related to module topics is expected. Students will earn 10 points for participating in weekly discussions. Discussion participation must be completed each week by 5 p.m. PDT on Thursday’s. Participation is defined as responding to a posted discussion item. A basic response should be 2-3 paragraphs in length and should be comprehensive in scope and depth. Participation is also defined as responding to a posted discussion response. Again, the basic response should be 2-3 paragraphs in length and should be comprehensive in scope and depth. If a student fails to post a response to a discussion questions and/or a posted response by 5 p.m. PDT on Thursday of each week of the course, the student will earn a score of 0 for that week’s discussion. (10 points per discussion)

3. Philosophy of Education. Each student’s is expected to develop and submit a comprehensive philosophy of education. Educational philosophy’s a re discussed in Module I – Chapter 1 class notes list the components each student will need to include when submitting a Philosophy of Education. (50 points)
4. Observation of a designated early childhood center and completion of a field observation journal is the required course critical learning for ECE 250. Due to the nature of this online course, all observations will be completed using the DVD that accompanies the Morrison, 9th Edition text. Students will write responses to each of the eight (8) DVD segments in an Observation Response Journal. For more information on this assignment, see the Observation Assignment Sheet Rubric. (50 points)

**Administrative Requirements**

1. All assignments are due on the day indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed assignments/exams cannot be made up and will result in a score of 0 (zero).

2. A grade of "Incomplete" will be granted only if the student has:
   - completed 75% of the course,
   - earned a grade of "B" or better at the time the "Incomplete" grade is requested, and
   - requested an "Incomplete" grade for personal or academic reasons deemed **extraordinary** by the instructor.

   The student and instructor must negotiate a due date for completion of the course assignments. If course requirements are not completed by the agreed upon date, the earned grade will be submitted. There is no grading penalty for completing the course by the agreed upon date.

3. All exams and journal entries are due on the day (and by the specific time) indicated in the course schedule. One letter grade will be deducted for each day an assignment is late. Missed exams cannot be made up and will result in a score of 0 (zero).

4. All assignments MUST be typed and double-spaced. Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, and appearance.

**Performance Assessments and Grading Policy**

See rubric for Observation assignment

Final grades will be based on the total number of points earned:

- A = (180-200 points)
- B = (160-179 points)
- C = (140-159 points)
- D = (120-139 points)
- F = (<139 points)

- Examinations 5 @ 10 points each = 50
- Discussion responses 5 @ 10 points each = 50
- Philosophy of Education 1 @ 50 points = 50
- Observation assignment 1 @ 50 points = 50

**Total** = 200
Learning Enhancement Services (LES)
Learning Enhancement Services houses Disability Service, Tutoring Services, and Learning Strategies. The Americans with Disabilities Act mandates accessibility in all aspects of the learning environment. “If you have a documented disability that may require assistance, you will need to contact the Learning Enhancement Service (LES) for coordination in your academic accommodations. The LES is located in the Reynolds Student Services Complex, room 137. The LES phone number is 895-0866 or TDD 895-0652.”

Academic Integrity Statement
UNLV and its College of Education demand a high level of scholarly behavior and academic honesty on the part of candidates. Violations by candidates exhibiting dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated in the Handbook of Regulations Governing Probation and Suspension Within The College of Education. This publication may be found in the Curriculum Materials Library or the Office of the Dean of the College of Education.

Religious Holidays
It is UNLV’s policy to give candidates who miss class because of observance of religious holidays the opportunity to make up missed work. Candidates are responsible for notifying the instructor no later than the last day of registration for the semester or summer term of plans to observe the holiday.

Collection of Candidate Assignments for Accreditation Purposes
Assignments completed for this course may be used as evidence of candidate learning in national, regional and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Candidates who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated. Thank you.
### XIV. Class Schedule:

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<tr>
<th>Summer II 5 Week Session</th>
<th>Topic / Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>June 5 - July 07, 2006</td>
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<tr>
<td><strong>Week 1</strong></td>
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<tr>
<td><strong>June 05-09</strong></td>
<td>Module I</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Thursday June 08, 2006</td>
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<tr>
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<td>Morrison</td>
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<td></td>
<td>Chapters 1-3</td>
<td>Exam 1 (Module 1) due by 5:00 p.m. PDT Friday June 09, 2006</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Module II</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Thursday June 15, 2006</td>
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<td><strong>June 12-16</strong></td>
<td>Morrison</td>
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<td></td>
<td>Chapters 4-5</td>
<td>Exam 2 (Module 2) due by 5:00 p.m. PDT Friday June 16, 2006</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Module III</td>
<td>Philosophy of Education due by 5:00 p.m. PDT Wednesday June 21, 2006</td>
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<td><strong>June 19-23</strong></td>
<td>Morrison</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Thursday June 22, 2006</td>
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<td>Chapters 6-8</td>
<td>Exam 3 (Module 3) due by 5:00 p.m. PDT Friday June 23, 2006</td>
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<td><strong>Week 4</strong></td>
<td>Module IV</td>
<td>Observation Response Journal due by 5:00 p.m. PDT Wednesday June 28, 2006</td>
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<td><strong>June 26-30</strong></td>
<td>Morrison</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Thursday June 29, 2006</td>
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<td>Chapters 9-12</td>
<td>Exam 4 (Module 4) due by 5:00 p.m. PDT Friday June 30, 2006</td>
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<td><strong>Week 5</strong></td>
<td>Module IV</td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Thursday July 06, 2006</td>
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<td><strong>July 03-07</strong></td>
<td>Morrison</td>
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<td>Chapters 13-17</td>
<td>Exam 5 (Module 5) due by 5:00 p.m. PDT Friday July 07, 2006</td>
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