I. Prefix & Number: ECE 250
II. Title: Orientation to Early Childhood Education
III. Credit: 3 hours
IV. Semester/Time/Location: Summer II 2009
V. Instructor: Catherine Lyons
VI. Office Location: CEB 153
VII. Office Hours: NA
VIII. Telephone: 702-895-1112
IX. Prerequisite Course(s): None

USE WebCampus MAIL TO COMMunicate WITH THE INSTRUCTOR – DO NOT USE MY UNLV E-MAIL ACCOUNT.

LiveText Account: As of the Fall 2009 Semester, all students enrolled in the College of Education are required to obtain a LiveText account. This is a one-time purchase that will be used for assessments throughout your program within the College of Education. LiveText includes a student file manager that allows you to store documents, files, videos, etc. and access them from any computer in the world.

The current cost of purchasing LiveText is $98. Your subscription will provide you with LiveText access throughout your program at UNLV plus one year after graduation, for a maximum of 5 years. LiveText accounts can be purchased at the UNLV bookstore as well as on line at https://college.livetext.com/purchasing/membership_student.html

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
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 Fridays (Week V ONLY exam will be due on Wednesday) by 5 p.m. PDT and will be posted by 5 p.m. the Saturday prior to the exam. This is not a group assignment, students must work alone when completing the exam. Students have 60 minutes to complete each exam. It is each student’s responsibility to complete the examination by the time and date noted in the class schedule. (20 points each: total points 100)

2. Students will be assigned to discussion groups. Participation in weekly online discussions related to module topics is required. Students will earn 10 points for participating in weekly discussions. Discussion responses to the professors posting must be completed each week by 5 p.m. PDT on Wednesday (due Monday week five only). Participation is defined as responding to a posted discussion item(s). A basic required response will be a minimum of 200 words in length and should be comprehensive in scope and depth. Participation is also defined as responding to a peer’s response to the professor’s posting. Discussion responses to a peer must be completed each week by 5 p.m. PDT on Fridays (due Wednesday week five only). The required response should be a minimum of 100 words. Each student must respond to the posted discussion question (posted by the instructor) and to a peer’s response to the instructors posted discussion question each week to receive full points. If a student fails to post a response to a
discussion question and/or a posted response to a peer each week of the course, the student will earn a score of 0 for that week’s discussion (10 points per discussion: total points 50). Late postings/responses will not be accepted.

3. Philosophy of Education. Each student’s is expected to develop and submit a comprehensive philosophy of education. Educational philosophies are discussed in Module I – Chapter 1 class notes (and the accompanying rubric lists 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, 11th Edition text (this is also uploaded on the homepage). 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 Rubric and accompanying assignment sheet. (100 points)

YOU ARE RESPONSIBLE FOR KEEPING A COPY OF THIS ASSIGNMENT (#4) AND THE SCORED RUBRIC FOR YOUR COMPREHENSIVE PORTFOLIO. IT IS YOUR RESPONSIBILITY TO DOWNLOAD YOUR ASSIGNMENT AND THE SCORED RUBRIC BY THE END OF THE SUMMER SESSION IN WHICH YOU TAKE THIS COURSE. ONLINE LINE COURSES ARE NOT AVAILABLE TO STUDENTS INDEFINITELY!

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 double-spaced (APA 5th Ed.). Work submitted should reflect undergraduate level expectations in terms of scope, depth, writing mechanics, and appearance. The following scale will be used to determine the course grade:

Performance Assessments and Grading Policy
See rubric for Observation assignment

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<tr>
<th>GRADE</th>
<th>POINTS</th>
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<tr>
<td>A</td>
<td>285-300</td>
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<td>A-</td>
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<td>261-269</td>
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<td>B-</td>
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<td>D-</td>
<td>180-188</td>
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<td>177 and below</td>
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Examinations 5@ 20 points each = 100
Discussion responses 5 @ 10 points each = 50
Philosophy of Education 1@ 50 points = 50
Observation assignment 1 @ 100 points= 100

Total= 300
XIII. Leaning Enhancement Services (LES)

**Academic Misconduct** – “Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.”

An example of academic misconduct is plagiarism: “Using the words or ideas of another, from the internet or any source, without proper citation of the sources.” 

See the “Student Academic Misconduct Policy” (approved December 9, 2005, located at <http://studentlife.unlv.edu/judicial/misconductPolicy.html>).

**Copyright** – The University requires all members of the University Community to familiarize themselves and to follow copyright and fair use requirements. YOU ARE INDIVIDUALLY AND SOLELY RESPONSIBLE FOR VIOLATIONS OF COPYRIGHT AND FAIR USE LAWS. THE UNIVERSITY WILL NEITHER PROTECT NOR DEFEND YOU NOR ASSUME ANY RESPONSIBILITY FOR EMPLOYEE OR STUDENT VIOLATIONS OF FAIR USE LAWS. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. To familiarize yourself with copyright and fair use policies, you are encouraged to visit the following website: <http://www.unlv.edu/committees/copyright/>.

**Disability Resource Center (DRC)** – The Disability Resource Center (DRC) coordinates all academic accommodations for students with documented disabilities. The DRC is the official office to review and house disability documentation for students, and to provide them with an official Academic Accommodation Plan to present to the faculty if an accommodation is warranted. Faculty should not provide students accommodations without being in receipt of this plan.

UNLV complies with the provisions set forth in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, offering reasonable accommodations to qualified students with documented disabilities. If you have a documented disability that may require accommodations, you will need to contact the DRC for the coordination of services. The DRC is located in the Student Services Complex (SSC), Room 137, and the contact numbers are: VOICE (702) 895-0866, TTY (702) 895-0652, FAX (702) 895-0651. For additional information, please visit: <http://studentlife.unlv.edu/disability/>.
Missed Class(es) / Student – As a general rule, a student missing a class or laboratory assignment because of observance of a religious holiday shall have the opportunity to make up missed work. Students must notify the instructor of anticipated absences by the last day of late registration, August 31, 2007, to be assured of this opportunity. Faculty may give students an additional week, but are encouraged to set a clear deadline. NOTE: Students who represent UNLV at any official extracurricular activity shall also have the opportunity to make up assignments, but the student must provide official written notification to the instructor no less than one week prior to the missed class(es).

Rebelmail – By policy, faculty and staff should only e-mail students’ Rebelmail accounts. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication. All UNLV students receive a Rebelmail account after admission to the university. Non-admitted students should contact the Student Help Desk at (702) 895-0761, in the Student Union Room 231, or by e-mail: studenthelp@unlv.edu. See http://rebelmail.unlv.edu/ for information.

UNLV Writing Center – One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. http://writingcenter.unlv.edu/

Collection of Student 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. Students 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.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>June 01-05</th>
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<tbody>
<tr>
<td><strong>Module I</strong></td>
<td>Morrison Chapters 1-3</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Wednesday June 3, 2009 (posting to instructor) and Friday June 5, 2009 (posting to a peer’s response to the instructor)</td>
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<td><strong>Exam 1 (Module 1)</strong> due by 5:00 p.m. PDT Friday June 5, 2009</td>
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<th>Week 2</th>
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<td><strong>Module II</strong></td>
<td>Morrison Chapters 4-5</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Wednesday June 10, 2009 (posting to instructor) and Friday June 12, 2009 (posting to a peer’s response to the instructor)</td>
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<tr>
<td>Philosophy of Education due by 5:00 p.m. PDT Friday June 12, 2009</td>
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<td><strong>Exam 2 (Module 2)</strong> due by 5:00 p.m. PDT Friday June 12, 2009</td>
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<th>Week 3</th>
<th>June 15-19</th>
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<tr>
<td><strong>Module III</strong></td>
<td>Morrison Chapters 6-8</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday June 16, 2009 (posting to instructor) and Thursday June 18, 2009 (posting to a peer’s response to the instructor)</td>
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<tr>
<td>Observation Response Journal (1-4) due by 5:00 p.m. PDT Thursday June 18, 2009</td>
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<td><strong>Exam 3 (Module 3)</strong> due by 5:00 p.m. PDT Friday June 19, 2009</td>
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<th>Week 4</th>
<th>June 22-26</th>
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<tr>
<td><strong>Module IV</strong></td>
<td>Morrison Chapters 9-12</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Tuesday June 23, 2009 (posting to instructor) and Thursday June 25, 2009 (posting to a peer’s response to the instructor)</td>
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<tr>
<td>Observation Response Journal (5-8) due by 5:00 p.m. PDT Thursday, June 25, 2009</td>
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<td><strong>Exam 4 (Module 4)</strong> due by 5:00 p.m. PDT Friday June 26, 2009</td>
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<th>Week 5</th>
<th>June 29 - July 03</th>
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<tr>
<td><strong>Module IV</strong></td>
<td>Morrison Chapters 13-17</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td>Participation in weekly discussion group by 5:00 p.m. PDT Monday June 29, 2009 (posting to instructor) and Wednesday July 1, 2009 (posting to a peer’s response to the instructor)</td>
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<tr>
<td><strong>Exam 5 (Module 5)</strong> due by 5:00 p.m. PDT Wednesday July 1, 2009</td>
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ECE 250 Orientation to Early Childhood Education
Department of Special Education

**OBSERVATION & PARTICIPATION ASSIGNMENT**

100 Points Possible

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 on the homepage.** View the titles of each segment of the *Early Childhood Education Settings and Approaches DVD* online (see WebCampus homepage). What do the titles tell you about the scope of the field of early childhood education? Students will write responses to each of the eight (8) DVD segments in an **Observation Response Journal.** Visualize yourself as if you were in the place of the professionals in the DVD vignettes, reflecting on what you would do in certain situations or whether you would like to work with a particular group of children or in a specific setting shown. The eight DVD segments/videos include:

1. Infant and Toddler Setting
2. Child Care Setting
3. Kindergarten Classroom
4. Primary Grade Classroom
5. Head Start
6. Montessori
7. Reggio Emilia
8. High/Scope

**Criteria:** Each segment should be viewed, reported, and included in your field journal. Describe what you see, the infants/toddlers/preschoolers behaviors, teacher behaviors, individual reactions/interactions, group reactions/interactions, and self-reflections. Describe how the segment/setting you are viewing is similar or different from other segments/settings you have viewed. Include at least one culminating entry that identifies the segment/setting you feel you would be most comfortable teaching in and discuss why you choose this setting. All entries must be typed and double-spaced (APA 5th Ed.). DVD must be cited in text and listed on reference page (length: two pages for each segment).

Journal entries must be typed and double-spaced (APA 5th ed.) and formatted as follows (outline/question you are answering should be in the following order and bold; your response should be listed under each outlined question and it should not be in bold):
1. Infant and Toddler Setting

What do the titles tell you about the scope of the field of early childhood education?

[Your response]

Describe what you saw (including length, number of adults, children, setting (circle, art, etc.), activity …

[Your response]

Child behaviors …

[Your response]

Teacher behaviors (their interactions with children, staff and families, lesson presentation) …

[Your response]

Individual reactions/interactions…

[Your response]

Group reactions/interactions…

[Your response]

Self-reflections…

[Your response]

Describe how the segment/setting you are viewing is similar or different from other segments/settings you have viewed…

[Your response]
# ECE 250 Observation & Participation Grading Rubric

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Format 20%</th>
<th>Completeness of Observation 80%</th>
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| **Exceed Standards** 90-100 Points | Clear and logical sequence and order  
Easy to follow  
Typed (APA 5th ed.)  
Appropriate grammar and spelling | Provides significant information on what occurred during each observation/participation  
All major areas are discussed  
What was presented  
What was taking place in the classroom  
Mode(s) of delivery used  
Behavior(s) of the children  
What did you like/dislike about this segment/setting |
| **Meets Standards** 80-93 Points | Somewhat logical sequence and order  
Difficult to follow  
Minimal APA errors  
Minimal grammar and spelling errors | Provides significant information on what occurred during observation/participation  
Some areas are discussed  
What was presented  
What was taking place in the classroom  
Behavior(s) of the children  
Likes/dislikes are briefly discussed for this segment/setting |
| **Does Not Meet Standards** < 80 Points | No logical sequence and order  
Can’t follow  
Many APA errors  
Poor grammar and spelling | Provides little information on what occurred during observation/participation  
Few areas, if any, are discussed  
What was presented  
What was taking place in the classroom  
Mode(s) of delivery used  
Behavior(s) of the children  
What did you like/dislike about this segment/setting |