An introduction and overview to the field of early childhood education, with emphasis on the developmental, emotional and educational needs of young children (birth to 8). This course will provide prospective teachers of young children the opportunity to understand and recognize that the young child require differing expectations, measurements, and approaches to motivation and learning.

InTASC Standards Addressed:

* Standard 1.0 Learner Development
* Standard 2.0 Learning Differences
* Standard 3.0 Learning Environments
* Standard 4.0 Content Knowledge
* Standard 5.0 Application of Content
* Standard 6.0 Assessment
* Standard 7.0 Planning for Instruction
* Standard 8.0 Instructional Strategies
* Standard 9.0 Professional Learning and Ethical Practices
* Standard 10.0 Leadership and Collaboration
NAEYC (NAEYC) Standards Addressed:

* Standard 1: Promoting Child Development and Learning
* Standard 2: Building Family and Community Relationships
* Standard 3: Observing, Documenting, and Assessing to Support Young Children
* Standard 4: Using Developmentally Effective Approaches
* Standard 5: Using Content Knowledge to Build Meaningful Curriculum
* Standard 6: Becoming a Professional
* Standard 7: Field Experiences

XI. Course Objectives:

Knowledge

(Subject matter of discipline(s), Professional field of study, Pedagogical knowledge, Pedagogical content knowledge, Professional Knowledge)

1. Identify 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 (InTASC1.e, InTasc2.j, NAEYC1.a, NAEYC1.b, NAEYC2.a)

Measurement/Evaluation: Exam and Field Observation Journal

2. Identify knowledge of how young children differ in their development and approaches to learning to support the development and learning of individual children (InTASC1.e, InTASC2.g, NAEYC1.a, NAEYC1.b, NAEYC2.a)

Measurement/Evaluation: Exam and Field Observation Journal
Performance (Skills)

(The ability to use content, professional and pedagogical knowledge effectively and readily in diverse teaching settings in a manner that ensures 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 better understood in the contexts of family, culture, and society. (INtASC1.a, INtASC2.a, Intasc4, NAEYC2.a, NAEYC2.b, NAEYC2.c)

   Measurement/Evaluation: Exam, Field and Field Observation Journal

2. Establish and maintain physically and psychologically safe and healthy learning environments for children. (INtASC3.a, NAEYC1.c)

   Measurement/Evaluation: Field Observation Journal

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

   Measurement/Evaluation: Written Report of Research Articles

4. Actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice. (INTASC9.f, NAEYC6d)

   Measurement/Evaluation: Written Report of Research Articles

5. 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). (INTASC 10.b, NAEYC7a)

   Measurement/Evaluation: Field Observation Journal

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. (*)

   Measurement/Evaluation: Field Observation Journal
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 modifications, and continuing professional development. (INTASC10.c, NAEYC6a)

Measurement/Evaluation: Philosophy Paper

(*) Some objectives are not directly tied to NAEYC standards and elements, however it goes beyond NAEYC’s expectations.

XII. Suggested Resources:

Required Text:


All other required materials will be posted on WebCampus in the appropriate module.

Supplemental Readings:


XIII. Assignments and Evaluation Procedures:

The primary in-class instructional formats for this course include lecture and discussions; individual and small group problem solving and contextual applications; media presentations; and community resource personnel presentations. Out-of-class learning activities may include, but are not limited to, assigned readings; review of current research; and observations of early education programs for newborns, infants & toddlers, preschool education or K-2\textsuperscript{nd} grades in the public school.

Course Requirements:

1. **Philosophy**
2. **Examinations.** Each student will take two in class exams (midterm and final). Each exam will be based on appropriate chapters, handouts, and class notes.
3. Completion and reporting of 2 readings from professional journals.
4. Ten hours of observation and participation in the UNLV Preschool and/or Primary grades and maintenance of a field observation journal.
5. Five minute presentation of observation or article.
6. **Class Attendance.** Students will attend every class and participate in class discussions for full attendance consideration and participation (points will be deducted for each absence, tardy, or leaving before the termination of the lesson).
7. Completion of assigned readings. Grade reflected in in-class participation and evaluations.

Course Grading:

1. Philosophy 10%
2. Midterm and Final 50%
3. Written Report of Journal Articles 10%
4. Field Observation Journal 20%
5. Presentation 5%
6. Participation 5%

Grading Criteria:

\[
\begin{align*}
\text{A} &= 95 & \text{A-} &= 92 & \text{B+} &= 88 & \text{B-} &= 82 & \text{C+} &= 78 \\
\text{C} &= 75 & \text{C-} &= 72 & \text{D+} &= 68 & \text{D-} &= 60
\end{align*}
\]
Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we 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 Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, 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. Additional copyright policy information is available at http://www.unlv.edu/provost/copyright.
Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website: http://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at: http://ask.library.unlv.edu/.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=6&navoid=531.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for
extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

**Rebelmail**

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

**Tutoring and Coaching**

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

**UNLV Writing Center**

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.
# XIV. Class Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments and Readings Due</th>
</tr>
</thead>
</table>
| August 27  | Course Overview and Introductions What does it mean to be a professional? Standards of Professional Development | ● Chapter 1  
● NAEYC Professional Preparation Standards                      |
| September 3| Current Issues: Children and Families and Technology                    | ● Chapter 2  
● Chapter 13                                                   |
| September 10| History and Theories                                                   | ● Chapter 4  
● Chapter 5                                                   |
| September 17| Early Childhood Programs                                               | ● Chapter 6  
● Philosophy Due                                               |
| September 24| Federal and State Impact Review                                         | ● Chapter 8                                               |
| October 1  | Midterm Exam                                                            |                                                                 |
| October 8  | UNLV/CSUN Preschool Tour: Meet at Lynn Bennet Observation and Assessment | ● Chapter 3                                               |
| October 15 | Infants through Preschool                                               | ● Chapter 9  
● Chapter 10  
● Article Review 1 Due                                        |
| October 22 | Kindergarten and the Primary Grades                                     | ● Chapter 11  
● Chapter 12                                                   |
| October 29 | Guiding Behaviors                                                       | ● Chapter 14  
● DEC Position Statement on Challenging Behavior and Young Children |
| November 5 | Diversity and Diverse Learners                                          | ● Chapter 15  
● Chapter 16                                                   |
| November 12| Parents, Families, and Communities                                      | ● Chapter 17                                               |
| November 19| Presentations                                                           | ● Article Review 2 Due                                        |
| November 26| Presentations                                                           | ● Observation Journals Due                                    |
| December 3 | Review Day                                                              |                                                                 |
| December 10| Final Exam                                                              |                                                                 |
ASSIGNMENT DATES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy</td>
<td>September 17</td>
</tr>
<tr>
<td>Article Review</td>
<td>October 15 and November 19</td>
</tr>
<tr>
<td>Midterm</td>
<td>October 1</td>
</tr>
<tr>
<td>Presentations</td>
<td>November 19 and 26</td>
</tr>
<tr>
<td>Field Observation Journal</td>
<td>November 26</td>
</tr>
<tr>
<td>Final</td>
<td>December 10</td>
</tr>
</tbody>
</table>

PHILOSOPHY OF EDUCATION ASSIGNMENT

Each student is expected to develop and submit a comprehensive philosophy of education that can be used to seek future professional employment. Educational philosophies are specifically discussed in Chapter 1 of text (Theory Chapter 2) and throughout remaining chapters. Students are to address all components listed in text and on the educational philosophy outline below (10 points).

Criteria to be included in the Philosophy of Education Statement:

Each student’s philosophy of education should be comprehensive and include the following:

- The theories and/or research that ground my philosophy are...
- I believe the purposes of education are....
- I believe that children learn best when....
- The curriculum of any classroom should include certain basics that contribute to children's social/emotional, intellectual, and physical development. These basics are...
- Children learn best in an environment that promotes learning. Features of a good learning environment area...
- All children have certain needs that must be met if they are to grow and learn at their best. Some of these basic needs are...
- I meet these needs by...
- A teacher should have certain qualifications...
- Qualities I think important for teaching are...
JOURNAL ARTICLES

Students are to select and critique a research article on curricular methods in early childhood education (e.g. science, math, language arts, social studies)

APA Citation Format:

Author(s). (Year of Journal). Title of article. Name of Journal, Volume number (issue number), page range.

Example:


Review Paper must include:

- Subjects involved in the study
- Procedure and Method used in the study: (test instruments, intervention approaches, treatments, unique instruments and special equipment and etc)
- Findings/Results:
- Conclusions: (researcher's interpretation of whether hypothesis is substantiated)
- Reflections: (the most important section, the place for students to express personal opinions, questions to consider. Is it worthwhile study? Are there any points of agreements or disagreements with the researcher? What re the theoretical implications?)

The following journals can be used and found in the UNLV library:


Journal Article Criteria / Point Breakdown:

<table>
<thead>
<tr>
<th>Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>1</td>
</tr>
<tr>
<td>Content addressed by answering all of the above requirements</td>
<td>2</td>
</tr>
<tr>
<td>Reflection</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
</tr>
</tbody>
</table>
FIELD OBSERVATION JOURNAL

Write down what you see:

1. Room environment, outdoor environment (nurturing, sterile, colorful, to stimulating)
2. Number of children and adults (in the room and in groups)
3. Age of children
4. Activities: Curriculum? Assessment tools?
5. Structure of the classroom (how the classroom is set up: free choice, rotating centers, desks or tables)
6. Is the room child-centered? Teacher directed?
7. Is program NAEYC accredited? Is it involved in QRIS Nevada?
8. What is the classroom behavior guidance policy?

After you get a general feel for the classroom and have documented the physical characteristics, you will summarize each observation visit:

1. Center your observation on one particular group activity
2. Observe one child
3. Watch the adult-child relationships
4. Look for types of play
5. Obtain some language samples
6. Watch for social interactions
7. Observe how the children self-regulate: using what approach?

After observation:

1. Type up your notes
2. What was most interesting to you from your observation? What did you gain from this observation?

Observation Settings:

1. Infant Toddler Setting
2. Kindergarten Classroom
3. Preschool Classroom or Primary Classroom

Note: You will present and share one aspect of your observation or one article review during a 5-minute project presentation at the end of the semester. Presentations must include a visual format (e.g. PowerPoint or poster) and one handout for each student enrolled in the course.
### Observational Journal Rubric (20%)

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Format (10%)</th>
<th>Completeness of Observation (90%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target / Exemplary</strong></td>
<td>Clear and logical sequence and order</td>
<td>Provides significant information on what occurred during observation</td>
</tr>
<tr>
<td></td>
<td>Easy to follow</td>
<td>All major areas are discussed</td>
</tr>
<tr>
<td></td>
<td>Typed</td>
<td>What was presented</td>
</tr>
<tr>
<td></td>
<td>Appropriate grammar and spelling</td>
<td>What was taking place in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mode(s) of the delivery used</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior(s) of the children</td>
</tr>
<tr>
<td><strong>Acceptable</strong></td>
<td>Somewhat logical sequence and order</td>
<td>Provides significant information on what occurred during observation</td>
</tr>
<tr>
<td></td>
<td>Difficult to follow</td>
<td>Some areas are discussed</td>
</tr>
<tr>
<td></td>
<td>Typed</td>
<td>What was presented</td>
</tr>
<tr>
<td></td>
<td>Minimal Grammar and spelling errors</td>
<td>What was taking place in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Behavior(s) of the children</td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>No logical sequence and order</td>
<td>Provides little information on what occurred during observation</td>
</tr>
<tr>
<td></td>
<td>Can not follow</td>
<td>Few areas, if any, are discussed</td>
</tr>
<tr>
<td></td>
<td>Not typed</td>
<td>What was presented?</td>
</tr>
<tr>
<td></td>
<td>Poor grammar and spelling</td>
<td>What was taking place in the classroom?</td>
</tr>
</tbody>
</table>