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

**Course Objectives:**

**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)**
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)

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

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 Study Guide:
Student Study Guide to accompany:

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

The primary in-class instructional formats for this course include lecture and discussions; collaborative/cooperative learning activities, individual and small group problem solving and contextual applications; role-play/simulations; media presentations, community resource personnel and panel discussions; and student presentations.

Out-of-class learning activities may include, but are not limited to the following learning activities: assigned readings; observations/participation in a CDC; a paper and/or project; and, attendance/participation in a special education conference.

Academic Requirements

1. There will be five quizzes (10 points each) that highlight the important information from the text.
2. Examinations (one per week). Each exam will be based on assigned readings, class discussions, and class notes. (50 points each).
3. Journal article review. Students are expected to complete one empirically based journal article review on a current topic in early childhood education. Reviewed articles must be from a peer-reviewed journal and CANNOT be from an online journal. (50 points each)
4. (REQUIRED ASSIGNMENT) Observation and participation (~20 hours per semester/summer) in a designated early childhood center and completion of a field observation/participation journal. For more information on this assignment, see the Observation/Participation Assignment Sheet (100 points). All observation/participation hours will be completed at the UNLV/CSUN preschool at the Lynn Bennett Early Childhood Education Center. Students will observe/participate in a toddler classroom and a preschool classroom as assigned.

Administrative Requirements

1. Attendance and participation in class is required. Note: regular attendance, completion of assigned reading(s), and participation in class is expected (after 2 absences, 10 points will be deducted from the final grade for each absence; similarly, 2 points will be deducted from the final grade each time the student is more than 10 minutes late for class, after the first two tardies).
2. 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).
3. 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.
4. 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.
5. 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).
6. 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

Based on performance indicators (i.e., what tools are used assess learning in the four domains?) (See rubric for Observation/Participation assignment)

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

- A = (271-300 points)
- B = (241-270 points)
- C = (211-240 points)
- D = (181-210 points)

<table>
<thead>
<tr>
<th>Quizses (5@10 points each)</th>
<th>50</th>
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<tbody>
<tr>
<td>Examinations 2@ 50 points each</td>
<td>100</td>
</tr>
<tr>
<td>Journal article review 1@ 50 points=</td>
<td>50</td>
</tr>
<tr>
<td>Observation assignment 1 @ 100 points=</td>
<td>100</td>
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<tr>
<td>Total=</td>
<td>300</td>
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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:**

**Summer II 2 Week Session**  
**June 18 - July 05, 2006**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
</table>
| Week 1  
June 18 | Chapter 1 – You and Early Childhood Education – NAEYC DAP |  |
| Week 1  
June 19 | Chapter 6 – Applying Theories to Practice | Read Chapter 6  
Afternoon Session – Quiz # 1 |
| Week 1  
June 20 | Chapter 6 Continued | Afternoon Session – Quiz # 2 |
| Week 1  
June 21 | Chapter 7 Child Care | Read Chapter 7  
Afternoon Session Quiz # 3 |
| Week 1  
June 22 | Chapter 9 Infants and Toddlers | Afternoon Session  
Exam 1 (Chapters 1, 6, 7) |
| Week 2  
June 23 | Chapter 14 Guiding Children | Read Chapter 14 |
| Week 2  
June 26 | Chapter 10 – The Preschool Years | Read Chapter 10  
Afternoon Session Quiz # 4 |
| Week 2  
June 27 | Chapter 11 – The Kindergarten Years | Read Chapter 11  
Article Summaries Due |
| Week 2  
June 28 | Putting it all together – | Afternoon Session  
Quiz # 5 |
| Week 2  
June 29 | Observation Discussions and Review | Exam 2 (Chapters 9, 10, 11, 14,  
Observation Journals Due |

<table>
<thead>
<tr>
<th>Week 3</th>
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<tbody>
<tr>
<td></td>
<td>Culminating Event at Clark HS</td>
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**Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>8:30a.m. – 10:00 a.m.</td>
<td>Class Lecture/Discussion</td>
</tr>
<tr>
<td>10:00 a.m. – 11:30 a.m.</td>
<td>Observation/Participation</td>
</tr>
<tr>
<td>11:30 a.m. – 1:00 p.m.</td>
<td>Lunch break</td>
</tr>
<tr>
<td>1:00 p.m. – 2:15 p.m.</td>
<td>Class Lecture/Discussion</td>
</tr>
</tbody>
</table>

[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.