



Course Syllabus

Course #: ECE 1000

Course Name: Introduction to Early Childhood Education

Division: Arts and Sciences

Class Days:

Class Time:

Location: Classroom: A 103

Laboratory: 25 hours of field experience

Credit Hours: 3 Contact Hours: 4

Lab Hours: 2 Lecture Hours: 2

Instructor: Mary Fatica

Office Location: A 201G

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Office Hours: Posted on office door

Division Office/Location: A 202

Division Fax: 419-334-9414

Full-time Contact Person: Mary Fatica

Phone(s): 419-559-2216

Course Description:

An introduction to Early Childhood Education including legal standards, philosophies, and developmentally appropriate practices for children. This course is required before a student may register for any Early Childhood Education course that requires field experience. Observation in a licensed Early Childhood setting is required. Student must meet state requirements for employment in a child care setting. (Fall)

Prerequisite(s):

None

Corequisite(s):

None

Entry Level Skills and Knowledge:

College-level reading and placement into ENG 1050 or instructor permission.

Required Texts, Supplies and Equipment:

EARLY CHILDHOOD EDUCATION TODAY, TENTH EDITION by George S. Morrison
EARLY CHILDHOOD HANDBOOK
THE CREATIVE CURRICULUM FOR PRESCHOOL by Dodge, Colker, and Heroman

Grading:

1.	Participation	10 points	600-540 points = A
2.	Portfolio Entry	10 points	539-480 points = B
3.	Three Tests	300 points	479-420 points = C
4.	Final Exam	100 points	419-360 points = D
5.	Ten Observations	100 points	359 points or
6.	Three Reports	30 points	below = F
7.	Web Plan	<u>50 points</u>	
	TOTAL	600 points	

Learning Outcomes:

General Education

1. Develop effective and written communication skills.
2. Work effectively in a team setting using problem solving, communication, and leadership skills.
3. Demonstrate an understanding of the importance of social responsibility.
4. Develop an understanding of social responsibility.

Technical

Praxis/Pathwise Areas:

- A-2 Articulate clear learning goals.
- C-1 Make learning connections and instructional procedures clear to students.
- C-2 Make content comprehensible.
- A-5 Creating of selecting evaluation strategies appropriate for students and aligned with planned goals.

1. Plan and understand the relationship of full-day programs and half-day programs.
2. Development of professionalism.
3. Develop basic teaching skills in a supervised situation.
4. Prepare and understand activity and web design curriculum related to program planning.
5. Plan for child learning.
6. Know basic forms of child discipline and guidance.
7. Begin an understanding of developmentally appropriate practice.
8. Understanding of NAEYC's Code of Ethical Development.
9. Developing an ability to work in collaboration.
10. Develop understanding and skills to work with children and families with diverse background.
11. Begin an understanding of exceptionalities in children.
12. Promoting play-based environments.
13. Development of basic guidance techniques.
14. Begin the development of understanding Ohio Department of Education Standards to teaching and learning.
15. Learn techniques of observation and recordkeeping.
16. Become familiar with various types of programs.

Assessment of Student Learning:

This course may include a project that is one of several that will be used by faculty to assess student academic performance in the program. A panel of faculty will review all (projects or whatever assessment activity you are doing), then assess and summarize the academic performance of students at this point in the program. The results of this assessment will be shared among the department faculty, used to identify needed changes or improvements, and submitted to the Student Academic Assessment Committee as part of the College's overall student academic assessment effort.

Assessment Project and Measurement in course (if any):

Plan of Work: For D1 section (TR)

Session	Date	Activities
Session 1	August 22	Introduction
Session 2	August 24	Chapter 1—You and Early Childhood Education
Session 3	August 29	Chapter 1 Continued
Session 4	August 31	Chapter 2—Early Childhood Education Today
Session 5	September 5	Chapter 2 Continued
Session 6	September 7	Chapter 3—Observing and Assessing Young Children
Session 7	September 12	Chapter 3 Continued; <u>Report #1</u>
Session 8	September 14	Chapter 4—The Past and the Present—Observation #1
Session 9	September 19	TEST #1
Session 10	September 21	Chapter 5—Theories Applied to Teaching and Learning
Session 11	September 26	Chapter 6—Early Childhood Programs; Observation #2
Session 12	September 28	Chapter 6 Continued

Plan of Work: For D1 section (TR) (Continued)

Session	Date	Activities
Session 13	October 3	Chapter 7—Child Care; Observation #3
Session 14	October 5	Chapter 7 Continued; <u>Report #2</u>
	October 9 and 10	FALL BREAK—NO CLASSES
Session 15	October 12	Chapter 8—The Federal Government; Observation #4
Session 16	October 17	TEST #2
Session 17	October 19	Chapter 9—Infants and Toddlers; Observation #5
Session 18	October 24	Chapter 10—The Preschool Years
Session 19	October 26	Chapter 10 Continued; Observation #6
Session 20	October 31	Chapter 11—Kindergarten Education
Session 21	November 2	Chapter 11 Continued; <u>Report #3</u> ; Observation #7
Session 22	November 7	Chapter 12—The Primary Grades
Session 23	November 9	TEST #3 ; Observation #8
Session 24	November 14	Chapter 13—Technology and Young Children; <u>Web Plan Due</u>
Session 25	November 16	Chapter 14—Guiding Children; <u>Portfolio Entry Due</u>
Session 26	November 21	Chapter 14 Continued; Observation #9
	Nov. 22-26	COLLEGE CLOSED FOR THANKSGIVING HOLIDAY
Session 27	November 28	Chapter 15—Multiculturalism
Session 28	November 30	Chapter 16—Children with Special Needs; Observation #10
Session 29	December 5	Chapter 17—Parent, Family, and Community Involvement *ALL EVALUATIONS AND TIME SHEETS DUE.
Session 30	December 7	Chapter 17 Continued; Review

Plan of Work: For D1 section (TR) (Continued)

Session	Date	Activities
Session 31	December 12	Exam Week— TEST #4
Session 32	December 14	Exam Week

Course Requirements:

See under Grading.

FIELD EXPERIENCE:

Observations are to be completed at approximately one per week. Students need to spread observations over a minimum of eight weeks.

Observations are to be turned in promptly or points will be deducted. Notes should be attached with final copy and teacher's signature.

Students are required to complete three observations in the Early Learning Center. In order to pass this class, the observation time must be completed.

Nineteen (19) hours in an outside center and six (6) hours in the Terra Early Learning Center for a total of 25 hours of field experience.

Policies

Course Withdrawing: If for any reason you need to withdraw from this course, be certain that you do so according to College procedure. It is your responsibility to know and follow this procedure. If you simply stop coming to class, without officially withdrawing from the course, your grade is an automatic "F." Please follow official College procedure for withdrawing from this or any course.

College Academic Policies are located in the College Catalog. A copy of the current catalog may be picked up in any of the division offices or admissions. The list of college policies is also available online at <https://www.terra.edu/register/Collegecat/policies.asp>.

Students are to follow the Early Childhood Education handbook which outlines the guidelines of the program. All course requirements and hours (clinical and field) must be completed to pass the course. Assignments are due on time or a late grade will be given. Failure to take the test on the scheduled date can result in a lowered letter grade.

Policies (Continued):

Support Services: The College offers a number of support services to assist in your success in this course and all courses. Among these services are the Writing & Math Center in B105, the Office of Learning Support Services, which coordinates the campus disability services and tutoring programs, the computer labs, and the computers in the atriums.

Any student who feels he/she may need an accommodation based on the documentation of a disability should contact the Office of Learning Support Services privately to discuss his/her specific issues. Please contact the OLSS at (419) 334-8400 X 2208 or visit 100 Roy Klay Hall (Building A) to coordinate reasonable accommodations.

If you have a documented disability and are receiving academic accommodations through the Office of Learning Support Services, please schedule a meeting with your instructor in a timely manner so that we may discuss how these services will be arranged.

Tutoring services are available to students beginning the second week of every quarter. Students requesting tutoring services should obtain a tutor request form from the OLSS in 100 Roy Klay Hall (Building A) or online at the Terra website. Please note that instructor verification and acceptance of the Student Learner Agreement is necessary for all tutoring requests. All requests should be submitted to 100 Roy Klay Hall (Building A).