

Course Information



Early Childhood Education

FHS 2600- [REDACTED]

Fall 2024

Course Section Information

Meeting Days: [REDACTED]

Meeting Times: [REDACTED]

Classroom: [REDACTED]

Campus: [REDACTED]

Early Childhood Education

FHS2600 [REDACTED]

Course Description

An introduction to the field of Early Childhood Education. The basics for shaping curriculum for young children are introduced. Observation and participation in a supervised lab experience (FHS 0010) is a key element of the course. It is recommended students complete FHS 1500 prior to taking this course.

Co-Requisite: FHS 0010

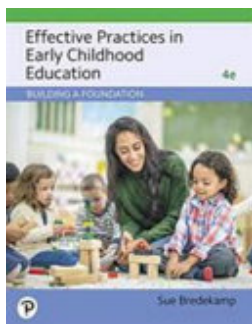
Semester: Fall & Spring

NAEYC (National Association for the Education of Young Children) has developed Professional Standards and Competencies to guide training and educational institutions. Becoming a professional early childhood educator means developing the capacity to understand, reflect upon, and integrate all six of these professional standards.

1. Child Development & Learning
2. Family–Teacher Partnerships and Community Connections
3. Child Observation, Documentation, and Assessment
4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices
5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum
6. Professionalism as an Early Childhood Educator.

It is the integrated understanding of all six standards that defines a professional early childhood educator. SLO's in each of the required FHS Early Childhood Track courses have been designed to meet these standards.

Textbooks, Readings, and Course Materials



Authors: Sue Bredekamp

Publication Date: 2019-02-08

Title: Effective Practices in Early Childhood Education

ISBN: 9780135177372

Authors: Naeyc

Publication Date: 2021-08-01



Title: Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8, Fourth Edition (Fully Revised and Updated)

ISBN: 9781938113956

Title: Fall 2024 Lab Packet

Publisher: SLCC Bookstore

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Prerequisites/Co-requisites

No prerequisite knowledge is required to successfully complete this course.

Communication Plan

- I will respond to email within 24 hours M-F. I will offer feedback on major assignments within one week after the due date. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting announcements each week.
- Please ask questions- if you have questions, I am sure that others in the class do as well.

Course Student Learning Outcomes

- Students will explain the historical context and current application of developmental methods for preschool through third grade. Students will identify developmental periods from birth through age eight and implement lesson plans to develop cognitive skills of an assigned specific age group.

- Students will use the elements of effective communication to compare developmental theories of child development.
- Students will collect, analyze, and use a wide range of authentic assessments of children ages birth through age eight.
- Students will critically analyze contemporary educational practices, personal cultural and philosophical beliefs, and how these beliefs can impact classroom interaction with students of differing cultures or philosophies. Students will practice using appropriate curriculum choices in an early childhood educational setting with education and child development principles.
- Students will discuss the impact of current legislation and Utah childcare licensing rules. Students will explain methods to meet the cultural and linguistic needs of children.
- Students will participate in reflective thinking after the implementation of appropriate curriculum. Students will express an emerging professional identity and personal educational philosophy.

How to Succeed in the Course

To be successful in this course, you must have access to Canvas (where this course is “housed”). You must have:

- The regular use of a computer with internet access
- A web browser such as Internet Explorer or Firefox
- Access to SLCC’s email and Canvas
- A readiness to learn

For successful college learning experiences, you must be a self-motivated learner and be able to maintain a workable time management system. I have provided the framework for the course, however, it is your responsibility to follow the course calendar and meet posted due dates. Occasionally, your computer, the server, the connection or some other part of the internet fails. For this reason, it is wise to refrain from submitting work at the last minute and you may want to identify another computer to use in case of an emergency.

TIME COMMITMENT: This is a 3-credit hour course. A “credit hour” is the amount of time (including classroom time, if applicable) that each class is expected to take: 3-credit hour courses are expected to take you 135 total hours during the semester. (See <http://www.slcc.edu/policies/docs/c4s02-10.pdf>, p. 4.) This 15-week course breaks down into a weekly commitment of 9 hours per week. After class and lab time your additional commitment is approx. 5 hours per week.

Coursework & Assignment Descriptions

Class Assignments: 30% of final grade

Assignments are an important component of your depth of understanding. Written responses will challenge your beliefs and create a forum for personal growth and insight. Assignments are to include information from the text, discussion points from class, and personal insights and opinions. Assignments are graded on a ten-point scale. In order to receive full credit, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. Each paper needs to contain the following information: your name, the class section and the title of the assignment. All assignments are to be typed and must be one to two double-spaced typed pages (300-500 words), 12 point font (note: a “full page” does not include your headings and title), unless otherwise noted. Due dates are listed on canvas. NOTE: To receive full credit, assignments must be submitted IN CANVAS by the due date (see course calendar) and completed in a professional, competent manner and meet the criteria in your assignment rubric. (Lesson plans and a few other assignments will be submitted in hard copy. These assignments in Canvas will indicate if a hard copy is required.) Assignments turned in after the start due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

Quizzes: 20% of final grade

There will be four quizzes given during this semester, each carrying equal weight. Late quizzes are granted with prior permission and will have 5% deducted from the final score. Late quizzes must be made up within one week of scheduled quiz date. The only exception is the final quiz, which must be taken on the final quiz date.

Required Lab Experience: 35% of final grade

This is one of four FHS courses at SLCC requiring lab school participation. You must arrange immediately to attend a weekly 1 hour 50 minutes lab at Eccles Lab School on the Redwood campus. If you are unable to attend lab 1 hour 50 minutes each week, you must withdraw from this course or request an off-site lab. 35% of your final grade is based on lab participation. If you do not successfully complete your lab work, you will automatically receive an 'E.' Your lab grade will be based on your lab attendance, your performance in the lab and your lab assignments. As with class assignments, assignments must be on time (see note below) and well thought out using proper English grammar, spelling and punctuation. Points will be deducted for incomplete responses to assignment questions. Each paper needs to contain the following information: your name, the class section and the title of the assignment. All assignments are to be typed and must be one to two double-spaced typed pages, 12-point font (note: a "full page" does not include your headings and title), unless otherwise noted. Due dates are listed on the course calendar. NOTE: To receive full credit, assignments must be submitted IN CANVAS on the due date (see course calendar) and completed in a professional, competent manner and meet the criteria in your assignment rubric. (Lesson plans and a few other assignments will be submitted in hard copy. These assignments in Canvas will indicate if a hard copy is required.) Assignments turned in after due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points. Work may be submitted before the scheduled due date for full credit.

When working on your lab assignments, notify the lab teacher at the start of your lab so that s/he is aware of your needs and time requirements. The lab experience will augment your classroom learning and will provide a setting for you to apply the skills learned in class. Please be mindful that an important mission of your lab site is to provide services to the children, which means that their needs must sometimes come before yours.

IMPORTANT NOTE: If you are going to miss a scheduled lab time, you must contact the lab coordinator (██████████) before your scheduled lab time (801-957-4666). Failure to contact ██████████ will result in an unexcused absence. (An unexcused lab absence results in FAILURE of this class. Please see your lab syllabus for complete details.) When you call in, tel ██████████ your name, scheduled time, and when you will come in to make up your lab time. Missing a rescheduled lab carries the same penalties as missing a regular lab period.

Lesson Plans

You will have the opportunity to create 4 lesson plans, implement them with the children in the lab school and complete a reflective evaluation of your experience. Your first lesson will be focusing on art. You will submit your written lesson plan week 5, then implement the activity during week 7, finally you will turn in a reflection week 8.

Lab Point Scale

Attendance/Participation in 14 ELS labs	8 possible points per time	112 points
First Impressions Assignment	10 possible points	10 points
2 Brigance Assessments	20 possible points	20 points
Lesson Plan (4)	15 possible points per plan	60 points
Lesson Plan Evaluations (4)	15 possible points per evaluation	60 points
Total Lab Experience Points (30% of final grade)		262 points

Child Portfolio Strategies: 12% of final grade

This semester you will practice gathering information for a child portfolio. Our text discusses various methods teachers use to track children's learning through a portfolio system, and many of your lab assignments will be portfolio entries. Each week you will gather documentation from a designated area of the curriculum (language, literacy, mathematics, science, creative arts, social studies, and physical wellness). Photos and examples of children's work are encouraged, as long as they are collected for a purpose (i.e. to document progress or show the child exhibiting a skill). At the end of semester, you will write a detailed reflection about the process and the advantages of using portfolios.

Professional Portfolio: 3% of final grade

Salt Lake Community College requires an electronic portfolio (ePortfolio) for all General Education courses. This semester, you will be adding assignments to an Education/FHS section in your ePortfolio. For this course, a few artifacts are identified as your required submissions (Theory Comparison, One Completed Lesson Plan (all sections) and

Personal Teaching Philosophy). Detailed instructions can be found on the canvas assignment page.

Grading Scale

Final Grade Distribution

<i>Grade:</i>	A	A-	B+	B	B-	C+
<i>Percent:</i>	≥ 94%	≥ 90%	≥ 87%	≥ 84%	≥ 80%	≥ 77%

<i>Grade:</i>	C	C-	D+	D	D-	E
<i>Percent:</i>	≥ 74%	≥ 70%	≥ 67%	≥ 64%	≥ 60%	< 60%

Course Grading Policies

Late Assignments (Again!)

Assignments turned in after due date will be penalized at the rate of five points per day. Assignments submitted after two days will receive 0 points.

Plagiarism

Plagiarism is taking credit for another person's words, works, and ideas or failing to acknowledge that person's words, works, and ideas. If you borrow from someone else, you must give that person credit through proper citations. All information that is not common knowledge must be both cited and referenced. Any information that is not common knowledge that is not cited and referenced is considered plagiarism. Contact me if you have any questions on this. I use an online plagiarism detection service within Canvas (CopyLeaks); cumulative matches of greater than 20% (excluding the bibliography and assignment instructions) will not be accepted and a score of zero (0) will be given for the assignment. Generative artificial intelligence (AI) software is a rapidly emerging tool that students may be interested in using. If doing so, SLCC students are expected to adhere to the same standards as the Code of Student Rights and Responsibilities statement on plagiarism. Presenting generative AI software content as your own is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so. See these format guidelines

<https://libguides.slcc.edu/ChatGPT/CitationsLinks> to an external site. The first offense in which students are caught plagiarizing or cheating on assignments and tests will result in the failure of that assignment. A second offense may result in course failure. For more information, see http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

Cell Phone and Laptop Usage

Please refrain from using cellular phones, headphones, and audio devices during class time. This includes text messaging. You may use your laptops or tablets during class lecture, as long as it is used for class note-taking.

Extra Credit

The requirements for earning a good grade in this course have been outlined above. Frequently, students who have not met the posted timelines and/or other requirements for the course will ask if they can do extra credit. There are no extra credit assignments available for this course.

Incomplete Policy

In very rare circumstances, a student may be awarded a grade of "Incomplete" (I). All of the following conditions must be met in order to receive an "Incomplete" (I) grade: 1. The student cannot continue in class because of circumstances beyond their control (such as serious illness, death in the family, or change of employment). The student must supply proper documentation; 2. The student must be passing the course at the time of the incomplete grade request; and 3. The student must have completed a substantial portion of a course before the incomplete is given. Requests not meeting all three of these criteria will be declined.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	EDU department Survey	Assignment	3

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Is it DAP Art	Assignment	10
	Reading a Book	Assignment	10
	Roll Call Attendance	Assignment	100
	Tell us a Little About yourself..	Discussion	5
8/20	* Lab Week 1	Assignment	8
8/26	*Lab week 2	Assignment	8
8/29	Child Care Licensing Rules Quiz	Quiz	10
8/31	Child Care Rules	Assignment	10
9/2	*Lab week 3	Assignment	8
9/3	First Impressions	Assignment	10
9/9	*Lab week 4	Assignment	8
9/10	Portfolio: Anecdotal Records	Assignment	10
9/12	Habits of Mind Development #1	Assignment	10
9/16	*Lab week 5	Assignment	8
9/17	Portfolio: Introduction of a Child form	Assignment	5
9/18	Lesson Plan 1: ART	Assignment	15
9/23	Lab week 6	Assignment	8

Due Date	Assignment Name	Assignment Type	Points
9/24	Portfolio: Continuum of Early Literacy Learning	Assignment	5
9/26	DAP and NAEYC	Assignment	10
9/28	Quiz 1: Chapters 1, 2, 3, and 10	Quiz	36
9/30	Lab week 7*	Assignment	8
10/1	Portfolio: Scientific Inquiry Observation	Assignment	5
10/4	Art Plan Implementation	Assignment	6
10/7	*Lab week 8	Assignment	8
10/8	Portfolio: Art Work Samples	Assignment	5
10/8	Self Evaluation Plan 1: ART	Assignment	15
10/9	Lesson Plan #2: Literacy	Assignment	15
10/14	*Lab week 9	Assignment	8
10/15	Portfolio: Science Work Samples	Assignment	5
10/16	In person Brigance Screening 2	Assignment	20
10/21	*Lab week 10	Assignment	8
10/22	Portfolio: Social Studies Work Samples	Assignment	5

Due Date	Assignment Name	Assignment Type	Points
10/23	Lesson Plan 3: MATH	Assignment	15
10/24	Nature Deficit Disorder	Assignment	10
10/25	LITERACY Plan Implementation	Assignment	6
10/26	Quiz 2: Ch 12-15	Quiz	40
10/28	*Lab week 11	Assignment	8
10/29	Portfolio: Literacy Work Samples	Assignment	5
10/29	Portfolio: Technology Work Samples	Assignment	5
10/29	Self Evaluation Plan 2: LITERACY	Assignment	15
10/31	Theory Comparison	Assignment	20
11/4	*Lab week 12	Assignment	8
11/5	Portfolio: Language Work Samples	Assignment	5
11/5	Portfolio: Physical Health Work Samples	Assignment	5
11/6	Lesson Plan 4: GROUP	Assignment	15
11/7	Language Learning	Assignment	10
11/8	Math Plan Implementation	Assignment	6
11/11	*Lab week 13	Assignment	8

Due Date	Assignment Name	Assignment Type	Points
11/12	Portfolio: Math Work Samples	Assignment	5
11/12	Self Evaluation Plan 3: MATH	Assignment	15
11/16	quiz 3- ch 4, 5, 6	Quiz	36
11/18	Lab week 14*	Assignment	8
11/19	Portfolio: Functional Assessment of behavior	Assignment	5
11/21	Habits of Mind Development #2	Assignment	20
11/22	Group Plan Implementation	Assignment	6
11/23	Personal Teaching Philosophy	Assignment	20
11/25	Lab week 15	Assignment	0
11/26	Literacy Evaluation (rate a room for Literacy).	Assignment	5
11/26	Self Evaluation Plan 4- GROUP	Assignment	15
12/2	Lab week 16	Assignment	8
12/5	Portfolio Reflection	Assignment	20
12/7	Professional E-Portfolio	Assignment	20
12/11	quiz 4- ch 7, 8, 9, and 11	Quiz	43

Transfer, Certification, Licensure, and Employment Information

The Family and Human Studies program (AS & AAS) alone does not lead to professional licensure in the State of Utah. Professional licensure requirements vary from state-to-state. Here is one suggested website for researching state licensure requirements: License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state or intended profession, please contact your academic advisor or SLCC's state authorization coordinator for help.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

How to Navigate to Canvas

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)