

ST. PETERSBURG COLLEGE
COLLEGE OF EDUCATION

"Preparing students to serve as effective, reflective and caring teachers."

COURSE SYLLABUS

EEC 3009

Foundations of Early Childhood Care and Education: Birth to Age 8

This syllabus course calendar and other attending documents are subject to change during the semester in the event of extenuating circumstances.

Course Prefix:	EEC 3009
Section #:	3931
Credit Hours:	Three Credits
Co-requisites:	None
Pre-requisites:	Admission to Educational Studies BS, or Prekindergarten/Primary Education (age 3 through grade 3) with Infused ESOL and Reading BS

Day, Time and Campus:	Online	Enter Time	Online
Modality:	Online - Weekly participation is required for attendance. Participation in this course is defined as posting to the discussion board or submitting an assignment.		
Professor:	Mary Harper, PhD		
Office Hours:	Refer to faculty web page	http://www.spcollege.edu/instructors/id/harper.mary	
Office Location:	Clearwater	NM-133	
Office Phone:	727-791-2480		
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ACADEMIC DEPARTMENT: College of Education

Dean:	Kimberly Hartman, Ph.D.		
Office Location & Number:	Tarpon Springs	BB 101	

I. COURSE DESCRIPTION

In this course students will explore the historical, social, political, economic and philosophical foundations of early education, early intervention models and approaches, the role of early childhood education in children's lives, relevant learning theories and their application to early education and public policy, governance and advocacy issues. The course provides a context for a dialogic process that encourages reflective inquiry and collaborative thinking. 47 contact hours.

II. MAJOR LEARNING OUTCOMES

1. The student will explain how various views of childhood have impacted the way we care for and educate young children by:
 - a. interpreting how people and their beliefs have shaped early education over time.
 - b. defining the social-political contexts in which children live.
 - c. comparing the various views of childhood, past and present.
 - d. analyzing the impact of the ways the various views have affected our current practice.
 - e. examining their own belief system that represents their vision and view of children.
2. The student will analyze the relationship between theory and practice and how learning theory has influenced early childhood education practice by:

- a. identifying principles of key learning theories.
 - b. applying theoretical principles to actual practice.
 - c. comparing the various learning theories and teaching methods to inform their practice.
 - d. ordering an ideal classroom setting based on theoretical ideas.
3. The student will analyze the social, political, philosophical, and historical factors and trends that have influenced current practice by:
 - a. differentiating the evolution of education trends and their influence on early education.
 - b. contrasting the past social and political contexts in which children lived to those of today.
 - c. contrasting early childhood governance from an historical perspective to what it has evolved into in today's world.
 - d. defining the relationship between faith-based organizations and the state and the historical and political contributions made in shaping the role of early childhood programs.
 - e. researching current policy issues to determine how public policy affects early childhood education.
 - f. choosing a federal, state, or local policy issue and constructing a plan to inform the public about the contents and its relevancy to the well being of young children and their families.
 4. The student will describe how certain early education models and approaches have emerged over time and how the intervention programs have influenced children's learning and the environments in which they learn by:
 - a. analyzing the current status of children living with risk factors.
 - b. reporting on the history of early education intervention programs.
 - c. evaluating the model and approach that best fits their teaching style and setting.
 5. The student will explain the importance of their role in supporting and advocating for young children in the 21st century by:
 - a. identifying the characteristics of various advocacy approaches.
 - b. defining the sociopolitical influences that impact families, and early care and education programs.
 - c. producing a personal, public, and private sector advocacy plan.
 6. The student will compare the guiding principles of their profession against their potential impact as future educators by:
 - a. examining their beliefs, attitudes, and potential biases.
 - b. concluding how their existing knowledge regarding the role of the teacher and how this information can inform their practice.
 - c. analyzing their teaching philosophy and foundational base as a prerequisite for building their own teacher identity.
 - d. evaluating their continuous agenda for professional development.
 - e. recommending developmentally and culturally appropriate curriculum and family programs.
 - f. sharing their knowledge of the nature of young children, their developmental needs and the social environments in which they learn.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

Textbook(s)	Required :
	<ul style="list-style-type: none"> • Darling-Hammond, L. (2010). <i>Flat World & Education: How America's Commitment to Equity Will Determine Our Future</i> (Multicultural Education). ISBN: 9780807749623 • Gordon, Williams & Browne, (2013). <i>Bundle: Beginning Essentials in Early Childhood Education, w/webtutor</i> (2nd.). Cengage. ISBN 9781305589964
	Recommended:
	<ul style="list-style-type: none"> • None

Students using **eBooks** must have access to the **eBooks** during class sessions.

B. Supplemental Material

Resources:	
Materials:	
Library:	http://www.spcollege.edu/libraries/

C. Technology

Technology is an essential tool for receiving and developing instruction. Students are expected to reference MYCOURSES continuously to assure all current content for class has been accessed. Additionally students are expected to be familiar or familiarize themselves with PowerPoint presentation methods. The instructor of this course frequently uses smart boards, ELMOs, power point, digital media, and web based resources to disseminate information and engage preservice learners and students.
All work must be submitted in a format compatible with Microsoft Word (e.g.: .doc, .docx, .rtf)

D. Supplies

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IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires 0 hours of observation/participation in an appropriate classroom setting as approved by the Office of School Partnerships.

B. ALL Course Assignments

EEC 3009
Reading Quizzes
Critical Issue Timeline: Past, Present, And ????
<ul style="list-style-type: none">- Discussion Memo- Presentation
Early Childhood Advocacy Website:
<ul style="list-style-type: none">- Post Two Articles summaries related to Critical Issue- Create a blog with threads related to Critical Issue- Record and Post a Video explaining Critical Issue & Supported Position- Create and Post an Informational PPT related to Critical Issue
Personal Culture Paper
Critical Issue Research Paper and Presentation
<ul style="list-style-type: none">- Paper- Presentation & Debate
Book Study: The Flat World and Education (5 Posted and Prepared Reflections 4pts each)
Final Exam
<ul style="list-style-type: none">- Part One Chalk & Wire postings- Essay

UCC Assignments: Teacher candidates must demonstrate UCC competencies and earn a 'C or above (at least 75%)' on all UCC assignments [FEAP, ESOL, FSAC, Reading Competencies (RC), and Additional Element] in order to successfully pass the course.

FEAP Assignment Rubrics: In addition to a ‘C or above’, a teacher candidate must also earn a ‘minimum’ score on the line item of the rubric for assignments aligned to FEAP standards. For example, a 3 (Progressing) or 4 (Target) is required in courses prior to final internship and a 4 (Target) is required for final internship in order to successfully pass the course.

If the teacher candidate has not successfully demonstrated the UCC competency as stated above, he/she may have an opportunity (within the term) to work with the instructor to improve the understanding of the concept. The assignment must then be corrected and resubmitted, and will not receive a grade higher than a C. In the event of cheating or plagiarizing, see [BOT Rule 6Hx23-4.72](#) for consequences.

Teacher candidates must upload into Chalk & Wire all FEAP, ESOL, and RC assignments (identified as Critical Reading Tasks) as denoted in the Uniform Core Curriculum Assessments table below.

*** Assignments labeled with an (*) denote required assignments that must be passed at 75%.**

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean “copy and paste.” It means that, if you use someone else’s intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

A. COE SYLLABUS STATEMENTS

<https://docs.google.com/document/d/1VrvFtlW9RPI2YgbSrHdstAkktD-BtneMQuttI5khNzQ/edit?usp=sharing>

B. SPC SYLLABUS STATEMENTS

<http://www.spcollege.edu/addendum/index.php>

Each student must read all topics within this syllabus and the content of the links. If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

If you remain enrolled after the drop date this signifies that you agree to abide fully by the parameters set in this syllabus and any syllabus addendum.

VI. CALENDAR AND TOPICAL OUTLINE

Sessions	Topics	Assignments	Due Dates
Course Overview	Course Description Major Learning Outcomes Structure of Course MYCOURSES Tutorial	<ul style="list-style-type: none">Start Here Quiz	Refer to MYCOURSES calendar

Module 1 Subunit 1.1	History and Current Issues of EC Education: Historical Roots and the Evolution of EC Education	<ul style="list-style-type: none"> • Chapter One Quiz • SubUnit 1.1: Then and Now Activity • Assignment 1.1:Timeline Activity 	Refer to MYCOURSES calendar
Module 1 Subunit 1.2	History and Current Issues of EC Education: Interdisciplinary Influences	<ul style="list-style-type: none"> • SubUnit 1.2: Interdisciplinary Influences Activity • Assignment 1.2: Critical Issue – Sign Up 	Refer to MYCOURSES calendar
Module 1 Subunit 1.3	History and Current Issues of EC Education: Issues of Today	<ul style="list-style-type: none"> • SubUnit 1.3: Issue of Today Activity • Assignment 1.3: The Flat World, Educational Inequality, & America’s Future 	Refer to MYCOURSES calendar
Module 2 Subunit 2.1	Types of Programs & Curriculum: Quality & Core Programs	<ul style="list-style-type: none"> • Chapter Two Quiz • SubUnit 2.1: Quality in Core Programs Activity • Assignment 2.1:Timeline Activity 	Refer to MYCOURSES calendar
Module 2 Subunit 2.2	Types of Programs & Curriculum: Curriculum Defined	<ul style="list-style-type: none"> • SubUnit 2.2: Curriculum Research Activity • Assignment 2.2: Critical Issue – Timeline & Discussion Memo 	Refer to MYCOURSES calendar
Module 2 Subunit 2.3	Types of Programs & Curriculum: Assessing Program Quality	<ul style="list-style-type: none"> • SubUnit 2.3: Assessing Program Quality Activity • Assignment 2.3: The Anatomy of Inequality 	Refer to MYCOURSES calendar
Module 3 Subunit 3.1	Defining the Young Child: Seeing the Whole Child	<ul style="list-style-type: none"> • Chapter Three & Four Quiz • SubUnit 3.1: The Whole Child Activity • Assignment 3.1:Timeline Activity 	Refer to MYCOURSES calendar
Module 3 Subunit 3.2	Defining the Young Child: Serving All Children	<ul style="list-style-type: none"> • SubUnit 3.2: All Children Activity • Assignment 3.2: Critical Issue - Website 	Refer to MYCOURSES calendar
Module 3 Subunit 3.3	Defining the Young Child: Key Developmental Topics	<ul style="list-style-type: none"> • SubUnit 3.3: Developmental Topics Activity • Assignment 3.3: New Standards & Old Inequalities 	Refer to MYCOURSES calendar
Module 4 Subunit 4.1	Who Are the Teachers: Teaching A Professional Commitment	<ul style="list-style-type: none"> • Chapter Five Quiz • SubUnit 4.1: Professional Commitment Activity • Assignment 4.1:Timeline Activity 	Refer to MYCOURSES calendar
Module 4 Subunit 4.2	Who Are the Teachers: NAEYC Ethics	<ul style="list-style-type: none"> • SubUnit 4.2: NAEYC Ethics Activity • Assignment 4.2: Critical Issue – Debate (Recorded Platform Statement) & Discussion Questions 	Refer to MYCOURSES calendar
Module 4 Subunit 4.3	Who Are the Teachers: Advocating for Change	<ul style="list-style-type: none"> • SubUnit 4.3: Advocacy Activity • Assignment 4.3: Doing What Matters Most... Developing Competent Teachers 	Refer to MYCOURSES calendar
Module 5 Subunit 5.1	Together & Better: Families & Teachers	<ul style="list-style-type: none"> • Chapter Eight Quiz • SubUnit 5.1: Families & Teachers Activity • Assignment 5.1:Timeline Activity 	Refer to MYCOURSES calendar

Module 5 Subunit 5.2	Together and Better: Schools and Communities	<ul style="list-style-type: none"> • SubUnit 5.2: Schools & Community Activity • Assignment 5.2: Critical Issue – Live Debate Through Live Conferencing 	Refer to MYCOURSES calendar
Module 5 Subunit 5.3	Together & Better: Triangulating Efforts	<ul style="list-style-type: none"> • SubUnit 5.3: The Three Pieces Activity • Assignment 5.3: From Inequality to Quality 	Refer to MYCOURSES calendar
Final Module	Final Review Module	<ul style="list-style-type: none"> • Postings to Chalk & Wire • Final Exam • Critical Issue - Research Paper 	Refer to MYCOURSES calendar

VII. UNIFORM CORE CURRICULUM ASSIGNMENTS

Assignment Name	UCC	Specific Indicator
Content Reading Quizzes	FSAC	PKP 1.2.1
Critical Issue Timeline: Past, Present, And??	FSAC	PKP 1.2.3
Critical Issue Research Paper and Presentation	OE	j
Early Childhood Advocacy Website	FEAP	2.e
	FSAC	PKP 1.2.4
	FSAC	PKP 1.2.5
	FSAC	PKP 1.2.6
Ethics Workshop Reflection Paper	OE	i