# UNA Logo University of North Alabama

# College of Education and Human Sciences

# ECE 320P Course Syllabus

**Course Title: Foundations in Early Childhood Education**

**Credit Hours:** 3

**Required Text:**

Dombro, A. L., Jablon, J., & Stetson, C. (2011). *Powerful interactions how to connect with children to extend their learning*. Washington, DC: NAEYC.

**Instructor: Dr. Terri Garrison**

**Office**: Stevens Hall 519

**Cell**: 256.509.6607

**Email:** tgarrison2@una.edu

**Office Hours:**

Monday 12:30 - 3:30

Tuesday 1:30 - 3:30

Wednesday 10:00 - 11:00, 12:30 - 2:00

Thursday By appointment

Friday By appointment

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc. may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

**Term:** Spring 2020

**Clinical Experience:** 8 hours

# Course Description:

An in-depth study of the development of the young child across all developmental domains grounded in the National Association for the Education of Young Children’s *Position Statement for Developmentally Appropriate Practice* (2009) and *Standards for Initial Early Childhood Professional Preparation* (2010*)*. Focus will be given to developmentally appropriate practice as a foundational approach to promote growth and development. Emphasis will be place on how classroom environment, classroom community and intentional interactions support positive outcomes for children.

# Course Overview/Topics List:

**Module 1** Developmental Theories and the Child

**Module 2** Classroom Community

**Module 3** Intentional Environments

**Module 4** Intentional Interactions

# Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Examine early childhood theories of learning and development. (NAEYC 1a)
2. Analyze the influences on a young child’s development and learning. (NAEYC 1a,1b)
3. Examine appropriate assessments for young children. (NAEYC 3a)
4. Develop strategies for positive interactions that promote growth and development for all children and develop community within the class. (NAEYC 1c, 4a)
5. Develop a research-based rationale for a child-directed learning environment. (NAEYC 1c, 4b)
6. Develop materials and procedures that promote classroom community. (NAEYC 1c, 4a)
7. Analyze the classroom environment to support the active nature of learning in young children. (NAEYC 1b, 1c)
8. Examine how intentional teaching and developmentally appropriate practice promotes positive outcomes for all children. (NAEYC 1c, 4a, 4b)
9. Reflect on NAEYC’s Code of Ethical Conduct’s influence on candidate’s teaching. (NAEYC 4d, 6b, 6d)
10. Reflect on how early experiences and research influence one’s own practice and professional growth as an early childhood educator. (NAEYC 4d, 6d)

# Student Outcomes

# Students will be able to develop a child-directed classroom environment that supports a young child’s multi-modal nature of learning.

# Students will be able to analyze multiple influences on the young child’s development and learning to support positive outcomes for all developmental domains.

# Students will be able to evaluate assessments to determine the appropriateness of the instrument in assessing the young child.

# Standards

**NAEYC**

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8.

1b: Knowing and understanding the multiple influences on early development and learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

4d: Reflecting on own practice to promote positive outcomes for each child

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

# Course Requirements:

1. All students will be required to have a TK20 account.
2. Lectures/discussions
3. Assigned readings in text and children’s literature selections
4. Supplementary materials distributed via Canvas
5. Written exams
6. Written reports
7. Group presentations
8. Field experiences
9. Observations and reflective writing
10. Lesson plans
11. Technology enhanced assignments

# Grading Policies:

**Key Dates and Assignments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Module** | **NAEYC** | **Assignment** | **Evaluation** | **Points** | **% Points** |
| 0, 1, 2, 3, 4 | 1a, 1b, 1c, 3a, 3b, 4a, 4c, 4d, 6a, 6b, 6d | Discussion Engagement | Checklist  Self-Assessment | 25 | 25 |
| 1 | 1a, 3b | Anecdotal Observations | Rubric | 15 | 15 |
| 2 | 1a, 1c, 4a, 4c | Classroom Community Routines and Procedures | Checklist  Rubric | 20 | 20 |
| 3 | 1a, 1c, 6d | Classroom Analysis | Rubric | 25 | 25 |
| 4 | 1a, 1c, 4a, 4c, 4d | Planning for Intentional Interactions | Rubric | 15 | 15 |
|  |  |  |  | 100 | 100 |

**Grading Scale**

A (100 - 90%)

B (80 - 89%)

C (70 - 79%)

D (60 - 69%)

F (59% and below)

**Notes on Grading**

* To earn a C or better, a student must demonstrate college level proficiency in written and oral grammar skills.
* Your grade will suffer if errors in spelling, grammar, punctuation or syntax make an assignment difficult to read.
* Please note! All electronic assignments must be Microsoft Office (word, powerpoint, etc.) formats only. I reserve the option not to grade any work that is not turned in the appropriate electronic format.
* Use of another student’s work is a form of plagiarism and will result in no credit for the work.
* Assignments are due according to the time and date listed in Canvas. Assignments will be accepted up to one week late, but there will be a deduction in points. Work will be accepted up to one week late with a 15% deduction in points.
* You will not pass this course without fully competing clinicals.
* In the absence of face-to-face interactions, the Discussion Board provides a platform to share and clarify our thoughts and ideas regarding content. In order to have ongoing conversation, you must check in with the discussion board every one to two days with not less than two separate days of engagement/posting on the discussion board.

Initial posts are due by 11:59 pm on Monday of the week with the discussion complete by 11:59 pm on Thursday.

# Attendance Policy

Success in this course is dependent on your active participation and engagement throughout the course. As such, students are required to complete all assignments by the due date, and to actively participate in discussions.

Additionally, students are expected to:

* Log on at least three times a week – on different days in order to complete discussions and other assignments;
* Participate in the weekly threaded discussions;  this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment on the questions and responses from the instructor and/or other students;

If you find that you cannot meet the class' minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible.   
Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit assignment/essay or complete assessment if administered in that week.

# Code of Ethics for Educators:

[NAEYC Code of Ethical Conduct](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf)

[Alabama Educator Code of Ethics](https://www.alsde.edu/sec/ee/Documents/Alabama_Educator_Code_of_Ethics.pdf#search=code%20of%20ethics)

**Minimum Skills Required:**

As an online student you will have a much different "classroom" experience than a traditional student. In order to ensure that you are fully prepared for your online courses, following is a list of expectations and requirements: Students in a hybrid and/or on-line program should be comfortable with and possess the following skill sets: 1) Self-discipline; 2) Problem solving skills; 3) Critical thinking skills: and 4) Communicate effectively in the written word.

As part of your online experience, you can expect to utilize a variety of technology mediums as part of your curriculum:

1. Communicate via email including sending attachments

2. Navigate the World Wide Web using a Web browser such as Safari, Chrome, FireFox, or Internet Explorer

3. Use office applications such as Microsoft Office to create documents

4. Be willing to learn how to communicate using a discussion board and upload assignments to a classroom Website

5. Be comfortable uploading and downloading saved files

6. Have easy access to the Internet

7. Navigate Canvas, including using the email component within Canvas. Instructions and tutorials are in your course.

**Digital Literacy Skills**

Collier Library provides a guide, “[Using the Library](http://libguides.una.edu/c.php?g=954256&p=6885302#s-lg-box-21884818)” which will assist you in locating sources, evaluating sources, and using the Zotero Citation Management software. For additional information please visit [Collier Library’s Website](https://una.edu/library/)or call (256) 765-4469.

# Important Technical Support Contact Information:

# Canvas Support:  If you have questions about Canvas, need instructional assistance, or are having trouble inside Canvas, please go to the page/item in Canvas where you are having the problem and click Help (the question mark), then Report a Problem.  Please include a description of the problem you are having, your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. If you cannot login, there is a Help link on the login page.  UNA Canvas support should reply to you via UNA email within one business day.

# If you cannot log-in to Canvas, or are otherwise having trouble with UNAPortal or email, then please contact UNA Information Technology Services: [helpdesk@una.edu](mailto:helpdesk@una.edu) include your full name, UNA email address, an alternative e-mail address (if applicable) and a phone number. You may also contact UNA ITS via phone at 256-765-4865 Monday-Friday from 8:00am-4:30pm. Please view additional information on the [ITS website](https://www.una.edu/its/).

# [Canvas Frequently Asked Questions](https://www.una.edu/distance/help/)

# [UNAPortal Frequently Asked Questions](https://www.una.edu/its/unaportal-info--faq/index.html)

# [Microsoft Office 365 Free Download](https://www.una.edu/its/freeOffice.html)

# UNA Accommodation Statement:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Full text available here: [UNA’s Disability Support Website](https://www.una.edu/disability-support/)

Title IX Policy:

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA’s policies and regulations covering discrimination and harassment may be accessed at [www.una.edu/titleix](http://www.una.edu/titleix). If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

**Title IX –** [Title IX Resources](https://www.una.edu/titleix/resources/title-ix-resources.html)

**Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues**.

# Make-Up Policy:

Making up missed assignments will be decided on an individual basis depending on the reason the work was missed. You are responsible for scheduling an appointment to discuss next steps when an assignment is missed. The dropbox in Canvas will serve as the official record of completed assignments. **Assignments that are more than a week late are subject to receive a grade of “0.”**

# Academic Honesty:

Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Full text available here: [Academic Honesty](https://www.una.edu/student-conduct/policies/academic-honesty.html)

# Emergency Procedures

Full text available here: [Emergency Management – Building Evacuation Procedures](https://www.una.edu/emergency-management/building-evacuation-procedures.html)

In the event that classes are cancelled, the instructor will provide information about assignments through Canvas.



# ****UNIVERSITY OF NORTH ALABAMA**** ****COLLEGE OF EDUCATION and HUMAN SCIENCES CONCEPTUAL FRAMEWORK****

***“Engaging Learners,***

***Inspiring Leaders,***

***Transforming Lives”***

The Conceptual Framework represents a shared vision for preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability in the context of a global community. The Conceptual Framework aligns with the University of North Alabama’s institutional mission of *“engaging in teaching, research, and service in order to provide educational opportunities for students, and environment for discovery and creative accomplishment, and a variety of outreach activities meeting the professional, civic, social, cultural, and economic development needs of our region in the context of a global community.”*

The Conceptual Framework reflects current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education and Human Sciences prepares ***Knowledgeable Practicing Professionals*** who:

1. Have content and pedagogical knowledge and abilities demonstrating professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to evaluate student performance use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness and global perspectives of teaching and learning;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education and Human Sciences are knowledgeable practicing professionals who are prepared for the opportunities and challenges of the P-12 environment with a commitment to helping students achieve and excel in the classroom and beyond.

# Mandatory Liability Coverage:

Teacher candidates may be subject to lawsuits during their field or clinical placements. **Liability insurance is a requirement for all courses that have a field or clinical experiences component**. Students may obtain liability insurance through any company of their choice, but documentation (printed receipt) of coverage in the amount of $1,000,000.00 MUST be provided to your professor if requested. Teacher candidates can also obtain this coverage, by becoming members of a professional organization such as National Education Association’s Student Program (SAEA), Association of American Educators (AAE) or Alabama Conference of Educators (ACOE). Teacher candidates interested in joining SAEA, AAE, or ACOE on-line can visit [National Education Association](http://www.nea.org/), [Association of American Educators](https://www.aaeteachers.org/), or [Alabama Conference of Educators](https://www.acoe.us/). Teacher candidates must maintain liability coverage throughout the program and should be able to show proof of membership to the University at any time. A final proof of membership will be submitted during the internship orientation meeting prior to the student teaching experience.

# The University of North Alabama Ethics Pledge:

I profess my intention to maintain high standards of ethical conduct in the field and clinical setting. I have read and understand the Alabama Educator Code of Ethics standards reflected on the ALSDE website. I pledge to act according to its principles.

# The University of North Alabama Confidentiality Pledge:

I acknowledge that all information regarding students and any other school related information learned during the field and clinical setting are confidential. As such, I will not disclose it through social media or other communication. If I learn of a situation that may be harmful to any individual, I will immediately report it to the proper parties.

**The University of North Alabama Policy and Procedures Acknowledgment:**

I am knowledgeable and informed of all policies and procedures associated with the College of Education and Human Sciences.

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# Syllabus Contract to be verified through Canvas:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.