

New Course Proposal
Submit completed form electronically

- 1. Course prefix and course number:** ECE 350
- 2. Course title:** Foundations and Trends in Early Childhood Education
- 3. Abbreviated title for class schedule** (30 characters or less): Foundations of ECE
- 4. Credit hours:** 4
(note: if credits are variable, list range of credits (e.g. 1-8 credits))

5. Catalog description:

This course covers an overview of the history of early childhood education; theoretical models; different types of early childhood programs; community resources; professional organizations; contemporary trends, and issues facing the early childhood educational field. Students will have the opportunity to practice observation skills and explore a variety of tools to record and assess student behavior, teachers, and the environment of young children. Students will establish their own sense of professionalism and strengthen their professional voice by connecting to the literature, organizations and resources in the field by articulating their personal philosophy of early childhood education. Course content is applicable to infant and toddler programs, preschool programs, kindergarten and primary education. Field work is required.

- 6. Prerequisites** *(to add each additional prerequisite, start a new line):* None
(See attached Note for samples)

A. (course prefix, (space) and number)	or	or	or
B. (course prefix, (space) and number)	or	or	or
C. (course prefix, (space) and number)	or	or	or

- 7. Co-requisites (including labs, if any):** None

A. (course prefix, (space) and number)	or	or	or
---	----	----	----

- 8. Major/Class restrictions: Please indicate any class or major restrictions:** Junior status or above.

- 9. Is course repeatable?** No **If Yes, list maximum credits:**

- 10. Labs requirements: If course includes a lab: # of hours lecture:** ; **# of hours lab:**
No Lab

- 11. Fees: List any course fees:** None

- 12. Grade Mode:** Graded Only

13. CIP Code: Six-digit CIP code (check with your Division Director):

14. Special qualifications; Is course proposed for (yes/no):

A. University Studies? No If yes, list Strand(s) NA

B. Honors? No

15. Cross-listing: List any cross-listing: None and and and and

16. Strategic justification for proposed course:

A. Rationale: What is the overall strategic rationale for offering this course?

This course prepares the early childhood professional for the changing educational contexts in the 21st century. It is vital that students learn from the past as they create, change, and remake the educational structure for our future. Students in this course will explore valuable perspectives by examining the different approaches, models and beliefs that shape our current practices. Students will analyze current issues and ideas and apply practical, developmentally appropriate strategies to their professional practice as early childhood professionals. In this course, students will explore and examine the scope, roles, and practices of working with and for children, families and other early childhood professionals. The overarching goal is for the early childhood education student to make connections between beliefs and philosophies and their own practices. In a context dominated by rapid social change and by the expansion of scientific and technological knowledge, this course provides students with a strong foundational support.

B. Alignment:

1. How does this course align with the unit's mission plan?

The early childhood professional must be able to put theory into practice. Research continually informs our practice. It is important that early childhood education professionals understand how theories of learning and educational pedagogies are translated into practice. This course lays the foundation for examining cultural and linguistic, sociopolitical, and historical needs of the young child. The 21st century classroom is a diverse one. Early childhood teachers must have the knowledge and sensitivity to teach all students well and understand how culture, society, and family influence teaching and learning. Teaching is not an isolated endeavor. This diversity is reflected in our schools, communities and neighborhoods. It is imperative for the success of our students to develop strong partnerships with the family and community where they will teach. Successful partnerships at all levels are essential for effective teaching. The theme of Developmentally Appropriate Practice runs throughout this course. Developmentally Appropriate Practice (DAP) is the foundation for all that early childhood professionals do. It is important, therefore, to understand DAP and become familiar with how to implement it in one's own teaching practice. This course strives to give the early childhood education student a strong foundation from which to reflect upon and build their own professional teaching philosophy steeped in the latest trends and research.

2. How does the course fit into the rest of the unit's curriculum?

A primary goal for this class is to help the early childhood education student meet the challenges of the field and help them to be the best early childhood professional they can be. This course will give them knowledge, skills and insights necessary to confidently and appropriately assume the goal of being a leader in the education of young children, parents, and families in the communities in which they find themselves. We approach the education of young children in a holistic way that celebrates and honors the students' (both that of the college student and the young children they teach) diversity and cultural enrichment that they bring with them. Students of every age need to learn skills that support, encourage and strengthen their well-being to be one of value. With personal check-ins and reflective journaling, this course provides a foundation for a strong transition into subsequent ECD program courses and ensures the sustainability of the program and students alike.

C. Enrollment: What is the new course's estimated enrollment each time it is offered over a three-year period?

Year 1: 20 students; **Year 2:** 20 students ; **Year 3:** 20 Students

D. Resource evaluation: What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. Faculty:

- a. **Who will teach the course?** Sara Stearns-McWhorter
- b. **Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations.** Adjunct Instructor
- c. **If additional faculty members are needed, how will that need be met?**
No additional faculty members are needed. This instructor is highly qualified to teach the curriculum designated for this course.

2. Facilities:

Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met. Access to Moodle, the online class management platform.

3. Other:

- a. **Are Hannon Library resources sufficient to meet the needs of this course?** Yes
- b. **Are any other resources needed to support this course?** Active student accounts, Moodle access, access to the internet, and ECE placement for

fieldwork and observations.

If so, please explain how they will be obtained. Students will need access to ECE programs for 12 hours of observation. The instructor will help students as necessary to meet this requirement.

E. External impact:

1. What is the expected effect of this course on existing programs elsewhere in the university? No impacts are anticipated.

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

2. Will any of your prerequisites affect other academic programs? No

NOTE: Please document your contact with other academic programs which may be affected by this new course and the response you received.

17. Syllabus (condensed)

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.)*

- A. Course description (same as Catalog description, above)
- B. Learning objectives of the course
- C. Required texts
- D. Course format
- E. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

Approvals:

Signature of Division Director

Date

4/29/16

**Southern Oregon University
School of Education
Early Childhood Development Program**

**ECE 350 CRN XXXX
Foundations and Trends in Early Childhood Education
Term/Year**

Instructor Information

Instructor: Sara Stearns McWhorter
Office location: Off campus location. Please call or email for appointments.
Phone number: 541-890-4785
E-mail address: stearnsms@sou.edu
Please allow 24-48 hours for responses
Credits: 4 Credits

Course Description

This course covers an overview of the history of early childhood education, theoretical models, different types of early childhood programs, community resources, professionals organizations, contemporary trends, and issues facing the early childhood educational field. Students will have the opportunity to practice observation skills and explore a variety of tools to record student behavior, teachers, and the environment of young children. Students will establish their own sense of professionalism and strengthen their professional voice by connecting to the literature, organizations and resources in the field by articulating their personal philosophy of early childhood education.

NAEYC Standards for Early Childhood Professionals Preparation Programs

1. Promoting Child Development and Learning
2. Building Family and Community Relationships
3. Observing, Documenting, and Assessing to Support Young Children and Families
4. Using Developmentally Effective Approaches to Connect with Children and Families
5. Using content Knowledge to Build Meaningful Curriculum
6. Becoming a Professional

SOU Early Childhood Development Course Outcomes for Becoming a Professional

- A. Communicate effectively in writing, speech, and technology.
- B. Access and evaluate information resources to become critical thinkers of developmentally effective practices in early childhood education.
- C. Engage in the community through service projects and fieldwork in early childhood, schools, and other community settings.
Examine personal attitudes, values and beliefs, and develop advocacy and leadership skills and

professionalism to apply in diverse settings.

Course Outcomes

Students will:

1. Explain and compare the contributions of major theorists and practitioners who have contributed to the field of early childhood education (e.g., Pestalozzi, Froebel, Montessori, Dewey, Piaget, Vygotsky, Erikson, & Gardner)
2. Participate in an in-depth study of one of the major approaches to and models of early childhood education programs including, but not limited to: Montessori, Waldorf, Reggio Emilia, Bank Street, and High Scope. Students will compare, contrast, and evaluate these approaches and models. Students may choose to research an educational model of federal and state support programs such as Head Start, Early Intervention and Even Start.
3. Observe, record, and analyze. Outside fieldwork is required in this course. Students will observe, analyze and reflect on what they see. Students will explore what it means to be a researcher in their own classrooms.
4. Investigate programming options for children with cultural & language considerations, special needs, programming options for the gifted child, multiage programs, home schooling and charter schools.
5. Articulate the similarities and differences of programs designed for infants, toddlers, preschool, kindergarten, and primary school age children with consideration for individual differences and the developmental needs of each group, and with appreciation for the role of play in developmentally appropriate practice.
6. Identify and discuss issues in the field of early childhood education facing children, families, and early childhood educators and programs such as use of technology, NCLB/ESS, funding, cultural diversity, inclusion, global awareness, social justice and peace. Explore the role of the early childhood professional as an advocate for improved services and working conditions.
7. Examine the NAEYC Code of Ethics to professional practices.
8. Explain the impact of professional development for early childhood educators and its impact on quality care for children. Discuss the impact that state and federal legislation has had on young children and early childhood programs.
9. Develop a personal philosophy for the education of young children.

Required Course Materials

Follari, L. (2014). *Foundations and Best Practices in Early Childhood Education*. Australia: Pearson.

Additional Texts and Readings

Gonzales-Mena, J. (2014). *Foundations of Early childhood Education Teaching Children in a Diverse Society*. New York: McGraw Hill.

<https://www.naeyc.org/resources/position-statements/ethical-conduct>

<https://www.naeyc.org/resources/topics/developmentally-appropriate-practice>

Additional supplemental readings will be supplied by the instructor as needed.

Attendance Policy

Since this is an on-line course, regular (minimum of 2) visits to the course are required weekly. Weekly participation is required. Participation includes responding to your peers in discussions, emailing and responding to emails from the instructor and in any Moodle areas. Students will read, view and listen to various media forms of information each week and then apply knowledge learned through assignments, discussions and interaction with the instructor.

Assignments and Expectations

Students will have three research/project based assignments in addition to weekly chapter assignments, discussion forums, and weekly reflections. Expectations and rubrics are provided at the start of the course.

Course Activities and Requirements:

1. Class on-line attendance, participation, reflections and posting to forums: Students are expected to log into the class at least twice a week. They must complete the assigned readings in order to participate in class discussions or group activities. Students will participate in Discussion Board on Moodle, which may include reflections and other postings.

2. Theory/Theorist Reflection Paper: Students will be given theorists to research in terms of biographical information and how the person(s) impacted early childhood education. Students will then write a three page reflection to summarize and compare/contrast the information they have found. Theorists will be selected by the student, but suggestions are listed below:

1628 John Comenius, 1693 John Locke, 1762 Jean Rousseau, 1801 Johann Heinrich Pestalozzi, 1808 Johann Friedrich Herbart, 1816 Robert Owen, 1826 Friedrich Froebel, 1837 Horace Mann, 1860 Elizabeth Peabody, 1873 Susan Blow, 1896 John Dewey, 1905 Sigmund Freud, 1907 Maria Montessori, 1911 Arnold Gesell, 1914 The McMillan sisters (Rachel and Margaret), 1918 Lucy Sprague Mitchell, 1919 Rudolf Steiner, 1920 Patty Smith Hill, 1921 Abigail Eliot, 1926 Jean Piaget, 1933 Harriet Johnson, 1936 B. F. Skinner, 1956 Benjamin Bloom, 1963 Eric Erikson, 1964 John Holt, 1967 Lawrence Kohlberg, 1968 Abraham Maslow, 1978 Lev Vygotsky, 1986 Howard Gardner, 1986 Albert Bandura.

3. Independent Research Project: Students will research one model of Early Childhood Education and prepare a PowerPoint presentation. The presentation must include at least 12 slides about the model including who started it and when, the types of activities children engage in, the role of the teacher and at least 5 resources. The models include High Scope, Montessori, Head Start, Early Intervention, Early Start, Bank Street, Reggio Emilia, Waldorf, Responsive Classroom, Project Approach, Developmental, Vygotskian Approach, the Portage Model, and the Pyramid Method. Students will prepare a creative, educational presentation which will show materials and activities from their model. Presentations will address, but are not limited to, the following: (1) historical background and theory/philosophy foundations, (2) significant components of the model, (3) program design, (4) strengths and weaknesses, (5) sample materials or links to materials and brochures. Bibliographies must contain a minimum of five resources. Possible resources include books, journals, ERIC documents, pamphlets, brochures, informational packets, interviews and visitations, and internet articles and websites. Attention to

grammar and spelling on PowerPoint slides is essential. Visual presentation will also be taken into consideration for grading.

4. Observations: This course requires 12 hours of observation of early childhood programs. This can be done at a place where you are working if students cannot be excused from direct teaching, but it is much preferred that students visit other settings which are new and different for them (e.g. Montessori or Waldorf). Students will write a 4 - 5 page summary for observations in each of two settings, noting the age of the children, the setting, the number of adults present, the activities observed, and whether these activities were developmentally appropriate and why (or why not). Students must also turn in a log of the hours and places observed. Papers will be posted for online discussion.

5. Parents As Partners: Students will create a brochure, parent handbook, or paper on the importance of including parents and cultural differences into their ideal program. This online visual should include a creative and engaging overview of the layout of the student's ideal classroom. In booklet form or in a short (3 or 4 page) summary students should include: a brief synopsis of teaching philosophy; descriptions of the room, arrangement, furniture, and learning materials; daily/weekly schedule; plan for parent involvement.

6. Personal Philosophy of Education: Students will develop their own personal philosophy on the education of young children. This philosophy should be described in a 4 to 5 page paper, double-spaced.

Calendar of Topics and Assignments

Week	Reading	Content	Assignment
1	Chapter 1	Welcome to the Field of ECE & The Historical Overview	
2	Chapter 2	Framing Best Practices & Influential Theories Shaping Practice Today	ECE Theorist/Theory Paper
3	Chapter 3 +4	Professionalism in ECE	
4	Chapter 5	Families & Children Today: Diversity in Today's Classroom	Parents As Partners
5	Chapters 6-11	Models And Approaches: Head Start, High/Scope, Project Approach, Reggio, Montessori, Waldorf	Independent Project
6			
7			
8	Supplemental Readings provided by instructor	Observations- Field Work	Observation Paper
9			
10	Chapter 12	Bringing it all Together: Current trends in early childhood education	Professional Reflections

11		Professionalism in my personal practice	Personal Philosophy of Education
----	--	---	----------------------------------

Grading Policy

1. Class Attendance, Participation, Reflections and Posting to Forums 15%
2. Weekly Chapter Assignments 10%
2. Theorist Reflection Paper 15%
3. Independent Project 15%
4. Observations 15%
5. Parents as Partners 15%
6. Personal Philosophy of Education 15%

Grade Scale

A: 96-100 A-: 90-95 B+: 87-89 B: 84-86 B-: 80-83
C+: 77-79 C: 74-76 C-: 70-73 D+: 67-69 D: 64-66 D-: 60-63 F: <60

Disclaimer

This schedule may be amended from time to time depending on the pace of the class. If there is any changes, the instructor will communicate to all students in advance as soon as possible.

Key References (Available Online)

American Psychological Association (APA) format for writing papers

<http://owl.english.purdue.edu/owl/resource/560/01/> GSC Library and Research Commons Research Toolkit

<http://library.granite.edu/overview-of-the-research-toolkit/>

Syllabus Statement

SOU Cares

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at <http://www.sou.edu/ssi>. These concerns can include reports

related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

Academic Honesty Statement and Code of Student Conduct

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU's Student Code of Conduct: "Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited".

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one's own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one's name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU's Code of Student Conduct:

http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, *or* when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at

<http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's

Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form

https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support/Disability Resources:

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at **(541) 552-6213** to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible to ensure that you have the best possible