



**ECCE 1101 Introduction to
Early Childhood Care and
Education
COURSE SYLLABUS
Spring Semester 201714**

Semester: 201714
Course Title: Intro to Early Childhood
Course Number: ECCE 1101
Credit Hours/ Minutes: 3 / 2250
Class Location: #314 Main Campus
Class Meets: Monday & Wed.9:00-10:15
CRN: 40115
Preferred Method of Contact: Email at
kbush@southeasterntech.edu

Instructor: Karen Bush
Office Hours: 1:30-5:00 M, 1:30-4:30 T, W
Office Location: #314 Main Campus
Email Address: kbush@southeasterntech.edu
Phone: 912-538-3256
Fax Number: 912-538-3156
Instructor: Karen Bush

REQUIRED TEXT: Working With Young Children , 8th edition, Publisher: Goodheart-Wilcox,
ISBN: 978-1-63126-024-7

REQUIRED SUPPLIES & SOFTWARE: Pencils/Pens, Textbook, Notebook, MS Word or Notepad and Access to the Internet. Note: Although students can use their smart phones and tablets to access the online portion of their course(s), exams, discussions, assignments, and other graded activities should be performed on a personal computer. Neither BBL nor GVTC provide technical support for issues relating to the use of a smart phone or tablet so students are advised to not rely on these devices to complete the online portion of the course.

COURSE DESCRIPTION: This course introduces concepts relating the responsibilities and procedures involved in a variety of early childhood care situations. Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

MAJOR COURSE COMPETENCIES: Topics include historical perspectives, professionalism, guidance, developmentally appropriate practices, learning environment including all children, cultural diversity, and licensing accreditation and credentialing.

PREREQUISITE(S): Provisional Admission

COURSE OUTLINE:

- 1 Historical Perspectives
- 2 Professionalism
- 3 Guidance
- 4 Developmentally Appropriate Practices
- 5 Learning Environment
- 6 Cultural Diversity
- 7 Licensing and Accreditation

GENERAL EDUCATION CORE COMPETENCIES: STC has identified the following general education core competencies that graduates will attain:

1. The ability to utilize standard written English.
2. The ability to solve practical mathematical problems.
3. The ability to read, analyze, and interpret information.

STUDENT REQUIREMENTS: Class attendance is a very important aspect of a student's success in this course. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is expected. Students are expected to complete all work required by the instructor. Exceptions to the due dates of assignments due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor. Unannounced quizzes/assignments may be given. **Students that miss an unannounced quiz or assignment will receive a grade of 0.** Students will save all class assignments in their student folder (P Drive) for this class.

ATTENDANCE GUIDELINES: Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus.

Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

Instructors are responsible for determining whether missed work may be made up and the content and dates for makeup work is at the discretion of the instructor.

Students will not be withdrawn by an instructor for attendance; however, all instructors will keep records of graded assignments and student participation in course activities. The completion dates of these activities will be used to determine a student's last date of attendance in the event a student withdraws, stops attending, or receives an F in a course.

SPECIAL NEEDS: Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Helen Thomas, 912-538-3126, hthomas@southeasterntech.edu, to coordinate reasonable accommodations.

SPECIFIC ABSENCES: Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

PREGNANCY: Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with Helen Thomas, (912) 538-3126, hthomas@southeasterntech.edu.

WITHDRAWAL PROCEDURE: Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned.

After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

Remember - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...): Failure to take tests on the scheduled day will result in a grade of zero for the test not taken. Students are allowed to make up one test. The makeup test must be taken the next day upon returning to class. The zero assigned for the missed test will be replaced with the grade the student makes on the makeup exam. **Makeups are not allowed for any unannounced quizzes and assignments that are to be completed during class time.**

ACADEMIC DISHONESTY POLICY: The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

Procedure for Academic Misconduct

The procedure for dealing with academic misconduct and dishonesty is as follows:

--First Offense--

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

--Second Offense--

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

--Third Offense--

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

STATEMENT OF NON-DISCRIMINATION: The Technical College System of Georgia and its constituent Technical Colleges do not discriminate on the basis of race, color, creed, national or ethnic origin, sex, religion, disability, age, political affiliation or belief, genetic information, disabled veteran, veteran of the Vietnam Era, spouse of military member or citizenship status (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

The following individuals have been designated to handle inquiries regarding the nondiscrimination policies:

ADA/Section 504 - Equity- Title IX (Students) - OCR Compliance Officer	Title VI - Title IX (Employees) - EEOC Officer
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Helen Thomas, Special Needs Specialist Vidalia Campus 3001 East 1 st Street, Vidalia Office 108 Phone: 912-538-3126 hthomas@southeasterntech.edu	Blythe Wilcox, Director of Human Resources Vidalia Campus 3001 East 1 st Street, Vidalia Office 138B Phone: 912-538-3147 bwilcox@southeasterntech.edu
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GRIEVANCE PROCEDURES: Grievance procedures can be found in the Catalog and Handbook located on STC's website.

ACCESS TO TECHNOLOGY: Students can now access Blackboard, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at www.southeasterntech.edu.

GRADING POLICY

30% Tests
 70% Assignments/class activities

GRADING SCALE

A: 90-100
 B: 80-89
 C: 70-79
 D: 60-69
 F: 0-59

TCSG GUARANTEE/WARRANTY

STATEMENT: *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**ECCE 1101 Introduction to Early Childhood Care and Education
LESSON PLAN**

Date	Chap / Less	Content	Assignments & Tests Due	Comp Area
All Assignments are Due on Monday Make sure that you have read the chapters before class and completed assignments.				
Week 1 1/9-16 Due 1/16	Chapter 1 - 2	<i>Working with Young children</i> Working With Young Children and the Types of Programs Portfolio Requirements, Criminal Background Checks, HepB , Liability insurance	Discuss Portfolio information Complete Terms and Review and Reflect Questions from Chapters 1 – 2 Answer the discussion question .	*1, 2, 5 **a,d
Week 2 1/16-23 Due 1/23	Chapter 3-4	Observing and Assessing Children and Principles and Theorist	Complete Terms and Review and Reflect Questions from Chapters 3 – 4 Download NAEYC Code of Ethic from the Internet and type 1/2 page paper on the importance Answer the discussion question. TYPE one observation on a child <6 years old (observation should be at least 15 minutes) Develop a PowerPoint presentation on a Theorist related to child development. Gather information for your Portfolio Answer the discussion question (respond to at least one person)	*3, 4, 7 **a,c,d
Week 3 1/23-30 Due 1/30	Chapter 9	Preparing the Environment and Selecting Toys, Equipment, and Educational Materials	Complete Terms and Review and Reflect Questions from Chapters 9 Answer the discussion question	*1, 3, 4 **a,b,c,d
Week 4 1/30-2/6 Due 2/6	Chapters 11-13	Safety, Nutritious Meals, and Children's Health	Complete Terms and Review and Reflect Questions from Chapters 11-13 Plan a 2 week Menu Describe what should be in a 1st Aid Kit Answer the discussion question	*3, 4 **a,b,c,d
Week 5 2/6-13 Due 2/13	Chapter 14	Developing Guidance Skills	Complete Terms and Review and Reflect Questions from Chapter 14 Answer the discussion question.	*3, 4 **a,d
Week 6 2/13-20 Due 2/20	Chapters 15 and 16	Guidance Challenges Establishing Classroom Limits	Complete Terms and Review and Reflect Questions from Chapters 15-16 Type a 1 page paper on WHY we must set limits for children.	*3, 4, 5 **a,c,d
Week 7 2/20-27 Due 2/27	Chapter 17	Handling Daily Routines	Complete Terms and Review and Reflect Questions from Chapter 17 Create a detailed daily schedule for toddlers— must be from 7am -6pm. There should be <u>at least 12</u> different times/activities listed. EXAMPLE: 7:00-7:30 children arrive 7:30-8:00 breakfast time for toddlers (complete for entire day—use book for activities for toddlers)	*3,5,4 **a,b,c,d
Week 8	Chapter	The Curriculum	Complete Terms and Review and Reflect	*3,4,5

2/27-3/6 Due 3/6	18		Questions from Chapter 18 Complete 2 lesson plans on Art and Music (use the example on pg 471 as a guide) MID TERM TEST	**a,d
Week 9 3/6-3/13 Due 3/13	Chapter 19-21	Guiding Art, Storytelling, and Play	Complete Terms and Review and Reflect Questions from Chapters 19-21 Type a 3 page paper or create a PowerPoint presentation on the Importance of Art, Storytelling, and Play in the Preschool setting. Please cite your sources.	*5, 6 **a,c,d
Week 10 3/13-20 Due 3/20	Chapter 29-30	Programs for Infant and Toddlers and School Age Children	Complete Terms and Review and Reflect Questions from Chapters 29-30 Conduct an Internet search on childproofing your home. Type a 1 page paper and cite your source. (What kinds of accidents happen in the home? What safety devices are recommended? Etc.) Create a detailed daily schedule for After-schoolers—must be from 3pm -6pm.	*3, 4, 5, 6 **a,c,d
Week 11 3/20-3/27 Due 3/27	Chapter 31	Guiding Children With Special Needs	Complete Terms and Review and Reflect Questions from Chapter 31 Create a list of products designed to serve children with disabilities.	*6 **a,c,d
Week 12 and 13 3/27-4/10 Due 4/10	Chapter 32 Chapter 33	Involving Parents and Families A career for you in ECCE	Complete Terms and Review and Reflect Questions from Chapter 32 Create a Parent Letter inviting them to their child's Holiday Party. Complete Terms and Review and Reflect Questions from Chapter 33 Conduct an Internet search on the types of Accreditations available for child care facilities. Type a 1 page paper and cite your sources.	*2, 6, 7 **a,b,c,d
Week 14 4/10-17 Due 4/17	Chapter 10	Selecting toys and equipment	Complete Terms and Review and Reflect Questions from Chapter 10 Create a list of 15 toys/games that would be appropriate for each of the following program goals. Then circle the 5 toys/games that you would choose to purchase. Make a chart like the one on in your text. 1- Encourage sensory exploration (list 15 and then circle the 5 best for the goal) 2-To develop in each child an appreciation for beauty and nature. 3-To help each child learn to participate and function well in a group	*3, 4, 5 **a,b,c,d
Week 15 4/17-4/24 Due 4/24		Final Week	Download Copy of Family, Group and Center Standards from Bright From the Start Website and keep for your Portfolio FINAL TEST	*7 a,d

- * **Competency Areas:**
1. Historical Perspectives
2. Professionalism

- 3. Guidance
- 4. Assessment and Curriculum Planning
- 5. Learning Environment
- 6. Cultural Diversity
- 7. Licensing and Accreditation

****General Core Educational Competencies**

- a) The ability to utilize standard written English.
- b) The ability to solve practical mathematical problems.
- c) The ability to read, analyze, and interpret information.

Rubrics

You will have weekly Discussion Questions.

Students will be required to answer discussion board questions that will be posted within BBL. The topics will be posted at least a week prior to the due date. The answers to the discussion questions should be detailed and thoroughly answers the topic. Also, students will be required to respond to at least one answer posted by their classmates. The responses should include why you do or do not agree with the student’s response. It is ok to disagree with your classmate on his/her answer but the responding student should be professional in his/her response to his/her classmate. Be constructive in discussion these topics with your classmates.

Rubric for the Discussion Board is inside of Blackboard

WRITING RUBRIC:

NAME _____ DATE _____

ASSIGNMENT _____

	4	3	2	1
Neatly written/typed according to directions	The paper was very neatly written or typed— according to directions	The typing or handwriting was neat	The typing or handwriting was somewhat neat	The paper was lacking in the area of neatness
Length	The length was completely appropriate or was longer	The paper was within a few lines of being appropriate length	The paper was approximately $\frac{3}{4}$ as long as it should be	The paper was less than $\frac{1}{2}$ the length it should be

	than required			
On topic	The entire paper was on topic	Most of the paper was on topic	The paper remained somewhat on topic	Half or more of the paper was not on topic
Spelling/Grammar	There were no more than 2 spelling errors/1 grammar error	There were no more than 3 spelling errors and/or 2 grammar errors	There were no more than 3 spelling errors and/or 3 grammar errors	There were more than 3 spelling errors and/or 3 grammar errors
Main Idea(s) /Supporting Details/Cohesion	The paper contained proper main idea(s), properly developed supporting ideas and was cohesive	The paper contained proper main idea(s), developed supporting ideas but was lacking in cohesion	The paper had main idea(s), poorly developed supporting ideas and cohesion was lacking	The paper did not have a proper main idea, and/or supporting details and/or cohesion

Grammar Errors: fragments, run-on sentences, subject-verb agreement...

Total points _____ X 5 = _____

Comments