I. COURSE NUMBER: EDT 212
II. COURSE TITLE: Early Childhood Theory and Practice
III. TERMS OFFERED: II

IV. CATALOG DESCRIPTION: This course is an introduction to the theory base that drives developmentally appropriate practice for working with children birth through age eight. It extends knowledge of how children develop and learn across all developmental domains. Early childhood students will learn the basic principles of planning and implementing developmentally appropriate curriculum and instruction based on knowledge of individual children, families and the community.

V. ACADEMIC CREDIT: 3 semester hours

I. PREREQUISITES: EDT 211 and 211 lab

II. COURSE GOALS

The School of Education and Allied Professions in conjunction with the University of Dayton’s Vision 2005 has adopted a school wide theme of “Building Learning Communities through Critical Reflection”. The conceptual framework of the School of Education and Allied Professions embraces diversity for the promotion of social justice, and engages in building a community where the faculty model and candidates develop as scholar practitioners, who engage in critical reflection. The unit outcome of “scholarly practitioner” will be a central theme in EDT 212.

This course supports the skills and competencies outlined by the National Association for Young Children as well as the Ohio Early Childhood Curriculum Model.

1. Continue to develop understanding of how to create reflective learning communities that include all stakeholders in the education of young children, birth through age eight
2. To continue to explore how the goals of the School of Education and Allied Professions and Department of Teacher Education of developing reflective learning communities and creating climates for reflective practice can be implemented in early childhood education
3. To incorporate understanding of the value of cultural, linguistic, socio-economic, religious and ethnic diversity for the community of young learners
4. To incorporate an appreciation of the value of having diverse learners in the classroom including those with special developmental needs
5. To instill a commitment to education of young children which mandates continual accommodation for all learners in the classroom

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Office Hours: Monday 11:00-12:00, 1:30-3:00, Thursday 9:00 – 11:00
III. COURSE OBJECTIVES:

A. Child Development and Learning
   1. Extend knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age
   2. Develop ability to plan and implement developmentally appropriate curriculum and instructional methods
   3. Understand early childhood practices based on knowledge of individual children, the community, and curriculum goals and content
   4. Develop initial ability to use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions.
   5. Introduce guidelines for ability to create, evaluate, and select appropriate developmentally appropriate materials, equipment, and environments
   6. Develop and evaluate topics of study for early childhood in terms of conceptual soundness, significance, and intellectual integrity
   7. Extend understanding of the influence on development of young children of the physical setting, schedule, routines, and transitions and use these experiences to promote children’s development and learning
   8. Relate an understanding of the developmental consequences of stress and trauma, protective factors, and resilience, the development of mental health, and the importance of supportive relationships to the classroom setting

B. Family and Community Relationships
   1. Introduce importance of supporting parents in making decisions related to their child’s development, their parenting, and educational planning for their child
   2. Extend understanding of the importance of sensitivity to differences in family structures and social and cultural backgrounds and the importance to planning for curriculum and instruction
   3. Introduce importance of linking families with a range of family-oriented services based on identified resources, priorities, and concerns
   4. Introduce techniques to communicate effectively with other professionals concerned with children and with agencies in the larger community to support children’s development, learning, and well-being

C. Assessment and Evaluation
   1. Introduce and practice using formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.
2. Identify antecedents, behaviors and consequences that lead to, support and reinforce both wanted and unwanted behaviors of children in the field experience placement.

3. Identify and implement behavior supports to increase desired behaviors and reduce unwanted behaviors.

D. Professionalism
1. Extend ability to make decisions by reflecting on their practices, articulating a philosophy and rationale for decisions, and continually self-assessing and evaluating the effects of their choices and actions on others (young children, parents, and other professionals) as a basis for program planning and modification and continuing professional development.

2. Extend understanding of special circumstances of children, families, and professionals; current issues and trends; introduce legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession.

3. Expand understanding of the early childhood profession, its multiple historical, philosophical, and social foundations and how these foundations influence current thought and practice.

4. Develop an awareness of and commitment to the profession’s Code of Ethical Conduct.

5. Extend opportunities to actively seek out opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice.

6. Develop a community of learners by establishing and maintaining positive, collaborative relationships with colleagues, other professionals, and families and working effectively as a member of a professional team.

7. Introduce skills for serving as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood educators.

8. Develop an understanding of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers and program evaluation.

IV. COURSE TOPICS: Letters that appear after each listed topic reflect correspondence with targeted Pathwise domains, A through D.

1. Review of the historical roots of early childhood education (D)

2. Ethical and societal issues in early childhood (D)

3. A contemporary understanding of early childhood education and developmental models and their connection to classroom practice especially Vygotsky, Piaget, Erikson, Bronfenbrenner and Skinner (A, B, C, D)
4. NAEYC Developmentally Appropriate Practices in early childhood classrooms and ways that teaching and behavior guidance practices for young children are impacted: the teacher's role in development of curriculum (A, B, C, D)

5. Best practices in environmental design for young children: Developing safe, healthy, participative environments based upon theories of development and learning (B)

6. Division for Early Childhood (DEC/Council for Exceptional Children) Position Statement on Early Childhood and Early Childhood Special Education and its impact on classroom practices for young children (B, D)

7. NAEYC/DEC Code of Ethics and its impact on the classroom and families (D)

8. Curriculum approaches and content areas in the preschool, kindergarten and primary grades (B, C)

9. Use of systematic observation in the early childhood classroom for a data base to design practices: Running Narrative, Event Sampling, Time Sampling (A, B, C)

10. Understanding bases for managing behavior in the early childhood classroom including guiding behavior, positive behavior supports and antecedents, behaviors, and consequences (B, C)

11. Families and cultures as an integral part of early childhood curriculum (A, B, C)

X. TEACHING METHODS: Lecture, discussion, tapes, observations, integration of field experiences and observation, group presentations, group projects, use of Taskstream and application of common assessment devices.

XI. INSTRUCTIONAL TECHNOLOGY: Students will use Taskstream to develop lesson plans. They will complete readings through e-reserve.

XII. XIII. DEPARTMENT BENCHMARK POLICY

A. Undergraduate Program Benchmarks and Benchmark Flags: The following benchmark requirements are in effect for all teacher licensure candidates. Failure to meet a benchmark listed below results in a candidate being withdrawn from a licensure program. The candidate can be re-admitted after the benchmark has been met, with approval from the Program Coordinator or Chair of the Department of Teacher Education.

1. GPA: Below 2.5 GPA cumulative, in professional education courses and/or in concentration courses (when applicable)

2. PRAXIS I: Failure in any or all sections

3. Grade of “D” or lower in an EDT course

4. Unexcused absences in a Teacher Education course cannot exceed 13% in any given course (University policy for FY students is 13%)

Two or more flags may constitute a Benchmark failure.

1. Feedback which includes a “not met” or “one” in a competency on the field observation forms

2. A “C-” in an EDT course
3. Poor evaluation from a course instructor
4. Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.

XIII. STUDENT EVALUATION CRITERIA:

Note: Participation, attendance and general issues of professionalism will be noted throughout the term and in the midterm and final evaluations in your field placement. Achieving a one or poor instructor evaluation may jeopardize your continuation in EDT courses.

Grading Scale

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<tr>
<th>Letter Grade</th>
<th>Point Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>93-94</td>
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<td>B+</td>
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<td>78-81</td>
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<tr>
<td>C-</td>
<td>75-77</td>
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XIV. FIELD-BASED EXPERIENCES: 45 Hours at the Bombeck Family Learning Center or other instructor selected site

XV. TEXT(S) (Shared with 211) Required


XVI. SUPPLEMENTARY RESOURCES


XVII. DATE OF SYLLABUS DEVELOPMENT: December, 2002
Syllabus Revision: December, 2005, December 2006

To request academic accommodations due to a disability, please contact the Office for Students with Disabilities, 002 Albert Emanuel Hall, (937) 229-3648. If you have a self-identification form from the Office for Students with Disabilities indicating that you have a disability, which requires accommodation, please present it to me so we can discuss the accommodations you might need in class.
NAEYC Standards (2001) for Early Childhood Professional Preparation
SUMMARY

1. PROMOTING CHILD DEVELOPMENT AND LEARNING
Candidates use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS
Candidates understand and value the importance and complexity of children’s families and communities. They use this understanding to develop programs and partnerships that support the development and learning of all young children.

3. OBSERVING AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES
Candidates use multiple, systematic observations and other responsible assessment strategies as an integral part of their practice.

4. TEACHING AND LEARNING
Candidates use their understanding of and relationships with children, their understanding of teaching/learning strategies, and their integrated subject matter knowledge, to design, implement, and evaluate experiences that promote positive development and learning for all children from birth through age eight.
   4a. CONNECTING WITH CHILDREN
       Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children.
   4b. INTEGRATING MEANINGFUL CURRICULUM
       Candidates make curriculum decisions by integrating their understanding of how young children develop and learn with their understanding of the concepts,