



ECED 1001
Fundamentals of Early Childhood Education
Credit Hours: 3 Credit Hours
Semester: Spring 2022

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Office Hours: (online)

Preferred Communication (email and/or text; will respond within 24 hours)

Class Location: Arranged.

Class Meeting Times: On-Line

Required Materials: *Fundamentals of Early Childhood Education* (9th Edition)
George S. Morrison, Mary Jean Woika, Lorraine Breffni.

University Mission Statement

Navajo Technical University's mission is to provide University readiness programs, certificates, associate, baccalaureate, and graduate degrees. Students, faculty, and staff will provide value to the Diné community through research, community engagement, service learning, and activities designed to foster cultural and environmental preservation and sustainable economic development. The University is committed to a high quality, student-oriented, hands-on-learning environment based on the Diné cultural principles: *Nitsáhákees, Nahátá, Íina, Siihasin.*

Course Description

Students will learn theoretical and practical aspects of the development of young children, focusing on different learning theories, and the needs of children from birth through age eight. The important educational roles and challenges of a professional educator and significant historical roots and current practices of different early childhood education programs will be studied. The objective of this course is to gain the knowledge, skills, and insights necessary to confidently and appropriately attain the goal of being a leader in educating young children, parents, and families. Throughout the course, students will be expected to begin developing their own philosophy of early childhood education.

Pre-requisites:

Co-requisite:

Course Competencies

Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

1. Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice.
2. Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the healthy development of each child.
3. Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rate of development and developmental patterns associated with developmental delays and/or specific disabilities.
4. Demonstrate knowledge of the similarities between children who are developing typically and those with special needs.
5. Provide a variety of activities that facilitate development of the whole child in the following areas: physical/motor, social emotional, language/cognitive and adaptive/living skills.
6. Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and contexts for development and learning and recognize that children are best understood in the context of family, culture, and society.
7. Demonstrate knowledge of the many functions that language serves in the cognitive, social, and emotional aspects of development in the formative years.
8. Demonstrate knowledge of the developmental sequence of language and literacy, including the influence of culture and home factors.
9. Demonstrate knowledge of how children acquire and use verbal, non-verbal, and alternative means of communication.
10. Demonstrate knowledge of the relationship among emotions, behaviors, and communication skills to assist children in identifying and expressing their feelings in appropriate ways.
11. Use appropriate guidance to support the development of self-regulatory capacities in young children.

Student Learning Outcomes

The students who successfully complete this course will:

- A. Evaluate the theories that influence early childhood programs to develop their own philosophy of early childhood education. (NAEYC5c. Engaging in continuous learning. 5d. Integrating knowledgeable, reflective, and critical perspectives)

- B. Define early childhood education as a profession and define professional behaviors. (NAEYC 5a. Identifying and becoming involved with the early childhood field, 5b. Upholding ethical and professional standards)
- C. Demonstrate understanding of early learning theories, program models and developmentally appropriate practices. (FCS SLO#1)
- D. Determine strategies for communicating and collaborating with families. (NAEYC 2a. Understanding family and community characteristics, 2b. Supporting and empowering families and communities in children’s development; FCS SOL#3)

Assessments

Weekly Quizzes (10 pts.)	50%
Video Summaries (10 pts.)	50%
Test 1 (Chapters 1-3)	100%
Professional Bibliography & Plan	100%
Mid-Term (Chapters 1-6).....	100%
Final (Chapters 7-13)	100%
Total	500

Grades

Each assignment is worth a set number of points. Total points earned will be divided by total possible points, which will produce a percentage that will be converted at the end of the semester to a letter grade, as follows:

- 100-90 points = A
- 89-80 points = B
- 79-70 points = C
- 69-60 points = D
- Less than 59 points = F

Connections to Program Assessment

Course Schedule

Week	Date	Activity/Reading	Assignments	Assessments
	Instruction Begins 1/18/22			
1	1/17-22	Chapter 1 You and Early Childhood Education Becoming a Professional Last Day to add/drop	<ul style="list-style-type: none"> • Read pages 2-37 • View Chapter 1 Power Point (PP) • Video Reflection 1 	<ul style="list-style-type: none"> • Video Summary VS Ch. 1 • Quiz #1

2	1/24-29	Chapter 2: Understanding and Responding to Current Issues Contemporary Influences on Teaching and Learning	<ul style="list-style-type: none"> • Read pages 40-77 • View Chapter 2 Power Point (PP) • Video Reflection 2 	<ul style="list-style-type: none"> • Video Summary VS Ch. 2 • Quiz #2
3	1/31-2/5	Chapter 3: History and Theories Foundations for Teaching and Learning	<ul style="list-style-type: none"> • Read pages 80-124 • View Chapter 3 Power Point (PP) • Video Reflection 3 	<ul style="list-style-type: none"> • Video Summary VS Ch. 3 • Quiz #3
4	2/7-12	Chapter 4: Implementing Early Childhood Programs Applying Theories to Practice	<ul style="list-style-type: none"> • Read pages 126-17 • View Chapter 4 Power Point (PP) • Video Reflection 4 	<ul style="list-style-type: none"> • Video Summary VS Ch. 4 • Quiz #4
5	2/14-19	Chapters 1-4 Mid Term Exam	<ul style="list-style-type: none"> • Review Chapters 1-4 	Mid Term Exam
6	2/21-26	Chapter 5: Observing and Assessing Young Children Guiding Teaching and Learning	<ul style="list-style-type: none"> • Read pages 158-197 • View Chapter 5 Power Point (PP) • Video Reflection 5 	<ul style="list-style-type: none"> • Video Summary VS Ch. 5 • Quiz #5
7	2/28-3/5	Chapter 6: Technology Today Children, Families, and You	<ul style="list-style-type: none"> • Read pages 200-228 • View Chapter 6 Power Point (PP) • Video Reflection 6 	<ul style="list-style-type: none"> • Video Summary VS Ch. 6 • Quiz #6
8	3/7-12	Chapter 7: Infants and Toddlers Critical Years for Learning	<ul style="list-style-type: none"> • Read pages 230-265 • View Chapter 7 Power Point (PP) • Video Reflection 7 	<ul style="list-style-type: none"> • Video Summary VS Ch. 7 • Quiz #7
9	3/14-19	Chapter 8: The Preschool Years	<ul style="list-style-type: none"> • Read pages 266-304 	<ul style="list-style-type: none"> • Video Summary VS Ch. 8

		Getting Ready for School	<ul style="list-style-type: none"> View Chapter 8 Power Point (PP) Video Reflection 8 	<ul style="list-style-type: none"> Quiz #8
10	3/21-26	Chapter's 5-8 Quiz	<ul style="list-style-type: none"> Review Chapters 5-8 	Chapter Quiz 5-8
11	3/28-4/2	Chapter 9: Kindergarten Today Meeting Academic and Developmental Needs	<ul style="list-style-type: none"> Read pages 306-340 View Chapter 9 Power Point (PP) Video Reflection 9 Professional Biography & Plan 	<ul style="list-style-type: none"> Video Summary VS Ch. 9 Quiz #9 Professional Biography & Plan
12	4/4-9	Chapter 10: The Primary Grades Preparation for Lifelong Success	<ul style="list-style-type: none"> Read pages 342-374 View Chapter 10 Power Point (PP) Video Reflection 10 	<ul style="list-style-type: none"> Video Summary VS Ch. 10 Quiz #10
13	4/11-16	Chapter 11: Educating Children with Diverse Needs Ensuring Each Child Learns	<ul style="list-style-type: none"> Read pages 376-405 View Chapter 11 Power Point (PP) Video Reflection 11 	<ul style="list-style-type: none"> Video Summary VS Ch. 11 Quiz #11
14	4/18-23	Chapter 12: Guiding Children's Behavior Helping Children Be Their Best	<ul style="list-style-type: none"> Read pages 406-431 View Chapter 12 Power Point (PP) Video Reflection 12 	<ul style="list-style-type: none"> Video Summary VS Ch. 12 Quiz #12
15	4/25-30	Chapter 13: Parents, Families and the Community Building Partnerships for Student Success	<ul style="list-style-type: none"> Read pages 432-502 View Chapter 13 Power Point (PP) Video Reflection 13 	<ul style="list-style-type: none"> Video Summary VS Ch. 13 Quiz #13
16	5/2-7	Final Exam	<ul style="list-style-type: none"> Review Chapters 9-13 	Final Exams
17	5/9-13	Finals		FINALs

		Grades Due to Registrar (4/13/22) Graduation		
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Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for Navajo students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes: Nitsáhákees, Nahát’á, Íina and Siih Hasin, which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

A:shiwí Philosophy of Education

Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts’umme. Our language and ceremonies allow our people to maintain strength and knowledge. The A:shiwí Philosophy of Education will be the essential elements of preparing students to develop indigenous and western teachings. The A:shiwí core values of hon i:yyułashik’yanna:wa (respect), hon delank’oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohol lewuna:wediyahnan, wan hon kela i:tsemanna (think critically). These indigenous ways of knowing will allow learners to develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Participation

Students are expected to attend and participate in all class activities- as listed above. Points will be given to students who actively participate in class activities including field trips, laboratories, and ask questions of guest speakers and other presenters.

Cell Phone and Headphone Use

Please turn cell phones off or place them on silence or vibrate mode before coming to class. Answer cell phones outside of class (not in the classroom). Exercising cell phone use courtesy is appreciated by both the instructor and classmates. Headphones are to be removed before coming to class.

Attendance Policy

Students are expected to regularly attend all classes for which they are registered. A percentage of the student’s grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of his/her responsibility to complete all course work by the required deadlines. Furthermore, it is the student’s responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.

Students with Disabilities

The Navajo Technical University and the School of Arts and Humanities are committed to serving all enrolled students in a non-discriminatory and accommodating manner. Any student who feels he/she may need an accommodation based on the impact of disability or needs special accommodations should inform NTU in accordance with the procedures of the subsection entitled "Students with Disabilities" under Section 7: Student Support Programs, NTU Student Handbook.

Email Address

Students are required to use NTU's email address as a formal mode of communication.

APPENDIX 1

Rubric

Oral Presentation Rubric Navajo Technical University

Student: _____ Assignment: _____ Date: _____

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Scores & specific comments
Content	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice. Listeners gain little from the presentation.	For the most part, explanations of concepts and theories are accurate and complete. Some helpful ideas are included.	Speakers provide accurate and complete explanations of key concepts and theories, drawing on relevant text. Ideas of theory highlight issues. Listeners gain insights.	
Organization	Organization is disorganized; listener can follow presentation only with effort. Arguments are not clear.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	
Communication aids	Communication aids are poorly prepared or used inappropriately. Font size is too small to read. Too much information is included. Details or some unimportant information is highlighted, and may confuse the audience.	Communication aids contribute to the quality of the presentation. Font size is mostly readable. Appropriate information is included. Some material is not supported by visual aids.	Communication aids enhance presentation. The font on the visuals is readable. Information is represented and organized to maximize audience comprehension. Details are minimized so that main points stand out.	
Accuracy	Presenter does not understand the topic. Errors are made to distract a knowledgeable listener. Some information is accurate.	No significant errors are made. Listeners recognize any errors to be the result of nervousness or oversight.	Information (names, facts, etc.) included in the presentation is consistently accurate.	
Responsiveness	Speakers respond to questions inadequately. Body language reveals a reluctance to interact with audience.	Generally responsive to audience questions and needs. Misses some opportunities for interaction. Body language reflects some discomfort interacting with audience.	Consistently clarifies, restates, and responds to questions. Summarizes when needed. Body language reflects comfort interacting with audience	
Overall comments				Reviewer's initials

Scale: 18-16=A, 15-13=B, 12-11=C, 10-9=D, less than 8=F

APPENDIX 2

ECED 1110

Sample Assessment: Assignment-with-Rubric

Topic: _____

Directions: It is your job to research and deliver information relating to a specific topic within the _____. You must teach the class about your topic and enlighten us about the changes occurring in _____.

Questions to Answer:

- 1.
- 2.
- 3.

Requirements:

- A cover page with a title
- NO complete sentences (please use bullet points)
- Include 4 or more pictures, graphs, maps, or any other visuals that would help accompany your presentation
- A handout for your classmates with essential questions that they should know and answer during your presentation.

When Requirements Have Been Completed:

- Print out your PowerPoint with 4 slides per printed page (if you don't know how to do this please ask)
- Make sure your names are on the cover page and the bottom of this handout
- Staple your completed project to this paper

APPENDIX 3

APPENDIX 4