

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | INTRO. TO EARLY CHILDHOOD CARE AND EDUCATION | ECED 1001 | COURSE INFORMATION

COURSE DESCRIPTION

This course is designed to acquaint students with the field of early childhood inclusive education. The course will emphasize the importance of ages birth to eight and the part that early care and educational settings play in every child’s development including children with disabilities, developmental delays, language and cultural differences. The course will review theories and philosophies of early care and education and will acquaint students with historical perspectives as well as modern trends, developments, and curriculum models. The course will explore the organization and composition of early childhood settings; curriculum planning based on Developmentally Appropriate Practices, materials, and equipment; and the role of the teacher including reflective practice. The course includes four, 2.5 hours of preschool classroom observations for a minimum of 10 hours.

Prerequisite or parallel: ENG 101 or permission of the ECE Coordinator

Course Objectives: To provide students opportunities to develop knowledge, reflection and understanding of:

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| | COURSE OBJECTIVE | ALIGNMENT WITH STANDARDS |
| 1 | A variety of current and historical theories, program models, and approaches to early childhood education | EI/ECSE Child Development and Early Learning |
| 2 | Developmentally Appropriate Practice as it applies to all children including those children with disabilities and other diverse learners | DEC Instruction, INS4; NAEYC Standard One, Promoting Child Development and Early Learning 1b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard One, Child Development and Learning Context, 1d and Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC’s Promoting Child Development and Early Learning, 1.A.1 |
| 3 | Early learning developmental domains and current early learning standards. | EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; PS&C for ECE, Standard One, Child Development and Learning Context, 1a and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC’s Promoting child Development and Early Learning, 1.A.1, Building Meaningful Planned Program of Learning and Development, 3.A.3 |

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| 4 | The relationship between play and development in young children including those children with disabilities and other diverse learners. | OSEP: Intervention and Instruction; DEC INS4; NAEYC Promoting Child Development and Early Learning 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1d) |
| 5 | The roles, responsibilities, and essential dispositions of early childhood professionals. | OSEP Collaborating; DEC Teaming and Collaboration TC2; NAEYC Standard Six, Becoming a Professional, 6a; (PS&C for ECE; Professionalism as an Early Childhood Educator, 6a) |
| 6 | Ethical concerns and dilemmas related to early care and education | EI/ECSE Professionalism and Ethics; NAEYC Standard Six, Becoming a Professional, 6b; (PS&C for ECE; Standard Six. Professionalism as an Early Childhood Educator, 6b). |
| 7 | The importance of social/emotional relationships between and among children (including those children with disabilities and other diverse learners) diverse families; teachers, and caregivers in early childhood inclusive education. | OSEP: Supporting Social and Emotional Development, Working with Children and Families from Diverse Backgrounds & Engaging and Communicating with Families; DEC Family, F1 & F6; Supporting Social and Emotional Development, INT2; NAEYC, Standard Two, Building Family and Community Relationships, 2a. 2b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE Standard Two, Family–Teacher Partnerships and Community Connections;2b); CKC’s, Building Family and Community Partnerships, 5.A.1, 5.A.2; Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2 |
| 8 | Positive approaches to child guidance with attention to individual children including those children with disabilities and other diverse learners. | OSEP: Supporting Social and Emotional Development; EI/ECSE Interaction, Intervention, Instruction; NAEYC, Using Developmentally Effective Approaches, 4d; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b,and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b) |
| 9 | Creating, organizing, and evaluating early childhood learning environments with particular attention to safe, healthy, and stimulating settings that support inclusion of all children. | OSEP Intervention and Instruction; DEC: Instruction, INS4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c). |
| 10 | Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners. | OSEP: Intervention and Instruction, Literacy and STEM, Technology; DEC: INS4, Instruction; DEC, Environments, E4; EI/ECSE Using Responsive, Reciprocal Interventions and instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC, Standard Four, 4b, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC’s Building a Meaningful Program of Learning and Development, 3.A.3 |
| 11 | Multicultural, anti-bias curricula, and inclusive learning environments with attention to different learning styles and teaching strategies. | OSEP: Working with Children and Families from Diverse Backgrounds and Intervention and Instruction; DEC, Instruction, INS 4; EI/ECSC Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences, Partnering with Families, Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a, Standard Four, Using Developmentally Effective Approaches, 4a;(PS&C for ECE, Standard Two, Family–Teacher Partnerships and Community Connections, 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c); CT CKC’s, Building Family and Community Relationships, 5.A.1 |

Student Outcomes: Upon completion of this course, students will be able to:

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| | STUDENT OUTCOMES | ALIGNMENT WITH STANDARDS |
| 1 | <p>Historical Perspectives</p> <p>a. Identify and discuss the history of early childhood care and education including developmental theories, philosophical and sociological perspectives, and the various program models.</p> <p>b. Compare and contrast different types of early childhood programs and their approach to inclusion.</p> | EI/ECSE Child Development and Early Learning |
| 2 | <p>Developmentally Appropriate Practice:</p> <p>a. Recognize age appropriate and culturally appropriate developmental expectations for the young child.</p> <p>b. Discuss and reflect upon teaching practices and how goals, objectives, and assessments are integral to planning a Developmentally Appropriate program for all children including children with disabilities and other diverse learners.</p> | DEC Assessment, A9; DEC Instruction, INS 4; NAEYC Standard Four, Using Developmentally Effective Approaches, 4a, and 4d); (PS&C for ECE, Standard One, Child Development and Learning Context, 1d and Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c and Standard Six, Professionalism as an Early Childhood Educator, 6e) |
| 3 | <p>Identify the key developmental/learning domains commonly associated with child development in relation to early learning and development standards.</p> | EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1a; and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC's Promoting Child Development and Early Learning, 1.A.1, Building Meaningful Planned Program of Learning and Development, 3.A.3 |
| 4 | <p>Analyze the role of play in the development of all young children including children with disabilities and other diverse learners.</p> | OSEP: Intervention and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning. 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1d, and Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b) DEC Instruction, INS4 |
| 5 | <p>Define and reflect upon the roles, responsibilities, and essential dispositions of the teacher in an early childhood program.</p> | OSEP Collaborating; DEC Teaming and Collaboration TC2; NAEYC Standard Six, Becoming a Professional, 6a and 6d; (PS&C for ECE; Professionalism as an Early Childhood Educator, 6a) |
| 6 | <p>Discuss and reflect upon ethical concerns related to early care and education issues</p> | EI/ECSE Professionalism and Ethics; NAEYC Standard Six, Becoming a Professional, 6b and 6d; (PS&C for ECE; Standard Six. Professionalism as an Early Childhood Educator, 6b). |

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| | STUDENT OUTCOMES | ALIGNMENT WITH STANDARDS |
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| 7 | Define and reflect upon the importance of social/emotional relationships between and among teachers, children, and diverse families. | OSEP: Supporting Social and Emotional Development, Working with Children and Families from Diverse Backgrounds and Engaging and Communicating with Families; DEC Families, F1 and F6; Instruction, INT2; NAEYC Standard Two, Building Family and Community Relationships, 2a, 2b, Standard Four, Using Developmentally Effective Approaches, 4a, 4d; (PS&C for ECE Standard Two, Family–Teacher Partnerships and Community Connections; 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c)CKC’s Building Family and Community Relationships, 5A1, 5A2; Using Developmentally Effective Approaches for Facilitating Experiences, 2.A.2 |
| 8 | Identify, discuss and reflect upon individualized approaches to discipline using positive guidance strategies for all young children including children with disabilities and other diverse learners | OSEP: Supporting Social and Emotional Development; EI/ECSE Interaction, Intervention, Instruction, NAEYC, Using Developmentally Effective Approaches, 4d; (PS&C for ECE Standard One, Child Development and Learning in Context, 1b and Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a). |
| 9 | Create, organize, and evaluate early childhood learning environments with particular attention to the safe, healthy, and stimulating settings for the diverse needs of all children including children with disabilities and other diverse learners | OSEP Intervention and Instruction; DEC: Instruction, INS4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c). |
| 10 | Integrate all developmental domains, and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners. | OSEP: Intervention & Instruction, Literacy and STEM, Technology; DEC: Instruction; DEC E4; EI/ECSE Using Responsive, Reciprocal Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4b, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC’s Building Meaningful Planned Program of Learning and Development, 3.A.3 |
| 11 | Create experiences for multicultural, anti-bias curricula, and inclusive learning environments with attention to different learning styles and teaching strategies. | OSEP: Working with Children and Families from Diverse Backgrounds and Intervention and instruction; DEC Instruction, INS 4; EI/ECSC Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences, Partnering with Families and Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a and Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard Two, Family–Teacher Partnerships and Community Connections, 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c);CT CKC’s. Building Family and Community Relationships, 5. A1 |

Course Content:

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| | COURSE CONTENT | ALIGNMENT WITH STANDARDS |
| 1 | Historical Perspectives <ol style="list-style-type: none"> Historical and current issues and trends including the history of education for children with disabilities and other diverse learners. Observation and evaluation of various models of early childhood educational programs including programs of inclusive education Developmental theories and theorists including theories regarding children with disabilities and other diverse learners | EI/ECSE 1.1; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1a, 1.c.and Standard Six. Professionalism as an Early Childhood Educator, 6a) |
| 2 | Developmentally Appropriate Practices (DAP) in all domains including experiences for children with disabilities and other diverse learners. | DEC Assessment, A9; DEC, Instruction, INS 4; NAEYC, Standard, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard One, Child Development and Learning Context, 1d and Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c and Standard Six, Professionalism as an Early Childhood Educator, 6e) |
| 3 | How children learn and develop including children with disabilities and or other diverse learners | EI/ECSE Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; CKC's Promoting Child Development Learning, 1.A.1, Building a Meaningful Planned Program of Learning and Development, 3.A.3; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1a;and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a) |
| 4 | Play in the curriculum | OSEP: Intervention & Instruction; Literacy and STEM; Social & Emotional Development; NAEYC Standard One, Promoting Child Development and Early Learning, 1b; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1d, and Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b) |
| 5 | Early Childhood Education as a profession including essential dispositions of ECE professionals. | OSEP Collaborating; DEC Teaming and Collaboration TC2; NAEYC Standard Six, Becoming a Professional, 6a; (PS&C for ECE; Professionalism as an Early Childhood Educator, 6a) |
| 6 | Ethics, professionalism, and reflective practice. | EI/ECSE Professionalism and Ethics; NAEYC, Six, Becoming a Professional, 6b; (PS&C for ECE; Standard Six. Professionalism as an Early Childhood Educator, 6b). |
| 7 | Social-emotional relationships between and among children and adults. | OSEP: Supporting Social and Emotional Development, Working with Children and Families from Diverse Backgrounds & Engaging and Communicating with Families; DEC Family, F1 and F6; Instruction, INT2; NAEYC Standard Two, Building Family and Community Relationships, 2a. and 2b, Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE Standard Two, Family–Teacher Partnerships and Community Connections; 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c); CKC's, Building Family and Community Relationships, 5A1 and 5A2; Standard Two, Building Family and Community Relationships, 2.A.2 |
| 8 | Guiding children's behavior including children with disabilities and other diverse learners. | OSEP: Supporting Social and Emotional Development; EI/ECSE Interaction, Intervention, Instruction; NAEYC, Using Developmentally Effective Approaches, 4d;(PS&C for ECE Standard One, Child Development and Learning in Context, 1b and Standard 4, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices 4a). |

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| COURSE CONTENT | | ALIGNMENT WITH STANDARDS |
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| 9 | Planning and organizing safe, healthy, stimulating indoor and outdoor environment with attention to the safety, health and physical development needs of all children including children with disabilities and other diverse learners. | OSEP Intervention and Instruction; DEC, Instruction, INS4; EI/ECSE Using Responsive, Reciprocal Interactions, Interventions, and Instruction; NAEYC, Standard One, Promoting Child Development and Early Learning 1c; (PS&C for ECE; Standard One, Child Development and Learning in Context, 1c). |
| 10 | Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners (OSEP: Intervention & Instruction, Literacy & STEM, Technology; DEC: Instruction, INS4 and Environments. | OSEP: Intervention & Instruction, Literacy & STEM, Technology; DEC: Instruction, INS4 and Environments E4; EI/ECSE Using Responsive, Reciprocal Interventions and Instruction, Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences; NAEYC Standard Four, Using Developmentally Effective Approaches, 4b, Standard Five, Using Content Knowledge to Build Meaningful Curriculum, 5a; (PS&C for ECE Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4c and Standard Five, Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum, 5a); CKC's, Building a Meaningful Planned Program of Learning and Development, 3.A.3 |
| 11 | Multicultural and anti-bias and inclusive learning environments with attention to different learning styles and teaching strategies. | OSEP: Working with Children and Families from Diverse Backgrounds, Intervention and Instruction; DEC Instruction, INS 4; EI/ECSC Application of Curriculum Frameworks in the Planning of Meaningful Learning Experiences, Partnering with Families, and Professionalism and Ethical Practices; NAEYC Standard Two, Building Family and Community Relationships, 2a and Standard Four, Using Developmentally Effective Approaches, 4a; (PS&C for ECE, Standard Two, Family–Teacher Partnerships and Community Connections, 2b and Standard Four, Developmentally, Culturally, and Linguistically Appropriate Teaching Practices, 4b and 4c);CKC's Building Family and Community Relationships, 5.A.1 |

STANDARDS

CT State Core Knowledge and Competencies (CKC)

Division of Early Childhood of the Council for Exceptional Children (DEC)

Early Intervention/Early Childhood Special Education (EI/ECSE)

National Association for the Education of Young Children (NAEYC)

Office of Special Education Programs (OSEP)

Professional Standards and Competencies for Early Childhood Educators (Power to the Profession (P2P) Standards)

KEY EXPERIENCES

1. **(C.O. all)** Observe at and reflect upon
 - a. a program with children with identified special needs
 - b. a program with second language learners
 - c. an infant toddler classroom
 - d. NAEYC accredited classroom or approval of the Program Coordinator
2. **(C.O. 1)** Review differing types of Early Childhood programs and theorists.
3. **(C.O. 6)** Introduction to and reflection of the NAEYC Code of Ethical Conduct
4. **(C.O. 5)** Take and reflect upon the following survey: Anne Arundel Community College Teacher Disposition Survey
<https://docs.google.com/spreadsheets/d/1yM3gCVfyOhwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749>
5. **(C.O. 11)** Cultural: Students will view and discuss a video on cultural diversity and will discuss issues of respect and acceptance. The students will be given a multi-cultural classroom checklist and rating scale to use during their ECE classroom observations.
6. **(C.O. 2, 4)** Review how Developmentally Appropriate curriculum addresses the individual needs of all children
7. **(C.O. 7, 8)** View and reflect upon a video on Challenging Behaviors
8. **(C.O. 9)** Explore Environmental Floor Plans (indoor and outdoor) and include an understanding of Universal Design
9. **(C.O. 3, 4)** Introduce Connecticut Early Learning Development Standards (Ct.E.L.D.S.)
10. **(C.O. 10)** Collectively create curriculum experiences (Single LEP/Webbing/Developmental Domains, etc.)

RESOURCES

Books

- *Derman-Sparks, L. and the ABC Task Force. Anti-Bias Curriculum Tools for Empowering Young Children. Washington , DC NAEYC 1989*
- *Bredenkamp, Sue, Ed.; Copple, Carol, Ed.; (1997). Developmentally Appropriate Practice*

Websites

- <http://csefel.vanderbilt.edu>
- *CT Early Learning Development and Standards (ELDS), <https://www.ct.gov/oec/lib/oec/earlycare/elds/ctelds.pdf>*
- *Introduction to I.D.E.A., <https://www2.ed.gov/policy/speced/leg/idea/history.html>*
- *Frank Porter Graham Introduction to Autism Spectrum Disorder, <https://afirm.fpg.unc.edu/node/2524>*

Videos

- [Eastern CT State University – Challenging Behavior video, https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html](https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html)
- [Project Approach videos from ECSU, https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html](https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html)
- [CELL Video Getting Kids Involved \(Cara's Kit\), http://www.earlyliteracylearning.org/getting_kids_involved.php](http://www.earlyliteracylearning.org/getting_kids_involved.php)
- [Teaching Tolerance; Starting Small \(video\), Order Free at: https://www.tolerance.org/classroom-resources/film-kits/starting-small](https://www.tolerance.org/classroom-resources/film-kits/starting-small)
- [The Role of Play in Any Setting, https://youtu.be/pjoyBZYk2zl](https://youtu.be/pjoyBZYk2zl)

Articles

- [Article and checklist, Beyond the Journal, Guidance including children with special needs, http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf](http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf)
- [People First Language www.Disabilityisnatural.com \(article\)](http://www.Disabilityisnatural.com)
- [NAEYC and DEC Joint Position Statement on Inclusion http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)
- [CT OEC Supporting all children using the CT ELDS: Meeting the Needs of Diverse Learners. https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf](https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf)
- Universal Design Articles:
 - <http://sandboxseries.pbworks.com/w/page/21313568/Universal%20Design%20for%20Learning%20in%20Preschool>
 - <https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/ConnPowersBTJ%281%29.pdf>
 - https://tats.ucf.edu/wp-content/uploads/sites/9/2017/09/TATS-FIN_UDL1.pdf
- [Including Children with Special Needs, https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf](https://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf)
- [The Benefits of Being Bi-Lingual:https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual-eng.pdf](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/benefits-of-being-bilingual-eng.pdf)
- [National Council for Learning Disabilities, 5 Questions Parents and Educators Can Ask to Start Conversations About Using Terms Like Learning Disabilities, Dyslexia, Dyscalculia, and Dysgraphia https://www.ncl.org/wp-content/uploads/2017/06/SLD-Conversations.D3.pdf](https://www.ncl.org/wp-content/uploads/2017/06/SLD-Conversations.D3.pdf)
- [Anne Arundel Community College Teacher Disposition Survey https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749](https://docs.google.com/spreadsheets/d/1yM3gCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749)

Children's Books

- www.Storylineonline.net *There Are No Mirrors in My Nana's House*
- My Princess Boy
- When Sophie Gets Really, Really Angry by Molly Bang
- Susan Laughs by Jeanne Willis

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| DATE | TOPIC AND LEARNING ACTIVITY | ALIGNMENT WITH COURSE OBJECTIVES | ASSIGNMENTS | ALIGNMENT WITH STUDENT OUTCOMES |
| Week 1 | <p>Introductions to each other and to the course.</p> <p>Description of assignments including observations.</p> <p>Introduce Power to the Profession</p> | C.O. 5 | <p><i>*Take and reflect upon the following survey: Anne Arundel Community College Teacher Disposition Survey https://docs.google.com/spreadsheets/d/1yM3qCVfy0hwoVmR95BaCruKAnCkBdaRelGScExBeVmU/edit#gid=484262749</i></p> <p>Power to the Profession – Review the following website and video for next week's discussion. https://www.naeyc.org/our-work/initiatives/profession/overview</p> <p>Follow the links to the “Unifying Framework” and then to the “Professional Standards and Competencies.” Pay particular attention to the standards summary on page 9 and the explanation of leveling on page 33 Appendix A. https://youtu.be/vh_N47FckDk</p> | S.O. 5 |
| 2 | <p>Historical Perspectives</p> <p><i>*Reviewing different types of programs, theories and theorists.</i></p> <p>Receive and review the cultural Checklist to be used in conjunction with classroom observations.</p> | C.O. 1 C.O. 11 | Make appointments for all your observations noting the due dates on this syllabus. | S.O. 11 |
| 3 | <p>Ethics, professionalism, and reflective practice.</p> <p><i>*Introduce and reflect upon the NAEYC Code of Ethical Conduct</i></p> | C.O. 6 | Read the NAEYC and DEC Joint Position Statement on Inclusion http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf | S.O. 6 |
| 4 | <p>How Children Grow and Develop, including children with disabilities and other diverse learners.</p> <p>Read Aloud Susan Laughs by Jeanne Willis</p> <p><i>*Watch and discuss a few segments of Teaching Tolerance; Starting Small (video).</i></p> | C.O. 3 C.O. 11 | Reflection on observation 1 due next week. | S.O. 9 |
| 5 | Play in the Curriculum | C.O. 4 | | |

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|------|---|----------------------------------|---|---------------------------------|
| 6 | <p><i>*Developmentally Appropriate Practice and how it addresses the needs of all children.</i></p> <p><i>*Watch CT OEC Supporting all children using the CT ELDS: Meeting the Needs of Diverse Learners. https://www.ct.gov/oec/lib/oec/DiverseLearnersApril_26_2016_Finalw.pdf</i></p> | <p>C.O. 2</p> <p>C.O. 10</p> | <p>Read and reflect upon this article: Beyond the Journal Guidance including children with special needs</p> <p>http://cispartners.vermont.gov/sites/cis/files/Guidance/Including%20Children%20with%20Special%20Need-%20Are%20You%20and%20Your%20Childcare%20Program%20Ready%20Section%20C%20Objective%203%20Letter%20A.%20b.pdf</p> | S.O. 8 |
| 7 | <p>Guiding children’s behavior including children with disabilities and other diverse learners.</p> <p><i>*Watch and reflect upon Challenging Behavior video https://www.easternct.edu/center-for-early-childhood-education/supporting-development/understanding-challenging-behavior-in-young-children.html</i></p> | C.O. 8 | <p>Reflection on observation 2 due next week.</p> <p>Read the article: www.Disabilityisnatural.com (article)</p> | |
| 8 | <p>Multicultural and anti-bias and inclusive learning environments with attention to different learning styles and teaching strategies.</p> <p>Read Aloud: Storylineonline.net There Are No mirrors in My Nana’s House</p> | C.O. 9, 10, 11 | Read article(s) on Universal Design | S.O. 11 |
| 9 | Planning and organizing safe, healthy, stimulating indoor and outdoor environment with attention to the safety and health needs of all children including children with disabilities and other diverse learners. | C.O. 11 | *Environmental Floor plan indoor/outdoor due next week | S.O. 9 |
| 10 | <p>Integrating all developmental domains and technology into a holistic, Developmentally Appropriate curriculum supporting the needs of every child including those children with disabilities and other diverse learners</p> <p>Project Approach videos from ECSU https://www.easternct.edu/center-for-early-childhood-education/investigating/index.html</p> | C.O. 10 | | |
| 11 | <p>Curriculum continued. Focus on Math Science experiences: Using CT ELDS,</p> <p><i>*Collectively create a Single Experience Plan</i></p> | C.O. 10 | | |
| 12 | <p>Curriculum continued: Focus on Language and Literacy Experiences CELL Video Getting Kids Involved (Cara’s Kit) http://www.earlyliteracylearning.org/getting_kids_involved.php</p> | C.O. 10 | Reflection on observation 3 due next week. | |
| 13 | Curriculum continued: Focus on Creative Experiences | C.O. 10 | | |

MASTER COURSE OUTLINE WITH EXAMPLE SYLLABUS | INTRO. TO EARLY CHILDHOOD CARE AND EDUCATION | ECED 1001

| DATE | TOPIC AND LEARNING ACTIVITY | ALIGNMENT WITH COURSE OBJECTIVES | ASSIGNMENTS | ALIGNMENT WITH STUDENT OUTCOMES |
|------|--|----------------------------------|--|---------------------------------|
| 14 | Curriculum continued: Focus on Physical Experiences | C.O. 10 | | |
| 15 | Social-emotional relationships between and among children and adults. Read Aloud: When Sophie Gets Really, Really Angry by Molly Bang | C.O. 7 | Reflection on observation 4 due next week. | |
| 16 | FINAL EXAM | | | |

*Key Experience