

**ECE 262: PROGRAMS FOR CHILDREN & FAMILIES. SYLLABUS. Section TWO**  
**(Thursdays, 5-7.30p.m)**

**Class Meets on** Thursdays 5 - 7.30 p.m.; CPS Room 326

**Professor:** Oluyomi A. Ogunnaike (Ph.D.);

**Office:** 448 CPS Building; **Phone:** 715-346 – 4742;

**Email:** [ougunnai@uwsp.edu](mailto:ougunnai@uwsp.edu) **Office Hours:** 2-4p.m.on Mondays, & by Appointment

**COURSE: Text, Supplementary Readings, & Format:**

- A. Text - Morrison, G. S. (2012). *Early Childhood Education Today*. (12<sup>th</sup> ed.) Upper Saddle River, NJ: Pearson Education Inc.
- B. Supplementary Readings: D2L (*e-Reserve Articles & More (TBD)*)

Prerequisite – HD 261, HD 265, or PSYCH 260

**Course Description:**

This course examines the types, settings, challenges, and issues facing specific programs, namely, Early Childhood (toddler/infant, preschool, & kindergarten), Child Care, Head Start, Early Intervention & others. The course also explores Brain-Based learning environments, Child Care Regulations, Revised Early Childhood Environment Rating Scales (ECERS- R), SCEFEL, Poverty, and Diversity.

Central to this course is the LEARNING ENVIRONMENT where children and adult spend time in EC programs. Participants will learn how to explore and design developmentally -appropriate Learning Environments and Lesson Plans based on theoretical perspectives of Piaget, Vygotsky, Erikson, and Howard Gardner’s Multiple Intelligences.

**COURSE: Understandings, Essential Questions and Student Learning Outcomes (SLO)**

The student will understand that:

- A program is as good as the learning environment and care provided.
- Your learning environment reflects what matters to you
- Programs for children and families vary in type, definition, & purpose. These programs also provide specific educational, health, socio-emotional and other support resources and services.

**Essential Questions:**

- What are some programs for children and families? How do these programs fit the lives of children and families in present day America?
- What is a learning environment? How do we prepare these to meet the needs of young children and families?

Student Learning Outcomes:

- Students will read, review, and connect findings from assigned articles about different types of programs for children and families.
- Students can prepare, design, and explain a learning environment based on class readings, and knowledge of theoretical perspectives on child development
- Students will design social programs based on social trends, needs, and diverse challenges confronting children and families in present day America.

**IMPORTANT INFORMATION FOR ALL STUDENTS:****❖ UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information, visit-

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

**❖ Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

- ❖ **PROFESSIONALISM:** To maintain the expected level of professionalism, students are required to:

- Be mindful of Clothing & Personal grooming- wear clothes that cover skin, no holes or cleavage in tops & bottoms alike;

- Ⓢ Turn off cell phones;

- Ⓢ Show respect for self, Professor, Guest Speakers & colleagues during class sessions through ACTIVE listening;

- ⓐ Behaviors such as talking loudly or quietly, passing notes, side comments, and jesting behaviors reflect poor choice of behavior that will not be condoned;
- ⓐ Students are expected to pay attention - no side talk, loud chewing of gum, texting in class, and/or using computers to complete other courses' assignments during class sessions;
- ⓐ Make all efforts to JOIN a professional Student Organizations esp. in the School of Education: Please check the fourth floor for some possible organizations, e.g. **Association for the Education of Young Children – AEYC**
- ⓐ Make all efforts to Volunteer in an early childhood classroom (Preschool – 3<sup>rd</sup> grade) & other community programs e.g. Museum, Boys & Girls Club, Big Brothers and Big Sisters,

### ❖ DISPOSITIONS

In 2010, the School of Education (SOE) adopted the Professional Educational Program Teacher Candidate Dispositions (please see next page). Dispositions are an integral facet of professional preparation and influence one success in the Professional Education Program. It is expected that all students will show continued progress in these dispositions focusing on the following: *Inclusive Excellence, Responsibility for Self and the Fostering of Collaborative Relationships; Reflectivity about Teaching, Learning, and Interactions; Creativity and Critical Thinking in Teaching, Learning, and Problem Solving; Perseverance for Excellence; and Professionalism in Teaching, Learning, and Interactions.* Should the need arise; a tiered-approach is available and individualized to individual students.

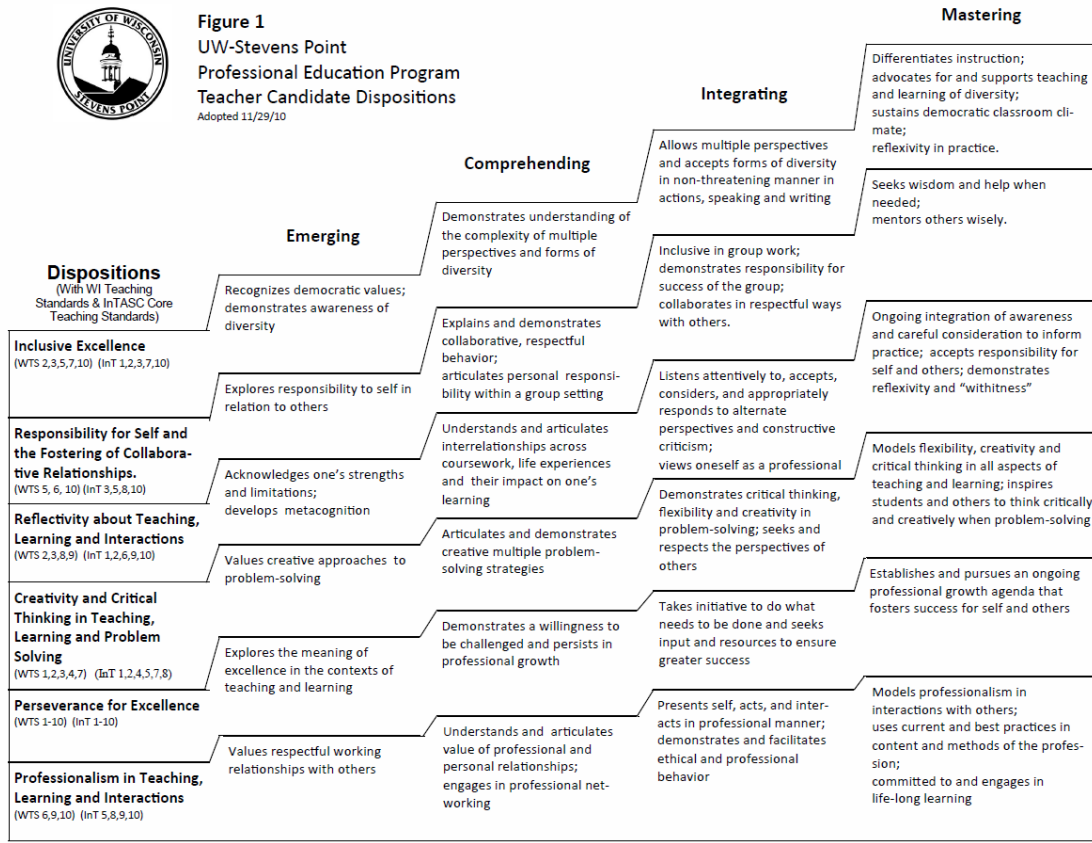
InTASC Standard #10:

-The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning (**Disposition**).

-The teacher embraces the challenge of continuous improvement and change (**Disposition**).



**Figure 1**  
 UW-Stevens Point  
 Professional Education Program  
 Teacher Candidate Dispositions  
 Adopted 11/29/10



**COURSE EXPECTATIONS & POLICY**1. ATTENDANCE POLICY:

- Class attendance will be taken at every class meeting;
- Regular attendance and participation contribute to passing this course;
- **ONLY TWO unexcused absences** are acceptable after which the student loses 5 points for subsequent unexcused absence.
- Inform Dr. Ogunnaike about class absence ahead of time;
- In the case of absence, the student will obtain materials discussed from group members.
- Attendance score = 50 points

2. GROUP PARTICIPATION POLICY:

- Students form groups by themselves.
- **Group members determine group success.**
- Groups complete specific course assignments.
- Group members may need to work together outside of class meetings. Every effort will be made to ensure that class time is used to work on course assignments.
- Participation goes beyond showing up in class. Participation involves completing the readings, informing your group members of your whereabouts, being dependable and flexible.
- Each student will contribute time, efforts, and knowledge to class discussions.
- A total of 30 points can be earned for group participation

3. ASSIGNMENTS POLICY:

- Assignments must be TYPED in double- spaced format, Font Size 12
- NO Handwritten assignments in this course
- Please inform Dr. Ogunnaike if you have **concerns** about assignments at least a week before due date.
- Late assignments will not be accepted nor graded
- No extra credits or extra assignments awarded.

**COURSE ASSIGNMENTS**

(Detailed descriptions of course assignments provided in the "Assignment Document/Booklet")

A. Weekly Assignments

i. **Review of Readings:** Groups will read, review, and share weekly readings in class to facilitate discussions. A REVIEW GUIDE is available in the Assignment Booklet for groups' use. This assignment contributes to class participation. (worth = 10 points).

ii. **Shared Reading of Children's Books:** As part of class discussion, groups will take turn in bringing and sharing a favorite Children's book at the beginning of every class

meeting. After the shared reading, the class will explore the connections (if any) between the book and the day's topic.

B. Signature Assessments: In groups of THREE or more, students will complete the following assignments.

\* **NOTE:** Students majoring in ECE are required to post these Signature Assessments in their Electronic Portfolios (EDUC 200)

(i) **Head Start Observation & Reflection:** This assignment involves the observation of a Head Start program (local or in your hometown) for about 30-45 minutes. Students will use the *Observation Form* (in the Assignment document) to record classroom, teaching practices, & children's interactions. A paper on your findings is prepared and submitted along with the *Observation Form & Rubric*. (Worth 50 points)

(ii) **Family Child Care Interview and Reflection:** This assignment involves the interviewing of a Guest Family Child Care provider by class groups. Groups will take turn asking the Guest Provider specific Qs about Family Child Care during her visit to class. After the interview, students will choose TWO questions and compare the Guest's answers to the regulations specified in the *Handbook of State Regulations of Child Care Homes*. A paper on your findings is prepared and submitted along with the *Interview Form & Rubric*. (Worth = 50 points)

C. Mid-Term Exams: Group based Oral examination aimed at engaging and involving all members. Students will be assigned a topic on which they prepare four in-depth questions. Upon approval by Dr. Ogunnaike, students will prepare the answers to all the questions in readiness for the mid-term. On the day of the exams, groups will choose a question from their four approved questions and present their answer to the class. Worth = 40 points

D. Final Project: A major Signature Assessment

The Final Project is the culmination of your learning experience in this course. Each group is required to **design a program or redesign an existing program** for children and families. Each group find and document the following: THREE reasons for the program, a description of the program, a blueprint & brochure. A presentation of these innovative programs takes place on the last day of class. Worth =50 points

**Professional Education Standards (NAEYC & InTASC) relevant to this course are provided in a separate WORD document "ECE 262 NAEYC and InTASC STANDARDS"**

**SUGGESTED WEB SITES & TOPICS**

- [www.heckmanequation.org](http://www.heckmanequation.org) (Quality in Early Childhood programs)
- <http://www.nhsa.org/> (Head Start Information)
- <http://www.acf.hhs.gov/programs/ohs> (More on Head Start)
- <http://capservices.org/> (CAP Services - oversees Head Start in WI)
- [www.chidrensdefense.org](http://www.chidrensdefense.org) (**policy on children- Welfare, Head Start**)
- [www.naeyc.org](http://www.naeyc.org) (National Association for the Education of Young Children)
- [www.aecf.org](http://www.aecf.org)
- <http://www.buildon.org/> (Poverty)
- <http://www.urban.org/>
- <http://www.edutopia.org/>
- <http://www.childtrends.org/>
- [www.earlychildhood.com/](http://www.earlychildhood.com/)
- [www.welfareinfo.org](http://www.welfareinfo.org)
- [www.futureofchildren.org](http://www.futureofchildren.org)
- [www.ChildCareExchange.com](http://www.ChildCareExchange.com)
- <https://dcf.wisconsin.gov/ccregulation>
- <http://dcf.wisconsin.gov/youngstar/default.htm> (Young Star Program)
- [www.fpg.unc.edu/~ecers](http://www.fpg.unc.edu/~ecers) (**Information about ECERS-R**)
- [www.zerotothree.org](http://www.zerotothree.org)
- [www.co.portage.wi.us/department/health-and-human-services](http://www.co.portage.wi.us/department/health-and-human-services)

**Assignments, Points, Due Date:** (ECE 262 Sec 1)

Please USE THIS CHART FOR SUBMITTING YOUR ASSIGNMENTS ACCORDINGLY

Assignment	DUE DATE	DUE TO	Points	InTASC Standards	NAEYC Standards
Review of Readings		<b>Weekly to Dr. Ogunnaike</b>	10 points per review (130)		
Observation (Head Start)	11/2- 11/16	<b>D2L</b>	50	1, 2, 3, 4, 5	1, 3, 4
Interview (Family Child Care)	11/2 – 11/16	<b>D2L</b>	50	1, 2, 3, 4, 5	1, 3, 4, 5,
Mid-Term	10/19	<b>Class</b>	40	1, 4, 5, 7, 8	1, 3, 4
Final Project	12/15	-Class presentation <b>-D2L</b>	50	ALL	1, 2, 3, 4, 5, 6
Participation Attendance			30 50	ALL	1, 2, 3, 4, 5, 6

TOTAL = 400 points

**GRADE COMPUTATION:**

400 – 409 = A

390 – 399 = A-

380 – 389 = B+

370 – 379 = B

360 – 369 = B-

350 - 359 = C+

340 – 349 = C

330 - 339 = C-

\*< 329 = D (Failure)

\*PLEASE NOTE – A GRADE OF **D** IS FAILURE



**COURSE OUTLINE: Please NOTE**

- ❑ This is a road map; Tentative & subject to changes/modifications
- ❑ Groups are assigned & expected to complete readings for each class meeting
- ❑ Readings are from (i) Course Text – Morrison (ii) D2L - Class Notes, eReserve;

<b>Date &amp; Topic</b>	<b>Readings</b>	<b>Class Activities</b>	<b>Assignments</b>
9/7 <b>Introduction to Course</b>	NONE	Discuss: - Course Content; -Groups -Assignments & Expectations	<i>Clarify Readings &amp; Assignments for Next class</i>
9/14 <b>Foundations: NAEYC Standards &amp; Theories</b>	- <u>Morrison TEXT</u> : -Chap 1 -Chap 5	<b>Group 1: brings and reads a children's book; shares review of topics</b>  All: Discuss Standards & Theories	<i>Groups submit Weekly Review of Readings</i>
9/21 <b>EC Programs: Teaching &amp; Learning with Children</b>  <b>Socio-Emotional Learning – PYRAMID Model</b>	-Chap 6 (Text) -D2L notes on Theories (FYI)  -Socioemotional Article(State of WI) -Foxetal article Socioem. pyramid	<b>Group 2: brings and reads a children's book; shares review of topics</b> ===== Tentative: Whole Class plans a classroom or learning environment	<i>Groups submit Weekly Review of Readings.</i>
9/28 <b>Children and Programs: Characteristics of Devpt &amp; Growth @ different ages</b>  -Infants & Toddlers  -Preschool,  -Kindergarten  -Primary	<u>Morrison Text</u> : -Ch 9 –Infants & Toddlers (Group 1)  - <b>Ch 10- Preschool, &amp; E-Reserve articles “The Most Important Grade”</b> <u>“Begin with Preschool”</u> Guilfoyle (2013) <b>(Groups 2 &amp; 5)</b>  - <b>Ch 11-Kindergarten (Group 3)</b>  - <b>Ch 12 –Primary (Group 4)</b>	<b>Group 3: brings and reads a children's book;</b> -Each group shares findings from readings ===== -Discuss: -Infants & Toddlers -Preschoolers -Kindergarteners ===== Watch youtube clip – <i>Exactly what is high quality preschool?</i>  Guest Speakers? Kindergarten teacher & 4K teacher (TBA)	** Dr. O will share web site on CHILD CARE Regulations– Dept of Children & Families  <i>Groups submit Weekly Review of Readings</i>

Date & Topic	Readings	Class Activities	Assignments
<p>10/5</p> <p><b>Child Care Programs.</b></p> <p>Family Child Care Home.</p> <p>Child Care Centers.</p>	<p>-Morrison Text <b>Chapter 7</b></p> <p>D2L (eReserve): <b>Handbook of Child Care Licensing Regulations</b> <a href="https://dcf.wisconsin.gov/ccregulation">https://dcf.wisconsin.gov/ccregulation</a></p> <p>Read <u>Licensing Regulations of Family Child Care Homes</u></p> <p>Readings &amp; Groups: <u>Group Size</u>, - Grp 1 <u>Qualifications</u>, -Grp 2 <u>Safety</u>, -Group 3 <u>Health</u> – Group 4 Grp 5: Find &amp; review an <u>article on Child Care Centers</u></p>	<p><b>Group 4: brings and reads a children’s book;</b></p> <p>Class Interviews <u>Guest Speaker</u> Family Child Care provider (TBA)</p> <p>=====</p> <p>Groups Discuss: <u>-Qualifications,</u> <u>-Safety,</u> <u>-Group Size,</u> <u>-Health</u> CENTER ARTICLE</p>	<p><i>Groups submit Weekly Review of Readings</i></p>
<p>10/12</p> <p><b>-Early Head Start</b> <b>-Head Start</b></p> <p>*Begin Mid-Term discussions</p>	<p><b>ALL Groups Read</b></p> <p>- Morrison Text, <b>Chapter 8 (p. 197- 208; OR 201 -216)</b></p> <p>- Find, Read, &amp; Review an article on <u>Early Head Start</u></p>	<p><b>Group 5: brings and reads a children’s book,</b></p> <p>Reviews: HS &amp; EH readings</p> <p><u>Guest Speaker</u> TBA</p> <p>* Mid-Term preparations</p>	<p><i>Groups submit Weekly Review of Readings</i></p>
<p>10/19</p> <p><b>-Early Intervention;</b></p>	<p><b>ALL Groups Read</b></p> <p>-Class Notes on Early Intervention - FABLE</p>	<p>-Discuss FABLE &amp; Qs</p> <p><u>Guest Speaker:</u> (TBA) <b>-Early Intervention</b></p> <p>Complete Mid-Term preps</p>	<p>Submit Mid-Term Qs to Dr. O before leaving class.</p> <p><i>Groups submit Weekly Review of Readings</i></p>

Date	Readings	Class Activities	Assignments
10/26 <b>Mid-Term</b>	<b>D2L Notes on ECERS</b>	Mid-Term exam  - Discuss (ECERS-R)	
11/2  <b>Findings from Brain Research</b>      <b>Programs</b> -Child Safety Center; Healthy Kids,	<u>D2L/eReserve Articles:</u>  <b>i.- <u>Is your program brain-compatible</u> by Phipps –Grp 1</b>  <b>ii.-<u>Update on Brain Research</u>– by Pam Schiller – Grp 2 &amp; 4</b>  <b>iii. <u>Applying brain research to create EC programs</u>– by Rushton &amp; Juola – Rushton. – Grps 3 &amp; 5</b>	<b>Group 1: brings and reads a children’s book, shares readings</b>  -Other groups share articles <hr/> <b>Guest Speakers</b>  -Discuss <u>Family Child Care Interview Assignment</u>	<i>Groups submit Weekly Review of Readings</i>  <i>Head Start Assignment Due in D2L</i>
11/9 <b>Poverty</b>  <b>Local Programs –</b>  <b>PANEL of Speakers</b> e.g. WIC, Maternal Child Health programs; Home Visiting (CHW.ORG)	- Each group will find & review an article on <u>Poverty</u> to share in class.  - <a href="http://www.chw.org">http://www.chw.org</a>	-Each group shares on <u>poverty</u>  <b>-Group 2: brings and reads a children’s book, (if time permits)</b>	<i>-Groups submit Weekly Review of Readings</i>  <i>-Family Child Care Interview assignment DUE into D2L</i>

Date & Topic	Readings	Class Activities	Assignments
11/16 <b>Diverse Programs &amp; Families</b>  BBBS; Operation Bootstrap  <u>REVIEW of FINAL PROJECT</u>	<b><u>ALL GROUPS read</u></b>  -Morrison Text, <b>Chapter 15</b>  <u>D2L Article:</u> -“ <i>Learning in an Inclusive Community</i> ”- Sapon-Shevin	<b>-Group 3: brings and reads a children’s book,</b>  -Groups share readings on diversity  Discuss Final Project-Proposal  <u>Guest Speakers - Community Programs (TBD)</u>	<i>-Family Child Care Interview assignment DUE into D2L</i>  <i>-Head Start Assignment Due in D2L</i>  <i>-Groups submit Weekly Review of Readings</i>
11/23 No Class	<b>Happy Thanksgiving Everyone</b>		? <i>Submit Project Proposal</i>
11/30  <b>REVIEW of FINAL PROJECT</b>	<b>Bring your Computer to class</b>	<b>-Group 4: brings and reads a children’s book,</b>  Continue Final Project	
12/7 <b>Caring for America’s Children</b>  <b>Final Project Review</b>	<u>E-Reserve/D2L Article:</u> -“ <i>Supporting early school success</i> ” (Daniels, 2011)	-Watch the Video “ <u>Caring for America’s Children</u> ”	
12/14 <b>LAST CLASS:</b>  <b>-Final Projects Presentation</b>  <b>-Evaluations: Course &amp; Peers/Self</b>		Presentation of Final Projects Evaluations: Course	Final Project & Rubric DUE into D2L on <b>12/15</b>

This document is STRICTLY CONFIDENTIAL

**Name**

**Contact Address & Phone**