

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

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

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Email: oogunnai@uwsp.edu **Office Hours:** 12-2 p.m. on Mondays, & by Appointment

COURSE: Text, Supplementary Readings, & Format:

- A. Text - Morrison, G. S. (2018). *Early Childhood Education Today*. (14th ed.) Upper Saddle River, NJ: Pearson Education Inc.
- B. Supplementary Readings:

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, 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 observe, explore and design developmentally -appropriate Learning Environments 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:

- The well - being of any community can be measured by the availability and accessibility social programs and teaching practices that support families and children.
- 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.
- Programs must have learning environments, caring adults, and policies that support children and families.

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 the purpose of programs for children and families?
- What is a learning environment? What are those policies that guide the establishment of optimal learning environments for 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 describe 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 and Assistive Technology 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 and Assistive Technology Services Office, located on the 6th 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 – 3rd 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.

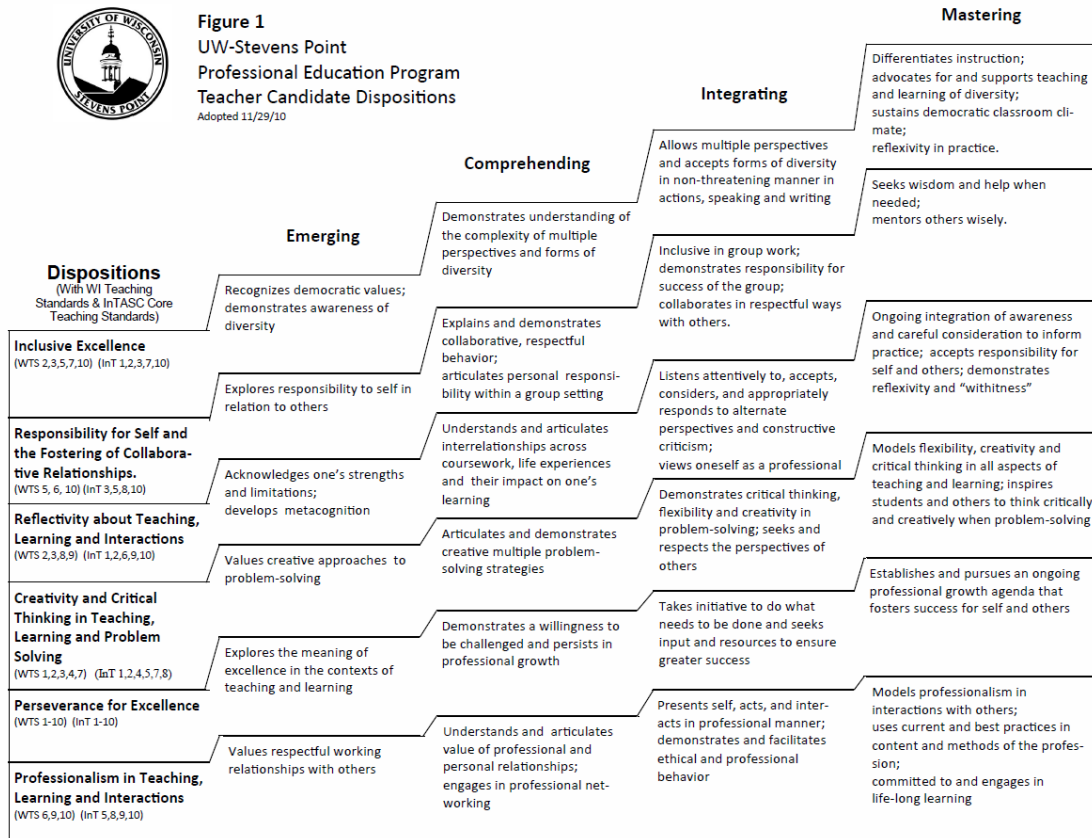
InTASC Standard #10:

-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:

- 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. NOTE: Teamwork traits are indicated on the CHART provided to groups at the beginning of the semester.
- 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.
- Groups will provide feedback about their peers' teamwork.
- A total of 50 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.

Both INTASC & NAEYC
Standards guiding this
course are in a separate
document available on D2L

COURSE ASSIGNMENTS

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

A. Weekly Assignments

- **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. These reviews will be kept in a Group Folder provided @ the beginning of the semester. This assignment contributes to class participation. (worth = 10 points).
- **Presentation of Summary of Early Childhood Program or Pioneer:** Groups will be assigned the name of a Pioneer of Early Childhood OR an EC program. The group is responsible for:
 - i. Finding and Watching a clip on the Pioneer OR Program
 - ii. Write down important information – e.g. Name, Major Ideas, Learning Environment, & Personal Perspectives
 - iii. Share information in class the following week
- **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, students will complete the following assignments.

* **NOTE:** Signature Assessments will be posted in Electronic Portfolios (EDUC 200) by students majoring in ECE

(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. Dr. Ogunnaike must approve the questions before they are submitted. 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

SUGGESTED WEB SITES & TOPICS

- 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/(**policy on children- Welfare, Head Start**)
- www.naeyc.org (National Association for the Education of Young Children)
- www.aecf.org
- <http://www.buildon.org/> (Poverty)
- <http://www.urban.org/>
- <http://www.edutopia.org/>
- <http://www.childtrends.org/>
- www.earlychildhood.com/
- www.welfareinfo.org
- www.futureofchildren.org
- www.ChildCareExchange.com
- <https://dcf.wisconsin.gov/ccregulation>
- <http://dcf.wisconsin.gov/youngstar/default.htm> (Young Star Program)
- www.fpg.unc.edu/~ecers (**Information about ECERS-R**)
- www.zerotothree.org
- www.co.portage.wi.us/department/health-and-human-services

<http://www.collaboratingpartners.com/wi-pyramid-model-about.php>

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	<i>WEEKLY</i>	Weekly into (Group Folders)	10 points per review (130)		
Observation (Head Start)	10/10 –11/16	D2L	50	1, 2, 3, 4, 5	1, 3, 4
Interview (Family Child Care)	10/31-11/14	D2L	50	1, 2, 3, 4, 5	1, 3, 4, 5,
Mid-Term	10/24	Class	40	1, 4, 5, 7, 8	1, 3, 4
Final Project	12/14	-Class presentation -D2L	50	ALL	1, 2, 3, 4, 5, 6
Participation Attendance			50 50	ALL	1, 2, 3, 4, 5, 6

TOTAL = 400 points

GRADE COMPUTATION:

390 – 400 = A

380 – 389 = A-

370 – 379 = B+

360 – 369 = B

350 - 359 = B-

340 – 349 = C+

330 - 339 = C

320 - 329 = C-

*< 320 = D (Failure)

*PLEASE NOTE – A GRADE OF **D** IS FAILURE according to the School of Education
Group Leaders – please submit your group folder to Dr. O at the end of the semester

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;

Date & Topic	Readings	Class Activities	Assignments
9/6 Introduction to Course	NONE	Discuss: - Course Content; -Groups -Assignments & Expectations	<i>Clarify Readings & Assignments for Next class</i>
9/13 Foundations: NAEYC Standards & Pioneers	- <u>Morrison TEXT</u> : -Chap 1 -Chap 4 -D2L notes on EC Contributors (FYI)	Group 1: brings and reads a children's book; shares review of topics All: Discuss Standards & Pioneers	<i>Groups keep Weekly Review of Readings in Folder</i>
9/20 EC Programs: Pioneers & Programs Waldorf, Montessori Reggio Emilia	<u>Morrison TEXT: (ALL Groups)</u> -Chaps 5 & 6 https://www.youtube.com/watch?v=Xxbb2qV0aQw (Waldorf) Grp 1 https://www.youtube.com/watch?v=q7a3Br6kPbU (Montessori) Grp 2 https://www.youtube.com/watch?v=XVv5ZL9nlgs (Reggio Emilia) Grp 3 https://www.youtube.com/watch?v=InzmZtHuZPY (Vygotsky) Grp 4 https://www.youtube.com/watch?v=QX6jxLwMJeQ (Piaget) Grp 5	Group 2: brings and reads a children's book; shares review of topics ===== Tentative: Whole Class plans a classroom or learning environment	<i>Groups keep Weekly Review of Readings in Folder</i>
9/27 Children and Programs: Characteristics of Devpt & Growth @ different ages -Infants & Toddlers -Preschool,	<u>Morrison Text: All groups</u> -Ch 9 –Infants & Toddlers - <u>Ch 10- Preschool,</u> E-Reserve articles “The Most Important Grade” “Start with Preschool” Guilfoyle (2013) <u>Kris 2017- “Importance of Preschool”</u> https://www.youtube.com/watch?v=wbWRWeVe1XE (Preschool) <u>High Scope Approach</u> https://vimeo.com/204983488 (8 minutes)	Group 3: brings and reads a children's book; -Each group shares findings from readings ===== -Discuss: -Infants & Toddlers -Preschoolers ===== Watch youtube clip – <i>Exactly what is high quality preschool?</i> Guest Speakers?	** Dr. O will share web site on CHILD CARE Regulations– Dept of Children & Families <i>Groups keep Weekly Review of Readings in Folder</i>

<https://www.youtube.com/watch?v=SGjSMqwlP3E> (Dewey) Alternative Pioneer

Date & Topic	Readings	Class Activities	Assignments
<p>10/4</p> <p>Child Care Programs.</p> <p>Family Child Care Home.</p> <p>Child Care Centers.</p>	<p>-Morrison Text Chapter 7</p> <p>https://dcf.wisconsin.gov/cclicensing/commentary (Licensed Child Care Rules)</p> <p>https://dcf.wisconsin.gov/ccregulation (Guide)</p> <p>Regulations & Groups:</p> <p>Group Size, - Grp 1 Qualifications, -Grp 2 Physical Safety, -Group 3 Health – Group 4 Grp 5: Find & review an <u>article on Child Care Centers</u></p>	<p>Group 4: brings and reads a children's book;</p> <p>Class Interviews <u>Guest Speaker</u> Family Child Care provider (TBA)</p> <p>===== Groups Discuss: -<u>Qualifications,</u> -<u>Safety,</u> -<u>Group Size,</u> -<u>Health</u> CENTER ARTICLE</p>	<p><i>Groups keep Weekly Review of Readings in Folder</i></p>
<p>10/11</p> <p>-Early Head Start -Head Start</p> <p>*Begin Mid-Term discussions</p>	<p>ALL Groups Read</p> <p>- Morrison Text, Chapter 8 (p. 217-234)</p> <p>- Find, Read, & Review an article on <u>Early Head Start</u></p>	<p>Group 5: brings and reads a children's book,</p> <p>Reviews: HS & EH readings</p> <p><u>Guest Speaker</u> TBA</p> <p>* Mid-Term preparations</p>	<p><i>Groups keep Weekly Review of Readings in Folder</i></p> <p>Head Start Observation DUE</p>
<p>10/18</p> <p>-Early Intervention;</p>	<p>ALL Groups Read</p> <p>-Class Notes on Early Intervention - FABLE</p>	<p>-Discuss FABLE & Qs</p> <p><u>Guest Speaker:</u> (TBA) -Early Intervention</p> <p>Complete Mid-Term preps</p>	<p>Submit Mid-Term Qs to Dr. O before leaving class.</p> <p><i>Groups keep Weekly Review of Readings in Folder</i></p>

Date	Readings	Class Activities	Assignments
10/25 Mid-Term	Discuss FCC Assignments	Mid-Term exam	<i>Head Start Assignment Due in D2L</i>
11/1 Findings from Brain Research	<u>D2L/eReserve Articles:</u> i.- <u>Is your program brain-compatible</u> by Phipps –Grp 1 ii.- <u>Update on Brain Research</u> – by Pam Schiller – Grp 2 & 4 iii. <u>Applying brain research to create EC programs</u> – by Rushton & Juola – Rushton. – Grps 3 & 5	Group 1: brings and reads a children’s book, shares readings -Other groups share articles <hr/> Guest Speakers -Discuss <u>Family Child Care Interview Assignment</u>	<i>Groups keep Weekly Review of Readings in Folder</i> - <i>Head Start Assignment Due in D2L</i> - <i>Family Child Care Interview assignment DUE into D2L</i>
11/8 Young Star PANEL of Speakers e.g. WIC, Maternal Child Health programs; Home Visiting	D2L article on YoungStar	-Group 2: brings and reads a children’s book, (if time permits)	<i>-Family Child Care Interview assignment DUE into D2L</i>
11/15 Diverse Programs & Families BBBS; Operation Bootstrap <u>REVIEW of FINAL PROJECT</u>	<u>ALL GROUPS read</u> -Morrison Text, Chapter 15 <u>D2L Article:</u> -“ <i>Learning in an Inclusive Community</i> ”- Sapon-Shevin	-Group 3: brings and reads a children’s book, -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 keep Weekly Review of Readings in Folder</i>

Date & Topic	Readings	Class Activities	Assignments
11/22 No Class	Happy Thanksgiving Everyone		
11/29 REVIEW of FINAL PROJECT	Bring your Computer to class	-Group 4: brings and reads a children's book, Continue Final Project	
12/6 Caring for America's Children Poverty Final Project Review	<u>E-Reserve/D2L Article:</u> - <i>"Supporting early school success"</i> (Daniels, 2011) - http://www.buildon.org https://povertyusa.org/encounter	-Watch the Video <u>"Caring for America's Children"</u>	<i>Groups keep Weekly Review of Readings in Folder</i>
12/13 LAST CLASS: -Final Projects Presentation -Reflections on Group Work		Presentation of Final Projects Evaluations: Course	Final Project & Rubric DUE into D2L on 12/14/18