

Bergen Community College
Division of Business, Arts and Social Sciences
Social Sciences Department

Course Syllabus

EDU-120: Foundations of Early Childhood Education

EDU-120

3 Credits/3 Lecture

Meeting Times, Location: TBA

Instructor:

Office Location:

Phone:

Departmental Secretary: Marguerite MacDonald

Office Hours:

Email Address:

Official Catalog Course Description

This course presents topics related to the growth and development of young children aged 0-8 years old. Coursework examines developmental milestones of young children and presents appropriate practices and positive guidance principles for advancing children's academic, social and physical skills. All course topics focus on meeting the needs of children from diverse backgrounds and those with special needs. A special feature of this course is five hours of observation in an early childhood setting.

Lecture [3.00]. Pre-requisites: None. Co-requisites: None

Student Learning Objectives:

As a result of meeting the requirements in this course, students will be able to:

1. Examine children's growth and development from birth to age eight.
2. Create developmentally appropriate learning experiences for children in the following areas: Physical, Cognitive, Language, Emotional and Social.
3. Recognize the necessity of advancing children's social and emotional development using positive guidance principles and appropriate classroom management strategies.
4. Describe and evaluate safe and healthy classroom environments.
5. Observe, record and assess children's behaviors by applying various observational and assessment techniques.

6. Examine the best ways to advance the development of students with special needs and demonstrate cultural sensitivity and attention to the diversity when working with young children and their families.
7. Demonstrate critical thinking skills when comparing a variety of classroom environments and teaching approaches.

Means of Assessment:

Students will create a presentation on societal/family issues that impact learning/development and impede kindergarten readiness.

Students will reflect on the ways to promote physical, social/emotional and intellectual competence by explaining developmentally appropriate learning experiences via oral presentations and written essays.

Students will describe the social and emotional development of children as well as how to implement positive guidance principles via oral presentations and written essays.

Students will submit written reports of observations in the field, citing children's development levels and zones of proximal development, implementing various assessment methods to gather data while observing in a field site classroom.

Students will evaluate the various stages of children's growth and development from birth to age eight and apply development theories to advance development in all domains: Cognitive, Language, Social, Emotional and Physical.

Students will create a Read Aloud presentation.

Students will present a lesson plan that advances cognitive development for young children and develop instructional materials to advance this development.

Course Content: Students will learn content through lecture, hands-on learning activities, class discussions, role-playing video-clips and observation in the field.

- I. Introduction
 - A. Working with Young Children
 - B. Types of Early Childhood Programs
- II. Theories of Early Childhood Development and Their Impact on Early Childhood Education
 - A. Understanding Cognitive, Physical, and Social-emotional Development from 0 to 2
 - B. Understanding Cognitive, Physical, and Social-emotional Development Ages 2 to 3
 - C. Understanding Cognitive, Physical, and Social-emotional Development Ages 4 to 5
 - D. Understanding Cognitive, Physical, and Social-emotional Development Ages 6 to 8
- III. Creating a Safe and Healthy Physical Classroom Environment

- IV. The Process of Observation
 - A. Observations as a Tool for Learning and Assessment
 - B. Guidelines for Observations
 - C. Formal and Informal Observations
- V. Developing Guidance Techniques
 - A. Understanding and promoting pro-social behaviors
 - B. Principles of Positive Reinforcement
 - C. Developing Positive Self-Concepts

Special Features of the Course:

In addition to the course work, students will observe 5 hours in an Early Childhood classroom setting.

Course Texts:

Herr, Judy, Seventh Edition, (2012) Working with Young Children. The Goodheart-Willcox Company, Inc., ISBN 978-1-60525-439-5

Grading Policy:

The final grade in this course will be determined by a student’s overall mastery of the subject matter as evidenced through journals, assignments, projects, attendance, participation, etc. Late and make-up work will be determined on an individual basis.

Observation, Evaluation Essays	20%
Essays, Written Assignments	20%
Lesson Plan Presentation Projects	20%
Read Aloud Presentation	20%
Societal Issues Analysis	20%

Grading Scale:

- A 90-100
- B+ 85-89
- B 80-84
- C+ 75-79

C 70-74

D 60-69

F below 60

Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

Plagiarism

Plagiarism is a form of academic dishonesty and may be a violation of U.S. Copyright laws. Plagiarism is defined as the act of taking someone else's words, opinions, or ideas and claiming them as one's own.

Examples of plagiarism include instances in which a student:

- knowingly represents the work of others as his/her own
- represents previously completed academic work as current
- submits a paper or other academic work for credit, which includes words, ideas, data or creative work of others without acknowledging the source
- uses another author's exact words without enclosing them in quotation marks and citing them appropriately
- paraphrases or summarizes another author's words without citing the source appropriately

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she

will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Affairs to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Affairs. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

Statement on Americans with Disabilities Act (ADA)

It is the policy of Bergen Community College to provide equal access to employment and educational programs, benefits and services to any qualified individual, without regard to disability. In compliance with the Americans with Disabilities Act and §504 of the Rehabilitation Act of 1973, the College will make reasonable accommodations, wherever possible, to enable qualified individuals with a disability to fully access the programs, benefits and services offered by the College.

Discrimination and Harassment Policy

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination.

1. Discrimination, harassment or disrespect on the basis of age, race, creed, color, national origin, ancestry, religion, gender, (including gender identity or expression or disability), marital status, affection or sexual orientation, military service, political affiliation, veteran status, genetic information, atypical hereditary cellular or blood trait or any other legally protected classification.
2. Sexual harassment in any form constitutes prohibited, unprofessional, and unacceptable conduct and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems, workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (See BCC Catalog for details). The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at the College website.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

Services for Students with Disabilities

The Office of Specialized Services (OSS) located in the Pitkin Education Center, RM L-115 on the main campus in Paramus, offers a wide variety of academic support services to students with documented disabilities. A student interested in receiving services should provide documentation of their disability to OSS by the suggested semester deadlines; August 1st for fall semesters, December 1st for spring semesters.

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use.

The library is located on the second and third floors in the L area of the Pitkin Education Center in Paramus, and on the second floor of the BCC at the Meadowlands building. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (See BCC Catalog for details).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Pitkin Education Center, Room A-122; (201) 612-5480]
Center for Student Success-Transfer and Career [Pitkin Education Center, Room A-118]
Child Development Center [Ender Hall]
English Language Resource Center [Ender Hall, Room E-156]
Health Services [Pitkin Education Center, HS-100; (201) 447-9257]

Office of Specialized Services [Pitkin Education Center, L-115; (201) 612-5270]
 Office of Testing Services (Pitkin Education Center, Room S-127; (201)447-7202)
 Public Safety [Pitkin Education Center; Room L-154; (201)447-9200]

Course outline and Calendar:

Week 1	Types of Early Childhood Programs
Week 2	Working with Students with Special Needs
Week 3	Theories of Child Development
Week 4	Understanding Development 0-3 Years
Week 5	Understanding Development 3-4 Years
Week 6	Understanding Development 4-5 Years
Week 7	Understanding Development 6-8 Years
Week 8	Midterm Project <i>Essay: Advancing Development of Young Children/Applying Developmental Theory</i>
Week 9	Developing Language Skills <i>Read Aloud Presentations</i>
Week 10	Working with Young Children from Diverse Backgrounds
Week 11	Project/Presentations <i>Societal Issues Presentations</i>
Week 12	Learning Environments
Week 13	Observation of Young Children

	<i>Evaluation Essay of Classroom Observations</i>
Week 14	Positive Guidance
Week 15	Final Project <i>Lesson Plan Presentation/Instructional Materials</i>