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

***NOTE: DUE TO A PREVIOUSLY PLANNED MEETING, CLASS WILL BE HELD TONIGHT, 9/5/2019; FROM 6.30 – 7.30.
AS FROM NEXT WEEK, CLASS WILL MEET DURING REGULAR TIME, 5-7.30.

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: Provided on Canvas

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:

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

Essential Questions:

➢   How can a community ensure the well-being of its members – especially, children and families?
➢   What are some programs for children and families? How do these programs support children and families in present day America?
➢   What is a learning environment? What are those regulations or rules that guide the establishment of optimal learning environments for children and families?

Student Learning Outcomes**:**

- o Students will read, review, and connect findings from assigned articles about different types of programs for children and families.
- o Students can describe a learning environment based on class readings, and knowledge of theoretical perspectives on child development.
- o 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 succeeds, 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/rightsandresponsibilites.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:

- ⌾ **Dress professionally** -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**;
- ⌾ Make **good behavior choices** by being respectful of others and themselves. Behaviors such as talking loudly or quietly, passing notes, side comments, and jesting behaviors reflect poor choice of behavior that will not be condoned;
- ⌾ **Be ATTENTIVE**-avoid side talk, loud chewing of gum, texting in class, and/or using computers to for non-academic purposes or /and other courses;

- ⊚ 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,
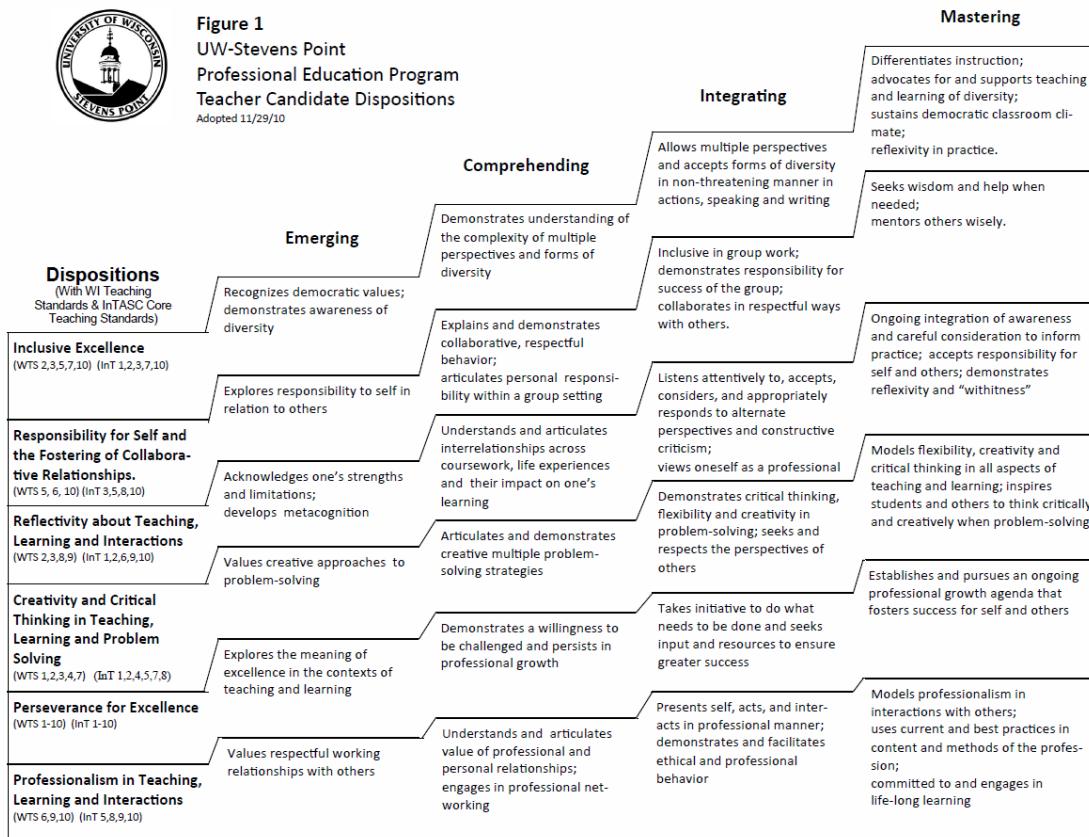
❖ **DISPOSITIONS**

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

Mastering

Integrating

Comprehending

Emerging

Dispositions
(With WI Teaching Standards & InTASC Core Teaching Standards)

Inclusive Excellence
(WTS 2,3,5,7,10) (InT 1,2,3,7,10)

Responsibility for Self and the Fostering of Collabora-tive Relationships.
(WTS 5, 6, 10) (InT 3,5,8,10)

Reflectivity about Teaching, Learning and Interactions
(WTS 2,3,8,9) (InT 1,2,6,9,10)

Creativity and Critical Thinking in Teaching, Learning and Problem Solving
(WTS 1,2,3,4,7) (InT 1,2,4,5,7,8)

Perseverance for Excellence
(WTS 1-10) (InT 1-10)

Professionalism in Teaching, Learning and Interactions
(WTS 6,9,10) (InT 5,8,9,10)

Recognizes democratic values; demonstrates awareness of diversity

Explores responsibility to self in relation to others

Acknowledges one's strengths and limitations; develops metacognition

Values creative approaches to problem-solving

Explores the meaning of excellence in the contexts of teaching and learning

Values respectful working relationships with others

Demonstrates understanding of the complexity of multiple perspectives and forms of diversity

Explains and demonstrates collaborative, respectful behavior; articulates personal responsi-bility within a group setting

Understands and articulates interrelationships across coursework, life experiences and their impact on one's learning

Articulates and demonstrates creative multiple problem-solving strategies

Demonstrates a willingness to be challenged and persists in professional growth

Understands and articulates value of professional and personal relationships; engages in professional net-working

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing

Inclusive in group work; demonstrates responsibility for success of the group; collaborates in respectful ways with others.

Listens attentively to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; views oneself as a professional

Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others

Takes initiative to do what needs to be done and seeks input and resources to ensure greater success

Presents self, acts, and inter-acts in professional manner; demonstrates and facilitates ethical and professional behavior

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom cli-mate; reflexivity in practice.

Seeks wisdom and help when needed; mentors others wisely.

Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and "withitness"

Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving

Establishes and pursues an ongoing professional growth agenda that fosters success for self and others

Models professionalism in interactions with others; uses current and best practices in content and methods of the profes-sion; committed to and engages in life-long learning

❖ **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 missed course materials from group members.
   Attendance Worth = 50 points

2. GROUP PARTICIPATION POLICY:
   - Throughout this semester, students are expected to work together in assigned groups.
   - Groups will complete specific course assignments.
   - Group members may need to complete projects and other assignments 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' overall participation & contribution.
   Group Participation & Contribution (Worth = 40 points)

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.

InTASC & NAEYC Standards guiding this course are in a separate document
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COURSE ASSIGNMENTS
(Detailed descriptions of course assignments can be found in the "Assignment 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 shared during class meetings. This weekly assignment contributes to class participation. (worth = 10 points per 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.   Specific Early Childhood Programs**:** The following assignments will be completed as follows: in *groups of THREE* OR in *PAIRS* OR *ALONE*.

(i) **Head Start Observation & Reflection**: This assignment involves the observation of a Head Start program (Stevens Point or in your hometown) for about 30-45 minutes. Students will use the *Observation Form* (in the Assignment Booklet) 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 an in-class interview of a Guest Family Child Care provider by class groups. Groups will take turn asking specific Qs about Family Child Care from the Guest Provider during her visit to class. After the interview, students will choose TWO questions and compare the Guest's answers to the State Regulations found 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 the answer to the rest of the class. Worth = 40 points

D. Final Project: 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 will find and document the following: THREE reasons for choosing the program, a description of the program, a blueprint & brochure. Programs will be presented 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)

Please USE THIS CHART FOR SUBMITTING YOUR ASSIGNMENTS ACCORDINGLY

Assignment	DUE DATE	DUE TO	Points	InTASC Standards	NAEYC Standards
Review of Readings	*WEEKLY*	**Weekly to Dr. O**	10 points per review = 70		
Observation (Head Start)	10/24 – 11/14	**Canvas**	50	1, 2, 3, 4, 5	1, 3, 4
Interview (Family Child Care)	11/7 – 11/21	**Canvas**	50	1, 2, 3, 4, 5	1, 3, 4, 5,
Mid-Term	10/31	**Class**	40	1, 4, 5, 7, 8	1, 3, 4
Final Project	12/12 12/16	-Class presentation **- Canvas**	50	ALL	1, 2, 3, 4, 5, 6
Participation Attendance	*Ongoing*		40 50	ALL	1, 2, 3, 4, 5, 6

TOTAL = 350points

TENTATIVE GRADE COMPUTATION:
340 – 350 = A
330 – 339 = A-
320 – 329 = B+
310 – 319 = B
300 - 309 = B-
290 – 299 = C+
280 - 289 = C
270 - 279 = C-
*< 270 = D (Failure)

*PLEASE NOTE – A GRADE OF **D** IS FAILURE according to the School of Education

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

COURSE OUTLINE: Please NOTE
- ❑ This is a road map; <u>Tentative & subject to changes/modifications</u>
- ❑ Groups are assigned & expected to complete readings for each class meeting
- ❑ Readings are from (i) Course Text – Morrison (ii) Canvas - Class Notes, eReserve;

Date & Topic	Readings	Class Activities	Assignments
9/5 **Introduction to Course**	Course Introduction – Syllabus, Assignments, Groups		*Read Chapters 1 & 4 of Text for next class*
9/12 **Foundations: NAEYC Standards & DAP**	**-** <u>Morrison TEXT:</u> -**Chap 1** -**Chap 4**	Groups MEET & review syllabus **Group 1:** *bring and read children's book;* Dr. O shares course content	*Clarify readings & review*
9/19 **EC Programs:** **Pioneers, Theories & Learning Environment**	<u>Morrison TEXT: (ALL Groups)</u> -**Chaps 5 & 6** - **Notes on Environment (see Canvas)** 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:** *bring and read children's book;* =========== Tentative: Whole Class plans a classroom or learning environment	*Groups submit Weekly Review of Readings to Dr. O before leaving class.*
9/26 **Children and Programs:** **Focus on** -**Preschool**	<u>Morrison Text:</u> **All groups** -Ch <u>9</u> –**Infants & Toddlers** - <u>Ch 10</u>- **Preschool,** Canvas articles on Preschool **"**<u>The Most Important Grade</u>" <u>Kris 2017- "Importance of Preschool"</u> <u>Barshay's article on Head Start combating Poverty</u>" https://www.youtube.com/watch?v=wbWRWeVe1XE (Preschool) Tentative – Class Watches *High Scope Video* OR *Guest Speakers from 4K program*	**Group 3:** *bring and read children's book;* - ========== -Discuss: Preschoolers =============	** Dr. O will share web site on CHILD CARE Regulations– Dept of Children & Families *Groups submit Weekly Review of Readings to Dr. O before leaving class.*

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

Date & Topic	Readings	Class Activities	Assignments
10/3 **Child Care Programs.** Family Child Care Home. Child Care Centers**.**	-Morrison Text **Chapter 7 (All groups)** https://dcf.wisconsin.gov/cclicensing/commentary (Licensed Child Care Rules) https://dcf.wisconsin.gov/ccregulation (Guide) **Group** **Regulations** <table><tr><td>Grp 1</td><td>Group size</td></tr><tr><td>Grp 2</td><td>Caregiver Qualifications</td></tr><tr><td>Grp 3</td><td>Physical Safety</td></tr><tr><td>Grp 4</td><td>Health</td></tr><tr><td>Grp 5</td><td>Find & Review an article on Child Care Center</td></tr></table>	-**Group 4:** *brings and reads children's book;* In - Class Interview of <u>Guest Speaker</u> Family Child Care provider (TBA)	*Groups submit Weekly Review of Readings to Dr. O before leaving class*
10/10 **-Early Head Start** **-Head Start** Begin Mid-Term discussions	**ALL Groups Read** - Morrison Text, **Chapter 8 (p. 217-234)** **-** Find, Read, & Review an article on <u>Early Head Start</u>	**Group 5:** *brings and reads a children's book***,** <u>Guest Speaker</u> TBA * Mid-Term preparations	*Groups submit Weekly Review of Readings to Dr. O before leaving class* *Discuss Head Start assignment*
10/17 **-Early Intervention;**	**ALL Groups Read** Class Notes on CANVAS - Early Intervention - FABLE	-Discuss FABLE & Qs <u>Guest Speaker:</u> (TBA) **-Early Intervention** Complete Mid-Term preps	Submit Mid-Term Qs to Dr. O before leaving class. *Groups submit Weekly Review of Readings to Dr. O before leaving class*

Date	Readings	Class Activities	Assignments
10/24 **NO CLASS MEETING**	-Prepare for Mid- Term; -Complete & Submit Head Start Assignment		*Head Start Assignment Due in Canvas*
10/31 **Mid-Term**		-Mid-Term exam *-Discuss Family Child Care Assignment AFTER the exams*	
11/7 **Findings from Brain Research**	Articles provided on Canvas: **i.-** Is your program brain-compatible **by** Phipps –Grp 1 **ii.-**Update on Brain Research**–** by Pam Schiller – Grp 2 & 4 **iii.** Applying brain research to create EC programs– *by* Rushton & Juola – Rushton. –Grps 3 & 5	**Group 1:** *brings and reads a children's book,* -Other groups share articles	*Groups submit Weekly Review of Readings to Dr. O before leaving class* *-Head Start Assignment Due in Canvas* *-Family Child Care Interview assignment DUE into Canvas*
11/14 **Diverse Programs for Families** **PANEL of Speakers & Reps** e.g. Young Star, Foster Care, WIC, Maternal Child Health programs; Home Visiting		**-Group 2:** *brings and reads a children's book, (if time permits)* *TBA:* *5.20- 6: Panel 1* *6.20 – 7: Panel 2*	*-Family Child Care Interview assignment DUE into Canvas* *-Head Start Assignment Due in Canvas*
11/21 **-Diversity** **-Caring for America's Children** Start Reviewing Final Project	**ALL GROUPS read** Morrison Text, **Chapter 15** Articles on Canvas *"Learning in an Inclusive Community"*-*Sapon-Shevin* *"Supporting early school success"* *(Daniels, 2011)* -Watch the Video "Caring for America's Children	**-Group 3:** *brings and reads a children's book,* -Groups share readings on diversity Discuss Final Project-Proposal	*-Family Child Care Interview assignment DUE into Canvas* *Groups submit Weekly Review of Readings to Dr. O before leaving class*
11/28 NO CLASS	**HAPPY THANKSGIVING**		

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

Date & Topic	Readings	Class Activities	Assignments
12/5 WORKING DAY on Final Project	**REVIEW of FINAL PROJECT**	**Bring your Computer to finish project**	
12/12 **LAST CLASS:** **-Final Projects Presentation** **-Evaluations of Group Work**		Presentation of Final Projects Group Evaluations: NO Finals for this course.	Final Project & Rubric DUE into Canvas on **12/16/19**