

AEDE 540
The Young Child (Birth - Four)

Instructor:	Sally McClellan	Meeting Time:	Th 9:25 – 12:05
Email Address:	Sallym@usca.edu	Office:	B & E 218
Telephone:	641-3289	Office Hours:	As posted

- **Descriptive Information**

A. Course: AEDE 540 The Young Child Birth – Four

B. Catalog Description:

The Young Child Birth - Four (3) (Prereq: admission to professional program or permission of School Head). A study of the physical, emotional, intellectual, and social components of development, prenatal through age four, and its relationship to the education of the young child birth – four. Diagnosis and assessment of development are addressed. Programs serving young children and their families will be discussed. The administration of these programs as well as advocacy efforts are included.

C. USCA School of Education Conceptual Framework

The objectives of this course are designed to facilitate the candidate's development as a Dynamic Educator. This course will focus specifically on the development of the Dynamic Educator with respect to *planning, growing professionally*.

Course Goals and Objectives

A. Course Goals

The students will be able to understand and apply basic theoretical knowledge and principles of child development derived from textbooks, professional readings, class notes etc. to the practice of early childhood education.

B. Instructional Objectives

Each Candidate will:

1. Demonstrate an integrated knowledge and understanding of child development from conception to age four.

(a) Understand theoretical and research basis for best practices.

(b) Understand how children develop physically, socially, emotionally, cognitively, morally and aesthetically, birth to four .

2. Demonstrate understanding of the influence physical settings, schedules, routines, and transitions have on children and use these experiences to promote children's development and

learning. Candidates will focus on children's characteristics, needs, and interests and ways to create support for play.

3. Demonstrate understanding of the developmental consequences of stress and trauma, protective factors and resilience, development of mental health, and the importance of supportive relationships.

4. Become familiar with diagnostic screening and developmental assessments used with infants, toddlers, and preschool children. Ways to use results of these instruments to plan appropriate programs, environments and adaptations for individual differences will also be discussed. Candidates will document developmental progress using observation and interpreting the results. Candidates will gain an understanding of responsible assessment.

5. Demonstrate an understanding of conditions of children and families, and professionals; current issues and trends; legal issues; legislation; and other public policies affecting children, families, and programs for young children and the early childhood profession.

6. Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood professionals.

7. Examine appropriate curriculum for young children (birth – four) which includes a sense of security and the development of self-regulation.

8. Develop identification and involvement with the early childhood field.

9. Understand that they must be involved in continuous, collaborative learning to inform practice.

10. Develop knowledgeable, reflective, and critical perspectives.

11. Know about and uphold ethical guidelines and other professional standards.

- **Course Readings**

- A. Recommended Text

- Morrison, G. (2007). *Early childhood education today*. New Jersey: Pearson/Merrill Prentice Hall.

- Early Learning Standards

- Infant/Toddler Standards Draft

- Developmentally Appropriate Practice Position Statement

- B. Supplemental Texts

- Readings from designated web sites.

IV. **Instructional Procedures**

BlackBoard, lecture, discussion, small and large group activities, individual activities, videos, student presentations, resource/guest speakers, field study.

V. Course Requirements

A. Administrative Requirements

1. Candidates will sign the USCA HONOR PLEDGE on all graded academic work certifying that no unauthorized assistance has been given or received in the completion of the work.
2. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.
3. Assignments are due on dates and times specified. Should student be unable to turn in assignment on time, the instructor must be notified at least 24 hours in advance in order to agree on alternate arrangements. Late assignments will not receive full credit. One point will be deducted for each day the assignment is turned in after the due date.
4. Good grammar and correct spelling are expected on all written assignments. Up to 5 points will be deducted from final grade for repeated grammatical errors. All assignments should be typed.
5. Attending class and being on time is essential in demonstrating professionalism. If more than two class periods are missed, the final grade will be dropped one letter grade. Work must be made up for all missed classes.
6. If possible, please submit assignments via e-mail as a Word document using XP. Name your document LastNameTWS.doc (CS PP) as appropriate. Please include page numbers in the document.
7. Cell phones and other electronic devices should be turned off or on vibrate. Personal phone conversations should not take place in the class room. No electronic devices should be used during exams or quizzes.

B. Required Activities

- [Child Study](#). (40)
- Teacher Work Sample (10)
- [Professional Portfolio](#) (Total: 23)
 - Introduction - 1
 - Philosophy – 2
 - Culturally Relevant Pedagogy – 3
 - Management Plan - 3
 - Code of Ethics - 3
 - Issue Briefing - 3
 - Assessment - 3
 - Curriculum – 3
 - Resources for Parents – 1

- Future Plans - 1
- Midterm (15)
- Final (12)

VI. **Evaluation and Grading Scale.** A total of 100 points may be earned.

A = 95 – 100 B+ = 90 – 94 B = 85 – 89 C+ = 80 – 84 C = 75 - 79
D = 70 -74 F = 69 and below

VII. Course Schedule

What you need to do prior to class	What we will do in class	How this relates to assignments
<p>August 21</p>	<p>Syllabus Assignments Infants/Toddlers Infants/Toddlers in Groups Field of Early Childhood Early Childhood as a Profession BlackBoard</p>	<p>Child Study Professional Portfolio</p>
<p>August 28 Read Chapter 1 You and Early Childhood Education Read Code of Ethics – NAEYC web Read Chapter 9 Infants and Toddlers Chapter 10 The Preschool Years</p>	<p>Power Point – Code of Ethics Ethical Dilemma PowerPoint – theoretical perspectives Philosophy</p>	<p>Professional Portfolio</p>
<p>September 4 Read Chapter 3 Observing and Assessing Young Children Read Chapter 11 Kindergarten Education Read Chapter 12 The Primary Grades NAEYC’s position statement on curriculum and assessment Early Learning Standards – Approaches to Learning http://www.highscope.org http://www.teachingstrategies.com http://www.projectapproach.org http://www.amshq.org</p>	<p>NAEYC Position Statement Curricular Models Creative Curriculum Culturally Relevant Pedagogy</p>	<p>Professional Portfolio</p>
<p>September 11 Examine the following web sites for current policy issues http://www.naeyc.org http://www.childrensdefense.org http://www.schildren.org Early Learning Standards – Social and Emotional Development Mathematics</p>	<p>Advocacy PowerPoint Discussion of advocacy issues Video: In Our Hands Classroom Management Sharing Resources with Parents</p>	
<p>September 18 Read Chapter 2 Early Childhood Education Today</p>	<p>Assessment Assessment Tools Work Sampling System</p>	

Chapter 17 Parent, Family and Community Involvement Developmentally Appropriate Practice	Developmentally Appropriate Practice	
September 25 Read Chapter 5 Theories Applied to Teaching and Learning Chapter 15 Multiculturalism Early Learning Standards Social and Emotional Development Mathematics Professional Portfolio Due	Early Learning Standards Social and Emotional Development Mathematics	
October 2 Read Chapter 6 Early Childhood Programs Chapter 14 Guiding Children Early Learning Standards – English Language Arts & Literacy Physical Education & Health	Early Learning Standards – English Language Arts & Literacy Physical Education & Health Praxis II	
October 16	Midterm	SCAEYC Conference
October 23 Infant/Toddler Standards Read Chapter 7 Child Care Chapter 8 The Federal Government Chapter 13 Technology and Young Children	ECERS ITERS Infant/Toddler Standards	Child Study
October 30 Chapter 4 The Past and the Present Chapter 16 Children with Special Needs	Mock Class Units of Instruction Teacher Work Samples ADEPT Bloom's	Teacher Work Sample
November 6	Observations	Child Study
November 13	Observation	Child Study
November 20 Teacher Work Sample Due	Review PLT	
December 4 Child Study Due	Looking to the Future	

Final Exam Tuesday, December 9, 2008 8:00 a.m.