

Early Childhood Education

COURSE DESCRIPTION

Early Childhood Education

Want to have an impact on the most important years of human development?

Students will learn how to create fun and educational environments for children, how to keep the environment safe for children, and how to encourage the health and well-being of infants, toddlers, and school-aged children.

COURSE METHODOLOGY

- This is an inquiry-based course. Students will generate knowledge through online readings, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through course message.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

COURSE PARTICIPATION OBJECTIVES

This course for which you are registered is a college preparatory, academically rigorous course that covers an entire semester's worth of material. As such, it is important that you adhere to the following guidelines as you manage your time and commit to successfully completing all required coursework:

1. The requirements for this course are equivalent to completion of minimum of 90+ hours of class instruction at a traditional on-site high school
2. Assignments must be submitted for each unit as they are completed so that the teacher may review and assess your performance. Do not hold your work, you must submit each unit's homework as it is completed, demonstrating weekly assignment completions
3. You must log in regularly to your course to demonstrate continued participation, and completion of all course requirements, including assignments, assessments and discussion forums
4. You must complete your individual work and any incident of suspected cheating, plagiarism or collaboration on assignments violates the academic integrity expectations outlined at the time of your enrollment and can result in failure of the course or further action as deemed appropriate

Citizenship

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

Communication

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via course message and electronic discussion boards. Therefore, students should plan on checking their course messages at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

COURSE OUTLINE

Unit 1 – Part 1: Roles and Responsibilities for Parents and Caregivers

Understanding the individual and differing roles and responsibilities of both parents and caregivers is essential for the student considering a career in child care. Both parents and child-care providers provide love and nurturing and model appropriate behavior for children. Parents and caregivers work as a team, with the parent as the primary authority and the caregiver as an essential support to the parent. Caregivers have a responsibility to maintain an environment that is safe, healthy, respectful, and tolerant for the children in their care.

Learning Objectives

- Explain why early childhood education matters.
- Describe different types of families and parenting arrangements.
- Describe the legal responsibilities of parenthood.
- Discuss the moral or ethical responsibilities of parenthood.
- Describe the basic responsibilities of child-care providers.
- Explain how culture and diversity impact the child-care environment.

Activities

Unit 1 – Part 1 Text Questions	Homework	10 points
Unit 1 – Part 1 Online Lab Questions	Homework	10 points
Unit 1 – Part 1 Discussion 1	Discussion	5 points
Unit 1 – Part 1 Discussion 2	Discussion	5 points
Unit 1 – Part 1 Quiz	Quiz	15 points

Unit 1 – Part 2: A Clean, Safe, and Healthy Childcare Environment

Child-care homes and facilities, regardless of size, have a responsibility to provide a clean and safe environment for children in their care. Understanding cleanliness standards and child safety is essential for all child-care providers, whether employees or owners. Appropriate hygiene in the child-care environment will reduce illness, prevent pests, and keep children healthy. Child proofing and other child safety measures reduce risks for the children in care. Together, these measures create a clean, safe, and healthy environment for both children and caregivers.

Learning Objectives

- Demonstrate how to sanitize and disinfect the child care environment.
- Demonstrate proper hand-washing technique and practices.
- Describe safe infant-sleep habits.
- Describe appropriate security for the child-care home or center.

Activities

Unit 1 – Part 2 Text Questions	Homework	10 points
Unit 1 – Part 2 Lab Questions	Homework	10 points
Unit 1 – Part 2 Discussion 1	Discussion	5 points
Unit 1 – Part 2 Discussion 2	Discussion	5 points
Unit 1 – Part 2 Quiz	Quiz	15 points

Unit 2: Food and Nutrition

Children in care typically consume a significant portion of their daily food at the child-care center or facility. Many children eat breakfast, lunch, and snacks away from home. Providing healthy, tasty meals is an essential part of caring for children, from infants through school-age kids. Good nutrition provides children with a healthy start in life that will remain with them throughout their lives.

Learning Objectives

- Describe and explain the USDA and state requirements for meals in a child-care facility.
- Explain what is required for participation in the Child and Adult Food Care Program.
- Explain how to plan meals and menus for children.
- Describe positive mealtime strategies.

Activities

Unit 2 Text Questions	Homework	10 points
Unit 2 Online Lab Questions	Homework	10 points
Unit 2 Discussion 1	Discussion	5 points
Unit 2 Discussion 2	Discussion	5 points
Unit 2 Quiz	Quiz	15 points

Unit 3: Laws and Regulations

Laws regulate the standards and operation of child-care facilities. These laws cover both small and large child-care facilities and providers, including small-scale registered child-care homes, somewhat larger licensed child-care homes and fully staffed child-care centers. Understanding the laws controlling childcare facilities is essential for any potential childcare provider.

Learning Objectives

- Describe the types of child-care facilities.
- Explain how child-care facilities are regulated.
- Describe the rules that apply to child-care facilities.
- Describe the signs and symptoms of child abuse.
- Explain how to speak to a child disclosing abuse.

Activities

Unit 3 Text Questions	Homework	10 points
Unit 3 Online Lab Questions	Homework	10 points
Unit 3 Discussion 1	Discussion	5 points
Unit 3 Discussion 2	Discussion	5 points
Unit 3 Quiz	Quiz	15 points

Unit 4: Early Childhood Development

Understanding child development enables the child-care provider to maintain appropriate expectations regarding skills and behavior for children from infancy through the early school years. A thorough understanding of typical child development also allows the provider to recognize developmental delays and serve as an essential part of the care team for special needs children.

Learning Objectives

- Define and discuss physical, cognitive, language, and social development.
- Describe the typical stages of development from infancy through the school years.
- Describe how to recognize typical developmental milestones.
- Explain when to talk to parents about possible developmental delays.

Activities

Unit 4 Text Questions	Homework	10 points
Unit 4 Online Lab Questions	Homework	10 points
Unit 4 Discussion 1	Discussion	5 points
Unit 4 Discussion 2	Discussion	5 points
Unit 4 Quiz	Quiz	15 points

Unit 4: Early Childhood Development (Continued)

Midterm Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from the first four units in this course (Note: You will be able to open this exam only one time.)

Midterm Exam Activities

Midterm Discussion	Discussion	5 points
Midterm Exam	Exam	50 points

Unit 5 – Part 1: A Child’s Work

Early child-care workers and caregivers serve a key role in facilitating play for young children. From birth to age six, play is essential for the child’s growth and development, providing a vast array of learning opportunities. Understanding the value of play, its role in the child-care home or center, and how adults can encourage and support children’s play is an essential part of understanding early childhood development and early childhood education.

Learning Objectives

- Describe how children develop and grow cognitively during early childhood.
- Describe when play behaviors develop and how children play at different ages.
- Explain what the types of play are and how they benefit children.
- Explain how to integrate play into children’s activities in a child-care setting.

Activities

Unit 5 – Part 1 Text Questions	Homework	10 points
Unit 5 – Part 1 Online Lab Questions	Homework	10 points
Unit 5 – Part 1 Discussion 1	Discussion	5 points
Unit 5 – Part 1 Discussion 2	Discussion	5 points
Unit 5 – Part 1 Quiz	Quiz	15 points

Unit 5 – Part 2: Guidance and Discipline

Creating a positive, loving and enriching environment for children requires not only an understanding of child development, nutrition, and safety, but also the ability to discipline and guide children. Maintaining a well-controlled classroom and teaching children appropriate behavior are essential responsibilities of any child-care provider. With additional knowledge about discipline and guidance, you will be prepared to work together with children, parents, and coworkers to create a positive and nurturing space.

Learning Objectives

- Describe the three basic types of child discipline.
- Explain how to effectively communicate with children.
- Explain how to use positive language to create good behavior and self-esteem.
- Describe when to intervene and help children manage their own interactions.
- Explain how to discipline children at different ages.

Activities

Unit 5 – Part 2 Text Questions	Homework	10 points
Unit 5 – Part 2 Online Lab Questions	Homework	10 points
Unit 5 – Part 2 Discussion 1	Discussion	5 points
Unit 5 – Part 2 Discussion 2	Discussion	5 points
Unit 5 – Part 2 Quiz	Quiz	15 points

Unit 6: Communication, Observation, and Recording

While caring for children is the child-care provider’s primary responsibility, care providers also must communicate with parents, observe children, and record those observations. By maintaining open and positive communication with parents, you can work as a team, acting in the best interest of the children in your care. Observation and recording are two essential tools that can provide parents with information about their children and provide care providers with additional insights about both individual children and the function of the classroom or daycare home.

Learning Objectives

- Demonstrate developmentally appropriate communication with children.
- Demonstrate how to talk with parents and maintain open communication.
- Describe what observation is and how to observe children.
- Explain record keeping in a childcare setting.
- Describe and discuss how to use your observations to improve the care of children.

Activities

Unit 6 Text Questions	Homework	10 points
Unit 6 Online Lab Questions	Homework	10 points
Unit 6 Discussion 1	Discussion	5 points
Unit 6 Discussion 2	Discussion	5 points
Unit 6 Quiz	Quiz	15 points

Unit 7: Literacy and Language

Building language and literacy skills is essential in early childhood. Child-care providers can help children develop a broad vocabulary, language skills, and letter recognition in preparation for kindergarten. While child-care facilities may opt for a more or less academic perspective, creating a rich environment with ample access to language and books will help children be ready to learn to read.

Learning Objectives

- Describe how to encourage language development in young children.
- Describe ways young children use language.
- Explain what a literacy-rich environment looks like and how to create one.
- Describe the six essential pre-literacy skills.
- Explain how to support children in learning pre-literacy skills.

Activities

Unit 7 Text Questions	Homework	10 points
Unit 7 Online Lab Questions	Homework	10 points
Unit 7 Discussion 1	Discussion	5 points
Unit 7 Discussion 2	Discussion	5 points
Unit 7 Quiz	Quiz	15 points

Unit 8: Personal Goals and Development

The study of early childhood education and child development may provide the basis for a career in child care, early childhood education, or other fields strongly related to child care and children’s welfare and wellbeing. During this course, you may have discovered subjects of strong personal interest and feel drawn to a particular aspect of early childhood education, from nutrition to children with special needs. Regardless of your personal interests, if you opt to pursue a career working with children, you need to consider your own educational goals, your personal dreams, and the best way to build a successful and rewarding career.

Learning Objectives

- Explain how to develop an educational plan that will help you to meet your goals.
- Describe good work habits.
- Describe where to find and how to use professional-development opportunities.
- Explain what personality traits will help you succeed.
- Explain how to care for yourself while caring for children.

Activities

Unit 8 Text Questions	Homework	10 points
Unit 8 Online Lab Questions	Homework	10 points
Unit 8 Discussion 1	Discussion	5 points
Unit 8 Discussion 2	Discussion	5 points
Unit 8 Quiz	Quiz	15 points

Unit 8: Personal Goals and Development (Continued)

Final Exam Objectives

- Review information acquired and mastered from this course up to this point.
- Take a course exam based on material from units five to eight in this course – the last four units.
(Note: You will be able to open this exam only one time.)

Final Exam Activities

Class Reflection Discussion	Discussion	10 points
Final Exam	Exam	50 points

HOW YOU WILL BE GRADED

For critical thinking questions, there are no right or wrong answers. For example, a question on your thoughts on why you think people are shy is a pretty open-ended type of question. Grades will be based on the depth of personal insight you present. **Do not simply agree or disagree** with an insight question. We are looking for critical thinking and possibly a related personal experience with the question.

It is important to provide detailed answers for insight/opinion questions.

For review questions, you should produce a more academic answer. For example, "What two categories are norms divided into?" This type of direct question requires a specific answer. Please use full sentences and proper grammar.

When submitting paragraphs, use these guidelines.

1. The first, second or last sentence contains the main idea and key words from the question or assigned topic.
2. Paragraph contains one to three explanatory sentences.
3. Paragraph contains two to four sentences about specific details related to question.
4. Details are colorful, interesting and appropriate.
5. Paragraph ends with a good closing sentence that refers to the main idea without repeating it.
6. Free of spelling and grammatical errors.

GRADE SCALE

The following grading scale will be used to determine your final letter grade.

Letter Grade	Percentage Earned
A	95%+
A-	90% - 94.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	74% - 76.9%
C-	70% - 73.9%
D+	67% - 69.9%
D	64% - 66.9%
D -	60% - 63.9%
F	59% and lower

SUPPORT

At NUVHS you will have access to multiple support teams. Who you contact will depend on the questions you have. Always start by contacting your teacher through the Message Center in the course. Your teacher should be able to answer your question, but if they can't, then they will direct you to another support team. If you have questions about any of the course content, your grades, or course policies, you should contact your instructor.

For questions about your enrollment, transcripts, or general school-wide policies, you can contact **NUVHS Student Services** at info@nuvhs.org or by phone at 866.366.8847. For example, if you would like to withdraw from your course, you should contact Student Services. Please note that a refund for your course can only be obtained if you drop within the first seven days of enrolling in the course.

For help with login/password issues, or other technical issues specific to the Blackboard website, you can contact the team at [National University Blackboard Learn](#). They can also be reached by phone at (888) 892-9095.

EXPECTED SCHOOL-WIDE LEARNING RESULTS (ESLRs)

Engaged Learners

- Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
- Develop an understanding of their own preferred learning styles to enhance their overall academic potential
- Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

Critical Thinkers

- Effectively analyze and articulate sound opinions on a variety of complex concepts
- Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
- Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

Effective Communicators

- Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
- Express concepts and ideas in a variety of forms
- Enhance communication skills through the use of media rich or other technology resources

Global Citizens

- Appreciate the value of diversity
- Understand the range of local and international issues facing today's global community
- Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century