Catalog Description:
Students learn theories and stages of cognitive development within the context of cultural, linguistic, and ability diversity. They learn about children’s use of math as a language to represent, construct, problem-solve and reason within the Art as a Way of Learning (AWL) framework. Students create and implement standards-based math learning experiences and environments using evidence based practices emphasizing Universal Design for Learning. Students assess children’s learning and build reciprocal partnerships with families and professionals; they use community resources to support children’s growth and development.

Requires 20 hours of (2 hours/week) field experiences (labs) in programs serving children Pre-K to Grade 4. Early childhood programs must be a licensed family, group, center, Head Start, faith-based, pre-k or nursery school setting.

Additional course fees: $10.00. Child Abuse Registry, Criminal Background Check, and FBI clearances are required.

Also available through Online Learning. Video/DVD documentation of student teaching required (online students only).

PREREQUISITES: EEARL106 and EEARL107

TOTAL CREDITS: 3  LECTURE HOURS: 2  LAB HOURS: 2

This course is designed to promote student learning in relation to the standards and supportive skills outlined by the National Association for the Education of Young Children (NAEYC). The program standards define what you will know and be able to do when you graduate from the program. What you learn in each class and the assessment of your learning is linked directly to the six standards.

Earl 208 Learning Outcomes

Course Learning Outcome 1: Promoting Child Development and Learning
Students explain, analyze and apply evidence based knowledge of children’s mathematical development and uniqueness of each child’s expression of learning, based on multiple interacting influences to create safe, healthy, respectful and inclusive learning environments that provide responsive, developmentally appropriate, and arts-integrated learning opportunities.

Student Learning Outcomes
1a. Explain and analyze each child’s characteristics and needs for mathematical development and learning.
1b. Explain and analyze multiple influences including cultural, linguistic and ability diversity that result in the uniqueness of each child’s mathematical development and learning.
1c. Apply evidence based knowledge of developmental characteristics and multiple influences to create safe, healthy, respectful, inclusive, and aesthetic arts-integrated environments and opportunities that support each child’s mathematical development and learning.

Course Learning Outcome 2: Building Family and Community Relationships
Students explain and analyze evidence based knowledge about complex and diverse characteristics of families and communities using multiple perspectives to support each child’s mathematical development and learning through collaborative relationships.

Student Learning Outcomes
2a. Explain and analyze how diverse and complex characteristics including cultural, linguistic and ability diversity in families and communities affect the mathematical development and learning of each child.
2b. Explain and analyze strategies teachers can use to build respectful, reciprocal relationships with families and communities including other professionals to promote each child’s mathematical development and learning.
2c. Apply evidence based knowledge to collaborate with families, communities and other professionals to support each child’s mathematical development and learning.

Course Learning Outcome 3: Observing, Documenting, and Assessing to Support Young Children and Families
Students use evidence based knowledge about systematic observation and the goals, benefits, and appropriate uses of assessment in partnership with families and professionals to make decisions about environments, curriculum, and interactions to support each child’s mathematical development and learning.

Student Learning Outcomes
3a. Explain and analyze the goals, benefits, and uses of assessment of mathematical concepts.
3b. Apply ethical methods of systematic observation, documentation, and assessment.
3c. Explain and analyze how to partner with families and professionals in each child’s assessment process.
3d. Apply and analyze evidence based knowledge of observing, documenting, and assessing to make decisions about environments, curriculum, and interactions to support each child’s mathematical development and learning.

Course Learning Outcome 4: Using Developmentally Effective Approaches
Students use evidence based knowledge to build positive relationships and supportive interactions as the foundation for their work with children and families. Students apply arts integrated, developmentally appropriate approaches and Universal Design for Learning to support each child’s mathematical development and learning.

Student Learning Outcomes
4a. Explain, apply and analyze positive relationships and interactions to support each child’s mathematical development and learning.
4b. Explain, apply and analyze teaching skills and strategies including developmentally appropriate practices and technology, to support each child’s mathematical development and learning.
4c. Explain, apply and analyze a broad repertoire of arts integrated, developmentally appropriate teaching / learning approaches, and Universal Design for Learning, to support each child’s mathematical development and learning.
4d. Reflect on own evidence based practices to support positive outcomes for each child’s mathematical development and learning.

Course Learning Outcome 5: Using Content to Build Meaningful Curriculum
Students use evidence based knowledge of mathematics, Universal Design for Learning, inquiry tools,
and resources to design, implement, and evaluate curriculum and experiences to support each child’s mathematical development and learning.

**Student Learning Outcomes**
5a. Explain, apply and analyze content knowledge and resources of math symbol system / subject area of mathematics.
5b. Explain, apply and analyze the content knowledge, central concepts, inquiry tools, and structure of math symbol system / subject area of mathematics.
5c. Use evidence based knowledge, early learning standards, Universal Design for Learning, and other resources to design, implement, and evaluate curriculum and experiences to support each child’s mathematical development and learning.

**Course Learning Outcome 6: Becoming a Professional**
Students use evidence based knowledge of ethical guidelines and professional standards. They engage in continuous and collaborative learning and demonstrate knowledgeable, reflective and critical perspectives to make informed decisions about advocating for the subject area of mathematics.

**Student Learning Outcomes:**
6a. Identify and reflect on career goals; identify and involve themselves with the profession.
6b. Explain and analyze ethical guidelines, professional systems, standards and regulations in the field of early education.
6c. Describe and explain personal engagement in continuous, collaborative learning and demonstrate reflective and critical perspectives.
6d. Explain and analyze strategies to advocate for each child, family, and the profession.
6e. Explain and analyze knowledge about becoming a professional who can articulate and practice an individual philosophy about children’s mathematical development, which includes evidence based practices and Universal Design for Learning.

**The following Supportive Skills are to be integrated in assessment as appropriate**
2. Skills in mastering and applying foundational concepts from general education.
3. Written and verbal communication skills.
4. Skills in making connections between prior knowledge/experience and new learning.
5. Skills in identifying and using professional resources.

**Textbooks and Resources**

**Textbooks:**
   ISBN: 0-590-97313-4

**E-Portfolio:**
4. Students purchase Task stream card from the book store to create an e-portfolio.

**Required Resources:**


   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards

8. PA Dept. of Education. (Current edition). *PA Learning Standards Early Childhood for 1st Grade, & 2nd Grade*. Harrisburg, PA: PA Department of Education. (referred to as “PA-ELS” in Course Calendar)

   Also available online at: http://www.pakeys.org/pages/get.aspx?page=Career_Standards


   Also available online at: http://www.northampton.edu/Early-Childhood-Education/Student-Resources-and-Presentations.htm; Click on ECE Manuals – Student

10. PA Department of Public Welfare. (Current edition). *The Pennsylvania Code: Child Day Care Center; Group Homes; Family Child Care Homes*. Harrisburg, PA: DPW. (Referred to as “PA Code” in Course Calendar)

    Available online at: http://www.dpw.state.pa.us/provider/earlylearning/index.htm


    Available online at: http://www.naeyc.org/positionstatements/ethical_conduct


    Also available online at: http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf


    Available online at: http://www.dpw.state.pa.us/fordisabilityservices/earlyinterventionservices/earlyinterventionforms/index.htm Click on Individualized Family Service Plan (IFSP)


    Also available online at: http://www.dec-spied.org/uploads/docs/about_dec/position_concept_papers/Code%20of%20Ethics_updated_Aug2009.pdf

   Also available online at:

17. Sketch pad or notebook with unlined paper

18. Binders: Course Assessment Portfolio (1” size); TAOC Portfolio (3” size)

19. In addition to the required textbooks and resources, you will also need access to:
   • Computer
   • Digital Camera
   • Digital Video
   • Lab Apron

Instructor Resources:

Course Policies

Class Attendance and Withdrawal:
Note that if you do not participate in the class, submit assignments, or contact the professor during a consecutive two-week period, you may be withdrawn from the class on the recommendation of the professor. However, do not assume that this will happen automatically. Unless you officially withdraw, you may owe money and receive an "F" as your final grade.

Assignments:
All assessments will follow the APA format:
   • All assessments (including Journals) will have a cover page
   • Cover pages for all assignments will include: (in this order)
     o Name
     o Assignment Title
     o Course Section and Semester
     o Professor’s Name
     o Date Submitted
   • Running Head and page numbers will be used
   • Reference page citations will be correctly formatted
   • In-text citations will be correctly formatted and must match the reference page
   • 12-point font, double space, and page numbers will be used
   • Paragraphs will be indented

Consequences of Late Work or Missed Exams:
Assignment details and due dates can be found in the Assignments section of Blackboard. Late assignments will result in points deducted as follows:
   • All weekly assessments (e.g., journals) are due on time. Late submissions will not be accepted.
   • All major papers, projects, and quizzes will drop two percentage points for each day that they are late. Refer to rubrics for further information.
   • All missed assessment items will get “0” points.
In case of unexpected emergencies that result in lateness, email your course instructor as soon as possible.

**Electronic Communication:** I will be using NCC e-mail account through Blackboard to communicate with the group or individuals as needed. You are expected to check your NCC e-mail regularly. If you have any questions or concerns, contact me through my NCC e-mail, by writing the course number in the “subject line”. I will not open any mail sent through a personal account.

**Privacy Statement**

All video assignments are designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course. Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.

Photo /Video Release Form:

Make sure that every child you photograph or video tape has a signed release form on file and follow the policies of your lab site. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the portfolio.

**Tutoring Services:** The Learning Center at NCC provides free tutoring services, including real-time online tutoring. Please see the folder called **Student Rights and Support Services** in the **Course Information** page for details and applicable tutoring links. See the following website for the most up-to-date online tutoring schedule and information: http://www.northampton.edu/Student-Resources/Learning-Center/Tutoring-Services/Online-Tutoring.htm

Access the online tutor for ECE courses at the following email address: ecetutor@northampton.edu

**Advising:** The current ECE advisor is Andrea Powell. Her contact information is as follows:

![Photo](image)

email: apowell@northampton.edu  
Phone: 610-861-4145

**Incomplete Policy:** An Incomplete grade of “I” is issued only at the student’s request with the permission of the instructor, to allow completion of specific course work the student did not complete due to valid, unforeseen circumstances. The deadline for completing the course requirements is no more than 5 months after the date grades were due in the semester in which the “I” grade was issued. The professor will designate that the incomplete grade becomes a specific letter grade if the work is not completed.

For further information regarding any NCC procedures or policies refer to the current **Student Handbook** at the following link: http://www.northampton.edu/Documents/Academics/Student%20Handbook.pdf
Attention Students!

This course has been constructed utilizing Principles of Universal Instructional Design. If you are requesting reasonable accommodations, please contact the Office of Disability Services at 610-861-5342 or disabilityservices@northampton.edu. Additional information for students with disabilities may also be found at http://www.northampton.edu/Student-Resources/Disability-Services.htm

Important NCC Services and Policies

GENERAL COLLEGE POLICIES:

Class Attendance and Withdrawal: Class attendance and engagement in the learning process are critical factors in determining students’ success in their courses. NCC students are expected to attend all class sessions of courses in which they are enrolled, and are responsible for all material presented in class sessions of these courses. (Check COURSE policy section of syllabus for specific instructor policies in addition to college policies)

A student who misses class more than twice the number of weekly meetings of the class (or the equivalent in short-term classes) may be withdrawn from the course by the instructor. Students who are withdrawn for poor attendance will receive a grade of W. Faculty may issue a withdrawal through the first 90% of the semester (14th week or equivalent in short-term classes). After the 90% period a student may not withdraw or be withdrawn.

In an internet-based distance learning course, a student is considered to have missed the equivalent of more than twice the number of weekly meetings of a traditional classroom course in a consecutive two-week period if there has been no participation by the student in the class through submission of assignments, participation in discussion forums or contact with the Instructor in any way during the period.

Students who are withdrawn from the class for lack of attendance may appeal the enforced withdrawal to the instructor. If the instructor agrees to reinstate the student, he/she will be required to complete a reinstatement form and return it directly to the Vice President for Student Affairs. If the appeal is denied, the student may speak with the appropriate academic dean and/or the Vice President for Student Affairs. Further discussion may take place with the faculty member, but the final decision on withdrawal rests with the faculty member.

Students will not be graded on attendance; however, students may be graded on class participation.

Academic Honesty Policy: Northampton Community College considers honesty to be essential to the learning experience. Academic honesty is one of the values that we expect members of the NCC community will apply in their work on this campus and take into their lives beyond NCC. Violations of academic honesty harm the learning experience and violate the expectations and values that we hope the NCC community embraces. We expect all members of the NCC academic community to conduct themselves and their work ethically and honestly.
Student Responsibilities

- Students are solely responsible for their work and for making sure that their work represents their own honest efforts to meet the goals of the course.
- They are responsible for learning and following the policies and expectations of the college and for understanding the consequences of actions that violate the policy on academic honesty.
- They are responsible for showing that the work they present is theirs in whatever ways are deemed appropriate by the faculty for the course.

Faculty responsibilities

- Faculty members are responsible for demonstrating academic honesty in their work.
- They are responsible for making their expectations related to academic honesty clear to their classes including which activities and resources are allowed and the consequences for violations in their courses.
- They are responsible for communicating about violations of the academic honesty policy to students and their division Dean and to the Vice president for Student Affairs.

Academic Honesty Violations: Violations of the academic honesty policy include any actions that attempt to gain academic credit for work that does not represent the student’s own efforts and knowledge. They include, but are not limited to the following situations and examples:

- Cheating on examinations and quizzes –
  - Using notes, materials, and/or mechanical, electronic or technological devices not authorized by the instructor during examinations or quizzes.
  - Providing or receiving help on an examination or test in a manner not authorized by the instructor.
  - Buying, selling, improperly obtaining, or using any tests or examinations.
  - Posing as another student or allowing another student to pose as you when taking an exam or quiz.
  - Altering or adding answers on exercises, exams, or quizzes after the work has been graded.

- Plagiarizing –
  - Using the ideas or words of others without appropriate quotation and documentation that acknowledges the source or sources -- in other words, presenting someone else’s work as one’s own.
  - Copying, exact words, phrases or sentences without quoting and giving credit to the source.
  - Using a paraphrased version of the opinions, work, or ideas of others without giving credit.
  - The wrongful appropriation of all or part of someone else’s literary, artistic, musical, mechanical, or computer-based work.

- Copying all or part of an assignment, (a research paper, lab report, or workbook) from another person or resource and presenting it as your own work.
- Purchasing an assignment and submitting it as your own work.
- Falsifying or inventing information, data or research material. Altering or forging records or submitting false records as part of course work or making false statements, excuses, or claims to gain academic credit or influence grading.
- Listing sources that you never consulted.
- Gaining unauthorized access to another person’s or the College’s computer system or tampering with or copying programs, files, data or access codes associated with coursework.
- Tampering with or damaging the work of others or preventing others from completing their own assignments.
**Consequences of Violations:** When a faculty member believes that a student has committed acts that violate the academic honesty policy, he or she will advise the student of the offense and the penalty imposed. A faculty member may apply one of the following penalties:

- A written warning, with the requirement that the assignment be redone within the instructor’s specified time.
- A failing grade for the assignment or test.
- An “F” grade for the course.

**Commitment to Diversity:** Northampton Community College is committed to creating and fostering a learning and working environment based on open communication and mutual respect. This is an integral part of the College’s academic mission to enrich our students' educational experiences and prepare them to live in and contribute to a global society. If you encounter sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, ancestry, sex, sexual orientation, gender identity, or disability please contact the Equal Opportunity Office at 610-861-5496 or hwhitaker@northampton.edu

If you see it, report it northampton.edu/reportit

**ONLINE SUPPORT:**

NCC Help Desk: helpdesk@northampton.edu and Telephone number 610-861-5413

Office of Online Learning and Instructional Technology: onlinelearning@northampton.edu and Telephone number 610-861-4160

Like Us on Facebook at http://www.facebook.com/ncconlinelearning


Blackboard Collaborate Help: http://support.blackboardcollaborate.com and Telephone number 1-877-382-2293

NCC Online Tutoring: learning-center@northampton.edu

**Policy Regarding Children:** The extended (defined as 30 minutes or more) presence of unattended children (including children of staff and students) under the age of 16 on campus, unless officially registered in a College program is strictly prohibited.

Children are not permitted in class. The classroom instructor has the authority to make an exception to this policy for an emergency circumstance, using the following criteria: if at all possible, students must contact the instructor prior to the class to seek permission; students may not request this special exception more than twice in one semester; and children may not be disruptive (i.e. – noisy, moving around, interfering with the teaching-learning process) or they will be asked to leave immediately with their parent/guardian.

**Disability Services:** Northampton Community College encourages academically qualified students with disabilities to take advantage of its educational programs. Services and accommodations are offered to students with disabilities at no additional cost to facilitate accessibility to College programs and facilities. These services are based upon each student’s individual needs and must be indicated by current
documentation of disability. For more information, you can contact the Coordinator of Disability Services at 610-861-5342 or TDD (610) 861-5351 or view the Disability Services Webpage by following these links from the NCC home page (http://www.northampton.edu): Administration > Student Services > Students With Disabilities.

Netiquette: is the etiquette for electronic communications via email, threaded discussions on bulletin boards and online chats. This ensures that all students are being considerate of others, their time and opinions. Listed below are guidelines regarding personal conduct in your virtual classroom communications:

- Responses to other students should address the ideas or work submitted not the person.
- Being respectful is essential. Being understanding of diverse opinions, life experiences, cultures and backgrounds.
- Be mindful this is educational communication.
- Be cautious in using sarcasm or humor which may be misunderstood in online communications.
- Messages can express opinions and personal experiences but be concise. Using all capital letters is appropriate for distinguishing a heading or relevant topic but is also viewed as shouting online.
- Remember your Northampton Community College email is for educational purposes only.

Instructional Plan

Assignments Required and Weight of Each in Determining Final Grade:

1. Family and Community Partnership Project – 10% **
2. Curriculum Assessment Project – 10% **
3. Professional Growth and Philosophy Paper – 10% **
4. Cognitive Development Quiz – 5%
5. Family Communication Plan – 5%
6. Math Game/Fab Lab Project – 5%
7. Labs – 10%
8. Video Assignments – 6%**
9. Teaching Skills and Strategies Evaluation by Faculty – 5%
10. Class Participation – 10%
11. Reflection Journals – 10%
12. Weekly Assignments – 10%
13. Course Assessment e-Portfolio – 2%
14. TAOC e-Portfolio – 2%

Students must complete the following assessments in order to pass this course:

- All Key Assessments of the Course **
- Lab Attendance and Assignments
- Course Assessment e-Portfolio
- TAOC e-Portfolio

Students must earn C or better in each of the following assessments in order to pass this course:

- Lab Assignments
- Teaching Skills and Strategies Evaluation by Faculty

Description of Assignments

Content related to Cultural, Linguistic, and Ability Diversity will be reflected within the assignments and in the course calendar.
• **Family and Community Partnership Project:** The purpose of this assessment is to interact with family members and explore community resources to develop the skills and knowledge required to build respectful, meaningful relationships. The project will provide you with learning experiences to:
  - Create a math related activity packet for your identified Child Assessment Child (CAC)
  - Research community resources that will enrich the math curriculum
  - Research community resources for families

• **Curriculum Assessment Project:** The purpose of this assessment is to demonstrate your ability to plan, implement, and evaluate learning experiences for each child in the subject area of Mathematics. The project will provide you with learning experiences to:
  - Plan experiences based on various process standards and content standards of Math
  - Implement learning experiences using appropriate teaching skills and strategies to facilitate learning
  - Use *Art as a Way of Learning (AWL) Explorations in Teaching* as a framework to integrate the arts into Math symbol systems
  - Evaluate own ability to promote learning of mathematical concepts for each child

• **Professional Growth and Philosophy Paper:** The purpose of this paper is to give you an opportunity to reflect on your growth as an early childhood professional, with a focus on Early Childhood Math. Consider your ability to:
  - Involve self with the field;
  - Explain ethical standards and state and national systems for quality in early childhood programs;
  - Research and collaborate with others to inform evidence based practice;
  - Explain ways to advocate within the context of cultural, linguistic, and ability diversity; and
  - Articulate and practice your own philosophy about young children’s development and learning of math.

• **Cognitive Development Quiz:** This quiz will include the theories by Piaget and Vygotsky, and the stages of cognitive development in young children. We will review age/stage related characteristics through paired activities and the forum to help clarify the concepts.

• **Family Communication Plan:** You will develop a plan for a parent-teacher conference for your Child Assessment Child (CAC).

• **Class Project: Math Games/Fab Lab:** This is an assignment unique to this class. This is a long term project designed to help you understand how you can facilitate learning. You will go through the following stages of the Cycle of Learning and Teaching as you find answers to your own questions related to the Math Games and manufacturing techniques (Copley, page 47).
  - Awareness stage
  - Exploration stage
  - Inquiry stage
  - Utilization stage

At the end of the project, you will create a math game suitable for a group of young children, documenting your progress through the Cycle of Learning and reflecting on the Cycle of Teaching.

• **Labs:** Twenty (20) hours of documented lab work is required for this course. You will have ten 2-hour labs beginning with class 4 and continuing through class 13. You must secure a lab site and a cooperating teacher by the end of week 1 of the semester. You may choose to do your labs at your worksite. An *Understanding of Participation* form must be submitted by the lab site by end of week 3 of the semester.

If the Understanding of Participation form comes back from the student's lab site checked "No" for providing services to children at-risk and families in lower economic settings, that student must watch a video and write a reflection. Online students enrolled in a lab based course will complete the CLAD Inventory (CI) and reflection with the first lab course and then update and submit it with each subsequent lab course. All students in EARL 208 will complete the CLAD Inventory and write a reflection.

You will work under a cooperating teacher, completing weekly lab assignments. Lab requirements are as follows:
  - Health and safety requirement: As an online student, you are to verify that all requirements for your state or country are met. Please confirm with your lab site.
• Procedures and Guidelines: Follow the Code of Ethical Conduct by The National Association for the Education of Young Children (NAEYC) for all interactions with children, parents, and colleagues.
• Legal Considerations: Make sure that all children captured in photo / video have a signed release on file at the site (refer to Student Manual for a copy) and follow the policies of your lab site. Practice confidentiality by using numbers or fictitious names when describing situations for discussions and/or writing observations. Never discuss children outside of Discussion Forums. These photographs and videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio.
• Attendance form must be signed by the cooperating teacher in order to get credit for each lab. If an emergency prevents you from attending a lab, notify your course instructor and your lab site.

Refer to ECE Student Manual for lab information.

• Video Assignment: You will submit videos of your lab work during lab weeks 1, 5, and 8. These videos will allow you to reflect on your teaching skills and strategies through viewing yourself in action in labs as you interact with your Child Assessment Child (CAC) and other children during implementation of a Learning Experience Plan (LEP). They will also allow your instructor to ‘observe’ your interactions during labs.

The video assignment is designed to support your learning; however, we must respect the confidentiality of each child and their family. These videos can only be shared with your instructor. They may never be posted or shared on public sites including the e-portfolio. When uploading your video to You Tube, you must make sure it is unlisted and should be removed upon completion of your course.

• Teaching Skills and Strategies Evaluation by Faculty: Your course instructor will assign a final grade for your use of Teaching Skills and Strategies during labs based on multiple sources of evidence such as lab supervision, feedback from your cooperating teacher, and lab assignments.

• Discussion Forum: You will participate in weekly forums, responding to the guiding questions as well as interacting with others. This is an important aspect of the course where you will have an opportunity to share your thoughts as well as clarify your concepts. Evidence based practice and children with diversity will be included in weekly forums.

• Reflection Journals: You will complete ten weekly journals during the semester, reflecting on your own learning of the course concepts. Weekly themes will include culture, language and ability diversity topics.

• Weekly Assignments: You will complete ten weekly assignments during the semester, focusing on the long term inquiry project on the Moon. This will help you to understand the cycle of learning and teaching.

• Course Assessment e-Portfolio: You will follow the step-by-step directions to build your e-portfolio for EARL 208. There are two systems for creating e-Portfolio – Google e-Portfolio and Task Stream e-Portfolio. If you already began documenting your work in a Google e-Portfolio you have two choices:
  • You can continue to maintain and document your work in Google finishing the program with a completed e-Portfolio in Google.
  • You can come aboard with TaskStream and post prior key assessments into your TaskStream account so that when you graduate you have a completed TaskStream e-Portfolio that documents all of your work.

Recommendation from ECE Department: If you are less than halfway through the program you should transfer your work into Task Stream.

• Course Assessment Portfolio Binder: Regardless of the system you use for your e-Portfolio, you will build a portfolio binder following the organization guide provided with the assignment. This will serve as a back-up document for your e-Portfolio. You will submit the table of contents and photos as evidence of your binder.

• TAOC e-Portfolio and Binder: TAOC is the Transfer and Articulation Oversight Committee of the Department of Education in PA. According to the TAOC agreement, there is a statewide Program-to-Program articulation in ECE which allows students to transfer their credits from a
2-year-college to a 4-year-college if they submit a standard and outcomes-based TAOC Portfolio. You will build your TAOC portfolio by organizing required artifacts from each course on an ongoing basis. This will serve as your transfer / internship portfolio. You will create TAOC portfolio using your e-Portfolio system and also in a binder. You will submit the table of contents and photos as evidence of your binder.

**Note:** Students taking this course for professional development or visiting students will be given an alternate assignment in place of the TAOC portfolio. Students entering a course after taking CDA will not have Task Stream/TAOC Portfolio. They must begin their Task Stream e-Portfolio and TAOC Portfolio with their first ECE course.

For complete descriptions of assignments and rubrics, refer to the Course Information section of Blackboard.

**Due Dates for Assignments:** Responses to guiding questions of the weekly forum are due by midnight on Thursday; all other assignments are due by midnight on Sunday of the week that they are due.

**Feedback on Assignments/Projects/Discussions:**
Once your assignments have been submitted they will be graded. You will be able to view your grades and any written feedback in the Grade Book of Blackboard. You can expect to receive a grade and/or written feedback on your weekly assignments (journals, assignments, labs, etc.) within 7 days of submission.

**Assessment Criteria:**
The general criteria for grading work is as follows:
A = Students demonstrate ability to describe, explain, analyze, and apply information, reasoning, context, knowledge, and judgment.
B = Students demonstrate ability to describe and explain information, reasoning, and knowledge.
C = Students demonstrate ability to describe information.
D = Students demonstrate partial ability to describe information.

**Grade Scale:**
The following grades are used in the Early Childhood department:
A   = 93 – 100 %
A-  = 90 – 92 %
B+  = 87 – 89 %
B   = 83 – 86 %
B-  = 80 – 82 %
C+  = 77 – 79 %
C   = 73 – 76 %
D+  = 67 – 72 %
D   = 60 – 66 %
F   =  0 – 59 %

**Please note:** There are no A+ or C- grades. Any final grade below C means that the course must be repeated and passed in order to enroll in Internship.

Rubrics are provided for each graded assignment. Use your rubric as a guide for completing your assignment, to ensure that you are describing, explaining, and analyzing the course concepts by using your knowledge of related concepts from other courses. Grades are directly related to the quality of your analysis and critical thinking about the assigned questions. Use your own words to explain your thoughts rather than using phrases directly from textbooks and other resources. It is important for you to clearly reflect your understanding of the weekly topics.

The online grade book will calculate your total points and weighted percentages. Your final weighted percentage will be used to determine your final grade.
Save all your work!

You are expected to save all your assignments and rubrics on disks/thumb drives as back up data to safeguard against loss of your hard copy or problems with your hard drive. You will need artifacts from this and other courses to develop your TAOC Portfolio.
I reserve the right to change topics or assignments when necessary to make classes more relevant to current events or required student outcomes. Therefore, you should not submit assignments ahead of schedule unless you have obtained permission to do so. Check Announcements in Blackboard and the Assignments section for details and/or changes to assignments. Be sure to print out a copy of the Course Calendar with due dates listed. All assignments are due by midnight on Sunday.

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<th>Wk</th>
<th>Topic</th>
<th>Reading Print Materials</th>
<th>Learning Experiences</th>
<th>Lab Assignment</th>
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| 1 8/26 | Introduction to Course and Lab; The Child Learns, The Child Teaches | -Chapter 1: The Child Learns, the Child Teaches (Copley)  
-Website: ECE Infant to Grade 4 Program Student Manual  
-Website: NAEYC/DEC joint Position Statement on Inclusion | -Book: “Friends at School” by Rochelle Bunnett (Our ‘class’ for EC Math)  
Review the book to get to know the children.  
- Represent childhood experiences with math in visual art  
- Children construct knowledge in unique ways  
- Discuss the term “Inclusion” | Lab Preparation:  
- Clearances  
- Sign up for lab  
- Give Coop’s email to Instructor | -Assignment 1  
Lab preparation  
-Journal 1  
-Math of your Childhood | -Assignment 1  
-Lab Preparation |

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| 2 9/2 | Cognitive Development | -Chapter 7: Cognitive Development in Infancy (Trawick-Smith)  
-Chapter 11: Cognitive Development in the Preschool Years (Trawick-Smith)  
-Chapter 15: Cognition and Schooling (Trawick-Smith)  
-Website: PBS - Child Development Tracker  
-Website: IDEA- The Law | -Book: “Friends at School” by Rochelle Bunnett (Our ‘class’ for EC Math)  
Divide the class into four groups and assign a group of “Friends” to each group.  
- Discuss characteristics of: Sensorimotor stage, Preoperational stage, and Concrete operational stage  
-Use CONNECT Video 1.3 for object permanence  
- Discuss classroom adaptation for infants, | Lab Preparation | -Assignment 2  
Math Games-1: Awareness Stage  
- Cognitive Development Quiz Practice: Diverse abilities during Infancy  
-Journal 2  
Cognitive Development:  
-Typical and atypical development | -Assignment 2  
-Lab Preparation  
-Cognitive Development Quiz Practice |
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| 3  | 9/9   | Constructivist Classroom | -Chapter 3: Theories of Child Development (Trawick-Smith)  
-Chapter 6: Infant Physical Growth and Brain Development (Trawick-Smith)  
-Website: Zero-to-Three  
-Website: Kamii – Videos Related to Math Education  
-Website: Center on the Social and Emotional Foundations for Early Learning (CSEFEL)  
-Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
How would you use Tiered Instructions to support cognitive development of each child in your group of "Friends"?  
-Compare theories of Piaget and Vygotsky  
-Watch CONNECT Video: Tiered Instruction Framework  
-Read the CSEFEL article on The Teaching Pyramid | Lab Preparation:  
-Review Lab Information in ECE Student Manual  
-Create a Coop Teacher Folder | -Assignment 3 Math Games 2, 3: Exploration and Inquiry Stages  
-Cognitive Development Quiz Practice: Diverse abilities during Preschool Age  
-Journal 3 Constructivist approaches of Piaget and Vygotsky | |
| 4  | 9/16  | Framework for Teaching Math to Young Children | -Chapter 2: A Framework for Teaching Mathematics to Young Children (Copley)  
-Website: BICC for UDL Video  
-Website: National Center on Universal Design for Learning  
-Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
Use math related tools and materials to create UDL in the classroom where all of your "Friends" can have multiple means of representation. Discuss strategies for providing access and participation to all children:  
-CONNECT Videos 1.7 and 1.8  
-Guest Speaker: EI / IU specialist to talk about | Lab 1: Observe  
-Video 1 | -Assignment 4 Math Games 2, 3: Continue with Exploration and Inquiry Stages  
-Cognitive Development Quiz Practice: Diverse abilities during Preschool Age  
-Journal 4 CONNECT Activity 1.3a: Describe environmental modifications | -Assignment 4  
-Journal 4  
-Cognitive Development Quiz Practice  
-Lab 1  
-Video 1 |
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| 5 9/23 | Math Processes in EC Curriculum | -Chapter 3: Math Processes in Early Childhood Curriculum (Copley)  
-Website: NCTM Standards for Grades Pre-K to 2  
-Website: NCTM and NAECY Joint Position Statement on Mathematics  
-Companion DVD: Making Math Meaningful through Children's Books | -Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
Refer to the activity titled "Hungry Ants" (C, page 42-43). How will your group of "Friends" represent "lines", in the context of their cultural, linguistic, and ability diversity? | Lab 2: Observe | -Assignment 5  
Math Games- 2, 3: Continue with Exploration and Inquiry Stages  
- Cognitive Development Quiz Practice: Diverse abilities during Preschool Age  
- Journal 5  
Discuss Math Processes seen in the video titled “Learning through play”. | -Assignment 5  
- Journal 5  
- Cognitive Development Quiz Practice  
- Lab 2 |
| 6 9/30 | Assessment: ELS, NAECY, NCTM | -Website: NCTM Standards for Grades Pre-K to 2  
-Website: Pre-Kindergarten Standards for Mathematics  
-Website: K-2 Band for Mathematics  
-Website: NAECY Position Statement on Screening and Assessment of ELL  
-Website: Colorin Colorado  
-Website: CONNECT | -Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
- Explore websites of standards  
- Review the website of Early Childhood Learning and Knowledge Center (ECLKC)  
- Explore websites of NAECY and Colorin Colorado for authentic assessment of ELL  
- Watch CONNECT Video  
‘Foundations of Transition’ | Lab 3: - Reflect & Respond | -Assignment 6  
Math Games-4: Utilization Stage – Represent your learning  
- Cognitive Development Quiz Practice: Diverse abilities during School Age  
- Journal 6  
Transition and Authentic Math Assessment of ELL Children | -Assignment 6  
- Journal 6  
- Cognitive Development Quiz Practice  
- Lab 3 |
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| 7  | Meet at FAB LAB                           | **Partnering with Families & Professionals; Learning Experience Plans (LEP)**                                                                                                                                              | - Chapter 18: Parents, Families, and Children (Trawick-Smith)  
- Key Learning Area: Partnerships for Learning (PA-ELS)  
- Appendix B: Learning Paths and Teaching Strategies (Copley)  
- Website: U.S. Dept. of Ed. - Helping Your Child Learn Mathematics  
- Website: Early Math - What is Mathematics?  
- Website: PBS Parents – Children with Disabilities  
- Companion DVD: Making Math Meaningful through Children's Books | - Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
Work in groups to Plan LEP for your group of “Friends” on a children’s book related to Math.  
- Refer to CONNECT Video 6.5 Preparing a book for dialogic reading; and Video 6.6 Demonstration of CROWD prompts.  
- Review a sample of LEP to discuss how to fill out the LEP form.  
- Discuss perspectives of teacher and family  
CONNECT Videos 1.1 and 1.2                                                                 | Lab 4: Reflect & Respond                                                                                                                                  | Assignment 7  
Math Games-5: What will be your next Inquiry?  
- Cognitive Development Quiz Practice: Diverse abilities during School Age  
- Journal 7  
Partnering with Families CONNECT Video 1.14 Routine in a program - expanded block play |

FALL BREAK: 10/13 and 10/14

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| 8  | Number and Operations                    | **Chapter 4: Number and Operations (Copley)**  
- Website: PBS Parents-Developmental Milestones for Infants and Toddlers  
- Website: PBS Parents-Developmental Milestones for Pre-K and Toddlers | - Book: "Friends at School" by Rochelle Bunnett (Our ‘class’ for EC Math)  
Work in groups to adapt one of the activities on Number and Operations (Photo of Flamingos) for your group of “Friends” (Pre-kindergarten age group). | Lab 5:  
- Student Self Eval. of TSS  
- Video 2                                                                                     | Assignment 8  
Collaboration  
- Journal 8  
- Lab 5  
- Video 2  
- Student Self Eval. on TSS  
- Coop Feedback on Lab Student Observation Logs                                                 | Assignment 8  
- Journal 8  
- Lab 5  
- Video 2  
- Student Self Eval. on TSS  
- Coop Feedback on Lab Student Observation Logs                                                 |
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<td>9</td>
<td>K</td>
<td>-Website: PBS Parents- Developmental Milestones for Grades 1 and 2</td>
<td>-Watch 'How many are hiding?' on companion DVD and discuss how teacher S was supporting a child whose home language was Spanish. -Number Systems: Work in groups to research an ancient number system of the world.</td>
<td>-Coop Feedback on Lab Student Observation Logs</td>
<td>-Cognitive Development Quiz</td>
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<td>10</td>
<td>K</td>
<td>-Website: Nick Jr. - Games and Activities - 'The Patterns of Music' by Geist, Geist, and Kuznik</td>
<td>-Book: &quot;Friends at School&quot; by Rochelle Bunnett (Our 'class' for EC Math) Work in groups to adapt one of the activities on Pattern (Photo of the Eiffel Tower) for your group of &quot;Friends&quot; (Kindergarten group). -Watch videos: - Multicultural and Diverse Learners - ‘Raas’ on YouTube - Learn ‘Raas’ dance of India to engage in patterns. -View photos of children’s use of patterns in visual arts. -Number Systems: Work in groups to research an ancient number system of the world (continued).</td>
<td>Lab 6: -Plan and Implement LEP for lab 6: Number and Operations.</td>
<td>-Assignment 9 Math Games-6: Reflect on Cycle of Learning - Journal 9 Patterns: Involving cultural dance and music to teach patterns.</td>
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<td>11</td>
<td>K</td>
<td>-Chapter 5: Patterns, Functions, and Algebra (Copley) -Website: Math is Fun -</td>
<td>-Book: &quot;Friends at School&quot; by Rochelle Bunnett (Our 'class' for EC Math) Work in groups to adapt one</td>
<td>Lab 7: Technology -Plan and Implement LEP for lab 7:</td>
<td>-Assignment 10 Math/games 7: Reflect on how you would facilitate</td>
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<td>-Assignment 10 -Journal 10 -Lab 7 -Number Systems</td>
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<td>Measurement</td>
<td>-Chapter 7: Measurement (Copley)</td>
<td>of the activities on Geometry and Spatial Sense (Sculpture of T-Rex) for your group of “Friends” (First Grade group).</td>
<td>Lab 8:</td>
<td>Reflect in forum on Measurement: Interacting with ELL children to promote concepts of measurement.</td>
<td>-Lab 8 -Video 3</td>
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<td>-Website: Discovery Channel - Brain Boosters</td>
<td>-Watch ‘Look, make, and fix” on companion DVD and discuss how teacher Q was using tangram to teach about shape and space.</td>
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<td>Plan and Implement LEP for lab 8: Measurement.</td>
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<td>-Website: YC – Math Talk Everyday in Every Way by Greenberg</td>
<td>- Discuss strategies for working with a child with speech delay. CONNECT video 1.15.</td>
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<td>Video 3</td>
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<td>12</td>
<td>Data Analysis and Probability</td>
<td>-Chapter 8: Data Analysis and Probability (Copley)</td>
<td>-Book: “Friends at School” by Rochelle Bunnett (Our ‘class’ for EC Math) Work in groups to adapt one of the activities on Data Analysis (Two Looped Venn Diagram) for your group of “Friends” (Third Grade group). - Sort shapes in the Venn diagram posted in the Inspirations folder to engage in Data Analysis.</td>
<td>Lab 9: Large Group - Plan and Implement LEP for lab 9: Measurement. - Read “What do we do in circle?” from CSEFEL during lab.</td>
<td>Reflect in forum on Data Analysis; reflect on conducting LEP with large group; pose culturally relevant questions</td>
<td>-Lab 9</td>
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<td>11/18</td>
<td>-Website: Visual Fractions - Identify Fractions - Website: Center on the Social and Emotional Foundations for Early Learning (CSEFEL)</td>
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<td>13</td>
<td>Integrating Mathematics</td>
<td>-Wright Chapter 12 - Website: Early Math - Appendix - Books - Website: Kids.gov - Sites of the Month - Website: Cyberschoolbus - Art Gallery - Website: NAEYC Position Statement of DAP - Website: YC – Mathematics and Poetry, The Right Connection</td>
<td>-Book: “Friends at School” by Rochelle Bunnett (Our ‘class’ for EC Math) Work in groups to adapt one activity of Integrating Math with other subject areas (Artwork from Cyber School Bus Art Gallery) for your group of “Friends” (Kindergarten group). - Participate in ‘The bear hunt’ and discuss how visual art, music, and movement can be integrated into math. - Visit Cyberschoolbus Art Gallery and Virtual Museum of Games to explore possibilities of integrating Math with visual arts, movement, and culture.</td>
<td>Lab 10: - Plan and Implement LEP for lab 10: Data Analysis. - Student Self Eval. on TSS - Coop Feedback on Lab Student Observation Logs</td>
<td>- Reflect in forum on Integrating Math: Using art of cultures to integrate Math</td>
<td>-Lab 10</td>
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| 14  | Advocacy for Children and Mathematics | - Website: Children’s Defense Fund  
- Website: CDF - Policy Priorities  
- Website: CDF - Early Childhood Education and Care  
Review the CDF site and the position statement on Early Childhood Mathematics. Work in groups to discuss what you would like to advocate for your group of “Friends”. What strategies would you use to spread the word?  
- Review the CDF site and the position statement on Early Childhood Mathematics and discuss ways to advocate for children  
- Consider advocacy for children with disability in CONNECT video 1.13 | Lab Make-up # 1: Complete a missed lab. | - Reflect in forum on Advocacy Efforts for Math for all children | - Family and Community Project |
| 15  | Reflections – Math for Young Children | - Appendix B: Learning Paths and Teaching Strategies (Copley)                          | - Book: “Friends at School” by Rochelle Bunnett (Our ‘class’ for EC Math)  
- Choose one of the Math content areas from Appendix B and reflect on the learning paths in that content area. | Lab Make-up # 2: Complete a missed lab. | - Reflect in forum on Learning Paths and Teaching Strategies in context of UDL. | - Curriculum Assessment Project |
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<td>Final Projects Due Date</td>
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<td>- Respond to 3-2-1 reflection on the course.</td>
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<td>- Professional Growth and Philosophy Paper</td>
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<td>- Create a representation of your main learning from the course, using any of the arts.</td>
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<td>- Course Assessment Portfolio (electronic and binder)</td>
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<td>- TAOC Portfolio (electronic and binder)</td>
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*This syllabus is offered as a guide; however, it is subject to change throughout the semester, as necessary.*

**Note:** This syllabus is a summary of important course information. For details, please view the contents of all folders in the **Start Here Course Information** page as well as the **Learning Content and Assignments** page in Blackboard. Also check the **Announcements** page for any changes to the syllabus.