Child Development and Care Certificate

# **EDUC X002 -- Early Child Development for Practitioners (3 units)**

# **Term:** TBD

**Class Location**: TBD

# **Class Meeting Times:** One weeknight/week 6-8 PM

#

**Instructor:** TBD

**Office Hours:** By appointment (Zoom)

**Contact:** TBD

*UC Merced Extension has developed a plan for preparing caregivers and educators working with infants, toddlers, preschoolers, and school-aged children. The plan is characterized by our Mission and Vision statements. The plan addresses and fulfills requirements for the Associate Teacher* [*Child Development Permit*](https://www.ctc.ca.gov/docs/default-source/leaflets/cl797.pdf) *(including the School-Age Emphasis Authorization) outlined by the California Commission on Teacher Credentialing (CTC).*

**Mission**

The Child Development and Care Certificate program develops culturally responsive caregivers and educators who equitably facilitate compassionate, integrative learning to nurture and empower children.

**Vision**

The Child Development and Care Certificate program is recognized for developing culturally responsive, compassionate caregivers and educators who are committed to empowering their students. The program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, the Child Development and Care Certificate courses:

1. Aim to establish culturally respectful communication regarding questions, ideas, and solutions in the context of program courses.
2. Aim to nurture collaboration between caregivers, educators, and families to achieve learning goals, maximizing positive child development.
3. Aim to develop expertise specific to compassionate, integrative learning for infants, toddlers, preschoolers and school-aged children.

**Extension Education Programs Learning Outcomes (EPLOs)**

The Child Development and Care Certificate courses are integrated with the Extension Education Programs Learning Outcomes (EPLOs). Students will be able to:

1. Cultural Responsivity and Values**:** Demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.
2. Content Knowledge: Master content in child development, family and community studies, early literacy, and math readiness, along with capacity to monitor and guide personal learning.
3. Communication and Information Literacy:Effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.
4. Professional Development:Implement problem-solving skills capable of promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

**Certificate Program Learning Outcomes (PLOs)**

Students who complete the Child Development and Care Certificate program will be able to:

1. Child-Centered Care and Instruction: Cultivate professional expertise for care and instruction to promote the developing potential of infants, toddlers, preschool and school-aged children.
2. Inclusion: Educate, assess, and support English language learners through an inclusive, positive learning environment.
3. Literacy and Math Readiness: Nurture, assess, and support literacy and math readiness for infants, toddlers, preschool and school-aged children.

1. **Course Description:** EDUC X002 considers early child development (0-6 years) through biological and ecosystemic perspectives. Readings and activities emphasize the applicability of course content through biology, developmental neuroscience, culture, and classic development theories.

1. **Course Student Learning Outcomes (CLOs)**
2. *Course Goal:* The primary course goal is to provide students with a comprehensive understanding of early child development (0-6 years) benefitting diverse learners.
3. *Learning Outcomes:*CLOs are linked with Institutional Learning Outcomes (ILOs).
4. *English Language Learner (ELL), English Language Development (ELD):*CLO 3
5. *Inclusive Instruction Course Component:*CLO 2 and 4

The Course Learning Outcomes (CLOs) support student development of the Program Learning Outcomes (PLOs). The connections between the CLOs are made explicit through the indication of which PLOs are connected to each CLO below.

|  |  |
| --- | --- |
| **CLOs & Assessments** | **Grading** |
| **CLO 1:** Identify biological and ecosystemic characteristics of early childhood by stage. (PLOs 1, 2; ILOs 1, 2)**Assessment:** MindTap activities, signature assignment, final exam.  | Description, Points, Weight:see below |
| **CLO 2:** Use developmental principles to create inclusive, restorative, and compassionate environments for caregiving and education with early learners (PLOs 1-3; ILOs 2-3). **Assessment:** MindTap activities, final exam. | Description, Points, Weight:see below |
| **CLO 3:** Use developmental principles to promote culturally responsive caregiving and education supporting early literacy and math readiness (PLOs 2, 3; ILOs 1-3).**Assessment:** MindTap activities, final exam. | Description, Points, Weight:see below |
| **CLO 4:** Reflect on developmental principles, care, and learning as a function of personal and professional development (PLO 1; ILO 4).**Assessment:** Signature assignment. | Description, Points, Weight:see below |

1. **Format, Procedures, and Permit:** This online course meets for eight weeks. Assessments are submitted through the Canvas learning management system. This course prepares students for the *Child Development Associate Teacher Permit (with School-Age Authorization)* administered by the CTC. To qualify for this permit, “(a) all coursework must be degree-applicable (associate degree or higher) and non-remedial, (b) all coursework must be completed with a grade of “C” or better (pass and credit grades meeting this requirement), (c) all coursework must meet a minimum unit requirement of three semester units or four quarter units, and (d) all coursework must be completed at a regionally-accredited college or university.” This (three semester unit) course is degree-applicable and non-remedial. UC Merced is an accredited university. Students must apply directly to the CTC for the *Child Development Associate Teacher Permit (with School-Age Authorization)*. Additional information can be obtained directly from the [CTC](https://www.ctc.ca.gov/docs/default-source/leaflets/cl797.pdf?sfvrsn=665bc585_0).
2. **Textbook:** The Child Development and Care Certificate courses are designed to contain student costs, including textbooks. Undergraduate course textbooks purchased new typically cost $150/course. Rather than burden students with these costs, the Child Development and Care Certificate courses require students to purchase electronic textbook access through a single vendor (Cengage Learning). For $120, students have four-month access (Cengage Unlimited) to all certificate courses. Purchased this way, the textbook cost is $30/course. Students interested in taking stand-alone courses must purchase the course textbook for $90. These prices are subject to change.

You can purchase textbooks through Canvas. Once you are on the course home page, click on **Modules** in the left NavBar. Then, click on any assignment. You will automatically be taken to Cengage registration. Once you have selected Cengage Unlimited or the stand-alone Cengage textbook, you can begin completing assigned course readings and MindTap exercises.

| Description of Assessments | Points | **Weight** | Due Date |
| --- | --- | --- | --- |
| **MindTap** MindTap is an interactive learning toolkit designed for your textbook. MindTap includes quizzes, opportunities for reflection, and practical application of textbook content. MindTap will read your textbook to you. Log-in information, a quick start guide, and introductory video are provided in Canvas. Your MindTap grade includes interactive, weekly posts in Canvas.  | 35 | 35% | Weekly |
| **Signature Assignment**Step 1: Write a 1-2 page personal narrative documenting a moment, situation, or experience that inspired you to care for children. Share your draft with a small group of classmates (to be assigned) using Google Docs. Please share your Google Docs with the instructor. Arrange a face-to-face meeting with your group to discuss the narratives. Online students can use Skype, Zoom, or Google Hangout for the meeting. Ask a group member to take notes recording the conversation, date, and time in Google Docs. Step 2: Using Google Docs, review and edit each other’s narrative for grammar, vocabulary, organization, and APA 6th style. A sample APA 6th paper can be found [here](https://owl.english.purdue.edu/owl/resource/560/18/), or you may use the APA 6th template in Microsoft Word and copy your formatted document into Google Docs. Step 3: Add to your narrative a developmental analysis using principles from class (4 pages). Your analysis should respond to two questions. (1) How did your early development (prior to age 6) influence your special moment, situation, or experience? (2) How does your experience support inclusive, compassionate care and learning for children? A minimum of four references (including Rathus) is required. **Note!** Google Docs keeps a record of your work, including edits to submissions from others. Editing service to your classmates is included in your grade. A grading rubric for this assignment will be distributed in class. | 30 | 30% | Weeks 3-7 (see below) |
| **Final Examination**The final covers all course content. This includes Canvas, MindTap, the textbook, and all class meetings. The final will require application of early developmental principles to child care and learning. The final is open book and open note. You may not work with others on the final.  | 35 | 35% | Week 8 |

1. **Class Attendance and Participation**
	1. *Attendance* for all class sessions and student work groups is mandatory. A student is responsible for the content and experiences of missed class sessions. Missing more than one class session for any reason constitutes excessive absence which may be handled in the following way:
		1. Absences may impact a student’s final grade.
		2. The student may be granted an incomplete (in the case of illness or death in the family) and required to retake a portion of, or the entire course in the following term.
		3. The student may be required to re-enroll or retake the course.
		4. Students that do not demonstrate evidence of participation (physical and electronic attendance) within 48 hours of the first class meeting will be dropped.
	2. *Anticipated Absences:* The student is responsible for clearing anticipated absences with the instructor BEFORE committing to an event which conflicts with class. This assures that a student has either developed a plan for receiving full benefit from the course or does not commit to the conflicting event. No more than two cleared absences are allowed for this eight-week course.
	3. *Late Work:* If work is late due to excused absence (an absence cleared in advance), work may be turned in up to one week late without penalty. All other late work is automatically reduced one letter grade and must be turned in within one week of due date. Work submitted more than one week past due will receive no credit.
	4. *Tardiness:* A student who is more than 20 minutes late to class is considered absent for that class. Habitual tardiness will accumulate to equal an absence of one or more class sessions (refer to section on Attendance above).
	5. *Time Expenditure:* EDUCX 002 is 3-unit course requiring a total of 135 hours (including class time) over eight weeks. The following is an estimated breakdown of time students can expect to spend in completing this course:

|  |  |
| --- | --- |
| Online Synchronous Class Sessions | 16 hours |
| Weekly Reading | 20 hours |
| MindTap Activities | 70 hours |
| Student Work Groups | 5 hours |
| Signature Assignment | 14 hours |
| Final Exam Prep | 10 hours |
| **Total** | **135 hours** |

**Canvas Learning Management System**

Canvas is the class website. All learning materials and links to websites can be found on Canvas. You will be able to access the following on Canvas:

* The course schedule and deadlines
* Course modules
* Listing of course readings
* Quizzes
* Assignment descriptions and instructions
* Links to other learning tools and sites, such as Cengage Mindtap and Questia Library

It is important that you regularly log onto Canvas. There is one general posting area at the top of the page, followed by posts for each week. The best practice is to check on Canvas at the beginning of the week and make note of what learning activities are expected and due. Throughout the week, you’ll want to check back in to make sure you are completing all activities, assignment, and assessments that are expected of you. This course uses an iteration of Canvas that has been developed by and supported by the University of California’s Innovative Learning Technology Initiative. If you are having trouble accessing Canvas, please visit this site <https://login.uconline.edu/ucmercedunex/help-with-login>

**Online Behavior Expectations**

*General Respect*

* Use language that is neutral or kind
* Use language you think others will understand and be able to interpret
* Be respectful of opinions - even those that are not popular
* Be respectful of differing levels of understanding
* Be respectful of other's skills, particularly differing levels of reading and writing
* Give your instructor your highest respect

*Writing*

* Read your peers' comments
* Avoid sarcasm - it is easy to misinterpret in writing
* ALL CAPITALS CAN BE INTERPRETED AS SHOUTING
* Emoticons should be kept to a minimum
* Read other's comments before you write
* If you agree with someone, mention what they said and cite them. Don’t copy their post verbatim unless you put it in quotes and cite
* Read what you have written before sending/submitting
* Cite sources and paraphrase rather than copying. Important to note copyrighted content
* Create a subject line (particularly for emails) that makes it easy to identify what the writing is about
* Be concise

*Conferencing*

* Allow your peers some time to speak
* Listen to your peers' comments
* Ask for clarification when you do not understand what someone has said
* Repeat in your own words what someone else has said to show you understand their meaning

**Adapted from:**

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. Journal of Online Learning and Teaching, 6(1). Retrieved from <http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm>

The University of Memphis. Netiquette Guide for Online Courses.

<http://www.memphis.edu/fcbe/students/netiquette.php> Accessed September 30, 2018

Prince George’s Community College. Online Classroom Etiquette (Netiquette).

<http://www.pgcconline.com/aboutOnlineLearning/netiquette.html> Accessed September 30, 2018

1. **Grading Procedures:** All UC Merced Extension courses are graded. The course grade will be calculated as follows:

|  |  |
| --- | --- |
| **Assessment** | **%** |
| MindTap | 35 |
| Signature Assignment | 30 |
| Final Exam | 35 |
| **Total** | **100%** |

Letter grades will be assigned as follows:

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| --- | --- | --- |
| **Letter Grade** | **Percentage** | **Grade Point Equivalent** |
| A | 93-100% | 4.0 |
| A- | 90-92% | 3.7 |
| B+ | 87-89% | 3.3 |
| B | 83-86% | 3.0 |
| B- | 80-82% | 2.7 |
| C+ | 77-79% | 2.3 |
| C | 73-76% | 2.0 |
| C- | 70-72% | 1.7 |
| D | 60-69% |  |
| F | 0-59% |  |

1. **Academic Integrity:** Each student is expected to abide by the University of California, Merced Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Students are encouraged to study together and to discuss information and concepts covered in the course with other students. Students can give consultation to or receive consultation assistance from each other. However, this cooperation should never involve one student taking credit for work done by someone else. Violation of UC Merced Academic Honesty Policy will result in an automatic “F” for the assignment. At instructor discretion, the policy may be extended to include failure of the course and/or University disciplinary action.
2. **Accommodations for Students with Disabilities:** The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Students are encouraged to register with the [Disability Services Center](http://disabilityservices.ucmerced.edu/) to verify their eligibility for appropriate accommodations.
3. **Tentative Weekly Schedule**

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| --- | --- | --- |
| **Topic** | **Before Class** | **Due** |
| **WEEK 1***Welcome and course introduction. Group assignments.**Prenatal development* | Rathus, chapter 3, MindTap week 1, Canvas week 1 | MindTap activities week 1, Canvas activities week 1 |
| **WEEK 2***Birth and newborns*  | Rathus, chapter 4, MindTap week 2, Canvas week 2 | MindTap activities week 2, Canvas activities week 2  |
| **WEEK 3***Infancy: Physical development* | Rathus, chapter 5, MindTap week 3, Canvas week 3 | MindTap activities week 3, Canvas activities week 3DUE TODAY: 1-2 page personal narrative submitted to Google Docs  |
| **WEEK 4***Infancy: Cognitive development* | Rathus, chapter 6, MindTap week 4, Canvas week 4 | MindTap activities week 4, Canvas activities week 4DUE TODAY: Synchronous (face-to-face) group meeting with process notes |
| **WEEK 5***Infancy: Social/Emotional development*  | Rathus, chapter 7, MindTap week 5, Canvas week 5 | MindTap activities week 5, Canvas activities week 5DUE TODAY: Edits for each group member narrative |
| **WEEK 6***Early childhood: Physical development* | Rathus, chapter 8, MindTap week 6, Canvas week 6 | MindTap activities week 6, Canvas activities week 6 |
| **WEEK 7***Early childhood: Cognitive development* | Rathus, chapter 9, MindTap week 7, Canvas week 7 | MindTap activities week 7, Canvas activities week 7DUE TODAY: Final draft of signature assignment submitted through Canvas |
| **WEEK 8***Early childhood: Social/Emotional development* | Rathus, chapter 10, MindTap week 8, Canvas week 8 | MindTap activities week 8, Canvas activities week 8FINAL EXAM |