Syllabus for ECE 1: Principles and Practices of Teaching Young Children

Course Information

Semester & Year: Summer 2025
Course ID and Section number: ECE-1-V0348
Instructor's name: Dr. Darius Kalvaitis
Location: Online in Canvas
Course units: 3

Instructor Contact Information

Office location: HU 108b
Office hours: by Virtual Appointment with Zoom or phone, or see me on CR's campus
Phone number: 707-476-4338
Email address: Darius-kalvaitis@redwoods.edu
Communication notes: Please feel free to reach out to me as needed for support

Catalog Description

Historical context and theoretical perspectives of developmentally appropriate practice in early care and education. Examines the role of the early childhood educator, identification of best practices for environmental design, curriculum, and teaching strategies. Explores teacher child relationships, professional ethics, career pathways and professional standards.

Course Student Learning Outcomes

1. Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
2. Describe the role of the early childhood educator, including ethical conduct and professional pathways.
3. Identify quality in early childhood programs related to environment, curriculum, and teaching strategies.

The instructor reserves the right to modify and adjust the syllabus to meet student and course needs

Course Textbook & Other Materials

Free online textbook :
Textbook title: Principles and Practices of Teaching Young Children

Author: Stephens, Cindy et al.
ISBN:

Textbook available for free through the Open Education Resource (OER) LibreTexts Project. Link below to order hard copy. It may take a few weeks for the textbook to arrive by mail.

Buy hardcopy of book

Prerequisites/corequisites/ recommended preparation

None

Important Dates

Summer 2025 at CR	
Summer Term: 5/27/2025 - 06/18/25	
Description	*1st 4 wk session:*
Last day to Add via WebAdvisor	5/26/2025
Session Start Date	**5/27/25**
Last day to add w/ instructor signature & Last day to drop without a 'W'	5/29/25
Session Census:	5/30/25
Last day to drop with a 'W'	6/9/2025
Session End Date	**6/18/25**

Summer Schedule for ECE 1

Summer Schedule for ECE 1					
Module	Chapter	Topic	To Do	Assignments	**Due Dates**
1	Intro	Intro to Course	Read the Syllabus Read the Intro Chapter	D1 Q1 Canvas	Opens May 27 Due June 1 Available Until June 4

2	1	History of ECE Part 1	Read Chapter 1	D2 Q2 History of Early Childhood Education	Opens May 27 Due June 1 Available Until June 4
3	1	History of ECE Part 2	Read Chapter 1	D3	Opens May 27 Due June 1 Available Until June 4
4	2	Development and Learning Theories	Read Chapter 2	D4	Opens May 27 Due June 1 Available Until June 4
5	3	Early Childhood Teaching Profession Part 1	Read Chapter 3	D5 **A1: CA ECE Teacher Performance Expectations Paper**	Opens May 31 Due June 8 Available until June 11 A1:10/2/25
6	3	Early Childhood Teaching Profession Part 2	Read Chapter 3	D6	Opens May 31 Due June 8 Available until June 11
7	4	Observation, Documentation, & Assessment	Read Chapter 4	D7 Q Chapters 2-4	Opens May 31 Due June 8 Available until June 11
8		Transitional Kindergarten in California	No Assigned Reading	D8 A2: Essay Program Models and Approaches (CAP PP OBJ 1 & 2)	Opens May 31 Due June 8 Available until June 11
9	5	Developmental Ages and Stages Part 1	Read Chapter 5	D9	Opens May 31 Due June 8 Available until June 11
10	5	Developmental Ages and Stages Part 2	Read Chapter 5	D10 A3 - Preschool Environments and Developmentally Appropriate Practice (DAP) (CAP PP OBJ 5)	Opens June 7 Due June 15 Available until June 18
11	6	Curriculum Basics Part 1	Read Chapter 6	D11	Opens June 7

					Due June 15 Available until June 18
12	6	Curriculum Basics Part 2	Read Chapter 6	D12 Q4: Chapters 5 - 6	Opens June 7 Due June 15 Available until June 18
13	7	Creating an Effective Learning Environment	Read Chapter 7	D13 A4 Personal Philosophy of Teaching (CAP PP OBJ 11)	Opens June 7 Due June 15 Available until June 18
14	8	Partnering with Families	Read Chapter 8	D 14	Opens June 7 Due June 15 Available until June 18
15		Wrapping up the Semester	No Assigned Reading	D15	Opens June 14 Due June 15 Available until June 18

Evaluation & Grading Policy

Grace Policy:

- Life happens! You are allowed to miss **one** of each assignment type **without penalty** — that means you can skip **one weekly discussion**, **one quiz**, and **one major assignment**, and it **will not count against your final grade**. No need to email or explain—this flexibility is built into the course to support your well-being. Use it wisely!
- The summer term is VERY short, so no extensions or late submissions will be available. If you have a documented emergency or other life crisis, you can email me and let me know so that I can try to support you through it academically.

Assignment	Points	Description	Details	Student Learning Outcomes
Weekly Discussions (15) Due each and every week.	15x3= 40%	Post each (and every) week and Reply to at least 2 students each week	**Post your response to the prompt.** Weekly postings are a minimum of 250 to 350 words in length and must reflect an understanding of the written (text, lecture, and articles) materials, critical thinking on the	

| | | | topics and citations from the materials you read that support your views (text, articles, lectures). You must cite from the readings (not just the lecture) in your initial weekly post. You will provide page numbers and author's name in your citations.) You must also relate the readings to your personal life and work experiences.

Reply to at least 2 other students Responses are a minimum of 100 words and must thoughtfully discuss the ideas presented in the post to which you are responding. | |
|---|---|---|---|---|
| Get in the habbit of this as it is a mainstay of our class. | | | | |
| **Quizzes (4)** | 5x4= 20% | Multiple choice Quizzes covering class material and readings. | The 1st Quiz is about Canvas and the Syllabus. Quiz # 2-4 are from the readings and class content. Take anytime during the week the Quiz is open.
Quiz 2,3,4 are about our content from lectures and readings | |
| **A2 Program Models and Approaches**

Essay 1500-200 words | 10X1 =10% | Course content and research | In this assignment you will compare the approaches of two different early childhood programs.

Research two of the listed types of early childhood programs and compare their characteristics: Montessori, High Scope, Reggio Emilia, Developmental Interaction Approach (Bank Street), Waldorf, and Head Start. | SLO #1: Compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies |
| **A1 CA ECE Teacher Performance Expectations**
Essay 1500-2000 Words | 10X1 =10% | Review class assigned information | The objectives of this assignment are to learn about California Teacher Performance Expectations and reflect on your professional goals for early childhood education. | SLO #2: A Describe the role of the early childhood educator, including ethical conduct and |

				professional pathways.
A3 Preschool Settings: Environments and Developmentally Appropriate Practice	10X1 =10%	Class Assignment	In this assignment, you will demonstrate your ability to identify examples of key elements in high-quality early childhood education environments and developmentally appropriate practices. This assignment will also introduce you to a variety of play-based models of curriculum as you are looking for your examples in the video resources.	SLO #3: Identify quality in early childhood programs related to environment, curriculum, and teaching strategies
A4 Personal Philosophy of Teaching	10 X1=10 %		In this assignment you will construct a philosophy of teaching statement that is a narrative that includes: • your beliefs about teaching and learning • a description of practices that are valuable to you • your educational and experiential foundations	
Total	**100%**	It all adds up to 100% - see grade calculations below to see what letter grade you will receive.		

Grade Calculations

Discussions will make up 40% of your grade
Quizzes will make up 20% of your grade
Assignments will make up 40% of your grade

Your final grade will be based on the total points you have earned throughout the semester. After each assignment is graded your point value will be posted into the Canvas grade book. You will be able to keep track of your total points throughout the semester at the course Canvas site.
Points can only be earned by completing the above assignments by the deadline
A grade of "C" is considered "satisfactory, a "B" is good and an "A" is excellent.
My grading criteria is based on the belief that meeting the basic assignment criteria is satisfactory so a "C". To earn a grade higher a student must reach beyond the basics and do more than the basic assignment criteria.

An excellent student demonstrates initiative. The difference between doing what is spelled out in the assignment and thinking about how to deepen the assignment what demonstrates excellence. By taking it to the next level you are demonstrating your advanced leaning and commitment to excelling.

Assignments are due by 11:59 P.M. on the due date given.

Late assignments are accepted for up to the "accept until" time as posted in Canvas.

Course Grade* 94 to 100 =   A
90 to 93.99 =   A-
86 to 89.99 =   B+
83 to 85.99 =   B
80 to 82.99 =   B-
76 to 79.99 =   C+
70 to 75.99 =   C
60 to 69.99 =   D*
0 to 59.99 =   F

*Please remember that Community Care Licensing and the Commission on Teacher Credentialing only accept grades of "C" or better. Although a "D" grade is considered passing, it will not meet the requirements to be a fully qualified Title 22 program director or to earn a child development permit. Students may be dropped from the course at the faculty's discretion if you have failed to log into the course and submit assignments or post into the discussion forums for over two weeks or if the points attained indicate that you are failing the class. Please reach out to me if you have a situation where you are not able to participate on a regular basis due to a documentable reason and I will work with you to find a solution.

Summer 2025 Dates

See our Canvas ECE -1 site for due dates for all assignments and other materials

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [2024-2025 College Catalog](#) and [CR Board and Administrative Policies](#).

AI Use Class Policy

Written with help from AI – *

Advancements in generative AI, like ChatGPT and Google's Bard, offer tools that can aid learning but may hinder critical and creative thinking if overused. AI outputs can be unreliable and biased.

In this ECE class, you can use AI to help you learn and write. However, you must be transparent with this!

Therefore, disclose any use of AI at the beginning of your writing

for this class. Like I did above * (**Written with AI)-**

You are responsible for the content you submit, so review AI-generated outputs for accuracy, bias, appropriateness, and alignment with your perspective.

We as CR instructors have tools to detect AI use in your submitted assignments. Please disclose any AI assistance used.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, or bipolar disorder
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- Neurodevelopmental disorders such as a learning disability, intellectual disability, autism, acquired brain injury, or ADHD
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](#), counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Student Accessibility Support Services (SASS)](#). If you are unsure whether you qualify, please contact Student Accessibility Support Services (SASS) for a consultation: sass@redwoods.edu.

SASS office locations and phone numbers
Eureka campus
- Phone: 707-476-4280
- Location: Student Services building, first floor SS113
Del Norte campus
- Phone: 707-465-2353
- Location: main building, near the Library
Klamath-Trinity campus
- Phone: 707-476-4280

Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:

[CR Online Learning Support](#)

Tech support, laptop loans, guides to using Canvas, installing Office 365 for free, and more.

[Library Articles & Databases](#)

Find the best library databases for your research.

[Online Tutoring Resources](#)

Participate in tutoring over Zoom.

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR Klamath-Trinity Office for specific information about student support services at 530-625-4821.

Community College Student Health and Wellness

National Suicide Prevention Lifeline

If you are in distress or are with someone at risk right now, call or text the National Suicide Prevention Lifeline.

Call the National Suicide Prevention Lifeline
1-800-273-TALK (8255)

Text the National Suicide Prevention Lifeline
741-741

Timely Care

When you're not feeling well physically or distressed mentally, Timely Care can offer the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. [Log in or set up an account with Timely Care](#).

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.

- Text: 707-496-2856
- Email: shawnabmft@gmail.com
- Fax and voicemail: 707-237-2318

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges Wellness Central.

Counseling

Counseling and Advising can assist students in need of academic advising and professional counseling services. Call, email or stop by one of our offices to make an appointment!

Counseling and Advising office locations and contact info

Eureka campus
- Phone: 707-476-4150
- Location: Student Services Building, first floor
- Email: counseling@redwood.edu
- Hours: Monday through Friday, 9am to 4pm. Summer hours may vary

Del Norte campus
- Phone: 707-476-2300
- Location: Main Building, next to the library
- Hours: Summer hours may vary

Klamath-Trinity campus
- Phone: 530-625-4821
- Email: KT-staff@redwoods.edu
- Hours: Summer hours may vary

Basic Needs Center

Basic Needs Center provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Submit a request for services and information.

Basic Needs Center contact info
- Phone: 707-476-4153
- Email: the-grove@redwoods.edu

Learning Resource Center

The Learning Resource Center includes the following resources for students:

Library Services

Introduction - Library Services for Students - LibGuides at College of the Redwoods promotes information literacy and provides organized information resources.

Multicultural and Equity Center (MCE)

The [Multicultural and Equity Center](#) is a dynamic and inclusive place that supports all students in their academic and personal journeys at the college. We do this by creating community, home away from home, and a safe place for cultural expression, cross-cultural learning, access to college and dignity resources, and social justice work opportunities. The MEC is committed to retention and student success by offering activities related to leadership development, student connectedness and student equity. We are a student-centered program that fosters respect for all people.

Academic Support Center

The [Academic Support Center](#) offers tutoring and test proctoring for CR students.

Student Tech Help

Technical [Support](#) provides students with assistance around a variety of tech problems.

Extended Opportunity Programs and Services (EOPS)

[EOPS/CARE](#) (EOPS) provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program

The TRiO Student Support Services Program provides eligible students with a variety of services including academic advising, career assessments, assistance with transfer, and peer mentoring. Students can apply for the program with the [Eureka TRiO office](#) or the [Del Norte TRiO office](#).

Veterans Resource Center

The [Veterans Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS

California Work Opportunity & Responsibility to Kids ([CalWorks](#)) provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and

physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the 2024-2025 College Catalog and CR Board and Administrative Policies.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Canvas Information

- Log into Canvas at My CR Portal
- For help logging in to Canvas and general tech help, visit Canvas Support Home
- Once you're logged in to Canvas, you click on the Help icon on the left menu
- Canvas online orientation workshop: Canvas Student Orientation Course

Setting Your Preferred Name and Pronouns in Canvas

Students have the ability to display personal pronouns and an alternate first name in Canvas. Students may change their pronouns on their own in Canvas (Account :: Settings :: Edit Settings). To request a change to your preferred list name, contact Admissions and Records. Your Preferred Name will only be listed in Canvas; this does not change your legal name in our records. See the Student Information Update form-2022.pdf.

Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or campus-safety@redwoods.edu if you have any questions. For more information visit Campus Safety. Please review the EurekaEmergencyMap_S24.pdf for campus evacuation sites, including the closet site to this classroom (posted by the exit of each room).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, visit [Campus Safety](#).

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the event of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly
   behind the Hoopa Tribal Education Building.
8. Do not leave site, unless it has been deemed safe by the person in command.