



School District of Marshfield Course Syllabus

Course Name: TC Careers with Kids

Length of Course: Semester

Credit: 1/2 Credit

Course Description:

This 3-credit course introduces you to the early childhood profession. Course competencies include: explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education, investigate the history of early childhood education, examine regulatory requirements for early childhood education programs in WI, summarize types of early childhood education settings, identify the components of a quality early childhood education program, summarize responsibilities of early childhood education professionals, explore early childhood curriculum models and examine the critical role of play as it relates to developmentally appropriate practice.

MSTC Course Title: Foundations of Early Childhood Education

Course Number: MSTC 10-307-148

Career Cluster: Education and Training

Level: Associate Degree

Total Hours: 51

Total Credits: 3 (upon successful completion of this course)

Employability Skills:

Act with integrity
Communicate effectively
Demonstrate effective critical and creative thinking
Demonstrate global and social awareness

Program Outcomes:

ECE 1. Apply child development theory to practice
ECE 2. Cultivate relationships with children, family, and the community
ECE 3. Assess child growth and development
ECE 4. Use best practices in teaching and learning
ECE 5. Demonstrate professionalism
ECE 6. Integrate health, safety, and nutrition practices

Course Grading Information:

Students may earn two different grades for the course depending on the final percentage earned.

MSTC Grading Scale

A 95-100
A- 93-94
B+ 91-92
B 87-90
B- 85-86
C+ 83-84
C 79-82
C- 77-78
D+ 75-76
D 71-74
D- 69-70
F 68 & BELOW

MHS Grading Scale:

A = 90-100 (90-92=A-)
B = 80-89 (80-82=B-)
C = 70-79 (70-72=C-)
D = 60-69
First/Third Quarter= 45%

Dual Credit/ Transcribed Credit Notification:

This is a transcribed credit course with Mid-State Technical College. The course outcomes are the course outcomes of the course at Mid-State Technical College. During the first week of class, your transcribed credit high school teacher will assist all students who want to receive free college credits with Mid-State to apply and complete a registration form for the transcribed credit option. Only students who submit this registration form and earn a "C" or better in the course will earn the transcribed credit. After the class, your instructor will enter your grade with Mid-State, and it will appear on your college transcript.

Course Competencies

- Explore the concepts of diversity, cultural responsiveness, and anti-bias as it relates to early childhood education.
- Investigate the history of early childhood education.
- Examine regulatory requirements for early childhood education programs in WI.
- Summarize types of early childhood education settings.
- Identify the components of a quality early childhood education program.
- Summarize responsibilities of early childhood education professionals.
- Explore early childhood curriculum models.
- Examine the critical role of play as it relates to developmentally appropriate practice
- Integrate strategies that support diversity and anti-bias perspectives.
- Follow governmental regulations and professional standards as they apply to health, safety, and nutrition.
- Provide a safe early childhood environment.
- Provide a healthy early childhood environment.
- Plan nutritionally sound menus.
- Adhere to child abuse and neglect mandates.
- Apply Sudden Infant Death Syndrome (SIDS) risk reduction strategies.
- Apply strategies to prevent the occurrence of Shaken Baby Syndrome (SBS).
- Incorporate health, safety, and nutrition concepts into the children's curriculum.

Wisconsin Educator Standards

Wisconsin Department of Public Instruction

WI Teacher Standard 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

WI Teacher Standard 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

WI Teacher Standard 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

WI Teacher Standard 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

WI Teacher Standard 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being.

NAEYC Standards for Initial and Advanced Early Childhood Professional Preparation Programs

National Association for the Education of Young Children (NAYEC)

NAEYC Standard 1: Promoting Child Development and Learning. Students prepared in associate degree programs use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

NAEYC Standard 2: Building Family and Community Relationships. Students prepared in associate degree programs know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families and to involve all families in their children's development and learning.

NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families. Students prepared in associate degree programs know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

NAEYC Standard 4: Teaching and Learning. Students prepared in associate degree programs integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

NAEYC Standard 5: Becoming a Professional Students prepared in associate degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Primary Resource(s):

Working with Young Children, 9th Edition Goodheart-Wilcox ISBN: 978-1-63563-725-0 © 2020	Working with Young Children, online Goodheart-Wilcox ISBN: 978-1-63563-776-2 © 2020
Anti Bias Education for Young Children & Ourselves NAEYC ISBN: 978-1-928896-67-8 © 2009	

Mid-State Policies and Procedures

Credit Hour Expectations - Classroom presentations are specifically planned learning experiences based on identified objectives, direct instructor involvement, and instructional delivery through physical or electronic learning environments. Credit hour expectations are a combination of classroom presentation, lab and outside student effort as outlined in the Educational Services Manual from the Wisconsin Technical College System. The unique environment in online/hybrid classes combines the classroom presentation with the outside effort to an equivalent time expectation per credit. For specific lab and lecture credit hour for Associate Degree and Technical Diploma courses, please see the "Course Standards" section of the Educational Services Manual.

Employability Skills - In addition to specific job-related training, Mid-State has identified a set of employability skills that are transferable and go beyond the content of a specific course. The college supports the following skills for all graduates of Mid-State:

- Behave Responsibly Individually and Cooperatively
- Communicate Effectively
- Demonstrate Effective Critical and Creative Thinking
- Demonstrate Cultural, Social, and Global Awareness
- Use Appropriate Technology

Learner Roles and Responsibilities - You are an adult learner and as such you are responsible for your own learning. No one else can be a "stand in" for you in the learning process. You will be held accountable for all assigned activities. You matter and what you do does make a difference. You will have an opportunity to share your unique ideas and experiences with your student peers and instructor. The form and content of your participation will determine the level of achievement, satisfaction, and enjoyment that you experience. Because others are depending on you to keep the course moving, you have an obligation to meet deadlines for completing assignments and postings.

Academic Integrity Policy - The Mid-State Board, administration, faculty, and staff believe that academic honesty and integrity are fundamental to the mission of higher education. All students are expected to maintain and promote the highest standards of personal honesty and professional integrity. These standards apply to all examinations, assigned work, and projects. Therefore, a student who is found to have been dishonest, fraudulent, or deceptive in the completion of work, willing to help others to be so, or is found to have plagiarized (presented the work of others as his or her own) is subject to disciplinary action up to and including suspension.

Exclusivity Statement - Mid-State Technical College is committed to complying with state and federal equal opportunity laws and regulations and does not discriminate in its services, employment programs, and/or its educational programs and activities. Discrimination and harassment by supervisors, co-workers, students, non-employees on the basis of race, sex, national origin, sexual orientation, age, religion, disability, or other protected class is prohibited by the College. This policy is intended to comply with all applicable state and federal laws, as well as express the College's commitment to the principles of equal opportunity for all.

Student Handbook - Refer to the Mid-State Student Handbook for more information related to student policies and procedures. mstc.edu/student-resources/student-handbook

Student Services - All students, including online students, have access to student services including but not limited to disability services, counseling and advising, career services, and financial aid. To access student services, go to mstc.edu/student-resources/student-services.