

Vanguard University
Early Childhood Education

PRINCIPLES AND PRACTICES
ECED 108

Student Syllabus

Vanguard University's Educational Targets & Goals

Intellectual Engagement

Students will . . .

- learn to think critically and evaluate evidence rationally.
- acquire and continue to use skills for learning.
- utilize research methods for the expansion of knowledge and problem solving.
- integrate learning with Christian faith and living, and develop the ability to communicate the fruits of learning and research clearly and effectively.

Spiritual Formation

Students will . . .

- understand Christian existence as a journey that integrates human experience with personal faith.
- gain an appreciation for the value of participation in communities of believers.
- develop and maintain a biblically based and theologically sound Christian lifestyle of personal and social responsibility.

Professional Excellence

Students will . . .

- understand current theories and practices in their respective academic disciplines in the context of the liberal arts and sciences.
- develop lifelong skills for communicating and performing professionally.
- achieve technological competence in acquiring and processing information.
- acquire interpersonal ability to work harmoniously with others, and internalize a strong sense of professional ethics.

Aesthetic Expression

Students will . . .

- understand various sources of aesthetic sensitivity and expression as inherent human endowments and part of God's creation.
- gain an awareness, understanding, appreciation, and expression of the fine arts.
- develop interpretive frameworks of aesthetic truths and values for personal wholeness and community enrichment.

Responsible Stewardship

Students will . . .

- adopt a lifestyle of personal health and well-being,
- appreciate the value of family and other meaningful relationships,
- exhibit the responsibilities of citizenship in society,
- gain a global outlook in caring for the environment, in promoting social justice and economic empowerment, and
- promote the church's mission through community service.

Sociocultural Responsiveness

Students will . . .

- demonstrate a capacity to challenge personal prejudices, appreciate cultural diversity, and learn from other cultures.
 - develop a commitment to pursue peace, justice, and reconciliation in a pluralistic society
 - celebrate the differences of race, ethnicity, gender, and age within the biblical vision of inclusiveness and the equal value of all people.
- other professionals to promote children's positive development and to support their families.

Early Childhood Education Student Learning Outcomes

Student Learning Outcomes – BA Degree, Early Childhood Education

Standard 1. Promoting Child Development and Learning

Students prepared in the Bachelor of Arts degree program will build a research-based understanding of child development in the context of a Biblical worldview of early education. They will apply their understanding and knowledge of the young learner's characteristics, abilities, and interacting influences on children's development. Students strategically promote environments for young children that reflect diverse teaching focused on maximized learning, healthy development, and loving relationships in a Christ-centered learning environment.

“And Jesus grew in wisdom and stature and in favor with God and man.” Luke 2:52

1a: Demonstrate a research-based knowledge and understanding of young children's abilities and characteristics in all domains of development from the perspective of a Biblical worldview.

1b: Understand the interacting influences on children's development and strategically apply research-based, Biblically-grounded knowledge of child development to create environments that maximize learning, caring, and healthy development to meet the needs of each child.

Standard 2. Building Family and Community Relationships

Students prepared in the Bachelor of Arts degree program understand and support the parents' God-given role as their children's primary educator. They develop reciprocal, respectful, and responsive relationships with parents and families, partnering together to meet the spiritual and educational needs of the children being served. They use God's Word and research-based knowledge of family dynamics and diversity to build relationships and to provide support, helping to meet the unique needs of each child and family. Students demonstrate an understanding and respect for the God-given role of the family and the cultural context that impact the child's development and learning at home and at school. They introduce families to the Church community and other community resources to provide support and spiritual guidance.

“These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.” Deuteronomy 6:6-7

2a: Understand and know how to support parents' God-given roles as the primary educators of their children and to partner with parents and families in meeting their children's spiritual and educational needs.

2b: Know, understand, and apply skills to access Church and community resources, and to serve as an advocate for the children and their families.

2c: Exhibit a research-based knowledge of family dynamics and diversity through implementing practices that are respectful and responsive, and integrating a Biblical vision of inclusiveness and God's love for all people.

Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families

Students prepared in the Bachelor of Arts degree program demonstrate understanding and application of systematic observation, documentation, and assessment as central to their practice and to positively influence the development of every child uniquely created by God. They use developmentally effective observation, documentation, and assessment to inform and adjust instructional strategies to promote positive student-based outcomes. Data gathered through ongoing observations, documentation, and assessments are effectively communicated to parents and other professionals to support the family and child.

*“And we pray this in order that you may live a life worthy of the Lord and may please him in every way: bearing fruit in every good work, growing in the knowledge of God.”
Colossians 1:10*

3a: Demonstrate the knowledge and skills necessary to implement a variety of observation, documentation, and assessment strategies to measure a child's progress in relation to stated goals and outcomes with understanding and appreciation for each child being uniquely created by God.

3b: Understand and use systematic assessment to adjust instructional strategies to promote positive student-based outcomes.

3c: Utilize observation, documentation, and assessment to partner with parents and other professionals to promote children's positive development and to support their families.

Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families

Students prepared in the Bachelor of Arts degree program understand the unique characteristics and needs of young children and are able to create developmentally effective environments that engage children in challenging learning experiences and promote healthy development in all domains. They understand and apply their understanding to implement a developmentally effective, relationship-based approach with children and families to promote children's learning and development from a Biblical worldview, giving evidence of Christ's love for each child and family.

*“But it is the spirit in a man, the breath of the Almighty that gives him understanding.”
Job 32:8*

Developmentally effective approaches to teaching/learning in early childhood settings include:

- Supporting reading and linguistic skills
- Developing goals and planning developmentally effective strategies for promoting positive outcomes for each domain of development, initiating teachable moments
- Engaging children's interests through scaffolding that is outcome-directed
- Exposing children to culturally diverse materials and activities
- Fostering play experiences that engage children in social interaction
- Encouraging behavior that honors God and children, and gives appropriate guidance
- Using technology to support learning
- Individualizing instruction to accommodate diverse needs

4a: Demonstrate knowledge, skills, and dispositions in developing positive relationships and supportive interactions with young children and their families through a relationship-based approach that gives evidence of Christ's love.

4b: Understand, evaluate, and use the knowledge of theories, developmental stages, and teaching strategies through a Biblical worldview to implement developmentally effective, research-based approaches to positively impact children's learning and development.

4c: Know and implement developmentally effective adaptations for individual children with diverse needs to promote learning and healthy development.

Standard 5. Using Content Knowledge to Build Meaningful Curriculum

Students prepared in the Bachelor of Arts degree program utilize their knowledge and understanding to build and implement meaningful curriculum to promote positive outcomes related to all domains of development in each content area. Students integrate academic disciplines and content areas with inquiry tools and resources to create developmentally effective meaningful curriculum to promote positive development and growth in each domain.

Students utilize assessment to evaluate curricula to meet the needs of all children and to honor each child's God-given uniqueness.

"I give you sound learning, so do not forsake my teaching." Proverbs 4:2

The early childhood curriculum includes learning outcomes, activities, and assessment addressing all domains of development in the following academic disciplines and content areas:

- Bible
- Language and literacy
- Creative learning: art, music, creative movement, dramatic play and visual arts
- Mathematics
- Science and discovery
- Health and safety
- Social studies
- Technology

5a: Know and understand how to build and implement meaningful curricula for young children addressing all domains of development and academic disciplines to promote positive learning and development of the whole child.

5b: Integrate the academic disciplines and content areas with inquiry tools and resources to create a Christ-centered, developmentally effective, hands-on learning environment for all young children.

5c: Utilize assessment and feedback from stakeholders to evaluate and implement the most effective curricula that will meet the needs of all children, honoring each child's God-given uniqueness.

Standard 6. Becoming a Professional

Students prepared in the Bachelor of Arts degree program identify themselves as early childhood specialists and conduct themselves with professional integrity that seeks to make decisions that are in the best interest of children in accordance with Biblical principles. They demonstrate Christ-like behavior, honoring young children and the institution of the family. As life-long learners, they seek out professional growth and continuing educational opportunities. They use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring for the benefit of the children for the glory of God.

Throw yourself into your tasks so that everyone will see your progress. Keep a close watch on how you live and on your teaching. Stay true to what is right. 1 Timothy 4:15-16

6a: identify themselves as early education specialists and conduct themselves with integrity in accordance with Biblical principles and in the best interest of the children.

6b: Understand and demonstrate Christ-like behavior that honors young children and the institution of the family.

6c: Seek out life-long learning and professional growth opportunities.

6d: Use their knowledge to contribute to the field of early childhood education through advocacy, research, training, and mentoring to benefit children and to glorify God.

Supporting Skills – BA Degree, Early Childhood Education

Vanguard University Core Student Learning Outcomes

1. Understand and develop a Biblical worldview informed by a Pentecostal perspective, integrating faith with learning.
2. Understand how to be an effective local, national, and global citizen, expanding knowledge of and respect for diverse cultures.
3. Develop effective, college-level, appropriate communication skills, focusing on writing in response to texts and on oral presentations.
4. Develop qualitative and quantitative critical thinking skills. 5. Establish a holistic view of health and living.
5. Develop foundational technology skills that allow one to locate information and to evaluate its integrity; understand the ethical uses of information.

Online Participation Policies & Procedures

Online Participation:

Due to the fact that this class is five weeks in duration, it is imperative that students participate each week through posting discussions. Each week students must respond to two questions with three full paragraphs including a minimum of four sentences each while integrating materials from the assigned readings, a Biblical worldview, and personal reflections. Students must then read a variety of student responses and respond to at least two other students per question for each week with a minimum of four complete sentences per response. See the discussion forum rubric also included in this syllabus. In addition to the discussion forum, there may be weekly quizzes, various assignments, required readings, projects, etc. Students must be responsible for adhering to the due dates of each assignment listed in this syllabus and on the course homepage. Students who are late in their assignments may receive a 10-point deduction for each hour they are late. Deadlines are 11:59 PM Pacific Time. It is important that students recognize that they must plan in advance to meet the scheduled deadline.

Grading Policy:

Student grades are determined using the formula in this syllabus. Late assignments will receive a 10- point deduction per hour for every hour that they are late; and late discussion posts will not receive any points. It is very important that students understand that all graded activities (assignments, discussion forums, etc.) must be submitted. If any graded activity is not submitted, the student's grade will be lowered by one grade level regardless of total points earned. For example, if a student has earned 845 points by the start of the 5th week of class, but does not submit an assignment due in the last week of class, the student will receive a "C" grade instead of a "B" grade which would have been the grade for 845 points.

Expectations for Online Students:

In this class, students are expected to use proper web course Netiquette (a word that is a combination of *Internet* and *etiquette*). This means that the students in this class will be courteous and use common sense while posting or emailing assignments or projects. If a student violates the netiquette code, he/she may be removed from the class!

The following rules apply to web etiquette for this class:

- The student is responsible for posting, attaching, and/or submitting his/her own work. Plagiarism will not be tolerated and will result in a failing grade.
- Avoid typing in all caps. In this class, typing in caps means that you're screaming or shouting.
- Avoid inserting pictures or colors to your postings or attachments unless the professor requires it. This increases the size of the file, and it is too difficult for some students to open large files.
- Treat the Discussion Forum as a serious communication tool. Post data that is relevant to the item up for discussion.
- Post directly to the Discussion Forum. Attachments are used for submitting assignments to the professor.

- The student is responsible for reading the Student Syllabus, all assigned readings, all emails, Discussion Forum postings, and announcements.
- The student is responsible for completing all assignments by the due dates.
- The student is responsible for completing all assignments regardless of computer problems. Consistent communication with the instructor is important
- Questions, comments, or concerns about this class should be directed to the professor via email.

Expectations for Assignments:

- All assignments must have a title page that includes the student's name, name of project, school name, course title, date, and the professor's name.
- All essays and research papers will be typed using Times New Roman 12-point font and double-spaced.
- All assignments will be submitted no later than the due date according to the course calendar. Online students must email their assignments on time regardless of computer problems.
- Late assignments will receive a 10- point deduction for each hour that they are late.
- Professors may extend due dates in some instances. The student must contact the professor to request an alternate due date. This will be granted on a case by case basis and only with valid proof of extreme circumstances affecting the student.
- Student work must be original. When using ideas or material from another author, interviewee, or co-worker please cite references giving proper credit to the person for his or her original idea.
- Students are encouraged to integrate and synthesize ideas from the text readings, Bible, and supplemental materials when appropriate for full points.
- All papers will be written in APA format with appropriate internal citations and a list of references at the end. (Please refer to the course homepage for examples).
- All assignments must also be submitted to Turn-It-In (See Turn-It-In section)

COURSE DESCRIPTION

This course presents an overview of the historical development and philosophies of early education. Students will examine the relationship among developmental theory, philosophy, and practice in early education. Students will explore a wide range of early childhood curriculum models. The ecological contexts and relationships affecting young children's development will be analyzed. This course includes a review of teaching strategies supporting all children's development. Though not required, completion of ECED 101 is recommended.

LEARNING OUTCOMES

Students will:

- Identify and describe early childhood curriculum models and theories.
- Identify the historical development and philosophies of early education.
- Define developmentally appropriate practice in early education.
- Define ways in which educational theory informs practice.
- Examine and evaluate current educational approaches related to classroom practices.
- Assess early childhood programs in terms of quality early childhood practices.
- Compare teaching strategies that support all children's development.
- Analyze the influence and characteristics of effective relationships among children, families, and early education professionals.
- Identify strategies for involving parents in the implementation of the curriculum.
- Describe the purpose of curriculum in Early Childhood Education.
- Develop a personal professional philosophy of early education.
- Summarize the principles and practices of teaching young children from a biblical perspective.

TEXTS AND MATERIALS

Texts

Required Texts:

Feeney, S., Moravcik, E., Nolte, S., and Christensen, D. (2010). *Who Am I in the Lives of Children? An Introduction to Early Childhood Education*. 8th ed. Columbus, OH: Merrill

MyEducationLab. *MyEducationLab is a required supplemental resource to be utilized for assignments and quizzes throughout the upcoming semester. The bookstore carries the access code bundled with the textbook at a significant discount. If you choose to purchase your textbook used or through another avenue, you will be required to purchase an access code at full price at www.myeducationlab.com. To purchase an access code, first log in to www.myeducationlab.com. From here, click "student" under "Buy Access" on the left hand side. From here, you will be asked a series of questions to help you set up an account. You will need to choose the textbook that you are purchasing the lab for (ex: Burden/Byrd or Tompkins). After you have completed registration, you will need to choose your professor's course ID. This is: cm181102.*

Keeler, D. (2007). *Open Hearts, Open Doors*, La Habra, CA.

Recommended Texts:

Bredekamp, S. & Copple, C. (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8*. 3rd ed. Washington, DC: NAEYC

Bredekamp, S. & Copple, C. (1997). *Developmentally Appropriate Practices for Young Children*. Washington, DC: NAEYC

California Department of Education, (2008). **California Preschool Learning Foundations**, CDE Press, Sacramento: CA., ISBN#978-0-8011-1681-0.

Resources

Recommended Early Education Websites:

- California Department of Education – Preschool Learning Foundations
<http://www.cde.ca.gov/sp/cd/re/prekguide.asp>
- Association of Christian School International <http://acsi.org>
- Early Childhood Learning and Knowledge Center
<http://eclkc.ohs.acf.hhs.gov/hslc>
- World Organization for Early Childhood Education <http://omep-usnc.org>
- National Black Child Development Institute <http://www.nbcdi.org>
- National Association for the Education of Young Children
<http://www.naeyc.org>

Recommended Websites for Bible resources:

- Bible Gateway – a searchable online Bible resource
<http://www.biblegateway.com>
- Crosswalk.com – a resource of devotional materials and another searchable online Bible
<http://www.crosswalk.com>
- Blue Letter Bible – a searchable Bible by key word or verse in several translations
<http://www.blueletterbible.org>

STUDENT EVALUATION

Students in this course will be evaluated by the University's 4.0 grading system. You should refer to the Student Handbook for further details on the grading system.

The following criteria will be used in determining online students' grades:

Assignment/Grading	Points	Date Due
Quizzes	150 points	Weeks 1-5
Child Development Reflection paper	100 points	Week 1
Curriculum Resource Critique	100 points	Week 2
Behavioral Management Project	100 points	Week 3
Philosophy paper	100 points	Week 4
Final paper	150 points	Week 5
Discussion Participation	300 points	Weeks 1-5

TOTAL POINTS: 100% = 1000 points

VANGUARD UNIVERSITY'S GRADING SYSTEM

Percentages	Points	Grade	Significance	GPA
93-100%	930-1000	A	Exceptional	4.00
90-92.9%	900-929	A-		3.67
87-89.9%	870-899	B+		3.33
83-86.9%	830-869	B	Above Average	3.00
80-82.9%	800-829	B-		2.67
77-79.9%	770-799	C+	Average	2.33
73-76.9%	730-769	C		2.00
70-72.9%	700-729	C-		1.67
67-69.9%	670-699	D+	Below Average	1.33
63-66.9%	630-669	D		1.00
60-62.9%	600-629	D-		0.67
00-59.9%	000-599	F	Failure	0.00

STUDENT ASSIGNMENTS

WEEK ONE

- Text reading: Chapters 1 & 5, including Power Point Summaries
- Text reading: Open Hearts, Open Doors pages 41-50
- Week One Quiz
- Discussion Forum
- Child Development Reflection paper

WEEK TWO

- Text reading: Chapters 3 & 10, including Power Point Summaries
- Text reading: Open Hearts, Open Doors pages 26-29
- Week Two Quiz
- Discussion Forum
- DAP Assignment

WEEK THREE

- Text reading: Chapters 2, 6, & 7, including Power Point Summaries
- Week Three Quiz
- Discussion Forum
- Classroom Management project

WEEK FOUR

- Text reading: Chapters 8, 9, & 11, including Power Point Summaries
- Text reading: Open Hearts, Open Doors pages 11-14
- Week Four Quiz
- Discussion Forum
- Philosophy paper

WEEK FIVE

- Text reading: Chapters 12 & 13, including Power Point Summaries
- Week Five Quiz
- Discussion Forum
- Historical and Current Trends in ECE final paper

Child Development Reflection paper - Assignment Rubric (100 Points) (1a)

The purpose of this assignment is to reflect and write about your current ideas about early childhood teachers. Reflect and write a 4-5 page paper about your current ideas about early childhood teachers. Be sure to address the questions below and integrate your reading material from Open Hearts, Open Doors.

1. What is the role of the early childhood teacher?
2. Describe the characteristics of effective relationships and interactions between teachers, children, families, colleagues, and the church.
3. When did you first become interested in early childhood education?
4. What interests you the most about young children?
5. Who do you want to be in the lives of children?

The following are the expectations for this paper:

- This paper will include responses to all five of the questions listed above.
- This paper must have a title page which include the student's name, name of paper, school name, course title, date, and the professor's name
- This paper must have an introduction body, and conclusion.
- This paper will be typed using APA format with Times New Roman 12-point font and double spaced.
- This paper will be saved as a Word document.
- This paper will be submitted no later than the due date according to the course calendar.

Save the assignment as Reflection + your first initial + your last name. For example, Jane Smith's assignment would read "ReflectionJSmith".

Submit your paper to the assignment link with the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

DAP Assignment Rubric (100 Points) (4b)

This project is designed to help the student understand developmentally appropriate practices in the early childhood classroom and to understand how those practices can be effectively implemented. Research DAP and conduct a one-hour observation of an early childhood classroom. Write a minimum of a 4 page paper about developmentally appropriate practices that includes the following:

- Define DAP
- Identify and describe important aspects of DAP
- How DAP were/were not implemented during the classroom observation.
- If you are currently working in the ECE field, identify how you implement DAP and identify any areas that you could improve. If you do not currently work in the ECE field, identify ways in which you would implement DAP into your program/classroom.

The following are the expectations for this paper:

- This paper will include responses to all of the points listed above.
- This paper must have a title page which include the student's name, name of paper, school name, course title, date, and the professor's name
- This paper must have an introduction body, and conclusion.
- This paper will be typed using APA format with Times New Roman 12-point font and double spaced.
- This paper will be saved as a Word document.
- This paper will be submitted no later than the due date according to the course calendar.

Save the assignment as DAP + your first initial + your last name. For example, Jane Smith's assignment would read "DAPJSmith".

Submit your paper to the assignment link with the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Classroom Management Assignment Rubric (100 Points) (3c, 5a)

Students will compare and contrast models of classroom management and then create a sequential plan for dealing with behavioral issues.

- Research 2 models of classroom management as applied to behavior in the preschool classroom or school environment.
- From the research, identify specific guidelines and principles for managing behavior for young children in the school environment.
- Using this information and other resources, develop a sequential plan for managing behaviors within the classroom.
- Write a minimum of a 4 page paper on your findings that includes the following:
 - Introduction
 - Summary of each of the 2 models of classroom management.
 - Compare and contrast the 2 models of classroom management.
 - Your plan for managing your classroom. Make sure that your plan addresses methods for managing the class as well as methods for managing inappropriate behaviors.
 - Conclusion
 - Bibliography

The following are the expectations for this paper:

- This paper will include responses to all of the points listed above.
- This paper must have a title page which include the student's name, name of paper, school name, course title, date, and the professor's name
- This paper must have an introduction body, and conclusion.
- This paper will be typed using APA format with Times New Roman 12-point font and double spaced.
- This paper will be saved as a Word document.
- This paper will be submitted no later than the due date according to the course calendar.

Save the assignment as ClassroomManagement+your first initial + last name. For example, Jane Smith's assignment would read "ClassroomManagementJSmith".

Submit your paper to the assignment link with the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Philosophy Assignment Rubric (100 Points) (2a)

The student will need to develop their own unique philosophy in regards to the nurturing and development of young children. You will need to research this area using class material, the textbook, other school examples, and NAEYC Developmentally Appropriate Practices. Write a minimum of a 4 page philosophy paper that includes the following:

- Personal Philosophy (A minimum of one page.) The student will develop a personal philosophy for educating young children. This philosophy should be Biblically sound and developmentally appropriate. Be sure to clearly articulate how young children learn, the teacher's role in facilitating learning, and how this informs curriculum.
- Identify and describe the type of program that the student would prefer to work at in order to optimally achieve the stated purpose.
- Provide a thorough description of the program's components including:
 - Indoor environment
 - Outdoor environment
 - Guidance techniques
 - Plans for evaluating children, the classroom environment, and the curriculum
 - Plans for supporting parents/families as the primary educators of their children
- Program Mission Statement
- Reference page (List all resources used for this project on a separate page)

The following are the expectations for this paper:

- This paper will include responses to all of the points listed above.
- This paper must have a title page which include the student's name, name of paper, school name, course title, date, and the professor's name
- This paper must have an introduction body, and conclusion.
- This paper will be typed using APA format with Times New Roman 12-point font and double spaced.
- This paper will be saved as a Word document.
- This paper will be submitted no later than the due date according to the course calendar.

Save the assignment as Philosophy + your first initial + last name. For example, Jane Smith's assignment would read "PhilosophyJSmith".

Submit your paper to the assignment link with the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

Historical and Current Trends Final Assignment Rubric (150 Points) (2a)

The student will research the **historical and current trends** in teaching young children using developmentally appropriate practices. You may use your textbook in addition to journal articles and other research from libraries or the Internet. **Write an 8-10 page research paper about your findings.** Begin with asking yourself how young children learned historically as compared to today, and be sure to address the historical as well as the current perspectives for each of the following:

- The purpose of Early Childhood Education programs
- The purpose of curriculum in Early Childhood Education
- The definition of Developmentally Appropriate Practices
- The learning and developmental stages/theories
- The teaching methodologies that are appropriate for the young child
- The importance of teaching biblical truths
- The importance of individualization for young children
- The social and cultural perspective
- The importance of schedules and routines
- The environment as the third teacher

In the conclusion, share your thoughts in regards to today's standards for teaching and learning in the Early Childhood classroom.

The following are the expectations for this paper:

- This paper will include responses to all of the points listed above.
- This paper must have a title page which include the student's name, name of paper, school name, course title, date, and the professor's name
- This paper must have an introduction body, and conclusion.
- This paper will be typed using APA format with Times New Roman 12-point font and double spaced.
- This paper will be saved as a Word document.
- This paper will be submitted no later than the due date according to the course calendar.

Save the assignment as Trends + your first initial + last name. For example, Jane Smith's assignment would read "TrendsJSmith".

Submit your paper to the assignment link with the course and to the link for Turnitin.com on or before the due date.

If this paper is submitted late, the student will receive a 10 point deduction for each hour it is late. You must also submit to Turnitin in order to receive credit.

