

Florida Gateway College

Spring (A16) 2020

Introduction to Early Childhood Education

COURSE NUMBER: EEC 1001-0I1 (online)

DATE: January 6 – April 27, 2020

INSTRUCTOR: Dr. Cuthbertson – Teacher Preparation Programs

 Academic Programs

 (386) 754-4495

 sharron.cuthbertson@fgc.edu

 Building 27, Office 24

 Office Hours: Monday 12:30-5:30 pm and Tuesday 2:30-4:30 pm

**PREREQUISITE:**

Student must provide verification of 480 hours experience working or volunteering in a child care setting (birth – age 8)

**COURSE DESCRIPTION:**

The student will gain knowledge of the eight areas of competency required by the Child Care Professional Certificate and demonstrate mastery in each area through their EEC1001 coursework and through an official observation of the student in their early childhood classroom. The student will gain knowledge of state rules and regulations regarding child care programs, child growth and development, and developmentally appropriate practice concerning children age birth through five. Lab fee. 3 credits

**STATE STANDARDS:**

* Standard 1: Demonstrate knowledge of child growth and development
* Standard 2: Demonstrate knowledge of early childhood education: infants/toddlers
* Standard 3: Demonstrate knowledge of early childhood education: preschool
* Standard 4: Demonstrate an awareness of the importance of positive interactions with the family
* Standard 5: Demonstrate knowledge of state and local rules and regulations
* Standard 6: Demonstrate knowledge of child abuse and neglect
* Standard 7: Demonstrate knowledge of safety, health, and nutrition
* Standard 8: Demonstrate knowledge of the early childhood education profession
* Standard 9: Demonstrate knowledge of community needs and resources
* Standard 10: Demonstrate knowledge of appropriate methods of guidance and classroom management
* Standard 11: Demonstrates various observations and recording methods

**NAEYC STANDARDS:**

* Standard 1: Promoting child development and learning
* Standard 2: Building family and community relationships
* Standard 3: Observing, documenting, and assessing to support young children and families
* Standard 4: Using developmentally effective approaches to connect with children and families
* Standard 5: Using content knowledge to build meaningful curriculum
* Standard 6: Becoming a professional
* Standard 7: Early childhood field experiences

**TEXTBOOK AND REQUIRED MATERIALS:**

Bredekamp, S. (2017). *Effective practices in early childhood education: Building a foundation* (3rd ed.). New Jersey: Pearson. ISBN-13: 978-0-13-440109-6

Copple, C. & Bredekamp, S. (2008). *Developmentally appropriate practice in early childhood programs: Serving children from birth through age 8* (3rd ed.). Washington, D.C.: NAEYC. ISBN-13: 978-1-928896-64-7

FLDOE & Florida’s Office of Early Learning. (2011). *Florida early learning and developmental standards*. Retrieved from <http://flbt5.floridaearlylearning.com/>

**FCCPC PROGRAM REQUIREMENTS:**

* Students admitted to the FCCPC program at FGC will take CHD 1220, EEC 1001, and EEC 2300. Upon successful completion of these courses with a C or better, students will be recommended to DCF to receive their FCCPC.
* It is the student’s responsibility to turn work in prior to the date and time an assignment is due.
* In the event that a student is dismissed from the program or voluntarily quits, no refunds will be given.
* FCCPC students are required to work or volunteer a minimum of 15 hours a week in an early childhood setting (birth-age 5) throughout the duration of the program. Proof of employment and/or volunteer hours will be required. **If you change centers, you must inform the instructor immediately.**

**LEARNING ACTIVITIES:**

**Syllabus Quiz:** Within the first five (5) days of class you are required to complete and submit the Syllabus Quiz. 5 points

**Introduction:** Within the first five (5) days of class you are required to post an introduction of yourself. 5 points

**DCF Required Information:** This test is to gather information that is required by DCF in order to process your FCCPC. You are required to provide your DCF ID#, your date of birth, the name and location of the center that you will be working at this semester, days and hours at the center, and the institution that issued your high school diploma or GED. 5 points

**Portfolio Discussion Topics:**  These discussion topics are designed to support you as you write your autobiography and first 3 competency goal statements. They are an opportunity for you to collaborate and support each other. You will write an initial post that describes how you will write the assignment. Peers will provide additional information and ask questions to help you make it better. They should also highlight spelling or grammar errors since these will cause your writing score to go down when you submit the statements. 10 points each (40 points total)

**Discussion Board:**

* THESE DISCUSSION BOARD POSTS ARE COMPLETELY DIFFERENT THAN THE PORTFOLIO DISCUSSION TOPICS – You will analyze what people wrote. You will not correct spelling or grammar errors.
* First, if you are a peer reviewer, you do not write an initial post.
* For everyone else, you must post an initial response to the assigned topic under the appropriate board by **Wednesday, 11:59 pm**.
* Initial posts must be thoughtful and relevant to the assigned topic and a minimum of 125 words.
* Incorporate information from the book and/or outside resource. Cite your information.
* **Peer reviewers CANNOT post a response until Thursday.**
* I will assign peer reviewers. Everyone will be a peer reviewer at least once. A peer reviewer does not have to write an initial response. But, s/he does have to respond to six (6) peers by **Saturday, 11:59 pm**.
* Responses should ask questions or share different points of view to provoke a deeper level of thinking. The purpose of these is to share your knowledge and help expand other people’s thinking.
* Peer reviewers MUST make sure that everyone has at least one response.
* Those people who wrote an initial post do not write to anyone else. But, you MUST come back to your post and reply to anyone who has commented to you by **Sunday, 11:59 pm**.
* Using phrases like “Good job”, “I agree with you”, or sharing personal stories that support the initial post DO NOT COUNT. If you are sharing a personal story, you must still follow the guidelines above (ask questions, share differing viewpoints, use & cite sources).
* 40 points per week (160 points total)

**Center Director Interview:** You will interview the director of the center where you are completing your field experience. There will be questions provided in Canvas. Do not give the questions to the director so s/he can write the answers. Schedule a time to talk with him/her. **Submit the questions, answers, and a 150-word summary of the interview (double-spaced).** For the summary, do not re-write the answers; describe the interview. Do you agree with the answers? What is your impression of the director? What have you learned through the interview? 20 points

**Parent Questionnaire Summary:** The Professional Portfolio has a section for Parent Questionnaires. The questionnaire is available in Canvas. Send the questionnaire to parents and write a 125-word summary of the responses returned. Do not re-write what parents wrote. Explain what their opinions and thoughts mean to you as a teacher. You do not need to submit all questionnaires. **Only submit your summary.** 20 points

**Tests:** Throughout the semester there will be four (4) exams based on sections in the Bredekamp book. All tests must be taken. They will consist of essay questions. You are able to use your textbook and notes. Once you start a test you must complete it. You cannot save your work and return to it at a later time. 10 points each chapter (160 points total)

**Log Sheets:** You will keep track of your hours teaching in the classroom using the log sheet that is available in Canvas. You are required to complete 15 hours per week. At the end of the semester, you must have the supervising teacher (or director) sign to verify your hours. Failure to complete these hours will result in an automatic fail regardless of the total number of points you have. Upload the completed log sheets to Canvas. 15 points

**Formal Classroom Observation:** Near the end of the semester, an observer will visit your classroom and remain for a minimum of 2 hours to observe interactions and to assess your classroom. You will be the lead teacher during the observation and are responsible for everything that occurs. The National CDA Observation Tool will be used and a copy is available in Canvas. Each item will be scored as 1 (not met), 2 (partially met), or 3 (met). In order to be issued the FCCPC, you must have an adequate score (at least 70%) on the observation instrument: Interaction and developmentally appropriate practices are extremely important. If you are volunteering in a classroom and are concerned about the appropriateness of the classroom (i.e., structure, organization, activities, etc.), contact me as soon as possible. Please review the observation tool before your observation. Also, have your completed Professional Portfolio available during your observation for review. **\*\*\*IF ASSIGNMENTS ARE MISSING OR YOU CANNOT REACH A GRADE OF AT LEAST A “C” YOU WILL NOT BE SCHEDULED FOR AN OBSERVATION\*\*\*** 150 points

**Professional Portfolio:** A more detailed description of the Professional Portfolio assignment can be found on the last two (2) pages of this syllabus. **Every assignment for the portfolio must be submitted in order to meet the DCF requirement of creating a Professional Portfolio.** Failure to complete the portfolio items will result in an automatic fail regardless of the total number of points you have. Additionally, the Autobiography and all Competency Goals must receive a grade of “C” (at least 14 points) or better and the Resource Collection must have every item. If anything is missing, you will not successfully pass this course regardless of your total points earned. You have the option of resubmitting any of the assignments for a better score. These will be scored as late assignments. Some of the items in the Resource Collection may take a while to complete, so I strongly encourage you to start early. Each requirement of the portfolio has a different point value identified in the Point System. 260 points total

\*\*\*For all assignments—you must write in complete sentences and use correct grammar and spelling. This work represents you as a professional. Your scores will suffer for poorly written work\*\*\*

**GRADING SCALE:**

|  |  |  |
| --- | --- | --- |
| Grade | Percentage (%) | Point Total |
| A | 90 – 100 | 756 – 840 |
| B+ | 87 – 89.9 | 731 – 755.9 |
| B | 80 – 86.9 | 672 – 730.9 |
| C+ | 77 – 79.9 | 647 – 671.9 |
| C | 70 – 76.9 | 588 – 646.9 |
| D+ | 67 – 69.9 | 563 – 587.9 |
| D | 60 – 66.9 | 504 – 562.9 |
| F | ≤ 59.9 | 0 – 503.9 |

Grading is based on the following:

|  |  |
| --- | --- |
| Syllabus Quiz | 5 points |
| Introduction | 5 points |
| DCF Required Information | 5 points |
| Portfolio Discussion Topics | 40 points  |
| Discussion Boards | 160 points |
| Center Director Interview | 20 points |
| Parent Questionnaire Summary | 20 points |
| 4 Tests  | 160 points |
| Log Sheets | 15 points |
| Formal Classroom Observation | 150 points |
| Professional Portfolio Components | 260 points |
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|  |  |
| --- | --- |
| Autobiography | 20 points |
| Competency Goals | 160 points |
| Resource Collection 1 – 16 | 50 points |
| Portfolio Presentation | 30 points |

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| Total Possible | 840 points |

**COURSE POLICIES:**

* LATE WORK
	+ While you are expected to submit all assignments by the due date, late work will be accepted and scored at 85%.
	+ **NO WORK WILL BE ACCEPTED AFTER APRIL 12.**
	+ Because of their collaborative nature, discussion board posts will not be accepted late. However, if you miss the deadline for an initial post, you should still write it. This will allow peers to reply. You can complete the last part of the discussion and respond to those peers for partial credit.
* ATTENDANCE
	+ You must complete and submit the Syllabus Quiz within the first five (5) days of class. Completing the Syllabus Quiz indicates you have received and read the syllabus, have accepted the requirements of this course, and intend to continue enrollment. Students who do not take the Syllabus Quiz will be considered non-participating, which may result in being dropped from the course or receiving a grade of “F”.
	+ **NO ASSIGNMENTS WILL BE SCORED IF YOU HAVE NOT COMPLETED THE SYLLABUS QUIZ**
	+ This course is entirely online. **It is your responsibility to have regular access to the Internet and a reliable working computer in order to be successful in this course.**
	+ You MUST sign-in and participate at least once a week. Otherwise, it will be counted as an absence. Students are allowed to have one absence for the semester. For each additional absence, five (5) points will be deducted from your final score. Your level of activity in the course will be monitored.
* EMAIL
	+ It is your responsibility to communicate with me if something is confusing or unclear. If there are no questions, I will assume that there are no issues. It is always better to ask.
	+ Email is the best way to communicate with me. Emails received between 9:00 pm and 7:30 am will not be answered until after 8:00 am the next day. Please note that it may take up to 24 hours for me to respond.
	+ If I email you with a question, I expect a response within 24 hours. It is your responsibility to let me know if you are going to be out of contact for an extended period of time. Special consideration will be given for weather related events that may disrupt communications. Not communicating with me may result in loss of points due to non-participation/ unprofessional behavior.
	+ Emails regarding coursework need to be sent through Canvas email. Do not send emails from your personal address. Any emails you receive from the college or your advisor will be sent to your Wolves email; therefore you need to check both daily. If you have trouble accessing either account, contact the Technology Help Desk at (386) 754-4408. The Help Desk is available Monday – Thursday, 8:00 am – 8:30 pm and Friday, 9:00 am – 4:30 pm.
	+ All communication with classmates and myself must be civil and respectable. I welcome questions and feedback but will not tolerate disrespectful or derogatory comments. I reserve the right to deduct professionalism points for any and all occurrences of unprofessional behavior or communication. Additionally, if the behavior continues, formal disciplinary action may result.
* COURSEWORK
	+ This course will utilize the module view in Canvas. If you are not following the modules, you will miss content. You can change the settings in Canvas so that your home screen for our course is the Modules, and you can “close” modules as you complete them.
	+ This course is entirely online. Therefore, it is your responsibility to schedule study and work time. You can expect to spend an average of 10-15 hours per week on coursework for each course you are taking.
	+ Again, because the course is entirely online, you need a reliable computer and Internet connection. There are many features of Canvas that will not be supported by a phone or a tablet. It is advised that you do not wait until the due date to work on assignments, just in case your computer, Wi-Fi, Internet, or other technology fails to cooperate. Starting early gives you time to find alternate means of completing assignments.
	+ Unless otherwise stated, all assignments must be typed and submitted through Canvas. **Assignments submitted via email will not be accepted.**
	+ Standard spelling and grammar are expected on all assignments. While I am a bit more lenient with discussion boards, I do take off points for spelling and grammar. If this is not one of your strong suits, please use a word processing program that has a grammar check (Microsoft Word has it built in, but it sometimes needs to be turned on) or getting a subscription to a grammar checker (i.e., Grammarly). Another idea is to have someone else proofread your papers.
	+ Plagiarism will not be tolerated. You must submit original work. You are expected to include information from your reading and outside resources; therefore, you will need to give these sources credit. Additional information can be found in the Academic Honesty and Citation Formats for Assignments sections of this syllabus.
	+ Paper formatting, as well as writing citations and references, will follow APA guidelines. Additional information can be found in the Citation Formats for Assignments section of this syllabus.

**SCHEDULE OF CLASS EVENTS:**

**\*\*\*Note that initial discussion posts are due Wednesday at 11:59 pm\*\*\***

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| --- | --- | --- | --- |
|  | Readings | Assignments | Due Date |
| Week 1:January 6 | Week 1 Part 1SyllabusCopple/ Bredekamp Position Statement Week 1 Part 2Copple/ Bredekamp Chapter 1 | Week 1 Part 1 Syllabus QuizIntroduction PostWeek 1 Part 2Portfolio Discussion: Autobiography DCF Required Information  | Week 1 Part 1Friday, January 10Week 1 Part 2Sunday, January 12 |
| Week 2:January 13 | Copple/ Bredekamp: Infant/Toddler Years Copple/ Bredekamp: Preschool Years | Portfolio Discussion: Goal 1Autobiography  | January 19 |
| Week 3:January 20 | Bredekamp Chapter 1 Bredekamp Chapter 2 Pages 37–56 | Competency Goal 1 Resource Collection Items 1–4  | January 26 |
| Week 4:January 27 | Bredekamp Chapter 3 | Portfolio Discussion: Goal 2Resource Collection Items 5–8 Test 1 | February 2 |
| Week 5:February 3 | Bredekamp Chapter 4 | Portfolio Discussion: Goal 3Competency Goal 2  | February 9 |
| Week 6:February 10 | Bredekamp Chapter 5 Pages 139–152 Bredekamp Chapter 6 Pages 171–190 | Discussion Board 1Competency Goal 3 Test 2 | February 16 |
| Week 7:February 17 | Bredekamp Chapter 7 Pages 205–227 Bredekamp Chapter 8 Pages 244–259 | Competency Goal 4 Center Director Interview | February 23 |
| Week 8:February 24 | Bredekamp Chapter 9 Pages 277–294 Bredekamp Chapter 10 Pages 309–327 | Competency Goal 5 Competency Goal 6  | March 1 |
| Week 9:March 2 | Bredekamp Chapter 11 | Discussion Board 2Resource Collection Items 9–12 Test 3 | March 8 |
| Week 10:March 9 | Bredekamp Chapter 12 Pages 394–408 | Competency Goal 7 Competency Goal 8  | March 15 |
| **MARCH 16-20 SPRING BREAK**  |
| Week 11:March 23 | Bredekamp Chapter 13 Pages 429–441 | Parent Questionnaire Summary Resource Collections 13–16  | March 29 |
| Week 12:March 30 | Bredekamp Chapter 14 Pages 459–468 | Discussion Board 3 | April 5 |
| Week 13:April 6 | Bredekamp Chapter 15 Pages 486–489 Bredekamp Chapter 15 Pages 501–509 | Discussion Board 4 **Final Date to Submit Professional Portfolio Items** | April 12 |
| Week 14:April 13 | Bredekamp Chapter 16 Pages 526–535 | Log SheetsTest 4 | April 19 |
| Finals:April 20 | No Readings | No Assignments |  |

**THE STUDENT SUCCESS CENTER (SSC):**

The Student Success Center is located in Building 59. SSC offers a variety of resources for students and faculty.  The Success Center has over 60 computers with Internet and limited free printing for students.  Copies of reference books, textbooks, access to course specific software, and access to tutors for all levels of math and writing are available in the SSC.  Tutoring for other subjects such as Chemistry, Accounting, Anatomy and Physiology, Physics, Spanish, and Public Speaking is available.  Please stop by Building 59 for the current tutor schedule.  The center also provides space for students to study in subject specific Learning Groups, which provide opportunities for students to work with a tutor on particular competencies and to focus on strengthening their foundational skills.  Proctored tests are available in the SSC by professor approval only.  SSC offers a PERT preparation Boot Camp for students to strengthen their skills with a personalized study plan.  If you have any questions please call (386) 754-4479 or 754-4413, or email sandi.tomlinson@fgc.edu.

SSC also provides 24-hour online tutor services through Tutor.com.  This service is accessed directly through students’ Canvas courses. Online tutoring is limited to five (5) hours per student per semester. If additional online tutoring time is needed, you must contact Robert Dawson in the Student Success Center by email: robert.dawsonjr@fgc.edu. Extensions will be granted on a case-by-case review of online tutoring sessions.

The TRiO program is also housed in the Student Success Center offering coaching to enhance, navigate, and simplify the college experience.  Qualified students may participate in workshops, travel, individualized tutoring sessions and other educational experiences.

The SSC is open during the following hours:

|  |  |
| --- | --- |
| Monday – Thursday  | 8:00 am to 6:00 pm (All year) |
| Friday | 9:00 am to 4:30 pm (Fall/Spring) |
| Saturday | 10:00 am to 2:00 pm (Fall/Spring) |

If you have any questions, you may contact the center by phone at (386) 754-4437, 754-4305, or 754-4307, or by email at robert.dawsonjr@fgc.edu.

**GRADESFIRST:**

The Office of Academic Advising, located in Building 14, offers early alert to the entire campus through GradesFirst/EAB. Twice during the semester we provide professors with the opportunity to ALERT students of their course progress. This is done through the FGC Wolves email account. Students may receive an email stating their success may be at risk in in a specific course. If you receive this email, DO NOT PANIC. Please contact your professor directly, your Academic Advisor, and the Student Success Center. Your professor’s information is provided in the email.

Please do not allow yourself to struggle. We are here to help you achieve success. The mission of the Student Success Center is to help encourage and promote your educational journey here at FGC and beyond.

**RESOURCE INFORMATION:**

If you think you might benefit from the guidance of a professional counselor for any school, work, or life issue, take advantage of the **free, confidential resources of BayCare Behavioral Health.**If you would like to speak to a Counselor over the phone, please call **(800) 878-5470**.  It is a safe and secure way to get short-term counseling (up to 3 sessions) on issues including: managing stress/ school, work or life issues/ relationship issues/ family concerns/ anxiety, depression/ grief, trauma, loss/ self-esteem/ substance abuse. **Counseling sessions are completely confidential.** If you are in the need of additional resources please contact the Director of Student Life, Building 7.

**ACADEMIC APPEAL; GRIEVANCES; GENERAL COMPLAINT:**

If a student wishes to file an academic appeal, grievance, or general complaint, please visit the college’s website ([www.fgc.edu](http://www.fgc.edu)) for more information. Under Student Resources and Student Complaints/Appeals, information regarding policy, procedure, and forms related to these topics is provided.

**COLLEGE COURSE WITHDRAWAL AND DROP PROCESS:**

Students who register for classes are responsible for all fees associated with those classes. Students who decide not to attend or wish to withdraw from a class are responsible for dropping or withdrawing from class by the appropriate published date (see [Academic Calendar](https://www.fgc.edu/students/academic-resources/academic-calendar/)). Students, who have not been identified by their professor as never attending, will not be automatically dropped or withdrawn. Any student not dropped or withdrawn by the published dates will remain officially registered, liable for all fees, and assigned an earned grade at the end of the semester.

A course may be dropped only during the published add/drop period. The student may drop the course online through MyFGC or by submitting a form through the office of Enrollment Services. Dual Enrollment students should follow the established dual enrollment drop process.

To withdraw from a course, the student must complete the following before the published withdrawal deadline:

1. Complete the Withdrawal form and submit it to your professor. The professor should sign the form and fill in the last date of attendance.
2. The student must then meet with Dr. Cuthbertson, the Early Childhood Education advisor, who will sign the form.
3. Submit the form to the Director of Financial Aid or one of the Director’s designees for signature.
4. Take the signed Withdrawal form to the Office of Enrollment Services for processing before the deadline for withdrawal.

A student will be permitted a maximum of two (2) withdrawals per course. Upon the third attempt, the student will not be permitted to withdraw and will receive a grade for the course.

Students, who take courses off campus or have extenuating circumstances that prevent submission of Withdrawal form in person, must:

1. Obtain the professor’s authorization and last date of attendance via email.
2. Email Dr. Cuthbertson a statement requesting a withdrawal from the course and include the professor’s email with the last date of attendance.
3. Dr. Cuthbertson will complete a withdrawal form, attach the emails from the student and professor in lieu of signatures and forward the form to Financial Aid.
4. A Financial Aid representative will complete and sign the form and forward the form to Enrollment Services to be processed.

It is the student’s responsibility to ensure that the required documents are submitted to the advisor prior to the designated withdrawal deadline and to understand all financial and academic implications of the withdrawal. Absence from class or merely notifying the professor does not constitute withdrawal. A student who stops attending class without withdrawing will receive a grade from his/her professor.

**Critical Dates Spring 2020**

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| --- | --- |
| Semester Begins | January 6, 2020 |
| Add/Drop Ends | January 10, 2020 |
| First Day of Summer Registration | March 30, 2020 |
| Last Day for Student Initiated Withdrawal (**before 4:30 pm**) | April 1, 2020 |
| Last Day of Class before Finals | April 20, 2020 |
| Final Exams | April 21-27, 2020 |

**ACADEMIC HONESTY:**

Cheating, plagiarism, bribery, misrepresentation, and fabrication are not permitted and will be dealt with severely. Students should make themselves aware of the student code of conduct found in the Student Handbook.

**Plagiarism:** For each of the assignments listed in the Learning Activities section of this syllabus, plagiarism is very important to understand. All work should be your own. If you use another person’s thoughts, ideas, or words you must give credit to the author. A link to the Florida Gateway College website regarding plagiarism is provided – <https://www.fgc.edu/students/library/research/>. Here you can watch an informational video.

Plagiarism Definition: A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

•Quoting oral or written materials including but not limited to those found on the Internet, whether published or unpublished, without proper attribution

•Submitting a document or assignment, which in whole or in part is identical or substantially identical to a document or assignment not authorized by the student

•Unauthorized use of materials or resources

•Prohibited collaboration or consultation

•Submission of paper or academic work purchased or obtained from an outside source

**EQUITY AND DIVERSITY:**

Florida Gateway College does not discriminate in education or employment related decisions on the basis of race, color, ethnicity, national origin, gender, religion, disability, age, marital status, genetic information, sexual orientation, pregnancy, or any other legally protected status in accordance with the law. The equity officer is Sharon Best, Executive Director of Human Resources, Building 001, Room 116, 149 SE College Place, Lake City, FL 32025, and may be reached at sharon.best@fgc.edu or (386) 754-4313.

**DIVERSITY STATEMENT:**

The Office of Accessibility Services (OAS) is a resource for both students with disabilities as well as faculty. Students with disabilities in need of academic accommodations must first be registered with the OAS to verify the disability, establish eligibility, and determine reasonable academic accommodations.

After registering with the OAS, students must request their academic accommodation letters be sent each semester to their professors. Upon receipt of the letter, the professor will be available during office hours or via email to discuss the accommodations a student will need during the course.

Students with disabilities who are not registered with the OAS or faculty who may have questions or concerns regarding an accommodation, please contact the office at the following:

In person: Building 14, Room 102

Phone: (386) 754-4393

Email: disability.services@fgc.edu

**FERPA STATEMENT:**

The Family Educational Rights and Privacy Act (FERPA) provides certain privacy rights to students related to educational records. This information can be found in the College Catalog, at the Office of Enrollment Services in Building 15, or on the college website.

**SACSCOC STATEMENT:**

Florida Gateway College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the baccalaureate and associate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097, or call (404) 679-4500 for questions about the accreditation of Florida Gateway College.

**PROFESSIONAL PORTFOLIO:**

\*\*\*Your completed Professional Portfolio will be reviewed either 1) during your observation or 2) on campus in person, or 3) via video conference\*\*\*

The Professional Portfolio is a collection of materials that the FCCPC applicant will use as an early childhood professional in future work with young children and families. It is compiled for two (2) purposes:

1. To provide a picture of what information candidates find valuable in their work as a basis for assessing competence for the FCCPC.
2. To provide candidates an important experience in locating resources and articulating their own view of the work in early childhood programs.

The Professional Portfolio is a working resource—one that should be useful to the FCCPC graduate during his/her career. The information it contains should serve as reference material on a daily basis.

**CONTENTS**

The Professional Portfolio has two (2) major sections: 1) Background, Code of Ethics, and Statements of Competence, and 2) Resource Collection.

**Background and Statements of Competence**

1. Autobiography: Write a statement about yourself of at least 300 words double-spaced. In the first part tell who you are, and in the second part, tell what things about your life influenced your decision to work with young children. (If you wish, you may also attach a formal resume of your work experiences.)
2. Statements of Competence: IN YOUR OWN WORDS describe the things you do with children and families that demonstrate your ability to meet the specific needs of children in each of the following eight (8) Competency Goal areas. The description in each area must be at least 250 words double-spaced and state your goals for children and give specific examples of what you do to achieve these goals. The goals should follow a specific format: Begin each paper by writing your name, age group of children you are working with, and the Competence Goal Statement at the top. Write out your goal, “My goal for children is that they… I will accomplish this by….”
	1. Knowledge of basic principles of child growth and development
	2. Creating developmentally appropriate learning environments
	3. Developing educational programs which promote the social and emotional development of children
	4. Developing educational programs which improve motor, language, and cognitive development of children, including literacy development
	5. Promoting involvement and positive relationships with families and communities
	6. Understanding of the principles of screening and assessment
	7. Identify and demonstrate professionalism in the field of early childhood education
	8. Identify and demonstrate effective program management techniques

**Resource Collection**

Each resource item needs to be on its own sheet of paper

1. Name and contact information of agency that regulates child care centers: copy of *current* regulations of child care centers (do not include regulations for family child care)
2. Child care record keeping forms (attendance, incident report forms, medication forms)
3. Pamphlet(s) designed for parents about how children grow and learn
4. Observation tool for assessing and recording information about children’s behavior
5. Name and contact information of agency(s) **in the community** that provides resources for children with developmental disabilities
6. Name and contact information of agency to report child abuse concerns
7. A record of Red Cross (or other agency) CPR and first-aid certificate of completion
8. Name and contact information of **local agency** that supplies information on nutrition for children (e.g., County Cooperative Extension Services)
9. Titles of five (5) children’s books that support development of gender identity by portraying males and females in diverse roles
10. Titles of two (2) picture books that deal with the reproductive process
11. Titles of three (3) children’s books that deal with separation, divorce, remarriage, or blended families
12. Membership to an Early Childhood Organization that supports your professional development (NOT an organization that only offers learning resources for the classroom)
13. Name and contact information of **local agency** for making referrals to family counseling
14. Four (4) songs including two from other cultures (include words and sheet music)
15. Three (3) creative activities: one each for toddlers, 3s, and 4s—list all materials and how you expect children to use them
16. Policies for your program which specify what parents are expected to do and what the program does for parents

**ORGANIZATION OF PROFESSIONAL PORTFOLIO**

* **Your Portfolio must be organized in a 3-ring binder and have a title page, which includes: Your Name, Florida Gateway College, FCCPC, and the term you are taking this course.**
* Your Portfolio must have a Table of Contents with the following sections identified:
	1. Autobiography, NAEYC Code of Ethics (required), and Resume (optional)
	2. Statements of Competence Goals 1 – 8
	3. Observation (I will provide you with a copy of the completed observation)
	4. Parent Questionnaires and Written Summary
	5. Resource Collection 1 – 16
	6. Student Work: Assignments from CHD1220 and EEC2300; lesson plans, research papers, etc.
* All written assignments must be typed in a word processing program. Use spell check and word count. You will submit all assignments online in Canvas.

You are encouraged to be CREATIVE; include pictures of you in your classroom, clip art, and samples of children’s work. Take pictures of your lesson plan activities as you are doing them in the classroom.

\*\*\*Make sure your center has release forms for using photos of the children in your portfolio if you choose to include them\*\*\*

* A Portfolio Rubric is available in Canvas.

**CITATION FORMATS FOR ASSIGNMENTS:**

These are the most commonly used formats. Students must use proper citation formats according to the APA Publication Manual (6th ed.). If you have a reference that is not listed, there are multiple sources online for assistance. Two suggestions are:

1. <https://www.fgc.edu/students/library/research/>
2. <https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html>

Book:

Author, A. A. (year). *Title of book*. Location: Publisher.

Journal article:

Author, A. A., Author, B. B., & Author, C. C. (year). Title of article. *Title of Journal*,

*Volume* (number), pages.

Magazine article:

Author, A. A. (year, month). Title of article. *Title of Magazine*, *Volume* (number), pages.

Online magazine article:

Author, A. A. & Author, B. B. (year, month). Title of article. *Title of Magazine*,

 *Volume* (number). Retrieved from http://www.websiteaddress.com

Website: (Identify author if provided or identify publisher as author of website. Year and publisher information is usually given at the bottom of the website.

Author, A. A. (year). *Title of website*. Retrieved from http://www.websiteaddress.com