



**Professional Education Unit**  
Department of Curriculum and Instruction  
Early Childhood Education - *Online Delivery*  
EDEC 637-301  
Spring 2011

**Instructor:**

Julie Harp Rutland  
301 D Ginger Hall  
Morehead, KY 40351  
E-mail: [j.rutland@moreheadstate.edu](mailto:j.rutland@moreheadstate.edu)  
606-783-9376 (office)  
606-783-5044 (fax)  
859-231-1848 (home)  
Office hours (via phone, email or online discussion) by appointment  
(Allow 24 hours for any email responses during weekdays)

**Course Description: (2-1-3); I, II, III**

Students will survey the history and philosophy of early childhood education. Programs, methodology, and materials employed for and with children aged birth to six will be critically reviewed. Students will be expected to familiarize themselves with practices based upon current research and to discuss emerging early childhood issues.

**Required Field Experience Hours:**

**Eight hours (8)** of field experience in a supervised setting are required. Field experiences are embedded into the course modules both as course content, discussion, and assignments and must be completed in order to receive a passing grade. Field experiences are implemented individually under the direction of the instructor as the class progresses. Students are required to make arrangements to participate at field sites at designated times according to class modules.

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

### **Conceptual Framework Outcomes (CFOs):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

- 1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
- 2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
- 3) Demonstrate professional dispositions
- 4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
- 5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):** By the end of this course, the candidate will be able to:

Demonstrate a basic understanding of child development in planning and implementing developmentally appropriate practices that generate mental, physical, social, emotional, and aesthetical growth, in keeping with the philosophy of Kentucky’s primary program. Specifically students will:

1. Demonstrate professionalism as an early childhood educator by keeping with current research findings, participate in early childhood professional organizations, and implement the voices of children with different cultural, socio-economic, linguistic, and physical needs.
2. Communicate own philosophy, attitudes, and critical perspectives both in early childhood field and in research field.
3. Demonstrate in-depth understanding on evaluating early childhood settings, teaching materials, and class lessons.
4. Demonstrate knowledge of early childhood programs influenced by historical, philosophical, social and psychological waves.
5. Demonstrate values of a multicultural society through the study of literature, research papers, and interview

### **NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:**

Program: P-5	[ EDEC 637 ]	[ Early Childhood Education ]		
Aligned with Assessment (point values)	Kentucky Teacher Standards (IECE KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	NAEYC Standards
[Play newsletter, 20pt.] CFO: 4 SLO: 3	6, 8 , 9		4  NCATE:	1, 2
Theorist in ECE, 20pt.]	1, 2, 3, 4	2		1, 3, 5

CFO: 1, 2 SLO: 2, 4			NCATE: 1	
[Curriculum Project 150 points] CFO: 2 SLO: 1	1, 2, 3	5	3  NCATE:1	1, 4b, 4c, 4d
[Developmentally Appropriate activities & Diversity,20 pt.]  CFO: 1, 3, 4, 5 SLO: 2, 5	1, 7	3	1  NCATE: 1	3, 4b, 5
[Discussion boards, 20pt.]  CFO: 2, 3, 4 SLO: 3, 5	2, 5, 7, 8, 9	2	1  NCATE: 1, 3, 4	1, 2, 3, 4c, 4d, 5
Exam 100 points	Standard 6: Collaborates with Colleagues /Families/Others Standard 8: Supports Families	1. Communication and mathematics skills 2. Apply core concepts	1. Diversity, 4. Closing the achievement gap  NCATE: 1a	Standard 2. Building Family and Community Relationships Sub-Standard 4a. Connecting with children and families

### Assignment Descriptions:

Program: P-5 [ EDEC 637 ] [ Early Childhood Education ]	
Assessment (point value)	Description
Play newsletter 20 points	Students will create a Parent Letter about the importance of childhood play. Information will reflect chapter readings along with two professional articles on the topic and play activities that parents could do at home with their children. See rubric for details.
Theories in ECE 20 points	Define “Emergent Curriculum”, and explain why Vygotsky would endorse this approach. State possibilities to be implemented in Kentucky's EC curriculum and discuss strengths and weaknesses. (2-3 pages). See rubric for details.

<p>Curriculum Project 150 points</p>	<p>This is a <u>group assignment</u>. The group members need to work together on the sections below through emails, group discussion board, or chat- virtual classroom meeting. A group leader needs to submit the finalized paper by the designated due date. The role of group leader is the submission of the paper by the designated date. Each group member is expected to engage equally in this group assignment. Although I do not expect any issues, please contact me with any problems or concerns you might have with your group.</p> <ul style="list-style-type: none"> <li>• Type, goals, methods, role of teacher, materials</li> <li>• Description of group</li> <li>• Classroom environment</li> <li>• Daily learning plans, Assessment</li> </ul> <p>See rubric for details</p>
<p>Developmentally Appropriate activities &amp; Diversity 20 points</p>	<p>Spend some time in an early childhood classroom, observing children to determine their interests and developmental abilities. Evaluate the environment and curriculum by using developmentally appropriate practice principles you read from chapter 1 and chapter 4, and critique how it has been done during your observation. (its appropriateness or inappropriateness)--- Please state what centers are available (room arrangement), what activities children are engaged in during your visit, what materials are available in each center, and what the class schedule looks like (integrated curriculum, teacher direct vs. child- centered, etc). At the end, please state your conclusion on your observation- if it is developmentally appropriate or not, with the evidence of your chapter reading and its reflection.</p> <p>See rubric for details.</p>
<p>Discussion boards 20 points</p>	<p>All students will participate in the activities assigned to modules via the discussion board. Discussion board topics/prompts can be found under the “Discussion Board” tab on blackboard and due dates can be found on the course schedule. These assignments are intended to generate the sharing of knowledge, synthesis of the literature, field experiences and academic professionalism. Discussion assignment/participation grades will be assigned for 2 modules of the semester with each having a 10 point value.</p> <p>See rubric for details.</p>
<p>Content exam 50 points</p>	<p>Multiple choice, short answer, and T/F questions.</p>

**Links to Websites for NCATE/ EPSB Alignment:**

<http://www.kyepsb.net/teacherprep/standards.asp> This site contains the revised IECE KYS.

<http://www.kyepsb.net/teacherprep/cart/themes6.asp> This site lists the four themes of pre-service teacher preparation that are integrated within this course.

**Grading Scale:**

**The following graded assignments determine the course grade:**

Play Newsletter	20 points
Theories in ECE	20 points
Curriculum Project	150 points
DAP and Diversity	20 points
Discussion Assignment	20 points
Content Exam	<u>50 points</u>
<b>TOTAL</b>	<b>280 points</b>

These assignments will result in a total of 280 points and grades will be assigned based on the following scale:

251 – 280	=	A
223 – 250	=	B
195 – 222	=	C
167 – 194	=	D
0 – 167	=	E

**Required Textbooks:**

1. **Brewer, J. A. (6<sup>th</sup>. Ed.). (2007).** Introduction to early childhood education: Preschool through primary grades. Allyn and Bacon.
2. **Bredekamp, S. & Copple, C. (2009).** Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3<sup>rd</sup> ed.). NAEYC

*All students in this course are required to purchase a TK20 account. TK20 plays an essential role as a repository documenting your progress through the teacher education program and is as necessary as any other course requirement. You are expected to have purchased and activated your account by midterm of this semester or you will receive a midterm grade of “E”. Your account may either be purchased at [https://payment.tk20.com/ctpayment/options\\_menu.do](https://payment.tk20.com/ctpayment/options_menu.do) or through the University bookstore. (If you are an education major, you only have to purchase this once; if you are taking this course to explore your interest in teaching you can purchase a one semester subscription at a reduced rate. For information on this option contact the College of Education Assessment Office at [tk20help@moreheadstate.edu](mailto:tk20help@moreheadstate.edu).)*

## **Course Evaluation:**

### ***Readings***

All reading assignments should be completed during the week of each module.

### ***Assignment Due Dates***

All assignments must be submitted on the date specified in the course syllabus. Assignments submitted later than midnight on the due date will be considered late. Late assignments - 5% will be deducted from the grade for each day an assignment is late. All assignments must be typed and double spaced unless otherwise noted by the instructor.

### ***Classroom Behavior***

Class discussion and peer collaboration will play a vital role in this course. While it is your right to disagree from time-to-time, remember to treat others with respect at all times.

### ***Course Format***

This course is taught totally online and requires students to have access to a dependable computer with Internet capabilities and adequate computer skills to be able to participate fully and successfully complete all course requirements. If you are not familiar with Blackboard courses, it is strongly suggested that you complete the Blackboard tutorial BEFORE beginning course assignments. You may also contact the Blackboard staff 24 hours a day for assistance with technical problems and issues. This course will use a variety of online teaching strategies to allow students opportunities to work cooperatively and share experiences and concepts.

## **Attendance Policy:**

Although students are not attending an actual classroom, students should plan to check Blackboard for announcements multiple times each week and participate in discussion or group assignments as assigned.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

## Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## Course Calendar:

Early Childhood Education - *Online Delivery*

**EDEC 637-301**

### Spring 2011 Tentative Daily Schedule

Module	Date	Topic	Readings <i>Additional readings found in modules</i>	Assignments Due
1	1/18 - 21	Course Overview	Syllabus Course Calendar	Discussion Board Intro. Blackboard tutorial
2	1/24 - 28	Foundational Theories and Child Development	Chapter 1	Discussion Board
3	1/31 – 2/4	Early Childhood Programs	Chapter 2	Theories in ECE *FE – 1 hour
4	2/7 - 11	Environments for Learning	Chapter 3	
5	2/14 - 18	Planning for Learning	Chapter 4	DAP Activity *FE – 1 hour
6	2/21 - 25	Play	Chapter 5	Parent Letter
7	2/28 – 3/4	Guiding Behavior	Chapter 6	Discussion Board *FE – 1 hour
8	3/7 - 11	Assessment	Chapter 7	
9	3/14 - 18	Working with Families/ And Other Adults	Chapter 8	
	3/16 - 18			Exam
	3/21 - 25	<b>SPRING BREAK</b>		
10	3/28 – 4/1	Language	Chapter 9	Schedule time each week to work with your groups on the curriculum project. FE – complete hours
11	4/4 – 8	Literacy	Chapter 10	
12	4/11 - 15	Mathematics	Chapter 11	
13	4/18 - 22	Science	Chapter 12	
14	4/25 - 29	Social Studies	Chapter 14	
15	5/2 - 6	Creative Arts/Wellness	Chapter 13 & 15	
	<b>5/6</b>			Curriculum Project Field Experience Time Sheet
		<b>FINALS WEEK</b>		

\*FE – indicates that you will need to complete field experience hours in order to complete an activity  
Schedule subject to change at instructor's discretion.