COURSE APPROVAL DOCUMENT

Southeast Missouri State University
Department: Elementary, Early & Special Education
Course No. CE 366
Title of Course: Curriculum, Theory, and Program Management in Early Childhood
Date: College Council Approval, Nov. 11, 2014
Please check: New X Revision

I. Catalog Description:
   Foundational principles in ECE, including learning theories, developmentally appropriate principles, curriculum planning, and program management, 37.5 hour field exp. in PreK. (3 hours credit)

II. Pre-Requisites:
   Admission to the Teacher Education Program
   Co-Requisites:
   CE 364 Methods of Teaching Math, Science and Social Studies in Early Childhood and Elementary Education
   CE 365 Observation, Assessment and Data Analysis in Early Childhood
   CE 330 Classroom Management and Environmental Organization

III. Purposes or Objectives of the Course:

Teacher Candidates will:

1. Explain the fundamental historical and philosophical principles of the field of early childhood education and their influences upon the practices in the field.
2. Describe the prevalent theories of how children approach learning and develop in all areas: cognitive, physical, social and emotional.
3. Describe and implement developmentally appropriate practices with young children.
4. Describe the cognitive, language, physical, social and emotional benefits of play for young children.
5. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.
6. Demonstrate the ability to use standards, children’s prior knowledge, developmental needs and interests to plan integrated and emergent curriculum.
7. Apply ethical principles, i.e., the Code of Ethical Conduct, in all interactions with children, colleagues, cooperating teachers, administrators, and family members.
8. Describe research-based curriculum models in early childhood education: Creative Curriculum, Reggio Emilia, High / Scope, Emerging Language & Literacy Curriculum (ELLC), and Project Construct.
9. Recognize and demonstrate the roles and responsibilities of early childhood professionals in promoting children’s learning and development, i.e. advocacy, consultation and collaboration.
10. Use professional early childhood resources, such as organizations, publications, websites, and apps to support child learning and development.
11. Explain the organization and administration of early childhood programs in the licensing and accreditation process.
12. Describe the potential benefits and influences of high-quality early childhood programs for infants, toddlers, and preschool children.
13. Describe basic principles in managing an early childhood program relating to budget, personnel, environmental considerations, marketing, food service, and working with families.
14. Describe current issues and trends that are impacting the learning and development of young children.
15. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children’s learning and development.

IV. Student Learning Outcomes (Minimum of 3):

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apply the prevalent theories of how children approach learning and develop in instructional practices.</td>
<td>Field-Based Lesson Plans / Reflections / Rubric</td>
</tr>
<tr>
<td>2.</td>
<td>Explain the potential benefits and influences of high-quality (licensed and accredited) early childhood programs upon young children’s learning and development.</td>
<td>Environmental Rating Paper / Rubric</td>
</tr>
<tr>
<td>3.</td>
<td>Demonstrate an understanding of the cognitive, language, physical, social and emotional benefits of play for young children through play-based curriculum and assessment strategies.</td>
<td>Field-Based Lesson Plans / Reflections / Rubric</td>
</tr>
</tbody>
</table>

V. Optional departmental/college requirements: Standards Alignment (DESE MoSPE Quality Indicators and National Association for the Education of Young Children Educator Preparation Standards)

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>MoSPE Quality Indicators</th>
<th>NAEYC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the fundamental historical and philosophical principles of the field of early childhood education and their influences upon the practices in the field</td>
<td>1.1</td>
<td>6a</td>
</tr>
<tr>
<td>2. Describe the prevalent theories of how children approach learning and develop in all areas: cognitive, physical, social and emotional.</td>
<td>2.3</td>
<td>1b</td>
</tr>
<tr>
<td>3. Describe and implement developmentally appropriate practices with young children.</td>
<td>3.2</td>
<td>4b, 4c</td>
</tr>
<tr>
<td>4. Describe the cognitive, language, physical, social and</td>
<td>2.1</td>
<td></td>
</tr>
</tbody>
</table>
emotional benefits of play for young children.

5. Demonstrate an understanding of how to implement play-based curriculum and assessment strategies with young children.  
   Course Hours  
   3.2 4b, 4c

6. Demonstrate the ability to use standards, children’s prior knowledge, developmental needs and interests to plan integrated and emergent curriculum.  
   Course Hours  
   3.1 4b, 4c, 5a, 5c

7. Apply ethical principles, i.e., the Code of Ethical Conduct, in all interactions with children, colleagues, cooperating teachers, administrators, and family members.  
   Course Hours  
   8.3 6b

8. Describe research-based curriculum models in early childhood education: Creative Curriculum, Reggio Emilia, High / Scope, Emerging Language & Literacy Curriculum (ELLC), and Project Construct.  
   Course Hours  
   1.1 4b, 4c

9. Recognize and demonstrate the roles and responsibilities of early childhood professionals in promoting children’s learning and development, i.e. advocacy, consultation and collaboration.  
   Course Hours  
   8.3 6a, 6c, 6e

10. Use professional early childhood resources, such as organizations, publications, websites, and apps to support child learning and development.  
   Course Hours  
   8.2 6c

11. Explain the organization and administration of early childhood programs in the licensing and accreditation process.  
   Course Hours  
   1.1 6a

12. Describe the potential benefits and influences of high-quality early childhood programs for infants, toddlers, and preschool children.  
   Course Hours  
   1.1 6a

13. Describe basic principles in managing an early childhood program relating to budget, personnel, environmental considerations, marketing, food service, and working with families.  
   Course Hours  
   1.1 6a

14. Describe current issues and trends that are impacting the learning and development of young children.  
   Course Hours  
   1.1 6a, 6c, 6d, 6e

15. Demonstrate reflective practice, including setting professional goals and analyzing the impact of instruction and the use of technology upon children’s learning and development.  
   Course Hours  
   8.1 6d

VI. Course Content or Outline (Indicate number of class hours per unit or section):

<table>
<thead>
<tr>
<th>Topic</th>
<th>Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical, philosophical foundations of early childhood education</td>
<td>2</td>
</tr>
<tr>
<td>Theories of learning and development</td>
<td>4</td>
</tr>
<tr>
<td>Program Management: Developmentally Appropriate Practice</td>
<td>3</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
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</tr>
<tr>
<td>Program Management: Benefits of play, play-based instruction and assessment</td>
<td>3</td>
</tr>
<tr>
<td>Program Management: Emergent curriculum</td>
<td>2</td>
</tr>
<tr>
<td>Program Management: Code of Ethical Conduct</td>
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<td>Program Management: Basic Principles in Managing an EC Program</td>
<td>3</td>
</tr>
<tr>
<td>Current Issues and Trends in EC</td>
<td>2</td>
</tr>
<tr>
<td>Professional Goals and Reflective Practice</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
<tr>
<td>Field Experience in a PreK classroom</td>
<td>15 (37.5 field hours)</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

Please Attach copy of class syllabus and schedule as an example
Signature: ________________________________________________ Date: ________________
Chair
Signature: ________________________________________________ Date: ________________
Dean
Approved by Academic Council, April 1, 2014 Revision: April 1, 2014
COURSE SYLLABUS

Southeast Missouri State University
Department: Elementary, Early & Special Education
Course No.: CE 366
Title of Course: Curriculum, Theory and Program Management in Early Childhood
Date: College Council Approval, Nov. 11, 2014
Please check: X Revision
Semester:
Class Meeting Time and Location:
Instructor Name and Contact Information:
Office Hours:

Catalog Description:
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Class Concerns
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Diana Rogers-Adkinson, Dean of the College of Education.

Accessibility
Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability
Support Services to become registered as a student with a disability in order to have accommodations implemented.

Civility
Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

Academic honesty
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

Plagiarism. In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:
1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating. Cheating includes using or relying on the work of someone else in an inappropriate manner.
It includes, but is not limited to, those activities where a student:
1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another

Grading scale and policies:
Students must obtain a C or better in this course.

**Text:**

**Class content—outline or schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Field Work</th>
<th>Assignments</th>
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<tbody>
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<td>Field Experience: PreK</td>
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<td>Program Management: Curriculum Models</td>
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<td>Field Experience: PreK</td>
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<tr>
<td>10</td>
<td>Program Management: Professional Development and Resources for Teachers</td>
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<td>Program Management: Licensing and Accreditation, Influence of</td>
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</table>
High Quality Programs  
Field Experience: PreK

11 Program Management: Licensing and Accreditation, Influence of High Quality Programs  
Field Experience: PreK

12 Program Management: Basic Principles in Managing an EC Program  
Field Experience: PreK

13 Program Management: Basic Principles in Managing an EC Program  
Field Experience: PreK

14 Current Issues and Trends in EC  
Field Experience: PreK

15 Professional Goals and Reflective Practice

16 Final Exam

**Potential Readings and Resources**


What teachers should learn and be able to do, eds. L. Darling-Hammond & J. Bransford, 88-125. San Francisco: Jossey-Bass


