COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department: Elementary, Early and Special Education
Course No. CE366

Course: Developing Curriculum in Early Childhood Education
Revised:

“The Teacher as Competent Professional Educator”

I. Catalog Course Description and Credit Hours of Course: This course will present developmentally appropriate principles, techniques and materials for use in early childhood programs, and includes a field experience. (4 hours credit)

II. Prerequisite (s):
   Elementary Block II
   Full admission to the Teacher Education Program.
   CF 290 Preschool Participation
   CF 291 Preschool Participation Laboratory
   Co-requisite: Early Childhood Block

III. Purposes or Objectives of the Course:
   The student will demonstrate a knowledge base and skills necessary to:

   1. Learn fundamental, philosophical, and sociological principles/foundations of the field of early childhood education.
      Unit Standard: 1.2 NAEYC: 5a DESE: 1.1, 2.4, 5.2, 6.1, 6.3
   2. Gain an awareness of a variety of educational programs for young children.
      Unit Standard: 1.2 NAEYC: 1a DESE 1.1, 2.4, 5.2, 6.1, 6.3
      Unit Standard: 1.2 NAEYC: 1a DESE: 1.1, 2.4, 5.2, 6.1, 6.3
   4. Recognize children’s individual differences and the implications of those differences for planning curriculum and instruction with an emphasis on child-initiated learning.
      Unit Standard: 1.2, 4.2 NAEYC: 1a, 1b, 1c, 4b DESE1.1, 2.4, 3.2, 3.3, 5.2, 6.1, 6.3
   5. Explore curriculum models and discuss their application and effectiveness.
      Unit Standard: 1.2 NAEYC: 4b, 4b DESE 1.1, 2.4, 5.2, 6.1, 6.3
   6. Explain and interpret the cognitive, social and emotional values of play.
      Unit Standard: 1.2 NAEYC: 4b DESE 1.1, 2.4, 5.2, 6.1, 6.3
   7. Demonstrate an expertise with Missouri’s Show-Me Standards and apply them to early childhood curriculum and instructional practices.
Unit Standard: 1.5  NAEYC: 4d  DESE: 1.1, 5.2
8. Become aware of, analyze, and critically evaluate materials, issues, ideas and point of view in the field of early childhood education.

Unit Standard: 2.3, 2.4  NAEYC: 5a, 5d  DESE: 5.1, 9.1
9. Understand the organization and administration of educational programs for young children and professional accreditation standards.

NAEYC: 5a, 5b
10. Develop attitudes and behaviors to support lifelong learning and an awareness of the role of advocacy in the profession.

Unit Standard: 2.3, 2.4, 3.4  NAEYC: 5e  DESE: 5.1, 9.1, 9.3
11. Plan a unit using the Teacher Work Sample Methodology.

Unit Standard: 1.3, 1.5, 4.1, 5.1  NAEYC: 4d  DESE: 1.1, 1.2, 1.3, 3.2, 3.1, 4.2, 5.1, 5.2, 8.1
12. Plan, evaluate and reflect on developmentally appropriate, content specific activities and strategies in an integrated curriculum.

Unit Standard: 1.2, 2.3, 4.1, 5.1  NAEYC: 4b., 4c., 4d  DESE: 1.3, 3.2, 4.1, 4.3, 5.1, 8.1

IV. Student Learning Outcomes
1. Learn fundamental, philosophical, and sociological principles/foundations of the field of early childhood education.

Unit Standard: 1.2  NAEYC: 5a  DESE: 1.1, 2.4, 5.2, 6.1, 6.3

2. Gain an awareness of a variety of educational programs for young children.

Unit Standard: 1.3, 1.5, 4.1, 5.1  NAEYC: 4d  DESE: 1.1, 1.2, 1.3, 3.2, 3.1, 4.2, 5.1, 5.2, 8.1

3. Plan, evaluate and reflect on developmentally appropriate, content specific activities and strategies in an integrated curriculum.

Unit Standard: 1.2, 2.3, 4.1, 5.1  NAEYC: 4b., 4c., 4d  DESE: 1.3, 3.2, 4.1, 4.3, 5.1, 8.1

Alignment Matrix

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>COE (Conceptual Framework) Standard Met</th>
<th>NAEYC Standard Met</th>
<th>DESE Standard Met</th>
<th>Assessment Ensuring that the Objective has been met</th>
<th>Number of Hours Allocated (15 per credit hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn fundamental, philosophical, and sociological principles/foundations of the field of early childhood education.</td>
<td>1.2</td>
<td>5a</td>
<td>1.1, 2.4, 5.2, 6.1, 6.3</td>
<td>Theorist presentation In-class assignment: NAEYC Code of Ethical Conduct</td>
<td>5</td>
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<tr>
<td>Gain an awareness of a variety of educational programs for young children.</td>
<td>1.2</td>
<td>1a</td>
<td>1.1, 2.4, 5.2, 6.1, 6.3</td>
<td>Midterm &amp; Final exams</td>
<td>2</td>
</tr>
<tr>
<td>Activity</td>
<td>Course Numbers</td>
<td>Content</td>
<td>Assessment</td>
<td>Total</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Develop realistic expectations of children in the preoperational/concrete operational stages of development.</td>
<td>1.2 1a</td>
<td>1.1, 2.4, 5.2, 6.1, 6.3</td>
<td>Planning Curriculum/assessment Simulation Shared lesson plan TWS assignment</td>
<td>2</td>
<td></td>
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<tr>
<td>Recognize children’s individual differences and the implications of those differences for planning curriculum and instruction with an emphasis on child-initiated learning.</td>
<td>1.2, 4.2 1a, 1b, 1c, 4b</td>
<td>1.1, 2.4, 3.2, 3.3, 5.2, 6.1, 6.3</td>
<td>Shared lesson plan TWS assignment Midterm &amp; Final exams</td>
<td>4</td>
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<tr>
<td>Explore curriculum models and discuss their application and effectiveness.</td>
<td>1.2 4b, 4d</td>
<td>1.1, 2.4, 5.2, 6.1, 6.3</td>
<td>Midterm &amp; Final Exams</td>
<td>2</td>
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<tr>
<td>Explain and interpret the cognitive, social and emotional values of play.</td>
<td>1.2 4b</td>
<td>1.1, 2.4, 5.2, 6.1, 6.3</td>
<td>Shared lesson plan TWS Midterm &amp; Final exams</td>
<td>4</td>
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<td>Demonstrate an expertise with the Missouri’s Show-Me Standards and apply them to early childhood curriculum and instructional practices.</td>
<td>1.5 4d</td>
<td>1.1, 5.2</td>
<td>Simulation Assignment Shared lesson plan TWS assignment</td>
<td>3</td>
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<tr>
<td>Become aware of, analyze, and critically evaluate materials, issues, ideas and point of view in the field of early childhood education.</td>
<td>2.3, 2.4 5a, 5d</td>
<td>5.1, 9.1</td>
<td>Theorist presentation Simulation Assignment</td>
<td>4</td>
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<tr>
<td>Understand the organization and administration of educational programs for young children and professional accreditation standards.</td>
<td>5a, 5b</td>
<td></td>
<td>Goals assignment</td>
<td>2</td>
<td></td>
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<tr>
<td>Develop attitudes and behaviors to support lifelong learning and an awareness of the role of advocacy in the profession.</td>
<td>2.3, 2.4 3.4 5e</td>
<td>5.1, 9.1, 9.3</td>
<td>Goals assignment</td>
<td>2</td>
<td></td>
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<tr>
<td>Plan a unit using the Teacher 1.3, 1.5, 4d</td>
<td>1.1, 1.2, 1.3, 1.5</td>
<td></td>
<td>Simulation assignment</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
**Work Sample Methodology.**

| TWS Assignment | 4.1, 5.1 | 1.3, 3.1, 3.2, 4.2, 5.1, 5.2, 8.1 | TWS Assignment | 1.2, 2.3, 4.1, 5.1 | 4b, 4c, 4d | 1.3, 3.2, 4.1, 4.3, 5.1, 8.1 | TWS Assignment | Exams | 9 |

**Relationship of the Conceptual Framework to Standards**
Southeast Missouri State University’s conceptual Framework is predicated on the belief that all students can learn and that every child deserves dedicated teachers who have a firm grasp of content, care deeply about students and community and actively reflect on their teaching to ensure high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education’s vision of a competent, reflective, and caring professional as the grounding tenet of our conceptual framework as well as a commitment to proficiency in literacy, diversity and technology. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a competent professional who actively reflects on his/her teaching, while maintaining a caring attitude, is and/or will be capable of meeting the intent of those standards.

**V. Expectations of Students:**
Students will be expected to complete the following course requirements:

A. Participate in class discussions and activities and read assigned materials.
B. Develop personal goals for the semester relating to early childhood standards and reflect upon progress toward these goals.
C. In a group, present information about an early childhood theory/theorist.
D. Participate and reflect about the process of planning, teaching and assessing through a simulation experience.
E. Develop/plan a comprehensive unit using the Teacher Work Sample Methodology.
F. Participate in group discussions relating to the field experience and share one effective lesson plan implemented in the field experience.
G. Plan, evaluate and reflect on developmentally appropriate, content specific activities and strategies in an integrated curriculum.
H. Take midterm and final exams.

**VI. Course Content**

1. Learn fundamental, philosophical, and sociological principles/ foundations of the field of early childhood education.
   a. Theorists who contribute to understandings of early childhood
   b. NAEYC Developmentally Appropriate Practices and the Code of Ethical Conduct

2. Gain an awareness of a variety of educational
programs for young children.
  a. For profit and nonprofit programs
  b. Government sponsored programs
  c. Public school programs
  d. Private programs

3. Develop realistic expectations of children in the preoperational/concrete operational stages of development
   a. Piaget, Vygotsky and Constructivist theory
   b. Stages of development and children’s behaviors and capabilities

4. Recognize children’s individual differences and the implications of those differences for planning curriculum and instruction with an emphasis on child-initiated learning
   a. Understanding NAEYC Developmentally Appropriate Practice guidelines
   b. Open-ended questions and lessons

5. Explore curriculum models and discuss their application and effectiveness.
   a. The High Scope Model
   b. The Creative Curriculum Model
   c. The Reggio Emelia Approach

6. Explain and interpret the cognitive, social and emotional values of play.
   a. Definition and benefits of play
   b. Understanding how children learn

7. Demonstrate an expertise with the Missouri’s Show-Me Standards and apply them to early childhood curriculum and instructional practices.
   a. Addressing standards in lesson planning
   b. Integrated planning and curriculum

8. Become aware of, analyze, and critically evaluate materials, issues, ideas and point of view in the field of early childhood education.
   a. Understanding adult perspectives of children
   b. Developing a philosophy of children’s growth and learning

9. Understand the organization and administration of educational programs for young children and professional accreditation standards.

10. Develop attitudes and behaviors to support lifelong learning and an awareness of the role of advocacy in the profession.
    a. Understanding what individual and families need
    b. Examining cultural and social context
    c. Understanding varied abilities and strengths in children
11. Plan a unit using the Teacher Work Sample Methodology.  
   a. Understanding contextual factors  
   b. Developing learning goals for children  
   c. Creating a design for instruction  
   d. Planning for classroom management  
   e. Involving families in teaching and learning  

12. Plan, evaluate and reflect on developmentally appropriate,  
   content specific activities and strategies in an integrated curriculum. 

VII.  **Textbook and/or Required Readings:**  

   Additional readings may be assigned in class. 

VIII. **Basis for Student Evaluation:**  

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities</td>
<td>50</td>
<td>Weekly</td>
</tr>
<tr>
<td>Goals (parts I. &amp; II.)</td>
<td>50</td>
<td>Weeks 2 &amp;</td>
</tr>
<tr>
<td>Theorist Presentation</td>
<td>50</td>
<td>Weeks 2, 3, 4</td>
</tr>
<tr>
<td>Planning Curriculum &amp; Assessment Simulation</td>
<td>50</td>
<td>Weeks 4, 5, 6</td>
</tr>
<tr>
<td>TWS Unit</td>
<td>189</td>
<td>Weeks 6, 7, 9, 12, 13, 14</td>
</tr>
<tr>
<td>Lesson shared in class</td>
<td>25</td>
<td>Week 16</td>
</tr>
<tr>
<td>Midterm &amp; Final Exams</td>
<td>200</td>
<td>Weeks 8 &amp; 17</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>614</strong></td>
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</tbody>
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IX. **Grading Scale**  
   100-90% = A  
   89-80% = B  
   79-70% = C
X. Academic Policy Statement:
Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. 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 and Cheating.

XI. Student with Disabilities:
Southeast Missouri State University and Disability Support Services remain committed to making every possible 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. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment
The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. 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 well as to respect private and public property.

XIII. Professional Dispositions for Teacher Education
The Dispositions, as assessed within Teacher Education are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the 11 current dispositions assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.
**Competent:**  
- Self-initiative/Independence  
- Reliability/Dependability  
- Attendance/Punctuality  

**Reflective:**  
- Response to feedback  
- Desire to improve teaching performance  

**Caring:**  
- Tact judgment (with peers and/or instructors)  
- Interaction with students, peers, teachers and others  
- Collegiality  
- Attitudes towards learners/Fairness  
- Attitudes towards cultural, ethnic and socioeconomic diversity  
- Commitment to the profession