

COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Elementary, Early and Special Education

Course No. CE366

Title of Course: Curriculum, Theory and Program Management in Early Childhood

Date: September 21, 2018

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

Foundational principles in Early Childhood Education, including learning theories, developmentally appropriate principles, curriculum planning, and program management (2 credit hours)

II. Prerequisite(s):

Admission to the Teacher Education Program
CF 124 Children's Health, Nutrition and Safety
CF 233 Creative Thought and Expression in Children
CF 512 Family and Community Resources

Co-requisite(s):

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
CE 368 Early Childhood Field Experience

III. Purposes or Objectives of the Course (optional): Teacher Candidates will:

- A. Explain the fundamental historical and philosophical principles of the field of early childhood education and their influences upon the practices in the field.
- B. Describe the prevalent theories of how children approach learning and develop in all areas: cognitive, physical, social and emotional.
- C. Describe and plan developmentally appropriate practices with young children.
- D. Describe and plan the cognitive, language, physical, social and emotional benefits of play for young children.
- E. Demonstrate the ability to use standards, children's prior knowledge, developmental needs and interests to plan integrated and emergent curriculum.
- F. Apply ethical principles, i.e., the Code of Ethical Conduct, in all interactions with children, colleagues, cooperating teachers, administrators, and family members.
- G. Describe research-based curriculum models in early childhood education: Creative Curriculum, Reggio Emilia, High / Scope, Emerging Language & Literacy Curriculum (ELLC), and Project Construct.
- H. Recognize and demonstrate the roles and responsibilities of early childhood professionals in promoting children's learning and development, i.e. advocacy, consultation and collaboration.
- I. Use professional early childhood resources, such as organizations, publications, websites, and apps to support child learning and development.
- J. Explain the organization and administration of early childhood programs in the licensing and accreditation process.
- K. Describe the potential benefits and influences of high-quality early childhood programs for infants, toddlers, and preschool children.
- L. Describe basic principles in managing an early childhood program relating to budget, personnel, environmental considerations, marketing, food service, and working with families.
- M. Describe current issues and trends that are impacting the learning and development of young children.

IV. Course Learning Outcomes (Minimum of 3):

- A. Apply the prevalent theories of how children approach learning and develop in instructional practices.
- B. Explain the potential benefits and influences of high-quality (licensed and accredited) early childhood programs

upon young children's learning and development.

C. Demonstrate an understanding of the cognitive, language, physical, social and emotional benefits of play for young children through play-based curriculum and assessment strategies.

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. Dr. Sharon J. Dees
- B. Dr. Julie A. Ray
- C. Ms. Brooke Uchtmann
- D. Ms. Laura Johnson
- E. Dr. Susan Davis

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

Week(s)	Topic	Course Hours
1	Historical, philosophical foundations of early childhood education	2
2, 3	Theories of learning and development	4
4, 5	Program Management: Developmentally Appropriate Practice	3
5, 6	Program Management: Benefits of play, play-based instruction and assessment	3
7	Program Management: Emergent curriculum	2
8, 9	Program Management: Code of Ethical Conduct	3
9, 10	Program Management: Curriculum Models	3
11	Program Management: Professional Development and Resources for Teachers	2
12, 13	Program Management: Licensing and Accreditation, Influence of High Quality Programs	3
13, 14	Program Management: Basic Principles in Managing an EC Program	3
15	Current Issues and Trends in EC	2
	Total	30

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: _____

Julie Ray
Chair

Date: 10/29/18

Signature: _____

Brooke Uchtmann
Dean

Date: 10/29/18

COURSE APPROVAL DOCUMENT

Reference Sheet

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IV. Course Learning Outcomes (Minimum of 3):

- A. Apply the prevalent theories of how children approach learning and develop in instructional practices.
- B. Explain the potential benefits and influences of high-quality (licensed and accredited) early childhood programs upon young children's learning and development.
- C. Demonstrate an understanding of the cognitive, language, physical, social and emotional benefits of play for young children through play-based curriculum and assessment strategies.

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15	Current Issues and Trends in EC	2
	Total	30

Attach copy of example class syllabus and schedule:

Fall 2018

CE366 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: Approved, 2014
Revised: Fall 2018

Class Meeting Time and Location: Monday, 1:00-2:50, SC303
Instructor Name and Contact Information: Dr. Sharon J. Dees, Honors Faculty,
SC401E, 651-2122
sdees@semo.edu

Office Hours: Tuesday and Thursday at LaFerla, 9:15-9:45
Tuesday and Thursday at SC401E, 10:00-11:00

Catalog Description:

Foundational principles in Early Childhood Education, including learning theories, developmentally appropriate principles, curriculum planning, and program management (2 credit hours)

Pre-Requisites:

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Co-Requisites:

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CE 365 Observation, Assessment and Data Analysis in Early Childhood
CE 330 Classroom Management and Environmental Organization
CE 368 Early Childhood Field Experience

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. Julie Ray, Chair of the Department of Elementary, Early and Special Education.

Course Learning Outcomes (Minimum of 3):

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

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.
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ACCESIBILITY STATEMENT

Southeast Missouri State University is committed to providing services for students with disabilities to ensure equal access as outlined in the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Disability Services is the institutionally recognized program designed to provide both federally mandated services as well as proactive services for students with disabilities by ensuring equal access. By providing leadership, advocacy, resources, mediation, and guidance to students with disabilities, Disability Services assists students with identifying barriers to their success and thus identifying ways to address those barriers.

While Disability Services strives to reduce barriers that students encounter at Southeast, academic accommodations are often necessary in the classroom. Academic accommodations are adjustments made to provide students equal access. Students wishing to use academic accommodations that are associated with their disability should contact Disability Services to determine how best accommodations may be provided. When accommodations are needed, they are implemented on a case by case basis. Disability Services staff consult with each student individually to identify how to best meet their needs.

For more information, see the Disability Services page or contact Disability Services located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927)

Disability Services

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of [Disability Services](#) located in Dearmont Hall Wing B1, One University Plaza MS 2030, Cape Girardeau, MO 63701; (573-651-5927).

It is the responsibility of the student to notify the instructor after requesting reasonable accommodations with DS. Failure to do this may result in not receiving the requested accommodations. Refer to <http://www.semo.edu/ds/index.htm>

ACADEMIC HONESTY

Policy. 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 Undergraduate or Graduate Bulletin. 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.

General Responsibilities for Academic Honesty. It is the University's responsibility to inform both students and faculty of their rights and responsibilities regarding such important matters as cheating and plagiarism. Most of what is considered unethical or dishonest behavior can be avoided if faculty and students clearly understand what constitutes such practices and their consequences. The University community should also be aware of the procedures to be followed should a breach of academic honesty occur.

The faculty member is responsible for clarification to his/her class of those standards of honesty for class assignments or functions where such standards may be unclear or when such standards vary from the accepted norm. Further, some faculty may choose to utilize preventive measures (multiple exams, alternate seating, etc.) to help insure the maintenance of academic honesty. However, the use of such measures is the prerogative of the individual faculty member and is not a responsibility or requirement of faculty in general.

The fundamental responsibility for the maintenance of honesty standards rests upon the student. It is the student's responsibility to be familiar with the University policy on academic honesty and to uphold standards of academic honesty at all times in all situations.

Protocol for Adjudicating Alleged Violations of Academic Honesty. Faculty members who discover evidence of academic dishonesty should contact the student within five business days of discovering the alleged dishonesty to arrange to meet and discuss the allegation. Prior to this meeting the faculty member may consult with the Department Chairperson, the appropriate Dean, and the Office of Judicial Affairs. The following sections describe the procedures to be adhered to in each of the listed instances: the student acknowledges the violation, the student denies the violation, and the appeals process. If the faculty member is the Department Chairperson, a departmental designee will assume the Department Chairperson's role in this protocol and references to the Department Chairperson should be read as departmental designee. The procedures below should be followed with online, ITV or face-to-face classes.

From Faculty Senate Bill 11-A-16 <http://www.semo.edu/facultysenate/handbook/5d.html>

CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct ([Statement of Student Rights and Code of Student Conduct](#)). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

Attendance and make-up work

Students are expected to attend all classes and to complete all assignments for courses in which they are enrolled. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for assignment make-up. However, it is the instructor's decision to provide, or not to provide, make-up work related to absences for any other reason.

A student not present for class during the entire initial week of a scheduled course may be removed from the course roster unless the student notifies the instructor by the end of the first week of an intention to attend the class. Questions regarding the removal process should be directed to the Registrar.

In order to complete missed or late work an agreement must be made with the instructor. All late work will have a reduction of points. No missed or late work will be accepted after the last regular day of the class (the week before finals).

All assigned papers should be completed in a timely manner and submitted for grading by the indicated date. Points will be deducted for late assignments:

10% 1 – 3 days late

20% 4 - 7 days late

50% 7 – 14 days late

Work more than 14 days late will be given 0 points, but is still due.

This class will include group discussions, small group work, case studies, individual reflections, and other class activities. Teacher candidates are encouraged to ask questions and make comments pertinent to the subject. Points are given for participating in class activities and assignments, and these points may **not** be made up, if absent.

Each teacher candidate is expected to attend classes (arrive on time and stay until the end of class) and take an active role in class. In-class activities points will be deducted for tardiness or leaving class early.

Class work will complement, rather than substitute for the text and assigned readings. Thus it is important that each teacher candidate complete the assigned readings and accompanying homework before we discuss them in class. The readings will be used extensively for both homework and class activities, so it is important to bring the text to class each period. The COE iPads will also be used daily, and it is important that teacher candidates bring their iPad, charged and ready to use, to class.

Technology

Students are expected to check their grades on Moodle. Moodle submission will be used for some assignments. Out of courtesy to your instructor and classmates, please silence cell phones during class time. Any use of cell phone should be done in the hallway. It is also expected that iPad use will be related to class topics / discussions. **In-class activity points will be deducted for cell phone or iPad use that is unrelated to class activities.**

Writing Effectively

All assignments should demonstrate professional writing abilities, including grammar and spelling. Points will be deducted for writing errors, and papers with repeated unprofessional writing may be

returned for revision without being graded. Assistance with writing may be obtained from the Center for Writing Excellence, located at <http://ustudies.semo.edu/writing> or the Writing Excellence's Online Writing Lab (OWL), located at: <http://ustudies.semo.edu/writing/owl.asp>.

All assignments should be typed, double-spaced, 12 point font, standard margins.

Assignments	Percentage of Total Grade
Theory in Lesson Plans (Social Studies, Science and Math	10%
Environmental Rating Paper	10%
Social Studies lesson based on play	20%
Theory Presentation	10%
Abstract	5%
Misc. classroom activities and participation	15%
Midterm and Final	30%

Grading scale and policies:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
Below 60%	F

A grade of C or higher is required.

Any teacher candidate who is asked to leave a field or clinical experience by a partner school district before the end of the semester, due to performance or dispositional issues, will not be given a new placement for that semester. The teacher candidate will also receive a failing grade for the field experience course. The teacher candidate must repeat the field or clinical course, and if a grade of C or higher is not received in the second attempt, the teacher candidate will be removed from the College of Education program. This policy does not pertain to any teacher candidate whose field placement termination is due to circumstances unrelated to teaching performance or dispositions, such as a cooperating teacher illness.

Text: Feeney, S., Christenson, D., & Moravcik, E. (2016). *Who am I in the lives of children? An introduction to teaching young children.* (10th ed.). Englewood Cliffs, CA: Prentice-Hall.

Course Objectives	MoSPE Quality Indicators	NAEYC Standards
1. Explain the fundamental historical and philosophical principles of the field of early childhood education and their influences upon the practices in the field	1.1	6a
2. Describe the prevalent theories of how children approach learning and develop in all areas: cognitive, physical, social and emotional.	2.3	1b
3. Describe and plan developmentally appropriate practices with young children.	3.2	4b, 4c

4. Describe and plan the cognitive, language, physical, social and emotional benefits of play for young children.	2.1	
5. Demonstrate the ability to use standards, children's prior knowledge, developmental needs and interests to plan integrated and emergent curriculum.	3.1	4b, 4c, 5a, 5c
6. Apply ethical principles, i.e., the Code of Ethical Conduct, in all interactions with children, colleagues, cooperating teachers, administrators, and family members.	8.3	6b
7. Describe research-based curriculum models in early childhood education: Creative Curriculum, Reggio Emilia, High / Scope, Emerging Language & Literacy Curriculum (ELLC), and Project Construct.	1.1	4b, 4c
8. Recognize and demonstrate the roles and responsibilities of early childhood professionals in promoting children's learning and development, i.e. advocacy, consultation and collaboration.	8.3	6a, 6c, 6e
9. Use professional early childhood resources, such as organizations, publications, websites, and apps to support child learning and development.	8.2	6c
10. Explain the organization and administration of early childhood programs in the licensing and accreditation process.	1.1	6a
11. Describe the potential benefits and influences of high-quality early childhood programs for infants, toddlers, and preschool children.	1.1	6a
12. Describe basic principles in managing an early childhood program relating to budget, personnel, environmental considerations, marketing, food service, and working with families.	1.1	6a
13. Describe current issues and trends that are impacting the learning and development of young children.	1.1	6a, 6c, 6d, 6e

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Final: December 12, noon, SC303