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:
This course will present foundational principles of early childhood education, including learning theories, developmentally appropriate principles, curriculum planning, and program management. (3 hours credit)

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

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):

| 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 curriculum and assessment strategies. | Field-Based Lesson Plans / Reflections / Rubric |

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

Policy for Candidate Removal from the Field: 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.

**Grading scale and policies:**

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

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>
<tr>
<td>1</td>
<td>Historical, philosophical foundations of early childhood education</td>
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<td>2</td>
<td>Theories of learning and development</td>
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<td>3</td>
<td>Program Management: Developmentally Appropriate Practice</td>
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| 4    | Program Management: Benefits of play, play-based instruction and assessment  
Field Experience: PreK |          |            |             |
| 5    | Program Management: Benefits of play, play-based instruction and assessment  
Field Experience: PreK |          |            |             |
| 6    | Program Management: Emergent curriculum  
Field Experience: PreK |          |            |             |
| 7    | Program Management: Emergent curriculum  
Field Experience: PreK |          |            |             |
| 8    | Program Management: Code of Ethical Conduct  
Field Experience: PreK |          |            |             |
| 9    | Program Management: Curriculum Models  
Field Experience: PreK |          |            |             |
| 10   | Program Management: Professional Development and Resources for Teachers  
Field Experience: PreK |          |            |             |
| 10   | Program Management: Licensing and Accreditation, Influence of |          |            |             |
Potential Readings and Resources


