

MURRAY STATE UNIVERSITY

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: ELE COURSE NUMBER: 410 CREDIT HOURS: 3

I. TITLE: Collaboration and Communication in IECE Environments

II. COURSE DESCRIPTION AND PREREQUISITE(S): Examines collaboration processes involving early childhood professionals, families of children with and without disabilities, and other community resource personnel. Communication skills needed to function effectively in interdisciplinary early childhood education environments are a primary focus. The course also addresses topics that are critical to the practitioner's professional development including reflective thinking, ethics, and advocacy. Field experiences required.

Prerequisite(s): EDU 103, FCS 210, and 211.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky IECE Teacher Standards (IECE), the Kentucky Teacher Standards (KTS), the National Association for the Education of Young Children Standards (NAEYC), the Interstate Teacher Assessment and Support Consortium Standards (InTASC), and the Council for Exceptional Children Standards (CEC) addressed by that objective. Upon successful completion of this class, students will be able to

- A.** acquire knowledge about the major theories that support partnerships with professionals and families (IECE V, VII; KTS 8; NAEYC 1, 2; InTASC 10; CEC 7);
- B.** translate theories into practical applications for all types of early childhood education programs (IECE V; NAEYC 2; CEC 7);
- C.** become familiar with collaboration processes and skills needed in early childhood environments (IECE VI; KTS 8; InTASC 10; CEC 7);
- D.** demonstrate knowledge of recommended practice and research in interdisciplinary collaboration and consultation (IECE V, VI, VIII; KTS 8; InTASC 10; CEC 7);
- E.** use effective team membership and interpersonal skills to support collaboration (IECE VI, IX; KTS 8; NAEYC 2, 6; InTASC 10; CEC 7);
- F.** understand and apply communication processes and skills (IECE VI, VIII, IX; KTS 8; InTASC 10; CEC 7);
- G.** understand the importance of promoting professionalism and influencing public policy in early childhood education (IECE VII; KTS 9, 10; NAEYC 6);
- H.** gain experience in using the NAEYC Code of Ethical Conduct and DEC Code of Ethics for resolving ethical dilemmas in early childhood environments (IECE V, VI, VII, VIII; NAEYC 6; CEC 6); and
- I.** write in a manner that is appropriate for an early childhood professional.

The COE Conceptual Framework and the Theme of Educator as Reflective Decision Maker are addressed in this course as students are encouraged to develop and reflect on the knowledge, skills, and dispositions needed to effectively engage in the collaborative process as partners with families and community agencies.

The EPSB Theme of Diversity is addressed in the course as students explore the influences of culture and family structures on children and adults in the early childhood environment.

IV. CONTENT OUTLINE:

- A. Theories that Support Partnerships between Teachers and Families
- B. Practical Applications of Theories
- C. Collaboration Processes and Skills
- D. Advocacy and Professionalism
- E. Reflective Practice
- F. Ethical Practices in Early Childhood Environments
- G. Writing in the Field of Education

V. INSTRUCTIONAL ACTIVITIES:

Small and Large Group Discussions
In-Class Participation/Presentations
Videotapes
Research
Writing Process Activities
Lecture

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Observing Family Resource/Youth Service Center personnel (1 hour), interaction with families/school personnel for advocacy project (5 hours). **To earn a grade in this course, students must successfully complete the required field experiences and record the hours and related components on the *LiveText FEM* site. Students are also expected to record field experiences in KFETS.**

VII. TEXT(S) AND RESOURCES:

Couchenour, D. & Chrisman, K. (2014). *Families, schools, and communities: Together for young children* (5th ed.). Wadsworth/Cengage Learning: Belmont, CA.

Internet Sites

LiveText

Curriculum Materials Center, AL Hall. Room 341

Waterfield Library/ Public Libraries

National Association for the Education of Young Children (NAEYC)

Southern Early Childhood Association (SECA)

Kentucky Association of Early Childhood Educators (KAECE)

Association for Childhood Education International (ACEI)

The Purdue OWL (Online Writing Lab) <http://owl.english.purdue.edu/>

Guide to Grammar and Writing <http://grammar.ccc.commnet.edu/grammar/>

VIII. EVALUATION AND GRADING PROCEDURES:

Grades will be awarded for performance on required assignments and in accordance with the University scale.

A=90-100% of total points

B=80-89% of total points

C=70-79% of total points

D=60-69% of total points

E=below 59% of total points

Required Assignments: (See handout for details about required assignments.)

A. Reflective/Discussion Questions

B. Interview Presentation and Report

C. Dispositions Essay

D. Advocacy Project Implementation and Report

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the *current MSU Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course

syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889 (TDD).

XII. FLAG SYSTEM/CONTINUOUS ASSESSMENT:

Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are

carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student's progress towards program completion. **NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.**