

## MURRAY STATE UNIVERSITY

**DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION**

**COURSE PREFIX: ELE    COURSE NUMBER: 605    CREDIT HOURS: 3**

**I. TITLE:** Introduction Interdisciplinary Early Childhood Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):** A course designed for students entering the field of early intervention and educare services for children birth to primary school and students preparing for Kentucky Interdisciplinary Early Childhood Education (IECE) teacher licensure. It addresses the philosophy of early childhood education, teacher performance, professional development, and licensure.

**Prerequisite(s):** None

**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 which reference the Kentucky IECE Teacher Standards (IECE), the Kentucky Teacher Standards (KTS), the National Association for the Education of Young Children Standards (NAEYC), the Council for Exceptional Children Standards (CEC), and the Instate Teacher Assessment and Support Consortium Standards (InTASC). Upon successful completion of this class, students will be able to

- A.** demonstrate understanding of the history and philosophy of Interdisciplinary Early Childhood Education (IECE VII; KTS 2; NAEYC 6; InTASC 4);
- B.** demonstrate understanding of Kentucky Early Childhood Standards and understanding and application of IECE Teacher Performance Standards and Performance Criteria (IECE VII; NAEYC 6; InTASC 9);
- C.** identify and determine personal professional strengths and weaknesses as a basis for a Professional Growth Plan (IECE V, VII; KTS 7, 9; NAEYC 6; CEC 6; InTASC 9);
- D.** collect and create documents and artifacts that constitute evidence of competency as defined in IECE Teacher Performance Standards and Performance Criteria (IECE VII; NAEYC 4, CEC 6);
- E.** develop a Professional Growth Plan, characterized as professionally defensible, feasible, and timely (IECE V, VII; KTS 7, 9; NAEYC 6; CEC 6; InTASC 9);
- F.** initiate a personal professional working portfolio in accordance with program procedures (IECE VII; NAEYC 6);
- G.** develop supporting documentation of strengths and work experiences while establishing long time goals for career development (IECE V, VII; KTS 7, 9; NAEYC 6; InTASC 9); and
- H.** develop skills to use technology to enhance learning (IECE II, III, IX; NAEYC 4; InTASC 5).

The COE Themes of Diversity and Educator as Reflective Decision-Maker are addressed in this course through the various chapters in the text and, more specifically, through each

student's reflection on his/her professional growth within the context of the diversity found in Interdisciplinary Early Childhood education environments.

#### IV. CONTENT OUTLINE:

- A. Philosophy of Interdisciplinary Early Childhood Education
- B. IECE Teacher Performance Standards
- C. Kentucky Early Childhood Standards
- D. Teacher Certification Process
- E. Self-assessment and professional growth
- F. Portfolio Development and requirements of IECE graduate programs
- G. Code of Ethics
- H. Using technology with young children

#### V. INSTRUCTIONAL ACTIVITIES:

The class is designed as an on-line course. Readings, PowerPoints, and course assignments are related to identify course objectives.

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

Five (5) hours documented assisting teacher and working with infants and/or toddlers, 5 hours documented assisting preschool teacher and working with preschool children, 5 hours documented assisting kindergarten teacher and working with kindergarten children, 5 hours documented for collaboration project, 3 hours documented attending school board and site-based council meetings. **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:

Copple, C., & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3<sup>rd</sup> ed.). Washington: D.C.: National Association for the Education of Young Children. ISBN: 9781928896647

LiveText Solutions (This is your electronic portfolio access and must be purchased for the course and IECE program. You can purchase it through the MSU bookstore or at [www.livetext.com](http://www.livetext.com))

MSU Waterfield Library  
<http://lib.murraystate.edu/>

Web Resources  
*Kentucky IECE Teacher Standards*  
<http://www.kyepsb.net/teacherprep/iecestandards.asp>

*MSU Graduate Bulletin*

<http://www.murraystate.edu/registrar.aspx>

*Kentucky Early Childhood Standards*

<http://kidsnow.ky.gov/Improving-Early-Care/Pages/Tools-and-Resources.aspx>

Early Childhood Web Sites

*Southern Early Childhood Association (Dimensions of Early Childhood)*

<http://www.southernearlychildhood.org>

*Division of Early Childhood, Council of Exceptional Children (Journal of Early Intervention and Young Exceptional Children)*

<http://www.dec-sped.org/>

*National Association for the Education of Young Children (Young Children, Journal of the NAEYC)*

<http://www.naeyc.org>

*Zero to Three, National Center for Infants, Toddlers and Families*

<http://www.zerotothree.org>

#### **VIII. EVALUATION AND GRADING PROCEDURES:**

Grades will be awarded for performance on required assignments (i.e., philosophy, collaboration project report, school board/site based decision making reflection, professional growth plan, ethical considerations worksheet, connections papers related to working with infants/toddlers, preschoolers, and kindergarteners). The grading scale for the course is

A=92-100% of total points

B=91-83% of total points

C=82-74% of total points

D=73-65% of total points

E=below 65% of total points

Required assignments include the following:

- A.** Collaboration Project
- B.** Philosophy of Early Childhood Education
- C.** Professional Growth Plan
- D.** Code of Ethics Activities
- E.** Working with infants/toddlers, preschoolers, and kindergarten age children
- F.** Readings from text and current articles
- G.** Report of school board meeting and SBDM meeting

#### **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.**