MURRAY STATE UNIVERSITY
COURSE SYLLABUS

DEPARTMENT: Early Childhood and Elementary Education
COURSE NUMBER: ELE 605
CREDIT HOURS: 3

I. COURSE TITLE: Introduction to Graduate Studies in Interdisciplinary Early Childhood Education

II. CATALOG DESCRIPTION: A course designed for students entering the field of early intervention and education of children birth to primary school and students preparing for Kentucky Interdisciplinary Early Childhood Education (IECE) teacher certification. This course addresses the philosophy of early childhood education, teacher performance, professional development, and certification.
(Please note that this course is not recommended for majors other than IECE.)

III. PURPOSE: The course will enable the student to develop a Plan of Study, develop framework for graduate portfolio, an Individual Professional Growth Plan related to Kentucky Interdisciplinary Early Childhood Education (IECE) teacher certification and the IECE graduate program. Self-assessment in relation to IECE Teacher Performance Standards will provide the foundation for the Professional Growth Plan and Plan of Study. Course content and required activities contribute to attainment of plan objectives.

IV. COURSE OBJECTIVES: The behaviors listed below are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act guidelines. Following each objective, and enclosed in parentheses are numbers that reference the Kentucky Interdisciplinary Early Childhood Education Teacher Standards (IECE), Kentucky Experienced Teacher Standards (ET) and Kentucky Early Childhood Educator Competencies (ECE). As a result of participation in this course, students will:

A. demonstrate understanding of the history and philosophy of Interdisciplinary Early Childhood Education. (IECE VII) {ET II}(ECE3)
B. demonstrate understanding and application of IECE Teacher Performance Standards and Performance Criteria; KERA Learning Goals and Academic Expectations; Kentucky Early Childhood Standards, and the teacher licensure process. (IECE VII) (ECE 3)
C. identify and determine personal professional strengths and weaknesses as a basis for a Professional Growth Plan. (IECE V, VII) {ET II, VII} (ECE 5)
D. collect and create documents and artifacts that constitute evidence of competency as defined in IECE Teacher Performance Standards and Performance Criteria. (IECE VII) {ET I, II, IX}(ECE5)
E. develop a Professional Growth Plan, characterized as professionally defensible, feasible, and timely in conjunction with requirements established by your instructors. (IECE V, VII) {ET IX}(ECE 5)
F. initiate a personal professional working portfolio in accordance with university regulations and procedures. (IECE VII) {ET II}(ECE 5)
G. develop supporting documentation of strengths and work experiences while establishing long time goals for career development. (IECE V, VII) {ET I, II, IX} (ECE 5)

H. develop skills to use technology to enhance learning. (IECE II, III, IX) {ET X} (ECE4)

The COE Theme of Educator as Reflective Decision-Maker and the EPSP theme of diversity 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.

V. CONTENT OUTLINE:

A. History and philosophy of Interdisciplinary Early Childhood Education

B. IECE Teacher Performance Standards and Kentucky Early Childhood Educator Competencies

C. Kentucky Early Childhood Standards

D. Teacher Certification Process

E. Self-assessment and professional growth

F. Portfolio Development

G. Requirements of IECE graduate programs

H. Resources for Professional Development

I. Using technology with young children

J. Philosophy guiding practices

K. Collaboration and teaming

L. Cultural competency

M. Transitions

VI. INSTRUCTIONAL ACTIVITIES: Lecture, group discussions, small group activities, case studies, student/instructor conferences, readings, on line assignments, student assessment procedures including development of portfolio, projects, and exams.

VII. FIELD AND CLINICAL EXPERIENCES: None required
VIII. RESOURCES: College of Education computer labs, College of Education Curriculum Materials Center, MSU Waterfield Library and online resources

IX. GRADING PROCEDURES: Student progress throughout the IECE graduate program is continuously assessed. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed by faculty. **At the completion of 9 credit hours, students should complete an application for candidacy form. At this point, faculty determine if the student is formally admitted into the IECE graduate program.**

For students applying for admission to Teacher Education Services at the graduate level, positive and negative flags are submitted to Teacher Education Services and then presented to admission 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 graduate practicum or reversal of admission status.

Grades for this class are based on participation in class including both face-to-face class sessions and online class meetings, and completion of other required class activities in accordance with the following 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 Activities: (Many of these activities would be appropriate for the graduate portfolio)**

1. Collaboration entry with reflection. Students will participate in a collaboration activity (with other professionals and/or families) providing supporting documentation of completion of activity. (25 points possible) **Reflection required for this activity.**

2. Development of graduate portfolio posted on LiveText. Students will develop a personal professional working portfolio in accordance with university regulations and procedures based on IECE Teacher Standards (15 points possible for activity). As part of the process of developing portfolio, students will **develop a vita/resume and their philosophy/beliefs about the education of young children with and without disabilities. Your philosophy should include your beliefs about the education of young children from birth through kindergarten, reflect best practices, and include how you work with children with diverse abilities and their families.**
3. Students will develop a Professional Growth Plan during the semester completing one goal. Documentation of growth will be required for the goal identified on the Professional Growth Plan (25 points possible). **Reflection required for this activity.**

4. Develop a community resource guide for families of young children (based on where you currently live or work). Create an informative and appealing product for families to use (e.g., brochure or webpage if you have a school website). Include a list of community resources, services each resource provides to families, contact information, and other information that may help families. (25 points possible) **Reflection required for this activity.**

5. Students will demonstrate skills in using technology to enhance learning of young children. You will share resources or materials you have developed using technology to enhance learning by posting on Blackboard and by demonstrating to the ELE 605 class. (25 points possible) **Reflection required for this activity.**

6. There will be a mid-term and final examination, each worth 50 points.

7. Participation in various classroom activities and assignments (60 possible points).

Several factors will be considered when computing a final grade for this course: participation in class and online activities, projects, tests, and required performance activities.

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<tr>
<th>Requirements</th>
<th>Points</th>
<th>Required Portfolio Entries</th>
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<tbody>
<tr>
<td>1. Collaboration entry</td>
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<td>2. Class participation</td>
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<td>3. Development of Portfolio (Requirements will be provided)</td>
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<td>4. Technology activity</td>
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<td>5. 2 tests each worth 50 points</td>
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<td>6. Professional Growth Plan</td>
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<td>7. Community resource guide</td>
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X. **ATTEDANCE POLICY:** This class adheres to the attendance policy identified in the current Murray State University graduate bulletin.

XI. **ACADEMIC HONESTY POLICY:** This class adheres to the academic honesty policy identified in the current Murray State University graduate bulletin.

XII. **REQUIRED TEXT, RESOURCES, AND REFERENCES:**

LiveText Solutions
Web Resources

Kentucky IECE Teacher Standards
http://www.kyepsb.net/teacherprep/iecestandards.asp

MSU Graduate Catalogue
http://www.murraystate.edu/registrar/content/bulletin.htm

Kentucky Early Childhood Standards
http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Kentucky%27s+Early+Childhood+Standards.htm

Early Childhood web sites

Dimensions of Early Childhood, Southern Early Childhood Association
http://www.southerneverearlychildhood.org

Journal of Early Intervention and Young Exceptional Children, Division of Early Childhood, Council of Exceptional Children http://www.dec-spied.org/

Young Children, Journal of the National association for the Education of Young Children
http://www.naeyc.org

Zero to Three, National Center for Infants, Toddlers and Families
http://www.zerotothree.org

XIII. PREREQUISITES: None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY: Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-8809-3155.